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Influence of Self-Regulation on Students' Academic Performance in Mixed Day Public Secondary Schools in Belgut Sub-County, Kericho County, Kenya

CHEPKIRUI MERCY LANGAT

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**INFLUENCE OF SELF-REGULATION ON STUDENTS' ACADEMIC
PERFORMANCE IN MIXED DAY PUBLIC SECONDARY SCHOOLS IN
BELGUT SUB-COUNTY, KERICHO COUNTY, KENYA**

CHEPKIRUI MERCY LANGAT

**A Thesis Submitted to the Board of Graduate Studies in Partial Fulfilment of the
Requirement for the Conferment of the Degree of Master of Education in
Educational Psychology of the University of Kabianga.**

UNIVERSITY OF KABIANGA

OCTOBER, 2025

DECLARATION AND APPROVAL

DECLARATION

This thesis is my original work and has not been presented for the conferment of a degree or for the award of a diploma in this or any other university.

Signature..... Date

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DEDICATION

I dedicate this work to my parents, my siblings and to my family for their prayers, encouragement and motivation.

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I wish to express my heartfelt gratitude to God for His strength, wisdom, and guidance throughout the entire process of this study. His unfailing support and provision have been a source of inspiration and perseverance, enabling me to overcome challenges and complete this research successfully.

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ABSTRACT

Research on how students' personal factors affect academic performance has mostly focused on family background, gender, and attitude, with less emphasis on psychological factors. Academic performance in mixed day public secondary schools has been poor in Belgut Sub-County and other parts of Kenya. Whereas efforts have been made by the government and stakeholders in the education sector to address disparities in achievement, most mixed day public secondary schools continue to perform below boarding schools. The purpose of this research was to study the influence of self-regulation on students' academic performance in mixed day public secondary schools in Belgut Sub-County, Kericho County, Kenya. The specific objectives of the study comprised: to examine the influence of goal setting, self-efficacy, information seeking and self-assessment on students' academic performance in mixed day public secondary schools in Belgut Sub-County. The study was anchored on social cognitive theory. The study used quantitative and qualitative research methodologies and adopted a concurrent triangulation research design to establish predictive relationships among the variables. The study population were all students from mixed day public secondary schools in Belgut Sub-County. The target population consisted of 2213 form III students and 56 class teachers (in charge of Form III class) from which a sample of 306 students and 17 teachers were obtained using simple random sampling technique. Semi-Structured questionnaires were adopted for students. The interview guide for teachers was in semi-structure form to mainly collect qualitative data. Further, document analysis checklist was used to obtain students' examination scores from school records (continuous and end term results). Validity of the research instruments was determined through content validation method where recommendations received were incorporated in the final questionnaire. Thereafter, a pilot study was conducted on 30 Form III students selected from mixed day public secondary schools in Bureti Sub-County whereby Cronbach Alpha above 0.7 was obtained, hence the instrument was reliable. Both descriptive and inferential statistical techniques were used to analyse the data. Specifically, multiple regression analysis was used to test the relationship between independent variables and dependent variable. The results revealed that students were often able to set goals as well as develop daily and weekly schedules. Therefore, goal setting had positive statistical significant influence on academic performance of students. The findings also revealed that the students were self-driven and chose their learning environment. The self-efficacy had positive statistically significant influence on student's academic performance. The students were able to ask questions during learning and liaise with classmates in identifying difficult areas. Therefore, information seeking had positive significant influence on student's academic performance. The study found that students were able to ask questions on the subject as well as identify deviation of the results. Self-assessment was found to have positive statistically significant influence on students' academic performance. The study concluded that self-regulation through setting a goal, self-efficacy, information seeking and self-assessment had a statistically significant positive influence on academic performance. The study recommended that students should be trained on how to set standards for their long-term improvement and to do self-evaluation. Parents and teachers were also encouraged to motivate their students.

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LIST OF ABBREVIATIONS AND ACRONYMS

CAT	Continuous Assessment Test
GPA	Grade Point Average
KCSE	Kenya Certificate of Secondary Education
KICD	Kenya Institute of Curriculum Development
NACOSTI	National Commission for Science, Technology and Innovation
OECD	Organization for Economic Cooperation and Development
SDGs	Sustainable Development Goals
SPSS	Statistical Package for Social Sciences
SRL	Self-Regulated Learning
UNICEF	United Nations Children's Fund
WHO	World Health Organization
ANCOVA	Analysis of Covariance

DEFINITION OF TERMS

Academic Achievement: refers to the level of knowledge or skills a student has acquired over time. It is often measured through standardised tests, cumulative grades, certifications or degrees obtained. It focuses on long-term learning outcomes and mastery of subjects. Example: A student scoring high in national exams or graduating with honors demonstrates academic achievement.

Academic Performance: refers to how well a student performs in academic tasks, including daily coursework, class participation, assignments and exams. It is more short-term and can fluctuate based on effort, self-regulation, study habits and external factors. It can be assessed through grades on tests, assignments or class participation as in the case of this study. Example: Students who consistently submit assignments on time and perform well in class discussions have good academic performance.

Goal Setting: refers to setting standards for assignments, managing study time, avoiding distractions, scheduling time for personal study, planning of academic achievement targets and goals that you hope to achieve. It is a process of setting rules to control actions by a student in relating to learning objectives.

Self-Efficacy: refers to an individual's belief in their ability to succeed in specific situations and accomplish tasks to achieve a goal. It is affected by the environment, behaviour and personal motivation.

Self-Assessment: refers to the reflection by students over the worth of their effort and the ability to revise, make comparison and performance tracking at individual level.

Self - Regulated Learning: refers to the process in which a student controls and evaluates his/her own behaviour during learning.

Self-Regulation: refers to the ability of the student to control their thoughts and emotions.

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter conceptualizes the study by presenting its key components, including the background, statement of the problem, purpose, objectives, and hypotheses. It highlights the justification and significance of the study, emphasizing the role of self-regulated learning in improving academic performance in mixed-day public secondary schools. The chapter also outlines the scope, assumptions, and limitations that shaped the research process. Together, these elements provide a clear framework for understanding how self-regulation influences students' academic outcomes.

1.2 Background to the Study

United Nations Sustainable Development Goals (SDGs) always pushes for high quality education especially as the year 2030 approaches. Therefore, maximising and safeguarding students' academic achievement is a prime issue across the world where nations are making efforts to ensure that children in schools are provided with appropriate environment and support to realise their education objectives. Secondary education is one of the basic education systems which acts as a vehicle for advancement of knowledge and also a gateway for students to tertiary education (Oparaji and Ugwu, 2019). Knowledge and education have become more like basic needs in the current world. Academic performance is therefore crucial as students pass through evaluation in the education system.

Academic achievement is important in enhancing personal, social and economic prospects, and the economic growth of the nation at large. Anthonysamy et al. (2020) reported that academic achievement by students is the measure of a student's general

academic achievement through examination results, continuous assessment test results and Grade Point Average (GPA). A non-academic outcome, which quantifies students' general attitude toward learning using subjective metrics like extent of student involvement, student happiness, and attitude toward learning, can also be used to measure academic achievement (Hakiki and Rembulan, 2018; Li, Ye, Tang, Zhou, and Hu, 2018). In Kenya, academic achievement is mostly measured through end term results, regular exercises and tests outcomes and final examinations in standard eight and form four (Mungai, 2020). This study focused on academic performance of students based on their examination scores in school for summative and formative exams.

Poor academic achievement by students should be avoided to enhance the success of schools (Kimani, Ndambuki and Mutweleli, 2022). On average, 30 % of students in developed countries who enter tertiary education do not graduate at this level of education because of poor performance. High academic performance among students is of great essence. First, students who perform well are admitted to good courses in higher learning institutions and this increases their chances of succeeding in the job market. This is because students who perform well in class are mostly preferred by employers.

Hayat et al. (2020) stated that teachers mostly dominate in schools through their teaching techniques. The same leads to memorization, regular adaptation and rote learning among the learners hence affecting the ability to understand and apply the concepts taught in class. This called for a shift in research by looking at methods and approaches that move away from the passive approaches used before (Shing and Rameli, 2020). One of the methods to learning that promotes active learning and independent thinking is self-regulated learning.

According to Bandura (1997), self-regulation is the capacity to start and stop important actions, to seize social and educational opportunities, and to put off completing a task or reaching a goal. Self-regulation is the way in which a person controls their feelings or ideas, that are periodically planned and developed in order to accomplish one's own objectives (Zimmerman, 2008).

Self-regulation is a multifaceted concept that includes controlling behaviours and thoughts to facilitate effective learning (Zimmerman and Kitsantas, 2014). Self-regulation is the deliberate acts that a student monitors and maintains in order to meet academic objectives. Self-regulation is mostly used to interfere with the thoughts, desires and believes of students. Onah et al. (2022) states that it is a useful tool used to govern and improve learning among students. This study looks at how self-regulation affects students' academic performance in schools.

Strategies used in self-regulated learning are grouped into three which includes meta-cognitive, motivational and behavioural aspects (Hakiki and Rembulan, 2018). The techniques for self-regulated learning were suggested by Zimmerman (1989) are organizing and self-evaluation. Zimmerman also included planning, goal setting and transformation. Also, asking for help from others, and reviewing records is included. Anthonysamy et al. (2020) states that self-learning has to be drawn from elements like motivation and environment. Other elements include peer-learning, time management and effort regulation.

According to Dignath and Buttner (2018), self-regulation also entails monitoring, instruction reinforcement and setting of goals independently among students. According to Okafor (2022), secondary school students' self-reinforcement, self-

instruction, self-monitoring, and goal-setting are all examples of self-regulation. This indicates that, as cross-national studies have shown, self-regulation occurs in a variety of contexts.

Research has been done all around the world to look into the relationship between academic outcomes from different environments. Tanriseven and Dilmac (2013) states: evaluating self-regulated learning and its impact on students' academic progress has received a lot of attention in industrialized nations. To boost academic achievement and enhance the learning process, there has been a push in Turkey for pupils to acquire self-regulation learning skills in the classroom (Turkben, 2021). A study by Li et al. (2018) states: the main learning strategies include self-evaluation, task strategies and efficacy among Chinese learners. Self-regulated learning gave the students the chance to better manage their time and complete all learning tasks.

In their 2020 report on extrinsic motivation and self-regulation techniques, Onwunyili and Obi made the prediction that Nigerian undergraduate students would effectively study statistics. The findings of the Asfaw (2022) study in Ethiopia indicated a strong correlation between academic achievement and self-efficacy. Oloo (2020) found that students' self-evaluation technique was ineffective in raising achievement in subjects like mathematics and most of the students in Kenya did not use effective strategies like self-assessment. Furthermore, the study discovered that students' attitude towards mathematics in Kenyan public secondary schools were positively correlated with self-regulated learning. These studies have demonstrated the breadth of study done on self-regulation hence the need to investigate the influence of self-regulation on students' academic performance in mixed day public secondary schools in Belgut Sub-County, Kericho County, Kenya.

1.3 Statement of the Problem

Research on how students in mixed-day public secondary schools regulate their own learning remains limited, particularly in Belgut Sub-County, Kericho County, Kenya. Existing evidence shows that students in mixed-day schools consistently perform lower in KCSE examinations compared to their counterparts in boarding schools. This disparity in academic achievement raises concerns about the effectiveness of learning strategies employed by students in these schools. While previous studies have examined self-regulated learning in other contexts, there is a clear lack of empirical research focusing on rural Kenyan mixed-day public secondary schools, leaving a significant knowledge gap regarding how students manage, monitor, and reflect on their learning processes.

Despite the stated objectives of secondary education to nurture independent and self-regulated learners, academic outcomes in Belgut Sub-County's mixed-day public schools continue to fall below expected standards. The underperformance may be linked to several factors, including limited teacher-student interaction due to time constraints, inadequate learning resources, and challenges associated with balancing schoolwork and home responsibilities. These challenges potentially hinder the development of self-regulation skills such as goal setting, self-efficacy, information-seeking, and self-assessment, which are critical for academic success.

Given that research elsewhere demonstrates that self-regulated learners achieve higher academic outcomes than those who rely solely on teacher guidance, there is a need to investigate how self-regulation affects academic performance in this specific context. This study seeks to fill this gap by exploring the extent to which self-regulated learning practices among Form III students in mixed-day public secondary schools influence

their academic performance. Findings from this research are expected to provide evidence-based insights for teachers, school administrators, and policymakers to design interventions that enhance students' learning autonomy, improve academic outcomes, and contribute to narrowing the performance gap between mixed-day and boarding school students in the region

1.4 Purpose of the Study

The purpose of the study was to examine the influence of self-regulation on students' academic performance in mixed-day public secondary schools in Belgut Sub-County, Kericho County, Kenya. Students who are well-behaved are said to perform better.

1.5 Specific Objectives of the Study

The specific objectives of this study were;

- i. To examine the influence of setting goals on students' academic performance in mixed day public secondary schools in Belgut Sub-County, Kericho County, Kenya.
- ii. To evaluate self-efficacy on students' academic performance in mixed day public secondary schools in Belgut Sub-County, Kericho County, Kenya.
- iii. To establish the influence of seeking information on students' academic performance in mixed day public secondary schools in Belgut Sub-County, Kericho County, Kenya.
- iv. To investigate the influence of self-assessment on students' academic performance in mixed day public secondary schools in Belgut Sub-County, Kericho County, Kenya.

1.6 Hypotheses

The study was guided by the following research hypotheses;

- H₀₁: There is no significant influence between goal setting and students' academic performance in mixed day public secondary schools in Belgut Sub-County, Kericho County, Kenya.
- H₀₂: There is no significant influence between self-efficacy and students' academic performance in mixed day public secondary schools in Belgut Sub-County, Kericho County, Kenya.
- H₀₃: There is no significant influence between information seeking and students' academic performance in mixed day public secondary schools in Belgut Sub-County, Kericho County, Kenya.
- H₀₄: There is no significant influence between self-assessment and students' academic performance in mixed day public secondary schools in Belgut Sub-County, Kericho County, Kenya.

1.7 Justification of the Study

Self-Regulated Learning (SRL) is widely recognised as a key determinant of student academic success, not only at the secondary school level but also in tertiary education. SRL is a proactive learning approach that enables students to take ownership of their academic journey. Through SRL, learners are guided to plan, monitor, and reflect on their studies, making deliberate decisions that enhance understanding and improve performance. This approach empowers students to develop independent learning skills, manage their time effectively, and cultivate motivation, which collectively contribute to better academic outcomes.

Oates (2019) emphasised that school heads should encourage students to engage in self-directed learning to fully explore their learning styles and potential. By doing so, students are able to understand their strengths and weaknesses, develop critical thinking skills, and become active participants in their learning process. This method has been linked to improved academic performance, higher motivation, and effective time management, which are crucial for students' overall development.

The justification for this study arises from the persistent poor academic performance observed in mixed day public secondary schools in Belgut Sub-County. One of the contributing factors is the limited time students have with their teachers due to the day school schedule. Unlike boarding schools where learners have more access to teachers and structured learning environments, day school students often face challenges in balancing academic demands with home responsibilities. This has prompted stakeholders, including school administrators and educational authorities, to seek interventions that can support and enhance student performance. Implementing self-regulated learning strategies is therefore considered a practical and evidence-based approach to address these challenges.

Form III students were specifically chosen for this study because they are not immediately preparing for the Kenya Certificate of Secondary Education (KCSE) examinations. Additionally, having spent more than two years in their current schools, they possess sufficient experience and exposure to school routines, teaching methods, and self-regulated learning practices, making them well-positioned to provide informed responses regarding their learning behaviours. Class teachers were also included as respondents to provide detailed insights into the strategies they employ to promote self-

regulated learning among students, including goal setting, self-efficacy, information seeking, and self-assessment.

Belgut Sub-County was selected as the study site due to the consistent underperformance of mixed day public secondary schools in comparison to boarding schools over the last three years. Investigating self-regulated learning within this context offers an opportunity to explore practical interventions that could improve students' academic performance and provide evidence for policy recommendations aimed at addressing educational disparities in the region.

In summary, this study is justified on the grounds that it addresses a critical educational challenge in Belgut Sub-County by examining how self-regulated learning can enhance student academic performance. The findings are expected to inform school management, teachers, and other stakeholders on effective strategies for fostering independent, motivated, and high-achieving learners in mixed day public secondary schools.

1.8 Significance of the Study

The findings of this study have several practical and theoretical implications, making it valuable to multiple stakeholders in the education sector. To school management, the study provides critical insights into the role of self-regulated learning in influencing students' academic performance. The results, conclusions, and recommendations offer guidance on implementing strategies that promote self-directed learning among students. By adopting these strategies, school administrators can create an enabling environment that encourages students to take initiative, manage their own learning, and develop habits that enhance academic achievement. This, in turn, can lead to improved

overall performance in mixed-day public secondary schools, contributing to the schools' academic reputation and student success rates.

