INFLUENCE OF ADOLESCENTS' POPULARITY ON ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS: A CASE OF BARINGO NORTH SUB-COUNTY, BARINGO COUNTY KENYA

A THESIS SUBMITTED TO THE SCHOOL OF EDUCATION IN

PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF PHILOSOPHY DEGREE IN EDUCATIONAL PSYCHOLOGY

MOI UNIVERSITY

BY

SHARON J. RUTTO

2021

DECLARATION

Declaration by the Candidate

This thesis is my original work and has not been presented for a degree in any other university. No part of this thesis may be reproduced without the prior written permission of the author and /or Moi University.

Sig Sharon J. Rutto

EDU/PGP/1008/11

Signature …… Date……

Declaration by Supervisors

This thesis has been submitted with our approval as University Supervisors.

Dr. Akinyi – Owino. E.

Signature…… Date……

Department of Educational Psychology

Moi University Kenya

Dr. Okero Richard

Signature…… Date……

Department of educational psychology

Moi University Kenya

DEDICATION

This work is dedicated to my dear husband and children for their support, patience and perseverance during the study period.

ACKNOWLEDGEMENTS

First, I thank God the almighty for giving me the strength that has enabled me to carry out this study. My sincere appreciation goes to my supervisors, Dr. Akinyi-Owino and Dr. Okero for their support, guidance, inspiration, their professional expertise and direction which was of immense value to me during the research and thesis writing. I am also grateful to Mr. Cheptirim my dear husband for encouraging me to move forward and giving me much needed moral support. In addition, I thank the sub-county Education Officer, Baringo North, Mr. Lang'at who provided me information pertaining the schools in the sub-county whenever I called on him.

ABSTRACT

Adolescence is a stage during which individuals tend to be highly concerned with their social status in groups. Adolescents may desire to be popular among their peers but at the same time concentrate on their academic performance. This balancing might not be easy, thus the study sought to determine the influence of internal and external factors of adolescents' popularity on academic performance as regulated by age variation. The study objectives were as follows: To examine the influence of internal factors of adolescents' popularity on academic performance of students in secondary schools in Baringo North Sub-county; to examine the influence of external factors of adolescents' popularity on academic performance of students in secondary schools in Baringo North Sub-county and to investigate the influence of age variation of popular adolescents on academic performance of students in secondary schools in Baringo North Sub-county. The study was guided by goal-framing theory. Ex-post facto design was applied in the study. It was a quantitative research. Purposive, proportionate and simple random techniques were used to obtain the sample for the study. The study was carried out in Baringo North Sub-county, Baringo County Kenya. The target population was 8694 secondary school students. Out of this, 383 students were sampled. Data was generated by using students' questionnaires whose validity and reliability was established. Reliability was established using Cronbach Alpha. The study employed both descriptive and inferential statistics. Pearson correlation coefficient and simple and multiple linear regression analysis was conducted at significant level of $\alpha = 0.05$. Data analysis was done with the aid of Statistical Package for Social Sciences version 26. The study established that internal and external factors of adolescents' popularity had a positive significant influence on academic performance of students in secondary schools in Baringo North Sub-county with correlation coefficients of ($r = 0.547$, $p < 0.05$) and ($r = 0.760$, $p < 0.05$) respectively. Also, the results revealed a statistically significant negative relationship ($r = -0.334$, $p < 0.05$) between age variation of popular adolescents and academic performance of students in secondary schools in Baringo North Sub-county. The findings were considered significant to school administration and teachers as they may utilize internal and external factors of adolescents' popularity to improve academic performance of students in school since they positively affect students' academic performance. In addition, since age variation negatively affects academic performance, students should joint school within the stipulated age.

TABLE OF CONTENTS

DECLARATION ..... **ii**
DEDICATION ..... **iii**
ACKNOWLEDGEMENTS ..... **iv**
ABSTRACT ..... **v**
TABLE OF CONTENTS ..... **vi**
LIST OF TABLES ..... **ix**
LIST OF FIGURES ..... **x**
LIST OF ABBREVIATIONS AND ACRONYMS ..... **xi**
CHAPTER ONE **1**
1.1 Introduction 1
1.2 Background of the Study 1
1.3 Statement of the Problem 5
1.4 Purpose of the Study 6
1.5 Objectives of the Study 6
1.6 Research Hypotheses 6
1.7 Justification of the Study 7
1.8 Significance of the Study 7
1.9 Assumptions of the Study 8
1.10 Scope of the Study 8
1.11 Limitations of the Study 8
1.12 Theoretical Framework 9
1.13 Conceptual Framework 11
1.14 Operational Definition of Terms 12
1.15 Chapter Summary 14
CHAPTER TWO **15**
REVIEW OF LITERATURE **15**
2.1 introduction 15
2.2 Adolescents 15
2.3 Adolescents' Popularity 16
2.4 Influence of Adolescents' Popularity on Academic Performance 18
2.5 Adolescents' Popularity and Internal Factors 23
2.5.1 Adolescents' Popularity and Gender 23

2.5.2 Adolescents Popularity and Social Intelligence....26

2.5.3 Adolescents' Popularity and Aggression....28

2.5.4 Adolescents Popularity and Physical Attractiveness....32

2.6 Adolescents' Popularity and the External Factors....34

2.6.1 Adolescents' Popularity and Time Management....35

2.6.2 Adolescents' Popularity and Teachers' Role....38

2.6.3 Adolescents Popularity and Sports....40

2.6.4 Adolescents' Popularity and Parental Influence....43

2.7 Adolescents' Popularity and Age Variation....49

2.8 Summary....52

CHAPTER THREE....53

RESEARCH DESIGN AND METHODOLOGY....53

3.1 Introduction....53

3.2 Research Design....53

3.3 Location of the Area....54

3.4 Research Variables....55

3.5 Target Population....55

3.6 Sample Size and Sampling Procedures....56

3.7 Research Instruments....58

3.8 Scoring of the Instrument....58

3.9 Validity and Reliability of the Instrument....59

3.9.1 Validity of the Instrument....60

3.9.2 Reliability of the Instrument....61

3.10 Data Collection....62

3.11 Data Analysis....62

3.12 Ethical Considerations....64

CHAPTER FOUR....66

DATA PRESENTATION, ANALYSIS AND INTERPRETATION....66

4.1 Introduction....66

4.2 Questionnaire Return Rate 66
4.3 Background Information of the Respondents 66
4.4 Descriptive Statistics 69
4.4.1 Descriptive Statistics of Internal factors of Adolescents' Popularity 69
4.4.2 Descriptive Statistics of External factors of adolescents' popularity 73
4.4.3 Descriptive Statistics of Academic Performance of Popular Students 79
4.5 Inferential Statistics 81
4.5.1 Normality Tests for Internal factors, External factors and Age Variation 81
4.5.2 Autocorrelation Tests for Internal factors, External factors and Age Variation 83
4.5.3 Multi-collinearity Test for Internal factors, External factors and Age Variation 85
4.5.4 Correlation Matrix 86
4.5.5 Multiple Regression Analysis 88
4.5.5.1 Influence of Internal Factors of Adolescents' Popularity on Academic Performance of Students' in Public Secondary Schools 88
4.5.5.2 Influence of External Factors of Adolescents' Popularity on Academic Performance of Students in Public Secondary Schools 91
4.5.2.3 Influence of Age Variation of Popular Adolescents on Academic Performance of Students' in Secondary Schools 94
CHAPTER FIVE 98
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS 98
5.1 Summary of the Findings 98
5.1.1 Internal Factors of Adolescents' Popularity and Academic Performance 98
5.1.2 External Factors of Adolescents' Popularity and Academic Performance 99
5.1.3 Age Variation of Adolescents' Popularity and Academic Performance 99
5.2 Conclusion 100
5.3 Recommendations 101
5.3.1 Recommendations on Policy 101
5.3.2 Recommendations for Further Research 101
REFERENCES 102
APPENDICES 116