To teachers, the study highlights practical approaches for integrating self-regulated learning strategies into everyday instruction. Teachers can utilise the findings to design classroom activities that promote goal setting, self-efficacy, information-seeking, and self-assessment among students. Moreover, the study provides guidance on monitoring students' progress and supporting them in developing independent learning skills. Such strategies equip teachers to not only deliver content effectively but also to nurture lifelong learning skills among students, which are crucial for academic and personal growth.

To students, the study empowers learners to understand and take control of their own learning processes. By implementing self-regulated learning practices, students can develop better study habits, identify and address gaps in their understanding, and enhance their academic performance. The study offers practical insights on how students can set achievable goals, evaluate their progress, seek relevant information, and adjust their strategies for improved learning outcomes. This empowerment fosters autonomy, confidence, and motivation, which are essential attributes for success both within and beyond school.

To the Kenya Institute of Curriculum Development (KICD), the study provides evidence-based recommendations on incorporating self-regulated learning principles into the national curriculum. This can help in designing instructional materials, frameworks, and guidelines that promote metacognitive skills and independent learning among students. By emphasizing self-directed learning, KICD can ensure that learners

across the country are equipped with skills necessary for academic success and lifelong learning.

To higher education institutions, such as colleges and universities, the study highlights ways to enhance course content and teaching approaches by integrating self-learning techniques. The findings can guide tertiary institutions in preparing students who are better equipped with self-regulation skills, thereby enhancing academic performance and reducing reliance on teacher-directed learning.

Finally, to researchers and scholars, this study contributes to the growing body of knowledge on self-regulated learning in secondary school contexts, particularly in mixed day public schools in Kenya. The study offers a foundation for further research, providing empirical evidence on the influence of goal setting, self-efficacy, information seeking, and self-assessment on academic performance. Scholars can use these insights to develop new interventions, conduct comparative studies, and explore innovative approaches to improving student learning outcomes in similar educational contexts. Overall, the study holds practical, theoretical, and policy relevance, making it a valuable resource for enhancing teaching, learning, and academic achievement across various educational levels

1.9 Limitations of the Study

The researcher encountered several limitations during the course of this study. Initially, some students were unable or unwilling to provide accurate information regarding their academic achievement. To address this limitation, the researcher obtained official academic records from the respective classes to ensure the reliability and accuracy of the data collected. Another challenge was the limited availability of teachers due to their heavy workloads, which restricted the time allocated for interviews. To mitigate

this, the researcher contacted each sampled teacher in advance to schedule suitable days and times for the interviews, ensuring minimal disruption to their teaching responsibilities.

Additionally, the study was constrained by the scope of the population. Not all students in the mixed day public secondary schools could be included; therefore, the study focused solely on Form Three students. These students had been in their respective schools for more than two years and were deemed capable of providing informed and reflective responses on their self-regulation experiences. Form One and Form Two students were excluded as they might not have sufficient exposure to the school environment to provide reliable insights. Form Four students were also excluded since they were preparing for the KCSE examinations, during which their level of self-regulation could be atypically high compared to other classes.

Despite these limitations, the strategies employed ensured that the study collected valid and meaningful data relevant to understanding the influence of self-regulation on academic performance.

1.10 Scope of the Study

The scope of this study focused on examining the influence of self-regulation on students' academic performance in mixed-day public secondary schools. The study specifically targeted Form Three students and their class teachers in Belgut Sub-County, Kericho County, Kenya. It concentrated on four key aspects of self-regulation: goal setting, self-efficacy, information seeking, and self-assessment, which were evaluated in relation to their impact on academic achievement. The study was limited to mixed day public secondary schools, thereby excluding boarding schools or private institutions. By focusing on this population and these specific dimensions of self-regulation, the research sought to generate practical insights that could contribute to

improving academic performance. The findings are intended to guide educators, parents, and policymakers in fostering self-regulated learning strategies among students, ultimately promoting more effective and sustainable learning outcomes

1.11 Assumptions of the Study

This study was premised on several key assumptions. First, it was assumed that the selected sample of students constituted a true and representative subset of the larger population of mixed day public secondary school learners in Belgut Sub-County. It was further assumed that the respondents would provide honest, candid, and reliable responses to the questionnaires and interview schedules, thereby reflecting their genuine experiences and perspectives.

Second, the study assumed that the research instruments employed namely, the questionnaires and interview guides were valid and reliable measures for capturing the information relevant to the study objectives. The instruments were expected to adequately reflect the constructs of self-regulation, including goal-setting, self-efficacy, information-seeking, and self-assessment, as well as their influence on academic performance.

Third, it was assumed that the school environment, including accessibility of teachers, classroom settings, and availability of learning resources, would not impede the collection of data. Finally, it was assumed that adequate time and resources would be available for the thorough administration of research instruments, as well as for the systematic processing and analysis of the data, ensuring that the findings would accurately reflect the realities of the study context.

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CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter reviews literature related to students' self-regulation and its influence on academic performance in mixed-day public secondary schools across different regions of the world. It presents both theoretical perspectives and concepts developed by scholars, as well as empirical studies previously conducted in this field. The review is structured in line with the study objectives, and a summary of the key findings from the literature is provided at the end of the chapter.

2.2 Review of Related Literature

2.2.1 Academic Performance of Students

The academic performance of students is the outcome of their learning process (Muema et al. 2020). Stated differently, academic performance is the outcome of a person's independent learning activities. Academic performance is likely to be high among people who have a strong drive to learn. Otherwise, they received low grades if they do not study diligently (Hakiki and Rembulan, 2018). Duckworth and Carlson (2013) indicated that some children fair better academically than others and this means that learners have to set their own individual regulations to improve on their achievement which implies that personal differences have a significant impact on whether pupils succeed or fail in the classroom. The performance of students' predetermined academic goals is a sign of success in any academic setting.

At all educational levels, getting excellent marks and succeeding academically are among the key objectives that have benefits for students as well as educational systems (Hayat et al. 2020). Exams and ongoing evaluations are frequently used to quantify it.

Grades, test results, and examination results which may indicate a student's academic standing—are used to infer academic achievement. A strong academic record is a prerequisite for social mobility and academic advancement everywhere in the world. The achievement of students on national exams determines the welfare of the students, the society, and the country as a whole. Exam results are highly significant to society since they are important to each individual, to society, and to the whole country.

Studies have demonstrated that pupils rarely meet their academic goals. According to (Kimani, Ndambuki and Mutweleli, 2022), low academic success has long been a cause for worry on a global scale. Consequently, one of the biggest concerns of academic psychologists and researchers has been figuring out what influences students' academic success. This is also one of the difficulties that schools encounter. Self-regulated learning is one of several elements that affect academic achievement itself. According to numerous researches, one of the best indicators of academic success is self-regulated learning (Onwunyili and Obi, 2020). Thus, this study aims to examine how academic progress of learners in mixed-day public secondary schools is impacted by self-regulated learning.

2.2.2 Self-Regulated Learning

Managing the learning environment by an individual is a way of Self-Regulated Learning (Dignath and Buttner, 2018). According to Onwunyili and Obi (2020), it's a method through which individuals control their impulses, thoughts, feelings, and attention. The learning setting serves as the framework for this study's discussion on self-regulation. SRL is a way of assessing and managing the way students learn as well as their cognitive performance (Li et al. 2018). According to another perspective, self-regulated learning is a process that involves proficiency in learning among students

which assisted the student to study well (Anthonysamy et al. 2020). To be more precise, Zimmerman (2013) stated that in order to achieve particular learning objectives, students participating in self-regulation learning in the classroom must be self-independent, self-initiated learners who can employ a range of learning strategies, such as organizing, transforming, and taking notes.

For learning success in the current era, Self-Regulated Learning should always be prioritised. Therefore, the development of Self-Regulated Learning among students is among the main objectives of the education sector (Sahranavard, Miri & Salehiniya, 2018). Students who are in control of their emotions, motivation, and cognition actively engage in the learning process (Zimmerman, 1989). A self-regulated learner uses their resources wisely while being conscious of their limitations. They establish reasonable goals and take the necessary steps to obtain them. According to Sahranavard, Miri and Salehiniya (2018), these students demonstrate mastery over their psychological processes and flexibility in responding to their surroundings.

Setting goals, teaching oneself, keeping an eye on oneself, and rewarding oneself are all components of self-regulation learning. Tanriseven and Dilmac (2013) describe it as having a focus on metacognition, which involves discriminating a person's way of thinking, their technical approach, personal improvement and planning to obtain information against a specific benchmark.

Students identify their educational activities and create short- and long-term goals to complete them in the first stage of Self-Regulated Learning, known as goal- and task-setting (Zimmerman, 2000). At this point, parents, teachers, and other professionals should assist pupils in completing their academic assignments because they are having

a lot of trouble formulating and achieving goals. According to Zimmerman (2008), goals are a collection of guidelines intended to regulate students' behaviour in a classroom. These have to do with pupils' good marks and their in-depth comprehension of the material they have studied.

The second stage, students have to develop their self-efficacy concept that was initially proposed by Bandura in his social cognitive theory. Self-efficacy is the belief in one's own capacity to do a task. According to Ormrod, Anderman and Anderman (2017), academic self-efficacy is the assessment made by students of their own capacity to acquire new knowledge and skills, plan and apply them, and achieve required academic achievement levels. Academic self-efficacy refers to a person's sense of self-confidence, self-trust, and self-reliance. Academic self-efficacy holds that people may achieve their desired academic results or objectives.

Self-evaluation and assessment make up the third step of self-regulated learning. Through this process, students consider the value of their work, evaluate it against standards, find any gaps, and make necessary revisions (Oloo, 2020). Through peer comparison and comparison of their work to established achievement standards, such as rubrics, students assess their own achievement (Zimmerman, 2008). Students track their achievement with success during this phase by using self-imposed contingencies.

2.2.3 Goal Setting and Students' Academic Performance

Structured goal setting has been widely recognised as a crucial component of self-regulated learning that can influence students' academic performance. In Germany, Jansen et al. (2024) evaluated an individualized goal-setting intervention using automated writing analytics among 345 upper-secondary English-as-a-second-language students. The study employed a hierarchical intervention structure, where

learners progressively received process goals, assessment rubrics, automated performance scores, and personalized goal setting guidance. Results indicated that students who received individualized goal setting support achieved significantly stronger revision performance compared to their peers who did not receive personalised instructions. The study concluded that data-driven individualised goal setting can enhance academic writing outcomes by fostering targeted self-regulation. However, the research focused exclusively on computer-supported language writing tasks in a European context, leaving a gap regarding the impact of goal-setting on general academic performance in traditional secondary schools such as mixed day schools in Belgut Sub-County. This highlighted the need to explore how goal setting interventions can be effectively applied in diverse academic subjects and in less technologically resourced environments.

In Greece, Papanthymou and Darra (2023) conducted an experimental study involving 163 sixth-grade learners to assess the effectiveness of self-assessment combined with goal-setting within a self-directed learning framework. The experimental group was exposed to goal-setting and reflection activities, while the control group continued with standard instruction. Findings showed that the experimental group had significantly higher post-test academic scores, demonstrating that structured goal-setting combined with reflection improved academic outcomes. The authors concluded that early integration of self-directed goal-setting activities fosters autonomy and strengthens learning performance. Despite its insights, the study was conducted in primary schools in Europe, suggesting limited generalisability to Kenyan secondary schools, particularly mixed-day institutions where students face different academic and resource

challenges. This research gap emphasised the need to investigate whether similar interventions can yield measurable academic benefits in a Kenyan context.

Ejubovic and Puska (2019) investigated the potential impact of self-regulated learning components on students' academic performance. Exploratory factor analysis was used in the study, and SRL was divided into five variables: social dimension, goal-setting, computer self-efficacy, environment structuring, and metacognition. The analysis indicated that, of the five variables, four had a significant impact on students' academic achievement, with goal-setting showing the only statistically significant association. The current study examined goal-setting, self-efficacy, self-assessment and information seeking rather than social dimension, goal-setting, computer self-efficacy, environment structuring, and metacognition.

The association between students' academic success and performance orientation goals was evaluated by Alhadabi and Karpinski (2020). With the help of online surveys, 258 university students were the subject of the study. The findings indicated a significant correlation between students' academic success and their mastery of approach goals. The study involved university students but the present study involved secondary school students to establish how they set their goals of learning.

In China Zuo et al. (2024) explored the role of goal-setting and planning processes in enhancing secondary school learners' academic engagement in a home-based learning environment. Using an educational design research approach, the study implemented three iterative cycles of framework development, implementation, and evaluation. Findings demonstrated that structured goal-setting, self-monitoring, and reflection strategies enhanced students' self-regulated learning skills and non-academic performance outcomes. The study concluded that systematic SRL frameworks can

strengthen learning behaviours even under limited supervision. However, the research did not directly assess students' academic scores and used a localized sample, leaving gaps regarding applicability to conventional school settings such as mixed-day secondary schools in Belgut Sub-County. This suggests an opportunity to evaluate goal-setting strategies within broader academic performance measures.

Aleena, Sundaramoorthy, and Kusum (2025) in India investigated the relationship between goal orientation and self-regulated learning among 159 secondary school students. Employing multistage sampling, the study collected data using standardized goal-orientation and SRL scales, which were analysed through t-tests, correlation, and regression techniques. Results revealed that learning-oriented and performance-avoidance goals significantly predicted students' use of self-regulated learning strategies, with government-school students demonstrating greater SRL engagement. The authors emphasized that fostering learning-focused goals can strengthen motivation and self-regulation among learners. Nevertheless, the study did not assess direct academic outcomes, and it did not consider resource-limited rural day school contexts such as those in Belgut. This creates a research gap in understanding how goal setting interventions translate into measurable academic achievements in under-resourced secondary school settings.

Oparaji and Ugwu (2019) looked into the relation between students' academic success in secondary school economics classes and their use of self-regulated learning practices. With 846 students in the population, the method that was applied was correlation study. There was a positive correlation between students' planning and goal-setting strategies and their academic success in economics. The results also showed a strong correlation between students' planning and goal-setting strategies and their academic success in

economics. To increase students' academic performance in the topic, they suggested that professors should instruct students in creating learning objectives and organizing their coursework. The relationship between students' usage of self-regulated learning techniques and their academic success in secondary school economics classrooms was examined by Oparaji and Ugwu (2019). The study employed a correlational research design with a group of 846 students. The findings demonstrated a significant relationship between students' achievement in economics classes and their planning and goal-setting techniques. The findings also demonstrated a significant relationship between students' achievement in economics classes and their planning and goal-setting techniques. They recommended that instructors teach students how to set goals for their coursework and create learning objectives in order to improve their academic success in the subject.

Another study by Ebele et al. (2022) examined whether goal-setting in self-regulated learning predicted students' interest in Biology among senior secondary students. Using a correlational design, 332 SS2 learners were sampled through stratified and random procedures, and validated goal-setting and interest scales were employed. Pearson correlation and regression analyses showed a significant positive association between students' goal-setting strategies and their interest in Biology, with female students exhibiting stronger goal setting behaviours than males. The study concluded that goal setting enhances motivation and engagement in science subjects. However, it did not directly link goal setting strategies to actual academic grades, highlighting a gap in establishing the causal influence of goal setting on measurable academic performance, particularly in mixed day school environments like Belgut Sub-County.

Kimani, Ndambuki and Mutweleli (2022) investigated the relationship between students' emotional self-regulation and academic achievement in Nairobi County. The target population was all the year 2019 Form II students. It was found that emotional self-regulation was positively and significantly correlated to academic achievement. The study recommended that educators could consider teaching students emotional intelligence skills to foster use of proper emotional control strategies in order to enhance academic achievement.

In Trans-Nzoia County Nasimiyu (2024) explored achievement goal orientation and self-regulated learning in relation to academic achievement among Form Three students. The study adopted a correlational design with a sample of 365 students and used standardized questionnaires alongside school academic records, analysed using Pearson correlation and regression. Findings indicated that task-oriented and ego-oriented goals positively correlated with academic achievement, with boys demonstrating higher achievement goal orientation than girls. The study emphasized that achievement goal orientation is a critical predictor of academic success; however, it recommended that experimental studies be conducted to establish causality. This leaves a gap regarding the specific influence of deliberate goal setting training interventions on academic outcomes in mixed day secondary schools, which the current study seeks to address.

2.2.4 Self-Efficacy and Students' Academic Performance

Self-efficacy, which refers to students' belief in their own ability to succeed in specific academic tasks, is a critical determinant of academic achievement. Several studies have been undertaken to examine how self-efficacy affects academic performance. In Australia, Blackmore et al. (2021) reviewed the development of self-regulation and

self-efficacy among STEM undergraduates transitioning from secondary school. The study highlighted that students with strong metacognitive monitoring, accurate self-efficacy judgments, and adaptive learning strategies performed better academically. The authors concluded that scaffolding self-efficacy and self-regulation skills is essential for successful academic transitions. However, this study employed a review methodology and focused on university learners, leaving a contextual gap regarding empirical evidence among secondary students in developing regions, such as Belgut Sub-County, where resource constraints may impact the cultivation of self-efficacy.

A structural theoretical model of the effects of self-regulated learning on academic achievement in secondary education was examined in Spain by Garcia-Ros, Perez-Gonzalez, Tomas and Sancho (2022). A target of 728 secondary school pupils took part in the activity. The path analysis results demonstrated a fair match between academic achievement and self-efficacy. There results also demonstrated that student's success in school depends on their level of self-efficacy. The current study focused on self-efficacy and students' academic achievement in Kenya.

A study conducted in Spain and Portugal by Fernández-Río et al. (2023) compared self-regulated learning and academic self-efficacy among 1,619 secondary students. Using multivariate modelling, they found significant cross-country differences with Spanish students reporting higher self-efficacy despite lower PISA performance indicators. The authors emphasized that learners' perceived self-belief may not always align with actual academic outcomes, highlighting the need for structured self-efficacy development. Yet, the study did not establish causal mechanisms, and cultural and systemic differences limit its applicability to rural Kenyan mixed day schools, leaving a contextual evidence gap.

In China, a study by Li et al. (2018) assessed the best self-regulated learning strategies and inefficient strategies for students in elementary and secondary school. The study data was collected from empirical studies conducted in relation to Zimmerman's theory. One of the findings from the review of studies showed that self-efficacy, task strategies, and self-evaluation had higher impact score than other strategies. This means that self-efficacy development behaviour by students in schools was critical to achievement of learning goals.

In Iran, Ismail, Nikpoo, and Prasad (2023) conducted an experimental study with 57 EFL learners to examine the impact of authentic assessment on self-efficacy, autonomy, and SRL. Participants in the experimental group received authentic assessment tasks over 15 sessions, while the control group followed traditional instruction. ANCOVA results showed significant increases in self-efficacy and SRL among the experimental group. The study concluded that authentic assessments enhance confidence and independent learning. However, it was limited to language-learning contexts and did not involve secondary-school learners, creating a research gap in general academic settings of public day schools in Kenya.

Fuzi et al. (2024) in Malaysia assessed online self-efficacy and SRL among 442 university students in digital learning environments. Regression analysis indicated that self-efficacy in time management and internet use significantly predicted SRL, which subsequently influenced academic performance. The study emphasized that high academic self-efficacy supports better online learning outcomes. However, the focus on tertiary education and online platforms limits its applicability to face-to-face secondary classrooms, leaving a gap for contextual research in traditional schools like those in Belgut Sub-County.

Onah et al. (2022) studied into self-regulation as a predictor of academic success for university students studying physics education. The study used a correlational survey research approach, and 172 students were chosen through deliberate sampling. The findings showed that students' academic progress was predicted in part by their ability to regulate themselves. They advised lecturers to use instructional techniques that would encourage students' internality, self-control, and self-belief.

In Iran, Moghadari-Koosha et al. (2020) examined the predictive power of self-efficacy, motivation and SRL on academic achievement among 400 para-medical students using regression analysis. Results showed that SRL was the strongest predictor of academic performance, followed by self-efficacy and motivation, collectively explaining 19.6% of achievement variance. The study concluded that self-belief and SRL skills play a vital role in academic success. However, the study focused on tertiary-level health-science students and did not assess the secondary-school population, indicating the need for further research in adolescent learners in rural Kenyan day schools.

In Ghana, Dake (2023) investigated the effect of academic self-efficacy and SRL on senior high school students' performance using a descriptive survey design with 322 participants. Correlation and regression analyses indicated that both self-efficacy and SRL significantly predicted academic performance, with no observed gender differences. The study concluded that boosting students' confidence in their academic abilities enhances outcomes. Yet, it relied on self-reported data and did not account for contextual school differences, highlighting the need for localized empirical research in mixed day secondary schools.

Matovu (2020) examined the connection between undergraduate university students' academic achievement and academic self-efficacy. The questionnaire was used to gather data from two universities, one of which was private and the other public. The findings showed that among undergraduate university students, there was a statistically significant correlation between academic self-efficacy and academic achievement. Universities should implement strategies to raise students' academic self-efficacy.

Asfaw (2022) investigated into the relationship between students' self-efficacy views and their performance in chemistry. According to this survey, students have a medium level of self-efficacy (57.8%), and both male and female rural students outperformed urban students in terms of achievement. The results align with the self-efficacy theory, which postulates that people who pursue tasks they believe they are good at have a genuine chance of succeeding. Therefore, self-efficacy development is essential towards students' improvement in academic outcomes. The study by Asfaw (2022) was comparative (looking at gender) while this study is not comparative as it focuses on students across all categories of schools.

The degree to which students' self-efficacy affects their achievement of KCSE targets was assessed by Mambili et al. (2020). The researchers selected 101 schools to be the sample, including 21 mixed-day schools, 4 boarding schools for boys, 5 boarding schools for girls, and 5 boarding and mixed-day schools. They discovered that students' self-efficacy and academic goals had a statistically significant positive link. The study departs from Mambili et al. (2020) by focusing on how students' self-efficacy in mixed day public secondary school affects their academic achievement in regular examinations.

The impact of academic self-efficacy on academic achievement among students enrolled in teacher training colleges was found by Muema, et al. (2020). It used a descriptive survey design and adopted the theory of self-efficacy. Academic performance was found to be positively and significantly connected with academic self-efficacy. It was suggested that in order to improve students' academic self-efficacy, education stakeholders were required to establish an enabling environment since it was a crucial factor in determining academic achievement.

Koima et al. (2025) investigated self-efficacy among secondary students in Ainabkoi Sub-County, Kenya, although the focus was on aggressive behaviour rather than academic performance. Using a correlational design with 370 students and school administrators, the study found a significant negative relationship between academic self-efficacy and aggression levels. The authors recommended strengthening school counselling to build students' self-beliefs. While the study supported Bandura's theory, it did not empirically link self-efficacy to academic achievement, creating a gap this study addresses by examining academic performance as the dependent variable.

Mungure (2025) examined the relationship between self-efficacy and academic performance among day secondary school students in Nyeri Central Sub-County. Using a sample of 287 learners randomly drawn from five schools, standardized questionnaires and KCSE performance records were analyzed. Findings indicated a weak but significant positive correlation between self-efficacy and performance, with students reporting moderate self-efficacy and below-average grades. The study concluded that self-efficacy contributes to improved performance but is not the sole determinant. A gap exists regarding mechanisms, such as goal-setting and self-

assessment, through which self-efficacy influences performance which this Belgut study explores

The empirical evidence consistently shows that self-efficacy is a strong predictor of academic performance across multiple contexts. However, most studies focused on university students, higher-education contexts, or non-generalisable cultural settings. There is a clear gap in research on how self-efficacy operates among secondary-school learners in rural Kenyan mixed-day schools, particularly in relation to structured interventions of self-efficacy that could mediate its effect on academic performance. This study sought to address this contextual and practical gap.

2.2.5 Information Seeking and Students' Academic Performance

Information-seeking is a core aspect of self-regulated learning, reflecting students' proactive efforts to identify, evaluate, and utilize academic resources to support learning outcomes. In the United States, Fong et al. (2021) conducted a large-scale meta-analysis of 108 studies involving 37,941 college students to examine the impact of academic help-seeking, a key dimension of information-seeking, on academic achievement. The analysis revealed a small but significant positive relationship between adaptive help-seeking behaviours and academic performance, whereas avoidant help-seeking negatively influenced outcomes. The study emphasized that promoting effective information-seeking skills enhances learning outcomes over time. However, the focus on tertiary-level populations in developed contexts leaves a gap regarding younger students in less-digitally-resourced environments like Belgut Sub-County.

In Pakistan, Miraj et al. (2021) explored predictors of academic performance among 288 postgraduate students, with a focus on information-seeking, IT skills,

reading/writing abilities, and resilience. Regression analysis demonstrated that information-seeking significantly predicted academic performance, highlighting its importance in learning success. Despite these findings, the study targeted university learners, leaving uncertainty about the role of information-seeking in secondary school students' achievement, especially in mixed-day public schools with limited access to digital resources.

In Thailand, Charoenkul and Chanchalor (2021) investigated the relationship between Big-Five personality traits and information-seeking behaviour among 3,400 secondary students. Findings indicated that openness and conscientiousness most strongly predicted information-seeking, which was positively associated with academic achievement. The authors concluded that personality traits and motivation shape students' academic resource-searching habits. However, the study did not assess interventions to enhance information-seeking, leaving a practical gap for strategies aimed at improving academic outcomes through SRL behaviours in Kenyan secondary schools.

Hakiki and Rembulan (2018) assessed if students' academic progress was impacted by self-regulated learning. 54 students from various higher learning institutions were the participants of the study. The findings demonstrated the beneficial impact of self-regulated learning on academic performance. Self-regulated learning practices are typically employed by students in the form of goal-setting, practice memorization, self-monitoring, and note-taking. The study was conducted in a university setting where self-regulated learning occurs mostly unlike in secondary schools where emphasised tight academic schedule hinders students' desire to have self-regulated learning.

Filate (2012) investigated the relationship between students' reading performance and self-regulated learning techniques and motivating attitudes. The subscales for the cognitive learning strategies were meta-cognitive self-regulation (monitoring, planning, and evaluating) and cognitive strategies (elaboration, memorization, and organization). The subscales for the motivation scale were intrinsic and extrinsic goal orientations, task value, and self-efficacy for students' reading performance. Data were gathered for the study via examinations, interviews, and questionnaires with 107 students in grade 9. The employment of cognitive methods by the students was found to be a significant predictor of their reading performance. This indicates that pupils' methods for obtaining information are essential to raising their reading proficiency. While the previous study was carried out in Ethiopian middle schools, the current study is being carried out in mixed-day public secondary schools in Kenya.

In Accra Ghana, Adjei (2022) examined information-seeking behaviours among 120 senior high students, using a cross-sectional survey analysed with Friedman's test. The results showed that students mainly relied on teachers and provided materials for academic information, with minimal use of libraries, despite demonstrating persistence and critical evaluation skills. The study concluded that teacher-centered information-seeking dominates adolescent learners. However, it did not investigate how information-seeking practices translate to measurable academic performance, highlighting a gap for linking these behaviours to grades in mixed-day schools.

Maphoto (2016) in South Africa explored information needs and seeking behaviour of grade 10 and 11 students in Limpopo through surveys of 181 learners. Students heavily relied on internet sources despite limited library access and faced mixed emotional responses during information searches. The study emphasized the need for better

information infrastructure to support learning. Yet, it did not connect information-seeking to actual academic performance, indicating a research gap that this study sought to address in the Kenyan secondary school context.

In Ethiopian public universities, Tadesse et al. (2022) investigated the connections between self-regulated learning strategies (SRLSs) and perceived learning. They also evaluated the interconnections among the SRLS components. Three randomly chosen public institutions' survey results were combined to create the sample used for the analysis. It was found out that all five components of SRLSs significantly predicted students' perceived learning. The help-seeking component was shown to have higher predictions than the other components, with regression results indicating that it considerably positively predicted the total samples' perceived learning. This indicates that asking for assistance motivates students to learn, and the purpose of the study is to ascertain whether doing so has an impact on their academic achievement in the end.

The aspects that primarily affect students' self-regulation learning toward their overall academic progress were evaluated by Chalachew and Lakshmi (2013). It was found out that students faced serious problems in managing and accomplishing all the given tasks equally. There was lack of fundamental resources for education like reference books and shortage of technological resources in the universities. This means that lack of adequate resources for learning inhibit students' capacity to seek information for their learning.

Empirical studies underscore that information-seeking behaviour positively influences academic outcomes. However, most evidence originates from university or urban school contexts, with limited attention to secondary-school learners in rural, resource-constrained environments. There is also a paucity of research linking students'

information-seeking practices directly to measurable academic performance in mixed-day public secondary schools. The current study filled this gap by examining how information-seeking behaviours contributed to academic success in Begot Sub-County.

2.2.6 Self-Assessment and Students' Academic Performance

By recognizing their weaknesses and talents, self-evaluation helps students reflect deeply on the significance of their work and how they can accomplish their goals (Mungai, 2020). Aiding the student in making necessary revisions to the work is the ultimate purpose of self-evaluation. Self-evaluation is crucial since it provides feedback to educators and learners alike. Self-assessment, involving students' reflective evaluation of their own learning, is an essential SRL component that enhances metacognition and academic achievement.

In the Netherlands, Admiraal et al. (2024) conducted a year-long quasi-experimental study with 432 secondary students to assess autonomy-supportive interventions on self-regulation and self-assessment. The study found that structured opportunities for self-assessment significantly improved task planning, monitoring, and evaluation skills. The authors concluded that fostering autonomy through self-assessment promotes SRL and overall academic performance. Nonetheless, the research was conducted in well-resourced European schools, creating a contextual gap for Kenyan mixed-day public schools with fewer support structures.

Arnesen (2024) in the United States investigated self-regulation through self-assessment among higher-education learners and online secondary students. Structured self-evaluation and goal reflection enhanced learners' self-regulatory abilities and academic outcomes. The study highlighted that systematic self-assessment builds self-

awareness and academic persistence. However, the online learning and post-secondary contexts differ substantially from traditional day-school environments, necessitating research in rural Kenyan secondary schools to determine applicability.

Yan, Wang, Boud, and Lao (2023) conducted a meta-analysis of 26 higher-education studies to evaluate self-assessment's impact on academic performance. The analysis revealed a significant positive effect ($g = 0.455$), with explicit feedback-based self-assessment showing stronger impacts than implicit approaches. Despite the robust evidence, the review focused on university learners, leaving a gap for secondary-school populations where self-assessment practices may operate differently due to age, curriculum, and resource constraints.

Eliaga et al. (2024) in the Philippines assessed self-assessment practices and academic performance among 30 recent high school graduates using a descriptive-correlational design. The study found a strong positive correlation between self-evaluation and academic success, and learners reported favourable attitudes toward self-assessment. However, the small sample and single-school focus limited generalizability, highlighting the need for broader studies in diverse secondary school settings, such as Belgut Sub-County.

Inko-Tariah (2019) in Nigeria examined the effect of self-assessment training on junior secondary students' performance in English, Mathematics, and Integrated Science through a quasi-experimental design with 359 students. The experimental group, trained in self-assessment, showed significant improvement in English and Mathematics but not in Integrated Science. The study concluded that self-assessment enhances academic performance, though subject-specific variations exist. The gap lied

in testing its effectiveness in mixed-day Kenyan schools with a broader curriculum and diverse learner populations.

Oloo (2020) found out that the assessment of students determines their performance. Sixty Form III students made up the sample, while secondary school students made up the study population. According to the study's findings, incorporating student self-assessment improved mathematics achievement to a desired degree. It is stated in the study that schools should use self-assessment strategies to improve the achievement of the students. The purpose of the research by Mungai (2020) was to determine how student self-evaluation affected writing proficiency, metacognitive abilities, and overall student performance. The study's research design was quasi-experimental. Experimental groups alongside control groups were selected. It was found that self-evaluation was the catalyst for the advancement of meta-cognitive capacity. The outcome indicates that student self-evaluation is essential for raising academic achievement. The study was experimental in nature while this study assumes that students have been taught aspects of undertaking self-evaluation.

The evidence demonstrates that self-assessment positively affects students' academic performance by improving self-regulation, reflection, and task monitoring. Nonetheless, most studies are concentrated in higher-education or highly resourced contexts, with limited applicability to rural, mixed-day secondary schools in Kenya. Moreover, the influence of self-assessment on general academic performance across multiple subjects remains underexplored. This study addressed these gaps by examining self-assessment practices in Belgut Sub-County secondary schools and linking them directly to students' academic outcomes.

2.3 Theoretical Review

The theoretical foundation of this study is grounded in Albert Bandura's Social Cognitive Theory (SCT), which posits that human behaviour is shaped through the dynamic interaction of personal cognitive factors, behaviour, and environmental influences (Bandura, 2001; Bandura, 1986). The theory emphasises that learning is not merely a result of direct experience, but can also occur through observation, reflection, and self-regulation. Central to SCT are three key principles: triadic reciprocal determinism, observational learning, and self-efficacy. Triadic reciprocal determinism asserts that personal factors, behaviour, and the environment continuously interact, influencing and being influenced by each other. Observational learning highlights that individuals acquire new behaviours by observing the actions of others and the consequences that follow, while self-efficacy refers to the belief in one's ability to execute actions necessary to achieve specific goals, which in turn affects motivation, persistence, and task performance (Bandura, 1977)..

The theory expounds on the fact that students have goals and observe, assess, and respond to their perceptions of goal processes during learning activities (Okafor, 2022). Self-regulation, in Bandura's view, is a self-directed strategy that helps pupils in converting their mental skills into academic aptitudes. Furthermore, according to Bandura (1997), students who are self-regulated participate more readily, work harder, persevere longer, and experience fewer negative emotional reactions when faced with challenges than students who doubt their abilities (due to self-efficacy), which leads to high academic achievement.