LIST OF TABLES

Table 3.1: The Formula and Table on Sample Size 56

Table 4.1: Distribution of Respondents by Gender 67

Table 4.2: Distribution of respondents by Class 67

Table 4.3: Elements of Social Intelligence 69

Table 4.4: Elements of Aggression 71

Table 4.5: Elements of Physical Attractiveness 72

Table 4.6: Elements of Time Management 74

Table 4.7: Elements of Teachers Influence 75

Table 4.8: Elements of Participation in Sports 77

Table 4.9: Elements of Parental Influence 78

Table 4.10: Popular Student Average Marks 79

Table 4.11: Autocorrelation Test 84

Table 4.12: Multi-collinearity Test 85

Table 4.13: Pearson Correlation Analysis of the Relationship between Internal factors of adolescents' popularity, External factors of adolescents' popularity and Academic Performance 86

Table 4.14: Pearson Correlation Analysis of the Relationship between Age variation of adolescents' popularity and Academic Performance 87

Table 4.15: Multiple Regression Results for Influence of Internal Factors of Adolescents' Popularity on Academic Performance of Students' in Secondary 89

Table 4.16: Multiple Regression Results of Influence of External Factors of Adolescents' Popularity on Academic Performance of Students' In Secondary Schools 92

Table 4.17: Simple Linear Regression Results of Influence of Age Variation of popular Adolescents on Academic Performance of Students' in Secondary Schools 95

Table 4.18: Summary of Hypothesis Testing 97

LIST OF FIGURES

Figure 2.1: Conceptual Framework showing relationship among variables 11

Figure 4.1: Distribution of popular Students by Gender and Class 68

Figure 4.2: Academic performance of students' in secondary schools in Baringo North Sub-county Trend Analysis 80

Figure 4.3: Normal P-P plot of Internal factors of adolescents' popularity 81

Figure 4.4: Normal P-P plot of External factors of adolescents' popularity 82

Figure 4.5: Normal P-P Plot of Academic performance of students in secondary schools in Baringo North Sub-county..... 83

LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
SPSS	Statistical Package for Social Science
MOE	Ministry of Education

CHAPTER ONE

1.1 Introduction

The chapter presents to the background of the study that briefly highlights the need for the current study. It begins with the background of the study, statement of the problem, objectives of the study, research hypotheses, justification of the study, significance of the study, assumptions of the study, scope of the study, limitation of the study and theoretical frame work. The chapter ends with operational definition of terms.

1.2 Background of the Study

Mlozi, Kaguo & Nyamba (2013) defined education for sustainable development as a process of learning how to make decisions that consider the long-term future of the economy, ecology and equity of all communities. The success of any nation is connected to the standard of education it delivers to its people (Umezinwa & Chigbata, 2013 & Al-harbi, 2014). Education in a nation is an aspect of development since it creates a dynamic workforce and well informed citizens able to compete and cooperate globally, opening doors to economic and social prosperity (Kojweke, 2013). Education worldwide for sustainable development is still lagging behind to achieve this since it is faced with the challenges of ensuring inclusivity, provision of equitable quality education and promotion of life-long learning opportunities for all (Government of Nepal, 2015). Having this in mind, it is necessary to promote academic performance among students in order to enhance the appropriate knowledge among them which is vital for any country's progress.

Academic performance among learners is an important goal in education as it gives them an opportunity to develop their talents, improve their grades and prepare for future academic challenges. However, myriads of challenges influence academic performance of students in secondary schools in Kenya. These can be narrowed to internal and external factors. Although the acquisition of knowledge is particularly important throughout all of adolescence, many young people show a decline in academic achievement and academic motivations beginning in early adolescence (Crosnoe & Benner, 2015). Studies show that the influence of peer groups among students can boost their anxiety especially pertaining to their education (Kadir, Atmowasdoyo & Salija, 2018).

Ezron, Mangwaya & Johnson (2018) pointed out that academic performance is directly related to students' growth and development of knowledge in an educational situation where teaching and learning process takes place. Pandey & Ahmad (2008) in their study on significance of differences between male and female adolescents' academic achievement, found that between the male and female adolescents, there was no statistically significant difference on the measures of academic performance. Academic performance of the students was judged on the basis of their high school examination marks.

The Adolescents' academic performance is influenced by several factors which include student's interest and attitude towards the subject of study, aptitude, intelligence, achievement, motivation, socioeconomic status, locality of institution, sex and physical health (Ngware, Mahuro, Hungi, Abuya, Nyariro, & Mutisya, 2018). Other scholars like Kariuki, Ogolla & Kimani, (2018) carried out a study to observe the difference in perceptions of adolescent boys and girls with regard to behaviour,

discipline and education. They selected 60 adolescents' boys and girls of private junior colleges and their parents (120) as the sample. They noticed differences in the perceptions of boys and girls which influenced their academic performance.

Gitogo (2018) highlighted factors affecting academic performance as: type of school experience, the self-fulfilling prophecy and home background. In the type of school experience, he pointed out that children usually perform well in a school which has a feeling of orderliness, safety, understanding of goals, good administrative leadership, a climate of high expectations, adequate allocation of teaching time, frequent interactions between school and parents as well as smaller classes among others.

Self-fulfilling prophecy refers to the teacher's expectations that students will not do well. When students hear about this they are usually not motivated to work hard; they may also develop low self-esteem where they believe they cannot do well. Lastly, home background factors include presence of books, parents who help with their children's homework or who provide time and encourage children to do their homework which also influence academic performance. Kabiru & Njenga (2007) opined that during adolescents' stage, adolescents become highly sexually active due to hormonal changes in their bodies. They can also be highly influenced by peers, as they are searching to establish their identity, to know who they are and what they can do (Yakubu & Salisu, 2018). This may influence their academic performance

Loflin & Barry (2016) describe two general types of social goals that adolescents may have in school: a) goals that relate to self-assertiveness and preservation of status, and b) integrative goals that relate to intimacy and maintaining friendships. They noted that adolescents' status social goals serve to maintain or promote the self. According to Closson & Hymel (2016) adolescents' goals include: desires to enhance their

reputation or popularity, compare favorably with others and also to obtain approval, validation, and support from others. Intimacy social goals which are also called friendship-approach goals relate to maintaining relationships and serve to promote the well-being of others (Ferguson, 2016). In order to attain these social goals, adolescents need to think they are worthy of pursuit, and they need skills and an environment that supports their progress. Rural youths are reliant upon school for meeting their social goals as there are few social interaction opportunities outside school (Hedges, Mulder, James & Lawson, 2016). From the studies above, it implies that if adolescents spent their time focusing on these goals then there little time spent in academics.

According to Santrock (2012) new social and academic pressures force adolescents towards different roles. These new roles often involve more responsibility. Achievement becomes more serious in adolescence and adolescents begin to sense that the game of life is now being played for real. Anderman (2012) and Eccles & Roeser (2011) argued out that as adolescents' demands intensify in different areas of their lives, academic social interests may cut into the time they need to pursue academic matters or ambitions in one area and may undermine the attainment of goals in another, as a result academic performance leads to social disapproval. Hiadlovsky, Dankova, Gundova & Vinczeove (2016) showed that undergraduates were more likely to attribute hostile intentions to popular than non-popular peers in some situations, while research by Mendolia, Paloyo & Walker (2018) found that high school students were more likely to change their opinions to conform to those of popular peers than their unpopular peers.