According to Bandura (1997), students' personal achievements are linked to their effective learning, which also lowers stress and depression vulnerability levels in them.

According to the hypothesis, learning results would be significantly improved if students apply self-regulated tactics to their studies in an effective manner. The theory of social cognitive learning emphasizes the importance of observational learning, imitation, and modelling in acquiring knowledge and skills. Within this framework, self-regulation plays a crucial role, as it involves individuals actively controlling their own learning processes through self-efficacy, self-assessment, goal setting, and information seeking.

Self-efficacy, or the belief in one's capabilities, directly influences a student's motivation and perseverance in academic tasks. Self-assessment allows students to monitor their progress and identify areas needing improvement, fostering a proactive approach to learning. Goal setting provides clear targets for students to strive towards, enhancing their focus and persistence. Information seeking enables students to gather necessary resources and knowledge independently, promoting a deeper understanding of the subject matter. The theory embeds the self-regulation variables to contribute to improved academic performance by empowering students to take charge of their own learning.

The SCT remains highly relevant for this study. It provides a robust framework for understanding how students' self-regulatory behaviours can influence academic performance, highlighting the importance of motivation, strategic learning, and interaction with supportive environments. By applying SCT, the study interprets findings such as the relationship between higher self-efficacy and goal-setting, the role of peer consultation and information-seeking behaviours in enhancing understanding, and the mediating influence of home support on academic achievement. Overall, Social Cognitive Theory offers both a theoretical and practical foundation for examining the

interplay of personal, behavioural, and environmental factors in shaping the academic outcomes of secondary school students in Belgut Sub-County, Kericho County, Kenya.

2.4 Conceptual Framework

The conceptual framework of this study, as illustrated in Figure 2.1, positions student self-regulation as the independent variable and academic performance as the dependent variable. The framework hypothesizes that self-regulation mechanisms including goal setting, self-efficacy, information seeking, and self-assessment directly influence students' academic outcomes. These self-regulation strategies are critical for enabling students to plan, monitor, and evaluate their learning activities, which in turn enhances their academic performance.

Furthermore, the framework incorporates student home background factors as potential mediating variables that may either strengthen or weaken the relationship between self-regulation and academic performance. This suggests that the effectiveness of self-regulated learning is partly contingent upon the support, resources, and environment provided at home. By examining both the direct impact of self-regulation and the mediating influence of home background, the study aims to provide a holistic understanding of the determinants of academic success in mixed day public secondary schools.

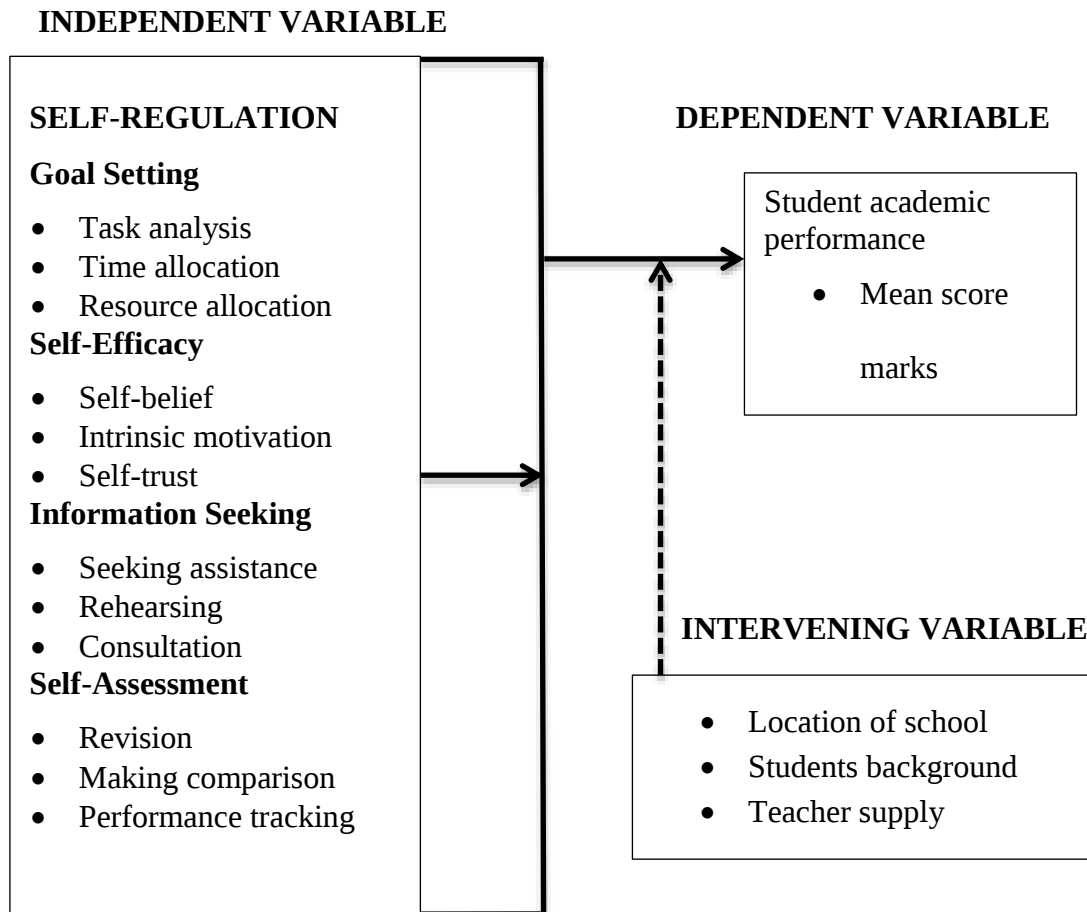


Figure 2.1: Conceptual Framework

(Source: Researcher)

2.5 Identification of Knowledge Gaps

Based on the reviewed empirical studies analysed in this chapter, identification of knowledge gaps that the study intends to fill are presented. One of the knowledge gaps that has been identified by studies is that Self-Regulated Learning components impact on academic achievement and this varies based on the geographical location (Ejubovic and Puska, 2019) and methodology used (Garcia-Ros, et al., 2022). Li et al. (2018) conducted research in both primary and secondary schools in China which was

comparative experimental research. Considering learning environments between the two levels of education are different, it is difficult to find common trend with respect to SRL approaches.

Conceptual research gap can also be seen from Onwunyili and Obi (2020) study where SRL was combined with extrinsic motivation to impact on learning of statistics among undergraduate learners in Nigeria. This study seeks to determine whether Self-Regulated Learning approaches affect academic performance of students in mixed day public secondary school setting. With respect to context, most of the studies undertaken are in the higher education setting (Matovu, 2020; Muema et al., 2020 Onah et al., 2022; Tadesse et al., 2022) with less coverage for secondary school level (Filate, 2012; Oparaji and Ugwu, 2019). The study sought to address these gaps by conducting a research in mixed day public secondary schools in Belgut Sub-County, Kenya.

2.6 Chapter Summary

The empirical literature consistently demonstrates that SRL strategies including goal-setting, self-efficacy, information seeking, and self-assessment are positively associated with academic performance. Goal-setting allows students to structure their learning, self-efficacy boosts confidence and persistence, information-seeking enables resourceful learning, and self-assessment facilitates reflection and adaptation.

Despite these insights, several gaps remain: much of the research has been conducted in developed nations, universities, or urban secondary schools, limiting its generalizability to Kenyan mixed-day public secondary schools. Few studies have simultaneously examined all four SRL components in relation to measurable academic outcomes such as end-term scores, CAT scores, and overall grades. Furthermore, there is limited empirical evidence using mixed-methods designs that capture both

quantitative patterns and qualitative insights into students' lived experiences of self-regulation in under-resourced, rural, or semi-urban school settings. Addressing these gaps, the present study investigates the influence of goal-setting, self-efficacy, information seeking, and self-assessment on the academic achievement of Form III students in Belgut Sub-County, providing contextually grounded insights into SRL practices in Kenyan secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology employed in the study. It covers the research design, the study site, target population, sample and sampling methods, data collection tools, validity and reliability of instruments, data gathering procedures, data processing and presentation, and ethical considerations. The chapter outlines how the study was systematically conducted to investigate the influence of students' self-regulation on academic achievement in mixed-day public secondary schools in Belgut Sub-County, Kericho County, Kenya. Each section provides a detailed explanation of the procedures and rationale adopted to ensure the reliability, validity, and ethical integrity of the study.

3.2 Research Design

The study employed a survey research design using a mixed-methods approach, which enabled the collection and analysis of both quantitative and qualitative data. Mixed-methods designs are particularly suitable for educational research, as they allow researchers to examine relationships between variables while also exploring participants' experiences and perceptions (Creswell & Creswell, 2018). In this study, the design facilitated the investigation of the influence of self-regulation on students' academic achievement in mixed-day public secondary schools.

A concurrent triangulation design was adopted, wherein qualitative and quantitative data were collected simultaneously in a single phase (Wambugu & Njoroge, 2021). The two types of data were analyzed independently, and the findings were then compared

to identify areas of convergence or divergence. This design enhances the validity and reliability of the results by cross-verifying evidence from different data sources.

Quantitative methods enabled the collection of numerical data to identify patterns, correlations, and statistical relationships between self-regulation variables such as self-efficacy, self-assessment, goal setting, and information-seeking—and academic performance. In contrast, qualitative methods provided rich contextual insights into students' personal experiences, perceptions, and the factors that influence their self-regulation practices, offering a deeper understanding of the mechanisms underlying academic achievement.

3.3 Research Variables

In this study, the independent variable was students' self-regulation, conceptualized using the Self-Regulated Learning (SRL) framework. Self-regulated learning comprises four interrelated dimensions: goal setting, self-efficacy, information seeking, and self-assessment. These dimensions capture the cognitive, motivational, and behavioural strategies that students employ to plan, monitor, and evaluate their own learning processes, thereby influencing their academic outcomes (Zimmerman, 2002; Panadero, 2017). The dependent variable was academic performance, which was measured through multiple indicators to ensure a comprehensive assessment of student achievement.

Specifically, academic performance was operationalized using end-of-term mean scores, Continuous Assessment Tests (CATs) mean scores, and grades attained at the end of the year. These indicators allowed the study to examine both ongoing and summative measures of students' academic achievement. By clearly defining the independent and dependent variables and operationalizing them with measurable

indicators, the study provided a structured framework to systematically explore the relationship between students' self-regulation practices and their academic performance.

3.4 Location of Study

The study was conducted in Belgut Sub-County, Kericho County, Kenya, an area that is administratively divided into five wards: Waldai, Kapsuser, Chaik, Seretut-Cheptororiet, and Kabianga. Belgut Sub-County comprises a mixture of rural and semi-urban settlements and hosts a number of public secondary schools that serve the local population. The diverse socio-economic and educational contexts within the wards make it an appropriate setting for examining the influence of students' self-regulation on academic achievement. The selection of this sub-county also aligns with the study's objectives to understand self-regulatory practices in mixed day public secondary schools, which are representative of typical secondary education structures in the region.

3.5 Target Population

The study was conducted in Belgut Sub-County, where the Sub-County Education Office (2022) reported 27 mixed-day public secondary schools serving a total of 9,113 students. The research specifically targeted Form III students and class teachers in all 27 schools, focusing on 2,213 Form III students and 56 Form III class teachers. Clearly defining the target population ensures the validity and generalizability of the study findings, as it establishes the complete set of individuals to which the research conclusions are intended to apply (Casteel & Bridier, 2021; Willie, 2024).

3.6 Sample Size and Sampling Procedures

3.6.1 Sample Size Determination

A sample refers to a representative subset of a population selected for the purpose of making inferences about the whole group (Edmonds & Kennedy, 2021). In educational research, determining an appropriate sample size is essential to ensure generalizability, validity, and accuracy of findings (McMillan & Schumacher, 2021; Creswell & Creswell, 2023). Following Mugenda and Mugenda's (2019) guideline, a sample size of 10% is considered adequate for populations above 1,000, while 30% is recommended for populations below 1,000.

The Belgut Sub-County had 2,213 Form Three students and 56 class teachers in mixed-day public secondary schools. Accordingly, 10% of the students (221) and 30% of the teachers (17) were selected. This proportion is consistent with empirical research standards for representative survey samples (Saunders et al., 2023; Fraenkel, Wallen, & Hyun, 2022).

Table 3.1:

Target and Sample Distribution

Respondent	Target	Sample computation	Sample size	Sampling procedure
Form III students	2213	2213×0.1	221	Simple random
Class teachers	56	56×0.3	17	Simple random
Total			238	

Source: Research data

Therefore, a total sample of 238 respondents (221 students and 17 teachers) was drawn for this study.

3.6.2 Sampling Procedures

The study employed a simple random sampling strategy to ensure every eligible participant had an equal chance of being selected, thereby minimizing sampling bias and enhancing representativeness (Bryman, 2021; Kumar, 2022; Creswell & Creswell, 2023). The sampling targeted Form Three students and their class teachers from mixed-day public secondary schools within Belgut Sub-County.

After obtaining official student class lists from each sampled school, the researcher used a lottery draw method. Equal-sized folded papers were prepared, with a proportion marked with the letter “A” and the rest left blank. The folded papers were thoroughly mixed in a container. With assistance from class teachers, each Form Three student picked one folded slip. Students who picked slips labeled “A” were included in the study and their names recorded. This procedure ensured fairness, transparency, and objectivity in sample selection (Kothari & Garg, 2020; Fraenkel et al., 2022).

The same random selection procedure was applied to select Form Three class teachers from the sampled schools. From a population of 56 teachers, 17 were randomly selected. This proportionate random sampling approach ensured equal representation of the different categories of respondents and enhanced external validity of the study findings (Saunders et al., 2023).

Through this process, the researcher successfully identified 221 students and 17 teachers across 27 mixed-day public secondary schools in Belgut Sub-County. The use of simple random and proportionate sampling ensured an unbiased and adequately representative sample, consistent with recommended research procedures (McMillan & Schumacher, 2021; Creswell & Creswell, 2023).

3.7 Data Collection Instruments

The data collection instruments comprised of student questionnaires, interview and document analysis checklist aimed at determining the students' achievement scores. Data was gathered from the filled student questionnaires and summaries of exam results while class teachers were interviewed.

3.7.1 Students' Questionnaire

The students in Form III filled in a structured questionnaire that was used by the researcher to gather data. This was used to gather data on the academic achievement, self-regulated learning and demographics of the respondents. The questionnaire was divided into six sections so as to accomplish collecting this information from the students. There were questions on the respondent's gender, admission number, school name and which type. Later on when the exam results of the students were being analysed, the admission number was used. Part II to Part VI had questions on a Likert scale of five. Part II had items that sought to obtain information on respondents' goal setting practices.

Part III consisted of items which measured students' self-efficacy. Part IV had items which measured students' information seeking strategies and Part V contained questions on students' self-assessment. Part VI contained questions which guided students to provide estimates of their academic achievement in CATs, homework, monthly examinations and end term examinations. According to Creswell (2013), questionnaires are the best method for gathering data because they are quick, easy, and efficient.

3.7.2 Document analysis checklist

Teachers were asked to submit the achievement records of their students for the last three terms (year 2022). The checklist was used to capture what each student's mean score was in Form II for end-term 1, 2, and 3 of the 2022 exams. To enable cross-school comparability, the scores were transformed into standard scores which were assigned a rating of low, average or good on a range of 1 to 12.

3.7.3 Interview Schedule

The researcher used an interview schedule to collect information from class teachers. The interview schedule was semi – structured and contained questions related to the study objectives. The interview schedule contained information which sought to establish how class teachers promoted self-regulated learning to boost academic achievement in mixed day public secondary schools.

3.8 Validity and Reliability of the Research Instruments

3.8.1 Validity of the Research Instrument

Validity refers to the extent to which a research instrument accurately measures the concepts or constructs it is designed to examine and supports credible conclusions (Bryman, 2021). In educational research, establishing validity is essential for ensuring that interpretations drawn from data are meaningful and logically grounded. Creswell and Creswell (2023) stress the importance of employing multiple validation techniques to determine whether an instrument truly captures the variables under investigation and aligns with the research purpose. In this study, validity procedures were integrated throughout the instrument development stage to strengthen the accuracy and relevance of measurement items.

To begin, the research instruments were aligned with the study objectives, research questions, and conceptual framework to ensure each item reflected the intended dimensions of self-regulated learning. To enhance content validity, the instruments were subjected to expert review by lecturers from the Department of Educational Psychology at the University of Kabianga, who evaluated whether each item was clear, relevant, and representative of the constructs being measured. As recommended by Cohen, Manion and Morrison (2018), feedback from these experts informed revision of item wording, structure, and sequence, thereby improving clarity and ensuring that questions reflected the cognitive and contextual level of the respondents.

Construct validity was achieved by designing instrument items based on recognized theoretical dimensions of self-regulated learning goal setting, self-efficacy, information seeking, and self-assessment consistent with Zimmerman's (2021) self-regulated learning model. This alignment ensured that items measured the intended constructs and were theoretically grounded. Additional refinement ensured that the language used in questionnaires was appropriate for Form Three students, in line with McMillan and Schumacher's (2021) recommendation for age-appropriate and context-sensitive instrument development in school-based studies.

Finally, validity was strengthened through methodological triangulation by collecting both quantitative and qualitative data, enabling cross-verification of results. Creswell and Plano Clark (2022) note that triangulation enhances trustworthiness by corroborating patterns across data types, thereby increasing accuracy and credibility. Through these steps, the instruments were deemed valid for examining the influence of self-regulation on academic performance among Form Three students in mixed-day public secondary schools in Belgut Sub-County.

3.8.2 Reliability of the Research Instrument

Reliability refers to the degree to which a research instrument yields consistent and dependable results when administered repeatedly under similar conditions (Bryman, 2021). In educational research, establishing reliability is fundamental, as it ensures that variability in responses is attributable to actual differences among participants rather than inconsistencies in the measurement tool (McMillan & Schumacher, 2021). Considering the importance of measuring self-regulation accurately, the present study implemented a rigorous reliability assessment process to confirm consistency of the questionnaire items.

A pilot study was conducted involving twenty Form Three students (ten male and ten female) from mixed day public secondary schools with similar characteristics to the target population. This approach aligns with Mugenda and Mugenda's (2019) assertion that pilot subjects should reflect the key attributes of the main sample to enhance accuracy in instrument refinement. The pilot exercise aimed to assess clarity of instructions, relevance of items, and ease of response, particularly for constructs measuring goal-setting, self-efficacy, information seeking, and self-assessment.

Internal consistency of the instrument was examined using Cronbach's alpha coefficient, which is widely applied to determine the reliability of multi-item scales. Cronbach's alpha values range from 0 to 1, with values above 0.70 considered acceptable for educational and social science research (Tavakol & Dennick, 2011; Creswell & Creswell, 2023). Items that produced low internal consistency indicators were refined or adjusted to align with the study objectives. Statistical analysis was conducted using the Statistical Package for Social Sciences (SPSS).

The reliability analysis yielded a Cronbach's alpha coefficient of 0.7456, which exceeds the recommended threshold of 0.70 (Mugenda & Mugenda, 2019). This result demonstrates that the instrument possessed adequate internal consistency, making it suitable for measuring self-regulation attributes and academic performance among Form Three students in Belgut Sub-County. Achieving this reliability level enhanced the credibility of the study findings by ensuring that the constructs measured were stable and dependable.

3.9 Data Collection Procedures

The data collection process followed a systematic and ethically guided approach. First, an introductory letter was obtained from the University to support the researcher in seeking official authorization to conduct the study. Using this letter, the researcher applied for and obtained a research permit from the National Commission for Science, Technology and Innovation (NACOSTI), which is a mandatory requirement for conducting educational research in Kenya (NACOSTI, 2021). Upon receiving the NACOSTI permit, subsequent permissions were sought from the County Commissioner's office and the County Director of Education to formally access secondary schools within the study area, consistent with government research protocols in the education sector (Bryman, 2021).

After securing the necessary approvals, the researcher contacted school administrators to schedule data collection and brief them on the objectives and procedures of the study. Prior to administering the questionnaires, the purpose of the study and participant rights were clearly explained to students in a group orientation session, during which informed consent was requested. This process ensured that participants voluntarily agreed to take part in the study with full understanding of the requirements, aligning with ethical

guidelines for educational research (Creswell & Creswell, 2023; Cohen, Manion & Morrison, 2018).

Questionnaires were then issued to students, allowing them a period of two days to complete them at their convenience. This approach encouraged thoughtful and independent responses, and minimized respondent fatigue. The questionnaires were collected personally by the researcher, and follow-up visits were conducted to maximize the response rate while maintaining respect for students' schedules and privacy. In addition to collecting student data, class teachers were interviewed using a structured interview guide to capture deeper insights into school practices and academic experiences. The interviews were conducted at times convenient for teachers to avoid interfering with their instructional duties. This combination of questionnaire surveys and interviews strengthened data triangulation and enhanced the credibility and richness of the findings (Creswell & Plano Clark, 2022).

3.10 Data Analysis and Presentation

Data analysis is a critical phase in research, converting raw data into meaningful findings that enable deductive and inferential interpretation of the research questions and objectives. According to Bryman and Cramer (2011), the process of quantitative data analysis is not merely computational; it involves conceptualizing, selecting appropriate statistical procedures and interpreting outcomes within the broader research process. Proper alignment between research questions and analytical methods safeguards the accuracy and clarity of interpretation (Saunders et al., 2019; Creswell & Creswell, 2018). Thus, ensuring the correct analytical strategy is crucial for achieving credible and valid results.

In this study, descriptive and inferential statistical techniques were used to analyse the quantitative data. Measures of central tendency and dispersion — mean values, percentages and standard deviations — provided insights into the distribution of participants' responses regarding self-regulation behaviours and academic achievement. To ascertain the strength and direction of relationships among variables namely goal-setting, self-efficacy, information-seeking, self-assessment and academic performance Pearson's correlation coefficient was employed (Field, 2020). The data were processed and analysed using IBM's SPSS software (version 26), which facilitates the selection and execution of appropriate statistical tests (Bryman & Cramer, 2011).

For the qualitative component derived from interview schedules, thematic analysis was applied to systematically extract meaning from textual data. Braun and Clarke (2021) argue that thematic analysis allows researchers to identify, organise and interpret patterns of meaning across a data-set. In this research, interview transcripts were coded and grouped into themes reflecting students' self-regulation practices and teachers' perceptions. These themes provided a contextual understanding of how self-regulation strategies operated in the day-to-day realities of mixed-day public secondary schools in Belgut Sub-County.

By integrating quantitative and qualitative analytical procedures, the study adopted a concurrent triangulation design, thus enhancing the depth and breadth of the findings. Quantitative analyses illuminated statistical relationships, whereas thematic analysis provided rich, contextual insights into students' behaviours and learning environments. This mixed-method analytical approach strengthens the validity of conclusions and offers a holistic understanding of how self-regulation influences academic outcomes in the study setting.

3.11 Ethical Considerations

Ethical clearance is a fundamental requirement in educational research, ensuring that data are collected responsibly and participants' rights are protected. In this study, authorization was sought and obtained from the National Commission for Science, Technology and Innovation (NACOSTI), as mandated under the Science, Technology and Innovation Act of Kenya (2013), before the commencement of field activities. In addition, research permission letters were secured from the Office of the County Commissioner and the Ministry of Education to enable access to schools and participants within Belgut Sub-County. Securing these approvals aligns with national legal frameworks and global research ethics standards that emphasize institutional authorization and compliance with regulatory protocols (Creswell & Creswell, 2018; Kenya STI Act, 2013).

Upon entry to schools, the researcher introduced the study objectives to school principals, teachers, and students, ensuring clarity, transparency, and voluntary participation. Participants were informed of their right to decline or withdraw without any consequences, consistent with ethical research norms that prioritize autonomy and informed consent (Bryman, 2021; Resnik, 2020). For student respondents, assent was obtained alongside institutional authorization, acknowledging the ethical considerations involved when working with minors in academic environments (American Educational Research Association [AERA], 2022). The purpose and procedure of the study, expected outcomes, estimated time commitment, and confidentiality measures were clearly explained to participants prior to data collection.

Confidentiality was maintained throughout the research process. Respondents' identities were protected by avoiding any collection or disclosure of personally

identifiable information. Codes were used in place of names, and no school, teacher, or student was mentioned in the reporting stage to ensure anonymity, as recommended in empirical research ethical guidelines (Saunders et al., 2019; Braun & Clarke, 2021). Data were securely stored in password-protected digital files accessible only to the researcher, consistent with data protection and responsible-storage practices (British Psychological Society [BPS], 2021). This approach ensured that participants felt secure in providing honest and accurate information.

Finally, all responses were strictly used for academic and research purposes only. Participants were assured that no information collected would be shared with third parties or used for school-based evaluations or administrative decisions. The use of thematic and statistical reporting formats further safeguarded identities by presenting summarized and aggregated data rather than individual profiles. These procedures ensured adherence to ethical principles of beneficence, justice, respect, and non-maleficence as articulated by international and local research ethical frameworks (AERA, 2022; NACOSTI, 2022).

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CHAPTER FOUR

RESULTS

4.1 Introduction

This chapter presented the research findings of the study. The results were organized to include demographic information, descriptive statistics, and inferential statistics. Each set of results was analysed and discussed in relation to the study objectives to ensure that the research questions were addressed and that meaningful conclusions could be drawn regarding the influence of students' self-regulation on academic achievement.

4.2 Response Rate

A total of 221 questionnaires were distributed to the selected respondents. Of these, 208 were completed and returned, yielding a response rate of 94%. According to Mugenda and Mugenda (2019), a response rate of 80% or higher is generally considered sufficient for reliable statistical analysis. The high response rate obtained in this study indicates that the data collected were both adequate and representative, supporting valid and meaningful analysis of the relationship between students' self-regulation and academic achievement.

4.3 Demographic Characteristics of the Respondents

4.3.1 Distribution by gender

The distribution of respondents by gender was presented using a pie chart. The results showed that 52.9% of the students were female, while 47.1% were male. This indicates a slightly higher representation of female students compared to male students in Form III within Belgut Sub-County. The relatively balanced gender distribution suggests that the data collected were not biased by gender, supporting the validity of the findings in

examining the influence of self-regulation on students' academic achievement in mixed-day public secondary schools.

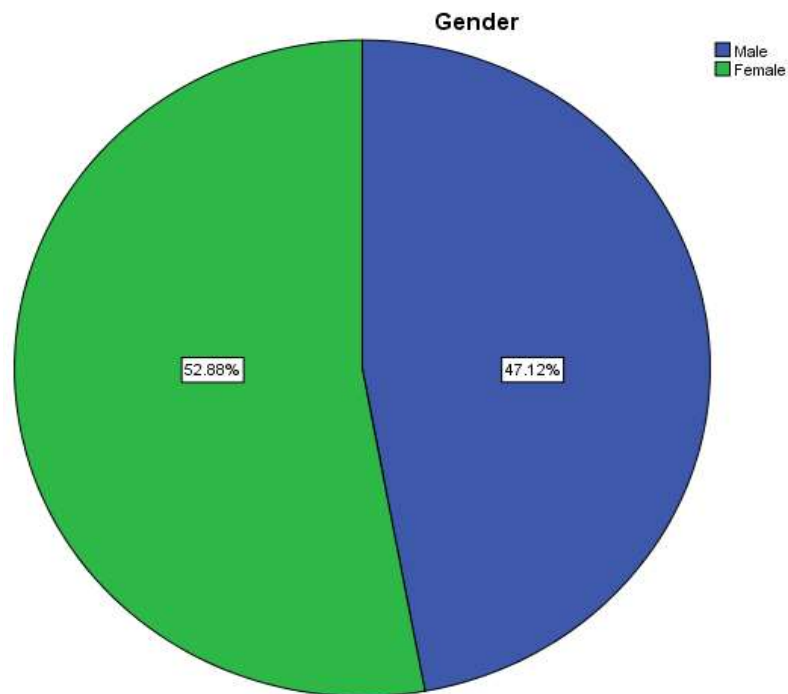


Figure 4.1: Gender of the Students

4.3.2 Distribution by age

The age distribution of the student respondents was presented using a bar chart. Analysis of the data indicated that the majority of students (46.63%) were aged 15 to 16 years. Students aged 17–18 years accounted for 27.40%, those aged 13–14 years comprised 16.35%, and students aged 19–20 years represented 9.62% of the sample. These results indicate that most Form III students in the study were within the 15–16 years' age bracket, reflecting the typical age range for this level of secondary education in Belgut Sub-County.

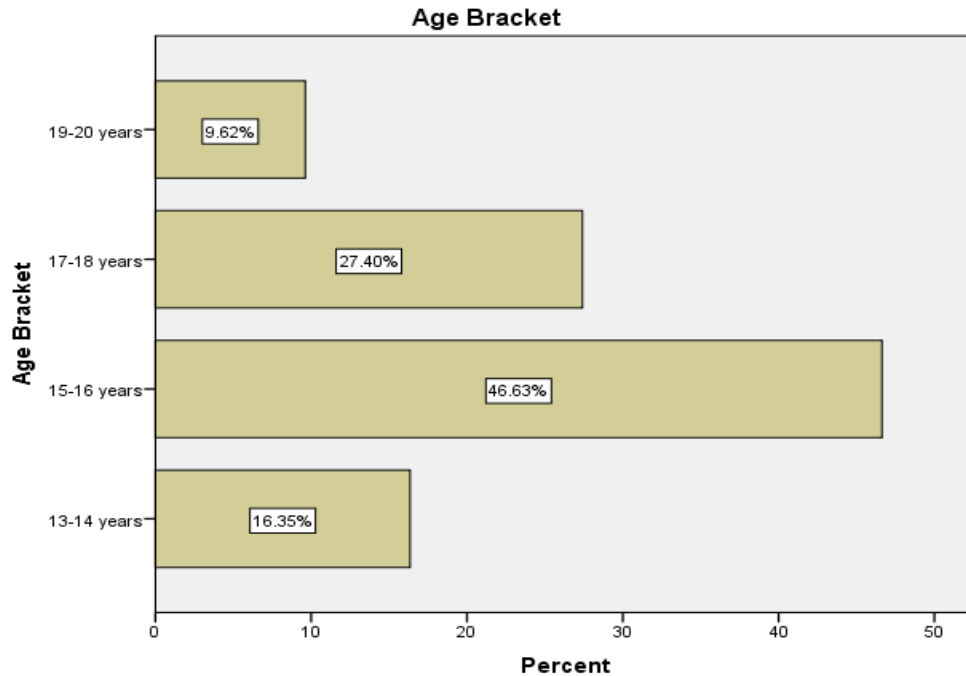


Figure 4.2: Age Bracket of the Respondents

In response to the interview question, “How long have you been handling the class you are in charge of?” most class teachers reported having monitored their Form III students for three years, while two teachers indicated they had taught the class for two years. The teachers highlighted that they actively encouraged self-regulated learning among students by implementing strategies such as group learning, planning individual learning, setting goals, and seeking information to enhance the learning process.

According to the teachers, approximately 80% of classroom learning was teacher-facilitated, while self-regulated learning accounted for about 20% of the students’ learning process. These findings suggest that while teacher guidance remains the predominant mode of instruction, efforts are being made to foster students’ independent learning skills through self-regulation strategies.

4.4 Goal Setting and Students' Academic Performance

Goal setting was evaluated based on the frequency of the students' ability to set goals.

The results from the students' respondents were presented in frequency, mean and standard deviation as presented in Table 4.1.

Table 4.1:

Goal Setting among the Students

Goal Setting Areas	Always	Often	Sometimes	Rarely	Never	Mean	S.D.
I set standards for my assignments given at school	1(0.5%)	104(50.0%)	94(45.2%)	9(4.3%)	0(0.0%)	3.47	.59
I set goals to help me manage studying time	33(15.9%)	86(41.3%)	83(39.9%)	6(2.9%)	0(0.0%)	3.70	.77
I choose the location where I study to avoid too much distraction	1(0.5%)	116(55.8%)	69(33.2%)	22(10.6%)	0(0.0%)	3.46	.69
I try to schedule the time every day or every week for my personal study	19(9.1%)	57(27.4%)	129(62.0%)	3(1.4%)	0(0.0%)	3.79	.62
I plan in advance on how to attain academic performance targets	14(6.7%)	68(32.7%)	119(57.2%)	7(3.4%)	0(0.0%)	3.43	.67

The study revealed that 50% of students often set standards for their assignments, while 45.2% sometimes did so, with a mean of 3.47 (SD = 0.59). This indicates that most students were aware of the expectations for their schoolwork and made deliberate efforts to meet them. Structured assignment standards reflect students' early engagement in self-monitoring and planning behaviours. These findings align with Zimmerman (2002) and Panadero (2017), who note that setting clear, measurable goals

helps learners monitor progress and improve learning habits. The implication is that teachers should continue encouraging students to define quality benchmarks for their assignments, as this can foster accountability and promote disciplined learning routines.

In managing study time, 41.3% of students often set goals, while 39.9% sometimes did, resulting in a mean of 3.70 ($SD = 0.77$). This suggests that a majority of students attempt to structure their study schedules to balance schoolwork and personal learning. Schunk and DiBenedetto (2020) highlight that effective time management is a critical component of self-regulated learning, enabling learners to allocate sufficient time for different tasks. The finding implies that interventions aimed at strengthening time management, such as teaching students how to prioritise tasks and plan weekly schedules, could enhance their self-regulatory behaviours.