From the background information, it is clear that there are various factors that influence academic performance. It is also clear that adolescence is a period that has

an effect on the academic performance of adolescents. Popularity is one among other factors in academic performance. Analysis of Kenya Certificate of Secondary Examination (KCSE) revealed that the performance in the sub county is wanting since it was below average (Baringo North Sub County Examination, 2019). Therefore, the researcher intended to investigate the influence of adolescents' popularity on academic performance in secondary schools of Baringo North Sub-county, Kenya.

1.3 Statement of the Problem

The academic performance of students in secondary school is important since it forms the basis of placement in the employment sector, tertiary colleges and universities. Consequently, educators play a crucial role towards assisting children including the youth become prosperous in school and also in life. In order to accomplish this objective, learners should establish a formidable foundation of both academic, social and also emotional abilities. The capability to diagnose and regulate emotions, develop a sense of care and concern towards other individuals, make rational decisions, institute positive relationships and also handle puzzling circumstances effectively form significant elements to school and life accomplishment. Therefore, academic achievement among learners must be an essential objective for instructors due to its integral significance for their future life. Studies have indicated a degeneration in academic achievement in most children as they progress from elementary levels to secondary school or to higher levels of learning. Thus, the basic principles of physical, social and psychological learning equally forms the basis of the fundamental principles of academic achievement among learners. A comprehensive understanding of these principles will aid parents, teachers and other stakeholders to create an environment that fosters the learner's academic achievement. A few empirical studies have looked into the precision of the influence of adolescents' popularity on academic

performance in public secondary schools. Thus, this current study had the potential to underscore the influence of adolescents' popularity on academic performance in secondary schools in Baringo North Sub-County, Baringo county Kenya.

1.4 Purpose of the Study

To investigate the influence of adolescents' popularity on academic performance in Baringo North Sub County, Kenya.

1.5 Objectives of the Study

The objectives of the study were to:

i) Examine the influence of internal factors of adolescents' popularity on academic performance of students' in secondary schools in Baringo North Sub-county.
ii) Examine the influence of external factors of adolescents' popularity on academic performance of students' in secondary schools in Baringo North Sub-county.
iii) Investigate the influence of age variation of popular adolescents on academic performance of students in secondary schools in Baringo North Sub-county.

1.6 Research Hypotheses

Ho_1 Internal factors of adolescents' popularity do not have significant influence on academic performance of students' in secondary schools in Baringo North Sub-county

Ho_2 External factors of adolescents' popularity do not have significant influence on academic performance of students' in secondary schools in Baringo North Sub-county

Ho_3 Age variation of popular adolescents does not have significant influence on academic performance of students' in secondary schools in Baringo North Sub-county.

1.7 Justification of the Study

Education stakeholders such as parents and teachers may be lacking a comprehensive understanding on how adolescents' popularity influences learner academic performance in public secondary schools. Thus, this study findings could recommend measures towards regulating adolescent popularity's influence on learner academic performance in public secondary schools and hence assist in improving learner academic achievement.

1.8 Significance of the Study

The findings of this study could be of great importance to stakeholders in the education sector such as the government, teachers and parents in comprehending the influence of adolescents' popularity on learner academic performance in public secondary schools. The school administration and the teachers may also utilize the learners' ages, internal and external factors of adolescents' popularity to improve academic performance of students in public secondary schools since they influence students' academic performance. Curriculum developers will also find these study findings relevant and informative so that they can put forth necessary amendments in the school curriculum in order to address adolescent popularity's influence on learner academic achievement. Policy makers will also find these study findings relevant in outlining key policy areas that may be necessary in enhancing the exploration of more factors of adolescents' popularity so as to improve academic performance of learners in public secondary schools. Additionally, these findings will be incorporated into workshops and seminars for teachers in order to have an in depth comprehension of the influence of both the internal and external factors of adolescents' popularity and come up with appropriate remedies so as to improve learner academic performance in public secondary schools. Finally, the study findings would contribute to the existing

body of knowledge in educational psychology and can be used by other researchers and scholars for purposes of teaching and learning and also for further research work.

1.9 Assumptions of the Study

The researcher carried out the study based on the following assumptions: That the respondents co-operate, provided adequate independent data free from biases and gave honest response to the items in the questionnaire with, neither fear nor favor and therefore were automatically subjected to data analysis.

1.10 Scope of the Study

This study focused on determining the influence of adolescent's popularity on academic performance in secondary schools of Baringo North Sub-county, Baringo County, Kenya as perceived by students in form one to four in the year 2019. The data collection was conducted from 383 form one to form four students who comprised the sample size. The study however did not cover other factors which are not considered to contribute to adolescents' popularity. The study was conducted through the utilization of questionnaires to the 383 students whose reliability and validity had been tested. The study was limited geographically to Baringo north sub-county secondary school students, Kenya. The findings would only be generalized to the area covered by the study.

1.11 Limitations of the Study

The study was limited by the fact that there were many factors that influenced academic performance such as students' interest and attitude towards the subject, aptitude, intelligence, achievement, motivation, and socioeconomic status and locality of institution. To address these limitations, the researcher sampled county and extra

county schools that tended to have homogeneous characteristics such as performance, students' entry behavior, ability and interest.

1.12 Theoretical Framework

Goal-framing theory was developed in first place by Siegwart Lindenberg and was later elaborated and applied to organizational, prosocial and environmental contexts by Nicolai Foss & Linda Steg (Foss & Lindenberg, 2013). Fuentes (2018) noted that the theory of goal framing states that people's actions respond to a collection of inner beliefs and immediate conditions in which decisions are made. These conditions affect people's selective attention and determine what ideas influence people's final actions the most (Lindenberg, 2000). Lindenberg argued that the immediate conditions that influence actions are defined as frames. These Frames are packs of circumstantial conditions driving people's attention, beliefs, and knowledge. This implies that different immediate circumstances lead to the creation of different frames, which in turn allow the prevalence of different beliefs and therefore different actions. The theoretical framework was developed from goal framing theory. Popularity is a primary goal for most adolescents. This idea is a part of the goal framing theory (Lindenberg, 2006). In this approach, the central idea is that various goals frame one's perception. This underlies what people do, how they assess the situation and what alternatives there have. It reasons that people's perception and actions are in favor of the goals they want to achieve. The way in which a goal is achieved, can be influenced by other goals which are activated at the same time.

Chakraborty, Singh & Roy (2017) argued that goal-framing theory identifies three overarching goal frames that are relevant to environmental behaviour namely hedonic;

normative and gain. A hedonic goal frame is concerned with feeling better at that time and is a prior to the strongest. Whereas dominant, hedonic goal frames aim to improve one's mood a gain goal frame is concerned with protecting one's resource. The normative goal frame governs behaviour by doing what is appropriate in a given situation. These overarching goals can either be compatible or incompatible.

Lindenberg (2006) Goal-framing theory is used to explain prosocial behaviours; pro-social behaviours include actions such as sharing knowledge, helping others, expressing solidarity, among others. Han & Hwang (2016) further noted that individuals' actions are the result of a framing and cognitive process that connect the motives to realize an action with the final pro-social behaviour and that these motives can be influenced by the person's and other people's expectations of the action or by predictions over the effect of an action.

Foss & Lindenberg (2013) pointed out that goal-framing theory starts from the idea that, at any moment, people have a major area of concern that makes them focus on specific aspects of their work and neglect others. The primary goal of adolescents is popularity; therefore, adolescents may particularly attend to behaviors that could serve their goal of obtaining a higher peer status at the expense of other activities (Lindenberg, 2006). The goal-framing theory was relevant in this study in that if adolescents' actions of pursuing more friends and acceptance were in line with the goal of doing well in academics then it would yield positive results but if the actions were not in line with the goal of doing well in in academics then it would yield negative results.