Regarding selecting appropriate study locations, 55.8% of students often chose a place that minimized distractions, while 33.2% did so sometimes (Mean = 3.46, $SD = 0.69$). This suggests that students are aware of environmental factors that affect concentration, such as noise and lighting. The ability to structure one's environment has been emphasized in studies by Schunk and DiBenedetto (2020) and Ejubovic and Puska (2019), who argue that environmental structuring is an essential dimension of self-regulated learning. The implication is that schools and teachers could provide guidance on creating distraction-free study spaces at home and in school, reinforcing this important aspect of goal-directed learning.

The results indicated that 62% of students sometimes scheduled daily or weekly study periods, with a mean of 3.79 ($SD = 0.62$). This shows that students are making conscious efforts to organize their personal study routines. Broadbent and Poon (2015) observed that structured scheduling fosters consistent study habits, a key element in

building self-discipline and autonomy in learning. The implication for teachers is to support students in developing regular study schedules, possibly integrating planning exercises into classroom routines to strengthen these habits.

Finally, 57.2% of students sometimes planned in advance to achieve their academic performance targets (Mean = 3.43, SD = 0.67). This reflects emerging strategic planning and forward-thinking among learners, which is fundamental in self-regulated learning. Studies by Aleena, Sundaramoorthy, and Kusum (2025), and Oparaji and Ugwu (2019) show that planning and goal-setting significantly influence engagement and achievement in secondary school students. The implication is that deliberate exercises in setting academic targets, coupled with reflection on progress, could help students internalize goal-setting as a routine part of learning.

Interview data indicated that teachers actively facilitated students' ability to set goals, schedule time, and plan learning activities. Teachers reported encouraging the use of personal timetables and monitoring students' adherence to self-set schedules. This corroborates findings from Nasimiyu (2024) and Kimani, Ndambuki, and Mutweleli (2022), who emphasized that teacher involvement is critical in guiding students to adopt and sustain self-regulated learning practices. The implication is that even in resource-limited mixed-day schools, teacher support can significantly enhance students' engagement in goal-directed learning behaviours.

4.5 Self-Efficacy and Students' Academic Achievement

The self-efficacy of the students was examined using agreeability Likert scales where frequencies, mean and standard deviation were obtained. The descriptive statistics were adopted to interpret the level of self-efficacy among students as indicated in Table 4.2.

Table 4.2:*Self-Efficacy*

Self-Efficacy Evaluation	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	S.D.
I desire to have better learning habits to enable me succeed	16(7.7%)	127(61.1%)	54(26.0%)	11(5.3%)	0(0.0%)	3.71	.68
I am mostly self-driven in my education	63(30.3%)	107(51.4%)	36(17.3%)	2(1.0%)	0(0.0%)	4.11	.71
I am motivated to study hard despite challenges that I encounter	0(0.0%)	113(54.3%)	91(43.8%)	4(1.9%)	0(0.0%)	3.52	.54
I choose learning environment that creates optimal learning	38(18.3%)	128(61.5%)	41(19.7%)	1(0.5%)	0(0.0%)	3.98	.63

The findings revealed that 61.1% of students agreed they desired better learning habits to succeed, with a mean of 3.71 (SD = 0.68). This indicates that students are generally motivated to improve their academic behaviours and recognize the importance of disciplined study routines. This aligns with Li et al. (2018), who found that self-efficacy, coupled with task strategies, strongly influences goal achievement in secondary students. Similarly, Blackmore et al. (2021) emphasized that students with strong self-efficacy are better equipped to engage in adaptive learning strategies, though their study focused on university STEM students. The implication is that fostering students' desire to cultivate effective learning habits can be a key foundation for promoting self-regulated learning in mixed-day secondary schools.

The study also found that 51.4% of students agreed they are self-driven in their education, with a mean of 4.11 (SD = 0.71). This suggests that most learners exhibit internal motivation and are capable of independent learning behaviours. Consistent with this, Onah et al. (2022) reported that self-regulation, including self-driven behaviours, predicts academic progress among university students. Garcia-Ros et al. (2022) also found that secondary students' academic success depends heavily on self-efficacy, reinforcing the importance of internal motivation. The implication is that interventions that nurture students' self-driven attitudes, even in resource-limited contexts like Belgut Sub-County, can strengthen their learning autonomy.

Regarding motivation under challenging circumstances, 54.3% of students agreed that they study hard despite obstacles, with a mean of 3.52 (SD = 0.54). This highlights resilience among learners, though interview data indicated that students from low-income households struggled to balance home responsibilities with study, sometimes negatively affecting their self-efficacy. Fuzi et al. (2024) and Dake (2023) support the notion that self-efficacy enhances engagement and learning persistence, while Mambili et al. (2020) found a positive link between self-efficacy and academic goal achievement in mixed-day schools. These findings imply the need for targeted support for disadvantaged students to maintain motivation and confidence in their learning.

The study revealed that 61.5% of respondents agreed that they select learning environments conducive to optimal study, with a mean of 3.98 (SD = 0.63). This demonstrates students' awareness of environmental factors affecting learning outcomes, reflecting self-regulatory behaviours in structuring their surroundings. Ismail, Nikpoo, and Prasad (2023) highlighted that authentic learning environments can enhance self-efficacy and autonomy, while Zimmerman's (2002) theory emphasizes

environmental structuring as critical to self-regulated learning. The implication is that encouraging students to deliberately choose or modify their study environments can strengthen their self-efficacy and overall learning performance.

Interview responses indicated that teachers recognized the positive impact of self-efficacy on student learning but also noted challenges, particularly for learners from poor backgrounds. Limited resources, competing home duties, and environmental constraints sometimes reduced students' self-confidence and independence. These findings resonate with Fernández-Río et al. (2023), who observed that perceived self-efficacy may not always align with actual outcomes, highlighting the role of contextual factors. Consequently, teachers' guidance and supportive interventions are crucial in helping students from disadvantaged contexts develop self-efficacy skills.

4.6 Information Seeking and Students' Academic Achievement

The study also evaluated information seeking ability of the student using frequencies, mean and standard deviation from five-point frequency scale. The results were presented in Table 4.3.

Table 4.3:*Information Seeking*

Information Seeking	Always	Often	Sometimes	Rarely	Never	Mean	S.D.
I work extra in difficult subjects in addition to the assignments given by the teacher	0(0.0%)	126(60.6%)	78(37.5%)	4(1.9%)	0(0.0%)	3.59	.53
I find someone who is knowledgeable in subject content so that I can consult with him or her when I need help	30(14.4%)	103(49.5%)	73(35.1%)	2(1.0%)	0(0.0%)	3.77	.70
I share my problems with my classmates so we know what we are struggling with and how to solve our problems	0(0.0%)	90(43.3%)	115(55.3%)	3(1.4%)	0(0.0%)	3.42	.53
I am persistent in getting help from my subject teachers when faced with learning problems	1(0.5%)	75(36.1%)	127(61.1%)	5(2.4%)	0(0.0%)	3.35	.53
I liaise with my classmates to find out what I am learning that is different from what they are learning	61(29.3%)	120(57.7%)	23(11.1%)	4(1.9%)	0(0.0%)	4.14	.68
I normally ask questions in class during learning.	32(15.4%)	150(72.1%)	24(11.5%)	2(1.0%)	0(0.0%)	4.02	.56
I look for reference and revision materials to help in my studies	0(0.0%)	66(31.7%)	90(43.3%)	52(25.0%)	0(0.0%)	3.07	.75

The findings revealed that 60.6% of students often worked extra in difficult subjects beyond class assignments, with a mean of 3.59 (SD = 0.53). This indicates that learners are proactive in supplementing their learning when faced with challenging topics. This aligns with Fong et al. (2021), who found that adaptive help-seeking behaviours positively influence academic performance. Similarly, Miraj et al. (2021) highlighted that information-seeking significantly predicts academic success. These findings imply that students who actively pursue additional learning opportunities demonstrate higher commitment to mastering difficult subjects, which is crucial in resource-constrained environments like Belgut Sub-County mixed-day schools. The data indicated that 55.3% of students sometimes shared their academic problems with classmates (mean = 3.42, SD = 0.53), reflecting moderate collaborative problem-solving. This suggests students recognize the value of peer interaction but may not consistently engage in it. Adjei (2022) also found that students predominantly rely on teachers and provided materials for information but may lack structured engagement with peers. Encouraging more consistent collaborative problem-solving could improve information-seeking skills and support academic achievement.

The study further showed that 49.5% of respondents often sought guidance from peers knowledgeable in subject content, with a mean of 3.77 (SD = 0.70). This demonstrates reliance on collaborative learning and peer support. Charoenkul and Chanchalor (2021) similarly reported that openness and conscientiousness positively influenced information-seeking and academic outcomes among secondary students. In the current context, these results imply that peer collaboration can supplement teacher instruction, especially in schools with limited teaching resources.

The data indicated that 55.3% of students sometimes shared their academic problems with classmates (mean = 3.42, SD = 0.53), reflecting moderate collaborative problem-solving. This suggests students recognize the value of peer interaction but may not consistently engage in it. Adjei (2022) also found that students predominantly rely on teachers and provided materials for information but may lack structured engagement with peers. Encouraging more consistent collaborative problem-solving could improve information-seeking skills and support academic achievement.

Results showed that 61.1% of students were persistent in seeking help from teachers when encountering difficulties, with a mean of 3.35 (SD = 0.53). While persistence exists, it is slightly lower compared to peer consultations, possibly due to time constraints and teacher availability in mixed-day schools. This mirrors findings by Mapoto (2016), who highlighted that access to resources and teachers affects students' capacity to seek information effectively. The implication is that structured time for teacher-student consultations could enhance learning outcomes.

A majority (57.7%) of respondents often compared their learning with classmates, with a mean of 4.14 (SD = 0.68). This indicates active engagement in peer-assisted learning to identify knowledge gaps. Tadesse et al. (2022) also found that help-seeking is a strong predictor of perceived learning outcomes, emphasizing the importance of structured peer interactions in developing information-seeking skills.

The study revealed that 72.1% of students often asked questions during class, with a mean of 4.02 (SD = 0.56), indicating proactive engagement in clarifying learning content. Filate (2012) similarly reported that cognitive and metacognitive strategies, including questioning, positively predict learning performance. Encouraging students

to consistently participate in class discussions may further enhance their comprehension and academic success.

Finally, 43.3% of students sometimes sought reference and revision materials (mean = 3.07, SD = 0.75), suggesting limited engagement in independent study. Chalachew and Lakshmi (2013) emphasized that lack of access to learning resources constrains students' information-seeking capacity. This highlights the need for schools to provide sufficient reference materials and facilitate access to study aids to improve academic outcomes.

Interview responses revealed that teachers were generally available to support students but were limited by time and school schedules. Some students, particularly those from disadvantaged backgrounds, demonstrated negative attitudes toward seeking help, which affected their performance. This aligns with Adjei (2022) and Mapoto (2016), who observed that structural and resource constraints influence students' ability to engage in effective information-seeking.

4.7 Self-Assessment and Students' Academic Performance

The study examined self-assessment among the students through a five point Likert scale adopted. The frequency, mean and standard deviation were adopted in descriptive statistics. The results were presented in Table 4.4.

Table 4.4:*Self-Assessment*

Assessment processes	Always	Often	Sometime	Rarely	Never	Mean	S.D.
I prepare my questions before joining discussion group	0(0.0%)	63(30.3%)	111(53.4%)	34(16.3%)	0(0.0%)	3.14	.67
I ask myself questions on the subject unit content when doing individual study	32(15.4%)	118(56.7%)	54(26.0%)	4(1.9%)	0(0.0%)	3.86	.69
I self-evaluate and adjust learning strategies to help me remain focused in my academics	0(0.0%)	90(43.3%)	111(53.4%)	7(3.4%)	0(0.0%)	3.40	.56
I normally compare previous results with the present to identify if there are deviations in subject scores and grades	18(8.7%)	85(40.9%)	104(50.0%)	1(0.5%)	0(0.0%)	3.58	.65

The study revealed that more than half of the students sometimes prepared questions before joining discussion groups, with a mean of 3.14 (SD = 0.67). This indicates moderate engagement in proactive learning and reflects a partial adoption of self-assessment practices. Admiraal et al. (2024) similarly found that structured opportunities for self-assessment significantly improved students' task planning and monitoring skills, emphasizing the importance of fostering autonomy through self-directed questioning. The implication is that enabling students to consistently prepare

discussion questions may enhance their engagement and critical thinking skills in Belgut Sub-County mixed-day schools.

Results showed that 56.7% of students often asked themselves questions on the subject content during individual study, with a mean of 3.86 (SD = 0.69). This reflects active self-inquiry and critical reflection, key components of self-assessment. Arnesen (2024) highlighted that structured self-evaluation and goal reflection improved learners' self-regulatory abilities and academic outcomes. These findings suggest that promoting reflective questioning strategies can strengthen self-regulation and support consistent learning habits among secondary school students.

The findings indicated that over 50% of students sometimes self-evaluated and adjusted learning strategies to maintain focus, with a mean of 3.40 (SD = 0.56). This implies that while students engage in adaptive learning, the practice is inconsistent and often guided by teachers. Eliaga et al. (2024) reported a strong positive correlation between self-evaluation and academic success, noting that learners who actively monitored and adapted their study strategies performed better. The results suggest that structured guidance from teachers can reinforce students' self-assessment skills and enhance their academic performance.

Finally, 50% of students sometimes compared their current results with past performance to identify deviations, with a mean of 3.58 (SD = 0.65). This demonstrates partial engagement in monitoring academic progress. Inko-Tariah (2019) found that self-assessment training significantly improved student performance in multiple subjects, highlighting the role of reflection in identifying areas for improvement. The implication is that encouraging students to routinely compare and reflect on their

academic progress could help them set realistic goals and adopt effective learning strategies.

Interview responses indicated that self-evaluation was largely facilitated by class teachers, who monitored students' practices and guided them in adopting effective learning methods. Oloo (2020) emphasized that incorporating self-assessment strategies enhances achievement, while Mungai (2020) noted that structured self-evaluation improves metacognitive capacity. These findings highlight the crucial role of teachers in supporting self-assessment, particularly in mixed-day schools where students may lack independent study routines or structured supervision.

4.8 Students Academic Performance

A five-point Likert scale was adopted to examine the level of academic performance of students. The data was presented in terms of frequency, mean and standard deviation. This was presented in Table 4.5.

Table 4.5:

Students' Academic Performance

Academic Achievement	Very High	High	Average	Below Average	Low	Mean	S.D.
CATs	16(7.7%)	72(34.6%)	114(54.8%)	6(2.9%)	0(0.0%)	3.47	.68
End term exams	0(0.0%)	116(55.8%)	65(31.3%)	27(13.0%)	0(0.0%)	3.43	.71
Monthly exams	0(0.0%)	116(55.8%)	72(34.6%)	20(9.6%)	0(0.0%)	3.46	.67
Homework	48(23.1%)	126(60.6%)	34(16.3%)	0(0.0%)	0(0.0%)	4.07	.63

The study revealed that 54.8% of the students achieved an average mark in CATs, with a mean of 3.47 and standard deviation of 0.68. This indicates that the majority of learners performed at an average level, with relatively low variation across schools. These results align with Muema et al. (2020), who emphasized that academic

performance reflects the outcomes of independent learning activities. Students who demonstrate diligence and self-regulation are more likely to achieve higher marks, while those who lack such practices tend to perform averagely or below expectations. The findings suggest that consistent engagement in CATs provides a reliable measure of students' routine academic abilities in mixed-day schools.

Results from the end-term exams indicated that 55.8% of students attained high achievement; however, the mean of 3.43 suggested an overall average performance with a standard deviation of 0.71. This pattern indicates that while some students excelled, the majority performed at moderate levels. Hakiki and Rembulan (2018) note that academic performance is heavily influenced by individual learning effort and drive, highlighting that variations in self-directed learning and personal study habits can explain differences in performance across students. The implication is that structured academic support and reinforcement of self-regulated learning strategies could elevate students' end-term exam outcomes.

For monthly exams, 55.8% of students achieved high scores, yet the mean of 3.46 points to an overall average performance, slightly higher than that in the end-term exams, with low variation across schools ($SD = 0.67$). These results indicate that regular monitoring of student performance through continuous assessment may help identify learning gaps early, enabling targeted interventions. Duckworth and Carlson (2013) emphasize that individual differences in learners' self-regulatory behaviours significantly impact academic outcomes. Therefore, fostering habits such as goal-setting, time management, and proactive study could enhance consistency in student performance across all exams.

Homework results were higher than both CATs and exams, with 60.6% of students achieving high marks and a mean of 4.07 ($SD = 0.63$). This suggests that students

perform better in tasks that are structured, monitored, and perhaps less pressured than formal exams. Hayat et al. (2020) argue that strong academic performance, reflected through grades and continuous assessments, is essential for student development, societal progress, and overall academic advancement. The high homework performance may also indicate that students are able to manage self-paced tasks more effectively, emphasizing the importance of self-regulated learning in achieving consistent academic outcomes.