1.13 Conceptual Framework

The study undertook to investigate the influence of adolescents' popularity on academic performance. The independent variable was adolescents' popularity while dependent variable was academic performance of students. The aspects of adolescents' popularity considered were: internal factors such as gender, aggression and social intelligence; external factors such as time management, teacher influence, parental influence and sports and age variation of popular students. Moderating factors such students' background, entry behavior and aptitude that may influence the study were controlled by carrying out purposive sampling of Extra County and county schools that show homogeneity in traits of students. The summary of the conceptual framework was as illustrated in figure 2.1.

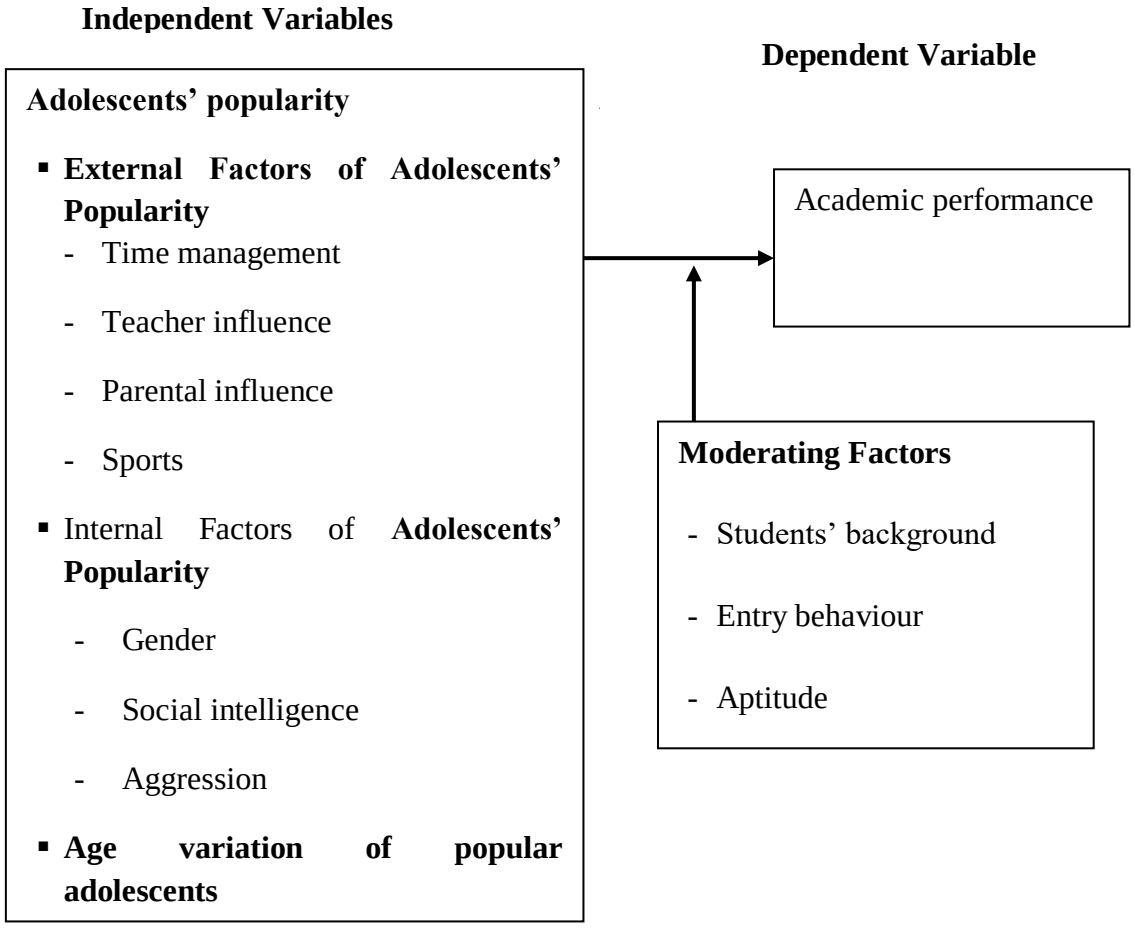


Figure 2.1: Conceptual Framework showing relationship among variables

1.14 Operational Definition of Terms

Academic performance: Refers to a manifestation of learning that has taken place. In this study, it refers to the average mark obtained by a learner in three consecutive end of term test for the year 2019.

Adolescent's popularity: Refers to an aspect of adolescents of having the largest number of friends. In this study it refers the student that the respondent would most like to spend time with during his or her free time.

Adolescents: Refers to persons of ages 10 -19 years. In this study adolescents refer to form one to form four students of public secondary school who are in this age group.

Aggression: Refers to social behavior that can either be physical or verbal intended to harm another.

External factors: Refers to those factors that are outside the popular adolescents that make them popular. They include: time allocation, teacher influence, sports and parental influence.

Gender: Sex of the learner that is either male or female

Internal factors: In this study, internal factors are factors that are within the popular adolescents that make them popular: They include gender, social intelligence, aggression and physical attractiveness.

Parental influence is the impact which parents impart on their adolescents' children. It can either be a positive or a negative impact depending on the type of parents.

Physical attractiveness: In this study physical attractiveness will refer to the degree to which a person's physical features are considered aesthetically pleasing or beautiful.

Social intelligence: In this study, it refers to the ability of a learner to adjust one's behavior to the norms of the group.

Teacher influence: Refers to the impact which teachers pass on to the adolescents in secondary school; it can either be a positive or a negative depending on the teachers. This impact will in turn have an influence on their academic performance.

1.15 Chapter Summary

From the background of the study, it is clear that various factors influence academic performance. It is also clear that adolescence is a period that has an effect on the academic performance of adolescents. Popularity is one among other factors in academic performance. Statement of the problem states adolescents' popularity as a common behavior among adolescents that would have an influence on their academic performance therefore it was very crucial for the researcher to investigate the influence of adolescents' popularity on academic performance in Baringo North Sub-county, Kenya. The key objectives of the study were adequately addressed; research hypotheses which are the researcher's guess of the probable outcome of the study were clearly stated and after the findings restated. Justification of the study, significance of the study, assumptions of the study, scope of the study, limitation of the study was clearly discussed. Theoretical frame work was based on goal framing theory where adolescents actions, beliefs and attitudes are based on the goals they set. The chapter ends with operational definition of terms where the major terms used in the study are given the contextual meaning.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 introduction

This chapter presents reviewed literature related to adolescents' popularity and academic performance. It comprises the following components of adolescents, adolescents' popularity, adolescents' popularity and academic performance; adolescents' popularity and internal factors, adolescents' popularity and external factors, adolescents' popularity and age variation and finally the summary of the literature review.

2.2 Adolescents

Adolescence is a developmental period of rapid physical, psychological, sociocultural and cognitive changes that are characterized by efforts to confront and overcome challenges and to establish a sense of identity and autonomy. Joy & Mathew (2018) define adolescence as the period of transition between childhood and adulthood that involves biological, cognitive, and socio-emotional changes. They continue to say that although the age range of adolescents can vary with cultural and historical circumstances, in the United States and many other cultures today, adolescents begin at approximately 10 to 13 years of age and ends in the late teens. According to them, the biological, cognitive, and socio-emotional changes of adolescents range from development of sexual functions to abstract thinking processes to independence.

Santrock (2012) says that developmentalists describe adolescents in terms of early and late periods. Early adolescents correspond roughly to the middle school or junior high

school years and include most pubertal change. Late adolescence refers approximately to the latter half of the second decade of life where Career interests, dating and identity exploration are often more pronounced in late adolescence than in early adolescence.

According to Astha, Monika, Gitika & Abhishek (2014) adolescents suffer from psychosocial problems at one time or the other during their development. Many of these problems are of transient nature and are often not noticed and that children may exhibit these problems in one setting and not in other for example home or school). Further in their study they found out that psychosocial problems such as domestic violence, anxiety, stress, depression, and peer pressure and drug abuse are common among high school students.

2.3 Adolescents' Popularity

According to Duffy, Penn, Nesdale & Zimmer- Gembeck (2017) popularity refers to the extent to which adolescents are visible, dominant in their peer group and considered as attractive for affiliation. Zhang, Pomerantz, Qin, Logis, Ryan & Wang (2019) study employed a categorical approach to identify sociometrically popular and perceived-popular youth. They found out that only 36% of sociometrically popular students were also perceived popular and only 29% of perceived popular students were also sociometrically popular. Their study focused on early adolescents in United States of America (USA) inclining to both types of popularity but the current study dealt with all adolescents and sociometric popularity in Baringo North sub-county, Kenya.

Laninga, Harakeh, Steglich, Dijkstra, Veenstra & Vollebergh (2017) in their study on the norms of popular peers and moderate friendship dynamics of adolescent examined whether peer norms for aggression within the classroom impact friendship selection, maintenance, and socialization processes related to aggression across the 1st year of secondary school. The results of the study revealed that only in classes where the valence of aggression is high (because it is positively associated with popularity), adolescents tend to select their friends based on similarity in aggression and adopt the aggressive behavior of their friends.

Alvermann, Moon & Hagwood (2018) note that popularity is a major concern in the lives of adolescents and that amongst adolescents, competition for popularity is of key importance. Indeed, children and adolescents who are identified by their peers as being popular are not always well liked (Houser, Mayeux & Cross, 2015). Markovic & Bowker (2015) found that sociometrically popular adolescents behave in prosocial ways, excel in academic skills, and exhibit low levels of aggression and social withdrawal. Engels, Colpin, Van Leeuwen, Bijttebier, Van Den Noortgate, Claes, & Verschueren (2016) noted that Perceived popular adolescents demonstrate both positive and negative qualities and that they are characterized as: cool, powerful, influential, arrogant, exclusionary, elitist, manipulative, controlling and aggressive. Furthermore, they tend to engage in highly visible and prestigious activities such as cheerleading and athletics, often have expensive clothes and possessions, and are physically attractive.

A study by Laninga-Wijnen (2017) revealed that unpopularity norm or rule in the classroom strengthened similarity-based friendship selection among low-achieving adolescents and predicted greater avoidance of academically similar friends among

high-achieving adolescents. Also, the popularity norm strengthened friendship selection among similar peers, both among low and high achievers in that the average achievement of popular and unpopular peers shapes friendship preferences in the classroom. Similarly, adolescents select each other based on similarity in low achievement (Rambaran, Hopmeyer, Schwartz, Steglich, Badaly, & Veenstra, 2017).

2.4 Influence of Adolescents' Popularity on Academic Performance

Academic performance refers to how well a student is accomplishing his or her tasks and studies (Scortt's, 2012). Scortt's continue to note the following about grades: Grades are certainly the most well-known indicator of academic performance, grades are the student's score for their classes and overall tenure and grades are most often a tallying or average of assignment and test. Scortt's further highlights that grading systems vary greatly by county and school; common scales include a percentage form 1-100, lettering systems from A-F, and grade point averages (GPA) from 0-4.0 or above.

According to study done by Zhang et al., (2019) on Early adolescent social status and academic engagement in United States and China, the results reveal that academic engagement of peers that youth nominated as high in sociometric and perceived popularity, but not of peers they admired, was predictive of youth's own academic engagement over time. Their study focused on early adolescent social status and academic engagement in United States and China however they failed to focus on the influence of adolescents' popularity on academic performance in Baringo county Kenya. Laninga, Gremmen, Dijkstra, Veenstra, Vollebergh & Harakeh (2019) did a study on longitudinal social network analyses which indicated that the unpopularity and popularity norm play a role in friendship selection processes and does not have an

influence on academic achievement of students in secondary schools. Their study focused on unpopularity and popularity norm on student academic achievement but did not focus on influence of adolescents' popularity on academic performance which the current study has focused on.

Peer influence is not a simple process where youth are passive recipients of influence from others. In fact, peers who become friends tend to already have a lot of things in common. Peers with similar interests, similar academic standing, and enjoy doing the same things tend to gravitate towards each other (De Guzman, 2007).

Gremmen, Dijkstra, Steglich & Veenstra (2017) indicated that in some classrooms, friendship selection mostly took place based on similarity in low achievement, whereas in other classrooms, similarity-based selection where friends selected each other based on certain common similarities occurred both among low- and high achieving peers. Rambaran et al., (2017) in their study showed that friends influenced each other to increase rather than decrease in achievement over time. On the other hand, Gremmen et al., (2017) found out that high achievers were influenced to decrease in achievement, while low achievers were influenced to increase in achievement over time.

Moureen, Stella & Solomon (2020) in their study on correlation of clinical depression, anxiety and academic performance of adolescents in selected secondary schools in Kenya showed that respondents' depression affects the academic performance of the participants but there was no significant relationship between anxiety and academic performance among the respondents. The result also indicates that academic performance is a significant trigger of depression and anxiety among adolescents.

Laninga, Ryan, Harakeh, Shin & Vollebergh (2018) in their study found out that adolescents formed friendships with similarly achieving peers in classrooms with high performance goal popularity norms but not in classrooms with low performance goal popularity norms. Conversely, their study revealed that adolescents remained friends with similarly achieving peers in classrooms with low performance goal popularity norms but not in classrooms with high performance goal popularity norms. Furthermore they noted that friendship influence on achievement took place in classrooms with high mastery goal popularity norms, but not in classrooms with low mastery goal popularity norms. This study indicates that friendship processes regarding achievement depend upon the extent to which certain achievement goals are made striking by virtue of their association with popularity in classrooms.

Bassey (2020) did a study on the influence peer group on the academic performance secondary school students in English language in Calabar Municipality of Cross River State, Nigeria. The result of the finding revealed that peer group significantly influences the academic performance of secondary school students in English Language. This study was done in Nigeria whereas the current study was done in Baringo county Kenya.

According to Shaffer & Kipp (2009) peers are important source of influence on the grades of children and the adolescents–sometimes supporting and other times undermining parent's effort to encourage academic performance. Shaffer and Kipp add that immigrant adolescents tend to make higher grades at school than native –born U.S .adolescents; despite the fact that their parents were not highly educated and often spoke little English at home. The reason they gave is that parents of the high achievers strongly endorsed the value of academics a value that was clearly reinforced by the

adolescents friends who often studied together with them, shared class notes and encouraged them as well. Therefore it is clear from the discussion above that the peer support for parental values is a strong contributor to the academic success of students from any background.

According to Ludden (2012) both low- and high-achieving adolescents who perceive that grades are important for high status in school are less likely to use cigarettes and cut classes. High achievers however, are more likely to engage in school misbehavior when they perceive that college plans are needed for social status; and low achievers are more likely to report cigarette use and that they have been suspended when they perceive the social status of sports to be high. Will, van Lier, Crone, & Guroglu, (2016) found out that Chronic childhood peer rejection is associated with heightened neural responses to social exclusion during adolescence which has implications for understanding the processes through which peer rejection may lead to adverse effects on mental health over time.

A study by Kiuru, Nurmi, Aunola & Saimela-Aro (2009) looked at one thousand four hundred and ninety-four adolescents' from Finland; this is a Northern European country. They used questionnaires concerning peer relations and adjustment and maladjustment. Three hundred and sixty peer groups were identified and only peer group members were analyzed. Their results showed that members of adolescents peer groups resembled each other in terms of school adjustment and maladjustment.