The study underscores that academic performance among mixed-day secondary school students is largely average, with notable improvement in structured tasks such as homework. Kimani, Ndambuki, and Mutweleli (2022) observed that low academic success remains a global concern, emphasizing the need for strategies that strengthen student learning behaviours. Self-regulated learning, including goal-setting, self-efficacy, information seeking, and self-assessment, is consistently linked to academic achievement (Onwunyili & Obi, 2020). Therefore, educational stakeholders should focus on promoting SRL practices to improve overall student performance, particularly in mixed-day public secondary schools where independent learning time may be constrained by environmental and resource factors.

4.9 Inferential Statistics

Inferential statistics were also adopted which entailed the regression model represented in model summary and beta coefficient tables. This was tested using 5% significant level and presented in Table 4.6 and 4.7 respectively.

Table 4.6:*Regression Model*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.937 ^a	.878	.876	.21002	.878	366.170	4	203	.000

a. Predictors: (Constant), Self-Assessment, Self-Efficacy, Goal Setting, Information Seeking

The multiple regression analysis presented in Table 4.6 revealed a strong positive relationship between the four dimensions of self-regulated learning self-assessment, self-efficacy, goal-setting, and information seeking and students' academic performance ($R = 0.937$). This indicates a very high degree of association, suggesting that students who actively engage in these self-regulatory behaviours tend to achieve higher academic outcomes.

The coefficient of determination ($R^2 = 0.878$) further indicated that approximately 87.8% of the variation in students' academic performance can be explained by the combined influence of self-assessment, self-efficacy, goal-setting, and information-seeking behaviours. This demonstrates the substantial contribution of self-regulated learning practices to academic achievement, while the remaining 13.2% of the variation could be attributed to other factors not explored in this study, such as teaching quality, socio-economic background, or school resources.

The results were statistically significant ($p < 0.05$), confirming that all four SRL dimensions have a meaningful impact on students' academic outcomes. This suggests that interventions designed to strengthen goal-setting, enhance self-efficacy, promote information-seeking, and encourage self-assessment are likely to yield measurable improvements in student performance. In the context of mixed-day public secondary

schools in Belgut Sub-County, the findings highlight the importance of structured SRL support, as students face challenges such as limited study time, household responsibilities, and resource constraints.

Table 4.7:

Beta Coefficients

		<u>Unstandardized Coefficients</u>		<u>Standardized Coefficients</u>		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	-.541	.124		-4.377	.000
	Goal Setting	.212	.067	.183	3.147	.002
	Self-Efficacy	.142	.064	.130	2.213	.028
	Information Seeking	.525	.093	.419	5.636	.000
	Self-Assessment	.272	.093	.248	2.934	.004

a. Dependent Variable: Students' Academic Performance

The resulting multiple regression equation was given as;

$$Y = -0.541 + 0.212 X_1 + 0.142 X_2 + 0.525 X_3 + 0.272 X_4$$

The model indicates that holding all other variables constant, the academic performance of students would increase by 21.2% for each unit increase in goal-setting, 14.2% for each unit increase in self-efficacy, 52.5% for each unit increase in information-seeking, and 27.2% for each unit increase in self-assessment. This suggests that information-seeking had the strongest predictive influence on academic performance, followed by self-assessment, goal-setting, and self-efficacy.

All predictors were statistically significant ($p < 0.05$), implying that each dimension of self-regulated learning contributes meaningfully to the academic performance of Form III students in mixed-day public secondary schools in Belgut Sub-County. The findings underscore that fostering students' ability to seek information, self-assess, set goals,

and develop self-efficacy can enhance overall academic outcomes. These results are consistent with prior research showing that structured self-regulated learning behaviours are crucial for academic success. For instance, studies by Onwunyili and Obi (2020), Dake (2023), and Muema et al. (2020) highlight that information-seeking and self-assessment strategies strongly influence learners' achievement. Moreover, the finding that information-seeking has the highest beta coefficient aligns with literature emphasizing the importance of active engagement and consultation with peers and teachers as a key determinant of academic performance, particularly in resource-constrained school environments like those in Belgut Sub-County.

The beta coefficient model was adopted testing the following research hypotheses:

H₀₁: There is no statistically significant influence of goal setting on students' academic performance in mixed day public secondary schools in Belgut Sub-County.

The null hypothesis was rejected and alternative adopted. The results revealed that there was positive statistically significant influence of goal setting on students' academic performance in mixed day public secondary schools in Belgut Sub-County (Beta=0.212, P<0.05). This result concurs with interview results where the class teacher responded that goal setting assisted the students to improve in academic performance consistently through setting small attainable milestone. The results concurred with Ejubovic and Puska (2019) who found out that goal setting was statistically significant variable influencing academic achievement.

However, Ejubovic and Puska included additional variables like computer self-efficacy and environment structuring which were not examined in this study. Alhadabi and Karpinski (2020) evaluated the correlation between achievement orientation goals and academic success among university students, finding a favourable relationship between

academic success and mastery of approach goals. The current study's focus on secondary school students broadens the understanding of goal setting's impact across different educational levels indicating that effective goal setting strategies are beneficial for secondary education through to higher education.

Oparaji and Ugwu (2019) examined the relationship between SRL practices and academic success in secondary school economics classes, finding a significant positive correlation between students' planning and goal setting strategies and their academic performance. This directly parallels the current study's results reinforcing the idea that goal-setting is a crucial component of SRL that positively impacts academic achievement.

Kimani, Ndambuki, and Mutweleli (2022) explored the relationship between students' emotional self-regulation and academic achievement finding a positive and significant correlation. While their study focused on emotional self-regulation rather than goal-setting, both studies highlight the broader concept of self-regulation as essential for academic achievement. The findings suggest that fostering various self-regulation skills including emotional intelligence and goal-setting strategies can lead to better academic outcome. This aligns with the current study's emphasis on goal-setting, further supporting the integration of diverse self-regulation strategies to enhance academic achievement.

H₀₂: There is no statistically significant influence of self-efficacy on students' academic performance in mixed day public secondary schools in Belgut Sub-County. The findings revealed that self-efficacy had a positive statistically significant influence on students' academic performance leading to rejection of null hypothesis (Beta = 0.142, P<0.05). This implies that students who practice self-efficacy would improve in

academic achievement. The response from interviews conducted indicated that self-efficacy improves academic performance of students since the students remain proactive and are able to gain more knowledge without depending on teachers and other students. The results concur with Garcia-Ros et al. (2022) who conducted a study in Spain and found a significant correlation between self-efficacy and academic performance. Li et al. (2018) reviewed various self-regulated learning strategies and identified self-efficacy as having a higher impact compared to other strategies. Their findings support the current study results by reinforcing that self-efficacy is pivotal to achieving learning goals.

Onah et al. (2022) explored self-regulation as a predictor of academic success among university students finding out that self-regulation which includes self-efficacy significantly impacts academic progress. This study's focus on university students complement the current research by illustrating that self-efficacy as a part of self-regulation remains a key factor in academic success across various educational levels. Similarly, Matovu (2020) examined the link between academic self-efficacy and performance among undergraduate students and found a significant positive correlation. This finding supports the current study's results indicating that academic self-efficacy is a strong predictor of academic achievement. Muema et al. (2020) found a significant relationship between academic self-efficacy and performance among students in teacher training colleges. This study reinforces the current study's findings by showing that academic self-efficacy is a crucial factor for success across different educational settings.

H₀₃: There is no statistically significant influence of information seeking on students' academic performance in mixed day public secondary schools in Belgut Sub-County.

The results also revealed that information seeking had positive statistically significant influence on academic performance of students resulting to rejection of null hypothesis ($R=0.525$, $P<0.05$). Therefore, information seeking was the leading contributor to academic performance of students in school. The results concurred with interview responses that students seek information and support from class teachers. Students gain more knowledge from teachers, peers and reading hence significantly improving in academic achievement.

A similar result was obtained by Hakiki and Rembulan (2018) where the findings demonstrated that self-regulated learning practices including goal-setting and self-monitoring positively influenced academic performance. Although their study was conducted in a university setting where students typically engage more deeply in self-regulated learning, the positive influence of information-seeking behaviours on academic success in the current study supports the broader concept that self-regulated learning strategies are effective across different educational levels.

Similarly, Tadesse et al. (2022) examined self-regulated learning strategies in Ethiopian public universities and found that help-seeking was a significant predictor of perceived learning. Their findings suggest that students' willingness to seek help positively impacts their learning outcomes. This is consistent with the current study's results which highlight the importance of information seeking as part of self-regulated learning. On the contrary, Chalachew and Lakshmi (2013) evaluated the factors affecting self-regulated learning and noted that students faced challenges due to lack of resources which hindered their ability to seek information effectively. This contrasts with the current study's findings, as it suggests that insufficient resources can limit students' capacity for information seeking potentially affecting their academic performance. While Chalachew and Lakshmi's study highlights systemic issues in

resource availability, the current study's positive findings on information seeking underscore its critical role in academic success, assuming that students have access to necessary resources.

H₀₄: There is no statistically significant influence of self-assessment on students' academic performance in mixed day public secondary schools in Belgut Sub-County.

Finally, the study found that self-assessment had positive statistical significant influence on academic performance of the students hence rejection of null hypothesis (Beta = 0.272, $P < 0.05$). The findings implied that self-assessment among students contributed to an improvement in academic performance. Similar results were obtained from interview schedules proving that self-evaluation assisted the students to achieve their goals and learn their weak areas. This assisted the students to improve in their academic performance despite most of the class teachers assisting their students in self-evaluation process.

Mungai (2020) highlights the importance of self-assessment by showing that it enables students to recognize their strengths and weaknesses, thereby deepening their reflection on their work and goal achievement. This perspective aligns with the current study which underscores self-assessment's role in improving academic outcomes by facilitating meaningful revisions and providing valuable feedback. Both studies emphasize that self-assessment helps students refine their work and enhance their performance confirming its critical role in the learning process.

Similarly, Oloo (2020) also supports the current study's findings by demonstrating that incorporating self-assessment can significantly improve students' performance specifically in arithmetic. This study, focusing on secondary school students, found that

self-assessment positively impacted academic performance. The current study extends this understanding by reinforcing that self-assessment is beneficial across various academic contexts, suggesting that its benefits are not limited to specific subjects or settings but can be generalized to broader academic achievement.

Mungai's (2020) quasi-experimental study, which explored the effects of self-evaluation on writing proficiency and metacognitive abilities, found that self-evaluation was crucial for enhancing academic performance. Although this study used an experimental design and focused on writing skills, its findings align with the current study's results by affirming that self-evaluation fosters significant academic improvement. The current study, however, assumes that students have been taught how to undertake self-evaluation, whereas Mungai's research highlights the direct effects of self-evaluation on cognitive skills adding a layer of depth to the understanding of how self-assessment influences performance.

The study therefore found that goal setting, self-efficacy, information seeking and self-evaluation assisted students to self-regulate which improved the student's academic performance. From the interview responses, it was noted that there were challenges that hindered students from attaining their goals which included home background, time allocated for learning, financial challenges and lack of learning materials.

The teachers proposed an improvement in the students' library and provision of learning resources by government that can also be accessed by students. The responses also proposed that the learner should be guided and given sufficient time by their parents while at home for extra learning since half of their time is utilized by lesson attendance in school. Finally, the school should continuously guide students through

seminars, guidance and counselling sessions and during career talks on best reading techniques, learning techniques and how to improve self-regulation techniques.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study's findings, which form the basis for drawing conclusions and formulating recommendations. Additionally, the chapter highlights suggested areas for further research to address gaps identified in the current study.

5.2 Summary of the Findings

The study explored the role of self-regulated learning components goal-setting, self-efficacy, information-seeking, and self-assessment on the academic performance of Form III students in mixed-day public secondary schools in Belgut Sub-County. Data were obtained through surveys and interviews, providing both quantitative trends and qualitative insights into students' learning practices.

The findings indicated that students frequently set goals to manage their daily or weekly study routines. Many students reported organizing their time to ensure that their academic tasks were completed efficiently. However, other goal-setting behaviours, such as establishing high standards for assignments, planning ahead to meet academic performance targets, and selecting optimal study locations, were not consistently practiced. Interviews with students and teachers revealed that while students understood the importance of goal-setting, their ability to implement it consistently was often hindered by external factors such as household responsibilities, peer influences, and competing time demands. Teachers noted that some students showed remarkable discipline in following their study plans, while others struggled to prioritize academic goals amidst other daily obligations. Despite these challenges, goal-setting emerged as

a key driver for enhancing students' ability to manage studies, organize learning, and maintain focus.

The study revealed that many students exhibited a strong sense of self-drive and determination to succeed academically. They were able to identify learning environments that facilitated concentration and effective study. Students expressed a genuine desire to develop better learning habits to enhance their academic outcomes. Interviews highlighted that self-efficacy was influenced by students' home and social environments. Students from supportive households displayed confidence and independence in learning, while those facing economic or familial challenges often experienced low motivation and reduced self-reliance. Teachers emphasized that self-efficacy influenced how students approached challenging subjects, persevered through difficulties, and maintained consistent engagement in their studies. Overall, self-efficacy positively contributed to students' academic performance by fostering persistence, adaptive learning behaviours, and confidence in their ability to succeed.

Information seeking was identified as the most actively practiced self-regulated learning component. Students regularly consulted knowledgeable peers, collaborated with classmates to address learning gaps, and actively asked questions during lessons to clarify misunderstandings. Many students also took the initiative to work on difficult topics beyond assigned tasks. However, there were notable limitations in persistence when seeking guidance from teachers, largely due to restricted school hours and heavy classroom workloads. Additionally, a lack of sufficient reference and revision materials constrained students' ability to fully engage in independent learning. Interview data confirmed that while teachers were willing to support students, the assistance was often limited by time constraints and school schedules. These findings suggest that students'

proactive information-seeking behaviours significantly enhance understanding, engagement, and academic outcomes, despite resource limitations.

The study found that students frequently engaged in self-assessment activities, particularly self-questioning during individual study sessions and comparing past and current academic results to monitor progress. These practices enabled students to identify areas requiring improvement and adapt their learning strategies accordingly. However, other self-assessment behaviours, such as preparing questions prior to discussion groups and systematically adjusting learning strategies, were only occasionally performed. Interviews highlighted that teachers played a pivotal role in facilitating self-assessment by monitoring students' progress, providing feedback, and guiding the adoption of effective study techniques. The findings indicate that self-assessment fosters reflective learning, critical thinking, and enhanced focus, which in turn support better academic performance.

Students' academic performance was generally consistent across homework, class assignments, and examinations. Homework performance was observed to be particularly strong, likely due to the combination of goal-setting, self-efficacy, information-seeking, and self-assessment practices. Interviews with teachers reinforced the notion that students' engagement in self-regulated learning behaviours, coupled with timely feedback and structured support, contributed to higher achievement levels. Conversely, students who exhibited weaker SRL practices or faced challenging home environments often struggled to achieve desired academic outcomes. The integrated survey and interview findings underscore that structured self-regulated learning behaviours are critical determinants of academic success in mixed-day secondary schools.

Across all four self-regulated learning components, students displayed varying levels of engagement and consistency. Information-seeking emerged as the most frequently practiced and influential behaviour, followed by self-assessment, goal-setting, and self-efficacy. The interviews revealed that teacher support, guidance, and the availability of learning resources play a critical role in mediating the effectiveness of these behaviours. Students' ability to engage in self-regulated learning was influenced not only by personal motivation and skills but also by environmental factors such as family support, school resources, and time management constraints inherent in mixed-day schooling systems.

The regression analysis further confirmed that goal-setting, self-efficacy, information-seeking, and self-assessment collectively contributed significantly to students' academic performance. This reinforces the survey and interview findings, highlighting the interdependence of SRL components in shaping academic success. Students who consistently practiced these behaviours demonstrated higher levels of focus, engagement, and achievement compared to those who were less disciplined or faced limiting circumstances

5.3 Conclusions

1. The study concluded that goal-setting plays a critical role in enhancing the academic performance of students in mixed-day public secondary schools in Belgut Sub-County. Students consistently set personal academic goals, which helped them maintain focus and direction in their studies. They demonstrated the ability to organize daily and weekly study plans, allocating sufficient time for reading, practicing exercises, and completing assignments. Interviews with both students

and teachers revealed that students who adhered to these structured plans exhibited higher motivation and commitment, which translated into improved academic outcomes. By strategically setting goals and following through with scheduled activities, students were able to manage their learning effectively, leading to notable gains in their performance across subjects.