Crosnoe (2011), notes that both high- and low-achieving adolescents are vulnerable to social marginalization in school. Thus, like low-achievers, high-achievers are also vulnerable to the negative effects produced by such marginalization. (Butler, 2019) say high-achieving adolescents are more likely than low-achievers to pursue both

popularity and intimacy social goals in school. Crosnoe (2011) in a qualitative research that supports the above mentioned study indicated that some marginalized high-performing adolescents invest great time and energy into trying to fit in. This may involve efforts to reshape their identity by endorsing a new set of behaviors or attitudes that lessen the emphasis on achievement (Crosnoe, 2011). De Bruyn & Cillessen (2006) research also indicates that popular high-performers may be more likely to try to increase their social status by engaging in anti-social and bullying behaviors than unpopular high-achievers, a pattern that is not seen among low-achievers.

Meijs et al., (2010) did a research on 512 Participants who were 14–15 year-old adolescents (56% girls, 44% boys) in vocational and college preparatory schools in Northwestern Europe. Meijs et al., (2010) established that Perceived popularity was significantly related to social intelligence, but not to academic achievement, in both contexts. Sociometric popularity was predicted by an interaction between academic achievement and social intelligence, further qualified by school context. Whereas college bound students gained sociometric popularity by excelling both socially and academically, vocational students benefited from doing well either socially or academically, but not in combination. This study was carried out in Northwestern Europe but the current study was done in Baringo county Kenya.

From the studies discussed above, the researcher is in support with the study that performance in academic lifecycle of an adolescent demands all facets of mental well-being including psychological, social, emotional, spiritual and physical wellbeing by Krasniqi (2014). The studies mentioned above dealt with adolescence popularity in terms of different places, different groups and used different methods of analysis; the

current study however dealt with the influence of adolescents' popularity on academic performance of secondary school students in Baringo county Kenya.

2.5 Adolescents' Popularity and Internal Factors

Adolescents' internal factors are those factors that are within the individual adolescent that adolescents' popularity can have an influence on. This study focused on the following internal factors of adolescents' popularity: gender, social intelligence, aggression and physical attractiveness.

2.5.1 Adolescents' Popularity and Gender

Ngula, Mberia & Miller (2016) found that the determinants of perceived popularity vary by gender, for example, boys achieve high status on the basis of athletic ability, coolness, toughness, social skills, and success in cross-gender relationships. On the other hand Girls gain perceived popularity because of their parents' socioeconomic status and their own physical appearance, social skills and academic success.

Wolters, Knoors, Cillessen, & Verhoeven, (2011) did their study which examined associations of communicative skills, social behavior, and personality with acceptance and popularity as a function of hearing status, gender, and educational setting. Participants were 87 deaf and 672 hearing early adolescents of 52 6th grade classrooms in mainstream and special education. The study showed that Deaf boys in mainstream education were less accepted and popular than their hearing classmates and deaf peers in special education. Deaf girls in mainstream education were also less popular but not less accepted. This study dealt with adolescence with disabilities but the current study dealt with secondary school students without disabilities.

According to De Bruyn & Cillessen (2008) there is a difference in gender and the activities adolescents undertake which makes them unpopular. Popular boys preferred to shop and call friends on the phone, whereas they disliked computers, an activity which has a high normative rating for boys. Popularity in girls is predicted by the social factor and negatively predicted by a preference for solitary cultural activities (De Bruyn & Cillessen, 2008). Thus, although there are differences in the particular activities boys and girls undertake, the main comparison between them is that popularity promotes socializing but impedes solitary activities, such as doing homework.

Shaffer & Kipp (2007) noted that the reason why there is gender intensification is because of parental influence where as a child enters adolescents, mothers become more involved in joint activities with daughters while fathers become more involved with sons. Peers influences are even important in influencing gender intensification (Kipp & Shaffer, 2007). This is because adolescents increasingly find that they must conform to traditional gender norms in order to succeed in dating scenes. Kipp & Shaffer (2007) continue to give example of a girl who was a tomboy and thought nothing of it and found that during adolescence she must dress, behave in more feminine ways to attract boys and a boy may find during adolescence that he is more popular if he projects a more sharply masculine image. Kipp and Shaffer (2007) continue to argue that many cultures assign greater status to the male gender –role and therefore boys face stronger pressures than girls to adhere to greater appropriate code of conduct.

Kipp & Shaffer study is supported by Doey, Coplan, & Kingsbury (2013) in their research that denoted that shyness and its related constructs pose a greater

developmental risk for boys compared to girls. They support this claim by citing evidence suggesting that shy and anxiously withdrawn boys are responded to more negatively by important others like parents, peers, and teachers; and that the relationship between internalizing problems and anxious withdrawal is stronger for boys compared to girls.

Dow & Wood (2006) say that there are gender differences in adult friendship. Compared with men, women have more close friends and their friendships involve more self-disclosure and exchange of mutual support. Dijkstra, Cillessen, Veenstra, & Lindenberg (2010) found that popularity was conducive to cross-gender likability, whereas it was unrelated to same-gender likability. Further they argue that one aspect of popularity that strongly facilitates crossing gender boundaries in adolescence is the visibility of popular adolescents in the larger peer group. This in combination with athletic abilities and physical attractiveness highly increases sexual attractiveness. In turn, engagement in such relationships is also likely to enhance status.

According to Closson (2009) in a study on popularity and gender difference among early adolescents, it was evidenced that more boys than girls specified being cool, athletic, funny, and defiant whereas more girls than boys identified wearing nice clothing, being attractive, mean, snobby, rude and sociable as descriptors of popularity. In addition, according to the research, descriptors also varied as a function of individual status: adolescents who were perceived as popular described popularity primarily in positive terms, whereas adolescents perceived as average and unpopular used both positive and negative terms. Closson (2009) continue to argue out that, compared with the same- gender peers, more popular boys indicated being cool, attractive and athletic, whereas more popular girls specified being athletic and liked.

Compared with popular girls, more average girls used the terms mean and conceited in their descriptions, whereas more average and unpopular indicated the term snobby. This study illustrates the complexity and variability in early adolescents' constructions of popularity. The current study dealt with adolescents' popularity and gender.

According to Kreagar & Staff (2009) association between number of sexual partners and peer status has been shown to vary significantly by gender, such that greater number of sexual partners is positively correlated with boys peer status likeability but negatively correlated with girls peer status. Kreagar & Staff continue to say that gender normative behaviour is associated with high status but gender non normative behaviour is not associated with popularity.

Read (2010) lists factors affecting the popularity of boys as follows: interpersonal skills, a sense of humor, smart and getting good grades without much effort, and excessive studying (Read, Barbara, Francis & Skelton, 2011). Skelton, Christine, Francis & Read (2010) on the other hand say a popular girl should have good social skills, good academic grades without visible efforts, and she should be physically attractive and fashionable. From the above mentioned studies, it is clear that no study has been done on adolescence popularity and gender in Baringo county Kenya hence the current study is deemed necessary.

2.5.2 Adolescents Popularity and Social Intelligence

Social Intelligence is of more importance in the present life style due to growing tensions, stresses and various complexities (Tandel & Patel, 2020). The study of Van den Berg, Lansu & Cillessen (2015) indicated that unpopular children showed less pro-social behaviour than children who were seen as average or as highly popular. These studies concluded that popular children showed good social intelligence, while

the unpopular children had the least social intelligence. The current study dealt with adolescent's popularity and social intelligence.

Meijs et al., (2010) on their study on social intelligence and academic performance as predictors of adolescents' popularity compared the effects of social intelligence and cognitive intelligence, as measured by academic performance, on adolescent popularity in two school contexts. A distinction was made between sociometric popularity, a measure of acceptance, and perceived popularity, a measure of social dominance. The participants were 512, 14–15 year-old adolescents (56% girls, 44% boys) in vocational and college preparatory schools in North-western Europe. Perceived popularity was significantly related to social intelligence. The above mentioned study was done in North –Western Europe but the current study was done in Baringo County Kenya.

Terwase, Ibaishwa & Enemari (2016) investigated parenting style and gender as predictors of social intelligence among adolescents in Idoma Land. The study adopted the ex post facto research design. Questionnaires on parenting style and social intelligence were used for data collection. The ages of the adolescents were from 12-17 years. The Findings showed that only permissive parenting style positively and significantly predicts social intelligence while authoritarian parenting style, authoritative and gender did not predict social intelligence. The above mentioned study dealt with parenting styles and social intelligence but the current study dealt with adolescents' popularity and social intelligence.

Lepore & Kliewer (2019) did a study on Social intelligence attenuates association between peer victimization and depressive symptoms among adolescents. Results of the study indicated that Girls reported more depressive symptoms and less physical

victimization than boys but did not differ from boys on social intelligence or relational victimization. Specifically, the associations between victimization and depressive symptoms were stronger among girls than boys and among those with low or moderate rather than high social intelligence. Lepore & Kliewer concluded that Social intelligence may protect youth from the psychological harms of peer victimization and could be an effective target of prevention programming. The above study dealt with social intelligence as a reducing factor to victimization and depressive symptoms but the current study dealt with adolescents' popularity and social intelligence.

Praditsang, Hanafi & Walters, (2015) did a study to gauge the level of emotional intelligence, social intelligence and learning behaviour among 569 first-year students at a university in southern Thailand. The results of the study revealed that emotional intelligence and social intelligence were high while learning behaviour was at a medium level. The above mentioned study dealt with university students but the current study dealt with adolescents' popularity and social intelligence. From the researches discussed above it is clear that no research has been done concerning adolescents popularity and social intelligence in Kenya particularly Baringo county.

2.5.3 Adolescents' Popularity and Aggression

Aggression is defined as behaviors intended to harm (Kuryluk, Cohen, & Audley-Piotrowski, 2011). Brown, Borduin, Dopp & Mazurek (2019) did a study and the results showed that youths who engaged in both verbal and physical aggression were characterized by poor sleep quality and victimization by peers, and their caregivers evidenced high levels of distress and avoidant coping. In contrast, youths who were physically but not verbally aggressive were distinguished by difficulties in social interaction and communication. Furthermore, their study revealed that each group of

youths who were aggressive experienced more problems with repetitive behaviors, family relations, and academic performance than did their nonaggressive counterparts. The above mentioned study was done on youths with autism spectrum disorder whereas in the current study the researcher dealt with adolescents who don't display any disability.

According to study done by Hartl, Laursen, Cantin & Vitaro (2019) on test of the Bistrategic Control Hypothesis of Adolescent Popularity in Asia, bistrategic popular adolescents had the highest popularity and above average aggression and prosocial behavior. However, their study focused on Bistrategic control hypothesis of adolescent popularity there was no focus on the influence of adolescents' popularity on aggression.

Sociometrically popular teens generally show high levels of positive social behaviour and low levels of aggression (Cillessen & Rose, 2005). Schoot, Vender, Boom & Brugman (2010) suggested that teens showing anti-social behaviour can be in every status group, including the popular group. According to study done by Stevens, Veldkamp, Harakeh & Laninga (2020) on associations between ethnic minority status and popularity in adolescence it was established that ethnic minority status was indirectly associated with higher popularity, through higher aggression. Stevens, Veldkamp, Harakeh & Laninga study focused on associations between ethnic minority status and popularity in adolescence but did not focus on the influence of aggression on adolescents' popularity. Rodkin, Philip, Thomas, Pearl & Van-Acker (2006) noted that aggressive boys with marked violent behavior towards the group are recognized as antisocial by their peers and teachers, but still get nominated as popular. In addition

their peers describe their behavior as disruptive and as causing trouble, yet at the same time they perceive them as cool, and athletically talented.

Rose, Barahona, & Muro (2017) in their study argued that whereas socio-metrically popular youth score very low on aggression, perceived popularity is positively associated with aggression. Poling, Smith, Taylor, & Worth (2019) in their quantitative studies on how perceived popularity correlates with behavior, typically measured overt and relational aggression separately. The study revealed that while overt aggression refers to physical assaults and direct verbal abuse, relational aggression is aimed at damaging relationships and includes behaviors such as ignoring or excluding a person and spreading rumors.

Schoot et al., (2010) in their study suggested that teens showing anti-social behavior can be in every status group, including the popular group and that aggressive teen are not liked by their peer. On the other hand, they revealed that aggression is not related with not being liked by their peers all the time. Yavuzer (2013) did a study to investigate the relationship between aggression and sociometric popularity in adolescents. The results revealed that low and high sociometric popularity scores except anger of the male adolescents lead to high aggression. Yavuzer further continues to say that because popularity is sometimes associated with social dominance that is displayed with aggression, some aggressive adolescents may be perceived as popular even if they are disliked. In the above mentioned study, only the relationship between sociometric popularity and aggression was examined in Nigde city but the current study dealt with the relationship between aggression and popularity in Kenya.

The above literature is on the various types of aggression by different scholars. The current study will be based on verbal and physical aggression.

Duffy et al., (2017) revealed that adolescents high on popularity were more likely to bully others. Greater popularity prioritization was also associated with more bullying among boys with high levels, and girls with low levels of popularity. In addition, popularity was positively related to defending among girls, but not boys. Lower popularity prioritization also contributed to greater defending overall. The above mentioned study dealt with early adolescents aged from 10.9 to 13.6 years but the current study dealt with adolescents of ages 10- 19 years.

Babaroglu, (2016) while studying the gender differences on types of aggression found no difference between physical aggression behavior of girls and boys with hearing impairment, while in the group of normal hearing children, boys showed more physical aggression behaviors compared to girls. The researcher further argues out that disabilities don't affect physical aggression behaviors of boys, while girls with hearing impairment are determined to have more physical aggression behaviors compared to other girls with normal hearing. On aggression and anger sub scales, no difference was found between behaviors of children depending on their gender and disabilities. This was a study on level of aggression in hearing impaired boys and girls of between 13 and 19 years but the current study is on adolescent's popularity and aggression.

van Den Broek, Deutz, Schoneveld, Burk & Cillessen (2016) in their study on Behavioral correlates of prioritizing popularity in adolescence found out that the combination of being popular and valuing popularity was strongly related to antisocial and risk behaviors, but not to prosocial behaviors. Adolescents' social status

motivations thus play an important role in the association of popularity with antisocial and risk behaviors in late adolescence. Eckenrode, Campa, Morris, Henderson, Bolger, Kitzman & Olds, (2017) in their study suggest that programmes for the prevention of aggression should be offered to mothers with lower levels education or cognitive capacities.

Laninga, Harakeh, Steglich, Dijkstra, Veenstra & Vollebergh (2017) in their study on the norms of popular peers and moderate friendship dynamics of adolescent examined whether peer norms for aggression within the classroom impact friendship selection, maintenance, and socialization processes related to aggression across the 1st year of secondary school. The results of the study revealed that only in classes where the valence of aggression is high (because it is positively associated with popularity), adolescents tend to select their friends based on similarity in aggression and adopt the aggressive behavior of their friends.

2.5.4 Adolescents Popularity and Physical Attractiveness

Negative perceptions about one's body or physical appearance are common among today's children and adolescents (Neumark-Sztainer, Eisenberg & Paxton, 2006). Neumark-Sztainer, Eisenberg & Paxton noted that more than half of high-school-aged adolescents have very negative perceptions about their physical appearance and low body satisfaction. These negative perceptions about physical appearance can be harmful for youth in a variety of ways. For example, negative body perceptions are associated with risk for poorer overall health, depression, low self-esteem, obesity, and increased dieting, including unhealthy weight control behaviours such as purging (Eisenberg, Neumark-Sztainer & Paxton, 2006).