2. The findings also indicated that self-efficacy had a significant positive influence on students' academic performance. Students with higher self-efficacy were more self-driven, taking personal responsibility for their learning and demonstrating confidence in their ability to succeed. They were able to identify and utilize learning environments that optimized concentration and understanding, while also developing study habits that supported consistent progress. Interviews highlighted that students who exhibited strong self-efficacy often overcame challenges associated with mixed-day schooling, such as balancing household responsibilities and academic commitments. Teachers noted that these students displayed persistence, adaptability, and an intrinsic motivation to achieve, reinforcing the idea that self-efficacy is a key determinant of academic success.
3. Information seeking emerged as the most actively practiced and influential self-regulated learning component. The study found that students frequently engaged with peers to address learning gaps, asked questions during lessons, and consulted classmates who were knowledgeable in specific subject areas. Many students went beyond classroom requirements, dedicating extra time to difficult subjects and seeking external support to clarify challenging concepts. Interviews confirmed that students who consistently employed these strategies were better able to understand complex topics and improve their academic outcomes. While some students faced

limitations due to restricted teacher availability and insufficient study materials, the proactive approach to seeking information significantly enhanced comprehension, collaboration, and performance, making it the most impactful SRL aspect in this context.

4. Finally, self-assessment was found to have a positive and significant effect on students' academic performance. Students regularly engaged in reflective practices, such as questioning themselves during individual study sessions and comparing current performance with previous scores to identify areas needing improvement. Interviews revealed that teachers played a guiding role in facilitating self-assessment by monitoring progress, providing feedback, and advising students on effective study methods. These practices enabled students to recognize learning gaps, adjust strategies accordingly, and remain focused on achieving academic targets. Consequently, self-assessment not only fostered self-awareness and responsibility but also contributed to measurable improvements in performance across various subjects.
5. In general, the study established that goal-setting, self-efficacy, information-seeking, and self-assessment collectively contribute to the academic performance of students in mixed-day public secondary schools in Belgut Sub-County. While each component independently influences learning outcomes, the synergy of these self-regulated learning strategies—supported by teacher guidance and student initiative—ensures more consistent and effective academic achievement. The findings underscore the importance of promoting structured SRL practices within schools, providing both the resources and guidance necessary for students to maximize their potential.

5.4 Recommendations

1. The study recommends that students should be trained on how to set clear standards for assignments and establish long-term academic performance targets. While most students were observed to set short-term goals, structured guidance on translating these into long-term objectives will promote sustained high performance. Training students to connect daily and weekly study plans with broader academic goals will enable them to track progress over time and develop self-regulated habits that support continuous improvement in mixed day secondary schools.
2. Given that low motivation was observed among students, largely due to challenges in the home environment, the study recommends that both parents and teachers actively support and encourage students' learning efforts. Motivational strategies could include recognizing achievements, providing constructive feedback, and creating an enabling environment for learning both at school and at home. Enhancing students' intrinsic and extrinsic motivation is expected to lead to improved engagement and higher academic performance.
3. Promoting Persistent Information-Seeking and Providing Learning Resources. The study further recommends that students should remain persistent in seeking assistance from subject teachers when confronted with difficult concepts. Likewise, teachers should be accessible and supportive, offering guidance to address students' learning gaps. Schools should complement this by providing adequate reference and revision materials to enable thorough self-study and reinforcement of classroom learning. Ensuring access to these resources and foster a culture of proactive help-seeking will enhance students' understanding and improve their overall academic achievement.

4. Finally, the study recommends that students should consistently engage in self-evaluation and adjust their learning strategies to maintain focus and improve performance. They should prepare structured revision questions before joining discussion groups and reflect on their performance relative to previous assessments to identify areas for improvement. Implementing systematic self-assessment practices will enhance students' self-awareness, support effective learning strategies, and contribute positively to their academic outcomes.

5.5 Suggestions for Further Studies

1. Further studies should explore the economic factors affecting students' academic performance, focusing on both social and financial challenges that may hinder learning outcomes.
2. Research should investigate socio-cultural factors influencing students' well-being, with the aim of understanding how these factors shape self-confidence and academic achievement.
3. Studies should examine the impact of various stakeholders such as parents, teachers, and community leaders on students' academic performance.
4. Future research should assess the supply and availability of learning resources, as these are critical determinants of students' academic success.
5. Comparative studies across different educational levels should be conducted, as this study focused exclusively on Form Three students.

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APPENDICES

Appendix I: Letter of Introduction

University of Kabianga
P.O. Box 2030 - 20200
Kericho, Kenya

To respondents,
Dear Sir/Madam,

RE: PARTICIPATION IN RESEARCH

I am a M.Ed. Psychology student at University of Kabianga and I am required to carry out a research as part of my academic requirement.

The research topic focuses on **Influence of Self-Regulation on Students Academic Performance in Mixed Day Public Secondary Schools in Belgut Sub-County, Kericho County, Kenya.**

You have been chosen to participate in this study. I humbly request you to create time out of your busy schedule to respond to the questionnaire attached and set aside time to fill in.

The responses will be treated with confidentiality.

Thank you very much for your cooperation

Yours sincerely,

M.L

CHEPKIRUI MERCY LANGAT

PGC/PSY/003/19

M.Ed. Psychology Student

Appendix II: Questionnaire for Form Three Students

Section A: Demographic information of the respondent

1. Indicate your gender.

Male [] Female []

2. How old are you?

(a) 14-15 years (b) 16-17 years (c) 18-19 years (d) 20-21 years

Section B: Goal Setting

3. Indicate the frequency in which you perform the following tasks in your learning in school

Goal setting areas	Always	Often	Sometimes	Rarely	Never
I set standards for my assignments given at school					
I set goals to help me manage studying time					
I choose the location where I study to avoid too much distraction					
I try to schedule the time every day or every week for my personal study					
I plan in advance on how to attain academic achievement targets					

How else do you set goals to enable your learning progress?

.....
.....

Section C: Self-Efficacy

4. Indicate the extent to which you agree or disagree with the following statements related to personal self-efficacy.

Self-efficacy areas	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
I desire to have better learning habits to enable me succeed					
I am mostly self-driven in my education					
I am motivated to study hard despite challenges that I encounter					
I choose learning environment that creates optimal learning					

How does self-efficacy (ability to produce the results wanted) affect your learning progress in school?

.....
.....

Section D: Information Seeking

5. How frequent do you take personal initiative to seek for information or resources that will enable you undertake your studies well. Show your answer on the statements provided in the table below.

Information seeking areas	Always	Often	Sometimes	Rarely	Never
I work extra in difficult subjects in addition to the assignments given by the teacher					
I find someone who is knowledgeable in subject content so that I can consult with him or her when I need help					
I share my problems with my classmates so we know what we are struggling with and how to solve our problems					

I am persistent in getting help from my subject teachers when faced with learning problems					
I liaise with my classmates to find out what I am learning that is different from what they are learning					
I normally ask questions in class during learning.					
I look for reference and revision materials to help in my studies					

How else do you seek information for your studies?

.....

Section E: Self-Assessment

6. How frequent do you evaluate your academic progress on individual basis? Indicate your answer on the statements provided on the following scale.

Self-assessment processes	Always	Often	Sometimes	Rarely	Never
I prepare my questions before joining discussion group					
I ask myself questions on the subject unit content when doing individual study					
I self-evaluate and adjust learning strategies to help me remain focused in my academics					
I normally compare previous results with the present to identify if there are deviations in subject scores and grades					

How else do you perform self-assessment in your learning?

.....

Section F: Achievement

7. What can you say on your achievement in the following areas in your school?

Academic achievement areas	Very High	High	Average	Below average	Low
CATs					
End term exams					
Monthly exams					
Homework					

The end

Thank you

Appendix III: Interview Schedule for Class Teachers

1. For how long have you been handling the class you are in charge of?
2. How do you guide students in self-regulated learning?
3. What is the proportion of self-regulated learners in class?
4. Indicate how learners in your classroom regulate their learning in the following areas:
 - a) Setting goals
 - b) Improving their self-efficacy
 - c) Seek information and support from teachers
 - d) Self-evaluation
5. On the question above, indicate how each self-regulated learning environment impacts on students' academic achievement in your school?
6. What hinders students from attaining their set learning goals?
7. What do you think needs to be done to revise the current learning situation and ensure that majority of students in your classroom can learn on their own?

Appendix IV: Letter from University



UNIVERSITY OF KABIANGA
ISO 9001:2015 CERTIFIED

OFFICE OF THE DIRECTOR, BOARD OF GRADUATE STUDIES

REF: PGC/PSY/003/19

DATE: 19TH JULY, 2024

Mercy Chepkirui Langat,
Department of Educational Psychology,
University of Kabianga,
P.O Box 2030- 20200,
KERICHO.

Dear Ms. Langat,

RE: CLEARANCE TO COMMENCE FIELD WORK/DATA COLLECTION

I am pleased to inform you that the Board of Graduate Studies has considered and approved your MEd. research proposal entitled **"Influence of Self – Regulation on Students' Academic Achievement in Mixed Day Public Secondary Schools in Belgut Sub – County, Kericho County, Kenya."**

Subsequently the Board has also approved the following supervisors for appointments.

1. Dr. Cecilia Sang
2. Dr. Selah Chepkwony

You may now proceed to commence field work/data collection on condition that you obtain a research permit from NACOSTI and /or an ethical review permit from a relevant ethics review board.

You are also required to publish one (1) article in a peer reviewed journal, with all your supervisors, before your oral defense of thesis.

You are required to submit through your supervisors, and HoD, progress reports every three months, to the Director, Board of Graduate Studies.

Please note that it is the policy of the University that you complete your studies within three years from the date of registration. Do not hesitate to consult this office in case of any difficulties encountered in the course of your studies.

I wish you all the best in your research and hope that your study will yield original contribution for the betterment of humanity.

Yours Sincerely,



Dr. Ronald K. Rop

DIRECTOR, BOARD OF GRADUATE STUDIES,

RKR/lc

- cc
1. Dean, SEASS
 2. HOD, Educational Psychology Department,
 3. Supervisors

Appendix V: NACOSTI Research Licence

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This is to Certify that Ms. Mercy Langat of University of Kabianga, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Kericho on the topic: INFLUENCE OF SELF-REGULATION ON STUDENTS' ACADEMIC ACHIEVEMENT IN MIXED DAY PUBLIC SECONDARY SCHOOLS IN BELGUT SUB-COUNTY, KERICHO COUNTY, KENYA for the period ending : 30/July/2025.	
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Appendix VI: Publication



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Goal Setting and Students' Academic Achievement in Mixed Day Public Secondary Schools

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ABSTRACT

Research on how students' personal factors affect 14-August-2024 20-August-2024 academic achievement has mostly focused on family background, gender, and attitude, with less emphasis on goal setting. Academic performance in mixed day public secondary schools has been poor in Belgut Sub-County and other part of Kenya. Whereas efforts have been made by the government and stakeholders in the education sector to address disparities in achievement, most mixed day public secondary schools continue to perform below boarding schools. The purpose of this study was to examine goal setting on students' academic achievement in mixed day public secondary schools in Belgut Sub-County. The study was anchored on social cognitive theory. The study used quantitative and qualitative research methodologies and adopt a concurrent triangulation research design to establish predictive relationships among the variables. The study population were all students in mixed day public secondary schools in Belgut Sub-County. The target population were the 2213 form III students and 56 class teachers (in charge of Form III class) from which a sample of 306 students and 17 teachers were obtained using simple random sampling technique. Semi-Structured questionnaires were adopted for students. The interview guide for teachers were in semi-structure form to mainly collect qualitative data. Both descriptive and inferential statistical techniques were used to analyse the data. Specifically, regression analysis was used to test the relationship between independent variables and dependent variable. The results revealed that students were often able to set goals as well as develop daily and weekly schedules. Therefore, goal setting had positive statistical significant influence on academic achievement of students ($\beta_1=0.990$, $P=0.000<0.05$). The study concluded that goal setting had positive statistically significant influence on academic achievement of students. The study recommended that teachers should provide learning resource and assistance to students to improve their academic achievement.

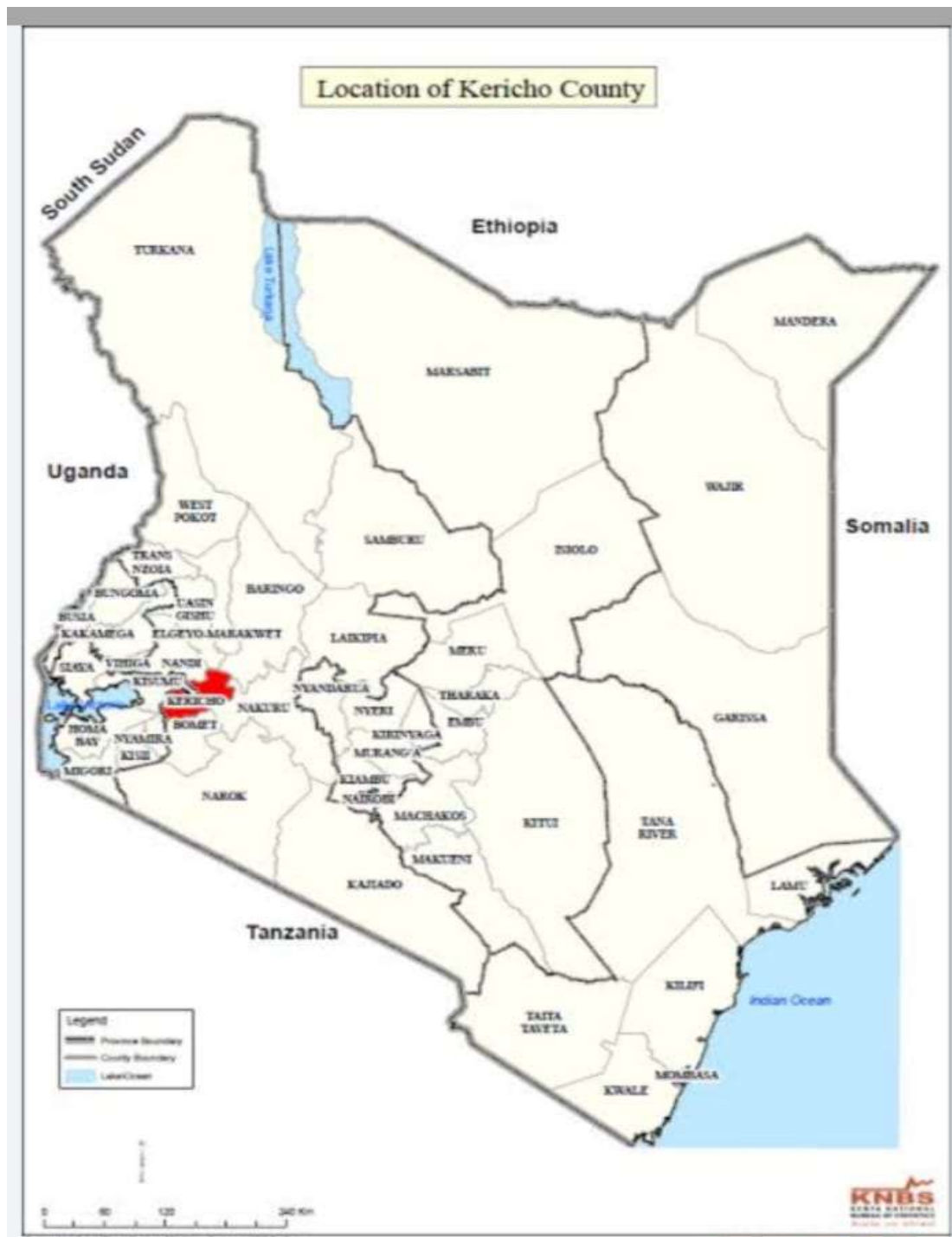
Key Word: Goal Setting, Student's Academic Performance, Social Cognitive Theory, Quantitative and Qualitative Research Design.

INTRODUCTION

United Nations SDGs always pushes for high quality education especially as we approach the year 2030. Therefore, maximising and safeguarding students' academic achievement is a prime issue across the world (WHO, UNCF, WBG, 2018) where nations are making efforts to ensure that children in schools are provided with appropriate environment and support to realise their education objectives. Secondary education is one of the basic education systems which acts as a vehicle for advancement of knowledge and also a gateway for students to tertiary education (Oparaji and Ugwu, 2019).

Academic achievement is important in enhancing personal, social and economic prospects, and the economic growth of the nation at large [Organization for Economic Cooperation and Development [OECD], 2013]. Anthonysamy, Koo and Hew (2020) reported that academic achievement by students is the measure of a student's general academic achievement through examination results, continuous assessment test results and Grade Point Average (GPA). A non-academic outcome, which quantifies students' general attitude toward learning using subjective metrics like extent of student involvement, student happiness, and attitude toward learning, can also be used to measure academic achievement (Hakiki and Rembulan, 2018; Li, Ye, Tang, Zhou, and Hu, 2018). In

Appendix VII: Location of Kericho County



Appendix VIII: Belgut Sub-County Map