For obese youth, negative perceptions about weight are associated with a lower likelihood of achieving a healthy weight in the future (Schuster, Elliot, Bogart, Klein, Wallander & Tortolero, 2014). However, according to the above mentioned study, these negative physical appearance perceptions may be more prevalent within certain groups of youth. Johnson & King (2017) in their study found that physical attractiveness reduces the likelihood of a prison sentence among criminal defendants. Adolphs and Tusche (2017) study observed that an individual's attractiveness can influence prosocial behaviours towards them. Jacobson, Trivers & Palestis (2019) in their study observed that Attractiveness predicts overall popularity, as measured by desirability as a friend and the percentage of peers who choose an individual as a friend. They further argued that attractive individuals of both sexes were chosen more often as friends.

A study done on African-America adolescents revealed that they are more likely to report a positive perception of their physical appearance and body image compared with non-Hispanic White and Hispanic/Latino adolescents, and that the pattern holds for both males and females (De Guzman & Nishina, 2014 & George & Franko, 2010). Negative physical appearance perceptions begin very early, even as early as six years of age, and increase as youth transition from childhood to adolescence and then to young adulthood (Calzo, Sonneville Haines, Blood, Field & Austin, 2012). The influence of these factors on adolescent perceptions of physical appearance may vary by race or ethnicity. For Black adolescents, cultural attitudes of acceptance of a larger body size may influence perceptions about physical appearance (de Guzman & Nishina, 2014; George & Franko, 2010). Family factors may be important for Latino adolescents, where research has identified social class and acculturation, typically measured by generational status, as inversely associated with negative perceptions

about physical appearance (Erickson, Hahn-Smith & Smith, 2009 & George & Franko, 2010).

Physical attractiveness and athletic abilities have also been identified as important correlates of popularity among adolescents (Lease, Kennedy, & Axelrod, 2002). Some ethnographic and small-scale studies have correlated physical attractiveness with popularity in adolescence (Becker &Luthar, 2007; Closson, 2009; Vaillancourt & Hymel, 2006) and have linked adolescent perceptions of attractiveness with popularity, dating preferences, and dating/sexual experiences (Roeser, Galloway, Casey-Cannon, Watson, Keller & Tan 2008; Stone, Barber, & Eccles, 2008).

Quantitative research has less often considered predictors of activity participation, generally focusing instead on their consequences (Feldman & Matjasko, 2005). Large-scale quantitative studies associating looks with participation in such visible activities in high school are particularly lacking. Arnocky & Vaillancourt (2014) noted that physical appearance enhancement is not only a function of women's initial mate attraction efforts but is also reported by women, more than men, as an effective mate-retention tactic. The above mentioned studies dealt with adolescents' popularity in different places but not in Baringo County Kenya hence the current study is necessary.

2.6 Adolescents' Popularity and the External Factors

The adolescents' popularity external factors which will be considered in this study are: time management, teacher influence, sports and parental influence which adolescents' popularity has an influence on.

2.6.1 Adolescents' Popularity and Time Management

Singh & Misra (2015) study among Indian adolescents showed a greater prevalence of the use of electronic media and telecommunication gadgets, reflecting a larger engagement in sedentary activities than in cultural, community, and physically demanding leisure activities. Furthermore the study notes that the students from metro and urban areas reported greater involvement in multiple sedentary activities, while rural adolescents reported greater engagement with watching television, listening to fast music and religious leisure. From the researcher's view the results from the mentioned study implicate an urgent need for revisiting adolescent health policy and promoting positive leisure education in schools hence the need for the current study on how time management influences adolescents popularity.

De Bruyn & Cillessen (2008) in their study argued that adolescents seem to be determined to consciously under-achieve academically to become popular, but this can also be a side effect of how adolescents spend their time. Most researchers focus on how spare time is spent. Most adolescents treat their social life as their first priority, school comes second. De Bruyn & Cillessen furthermore noted the following about adolescents: That adolescents spend most of their time watching TV and hanging out with friends, they engage in behaviors that are valued by their peers and are less likely to take time to do their homework and finally, Popular adolescents both boys and girls prefer engaging in social activities in groups than spending time alone. These activities not only create an opportunity for peer interaction but also create status and prestige for the individuals in this particular peer group (De Bruyn & Cillessen, 2008). For example, spending a lot of time with friends hanging around in the mall could predict popularity.

Popular adolescents spend more time under taking activities like going out or hanging around with friends than spend time doing homework and that adolescents who hang around in the mall all the time are more popular than adolescents who spend most of their time alone for example studying (De Bruyn & Cillessen, 2008). The idea in this study is that time spend can act as a mediator on the relation between academic performance and popularity. It might show that the relation between academic performance and popularity disappears when time spend is added to the model. If so, the negative relation between academic performance and popularity is explained by time spend. The present study therefore focused on how time is managed by the popular adolescents.

Nomaguchi, Milkie & Denny (2016) examined adolescent's daily activities and found that they spend more time talking to their friends than engaging in any other activity. In a typical week, high school students will spend twice as much time with their peers as with adults. This gradual withdrawal from adults begins in early adolescence. In sixth grade, adults (excluding parents) account for only 25 percent of adolescent social networks. Mondal & Sutradhar, (2015) noted that adolescents want to show their independence and maturity so they prefer spending time without adult supervision. Therefore from these studies it implies that time spend without an adult supervision is considered more popular in the eyes of peers. It could be an indication for peers whether or not a certain person is attractive. Adolescents will pursue this goal because they want to become popular or maintain their popular position in the peer group, and actively will try to spend more time unsupervised.

Cummings & Vandewater (2007) in their study assessed differences in time spent between game players and nonplayers as well as the magnitude of the relationships

among game time and activity time among adolescent game players. Thirty-six percent of adolescents (80% of boys and 20% of girls) played video games. On average, gamers played for an hour on the weekdays and an hour and a half on the weekends. Compared with non-gamers, adolescent gamers spent 30% less time reading and 34% less time doing homework. Among gamers ;both boys and girls, time spent playing video games without parents or friends was negatively related to time spent with parents and friends in other activities. From the study above it can be concluded that although gamers and non-gamers did not differ in the amount of time they spent interacting with family and friends, concerns regarding gamers' neglect of school responsibilities for example reading and homework are warranted. The above mentioned study dealt with game players and non-game players' adolescents but the current study dealt with popular adolescents and time management.

Engels, Colpin, Wouters, Van Leeuwen, Bijttebier, Van Den Noortgate & Verschueren (2019) study used a person-centered approach to identify adolescents' peer status profiles and examined how these profiles differed regarding the development of school engagement and loneliness. Results of the study indicated that the popular-liked class had the lowest levels of behavioral engagement and loneliness; the unpopular-disliked class had higher levels of behavioral engagement, less steep increases in behavioral disaffection, and showed more loneliness and the normative class revealed moderate trajectories of engagement and loneliness. Moreover, boys and girls differed in their academic and psychosocial development. Whereas this study dealt with early adolescents of age 13 to 14 years the current study dealt with adolescents of all adolescents from age 10 -19 years.

A study by Okorie (2014) found out that a higher percentage of in-school adolescents experienced low level of time management. Moreover, female adolescents performed slightly higher than the male in-school adolescents. It was also found out that there is a medium positive relationship between time management and academic performance. Furthermore, the study by Okorie found a significant relationship among peer pressure, time management and academic performance of in-school adolescents. The above mentioned study was done in Abia state in Nigeria but the current study was done in Baringo county Kenya.

According to a study done by Li, Kawachi, Buxton, Haneuse & Onnela (2019), higher popularity status is associated with shorter sleep duration and greater sleep insufficiency. Stratifying by gender, popular girls report shorter sleep duration and greater sleep insufficiency compared to less popular girls. Girls who are friends experience more sleep insufficiency compared to group member girls. In contrast, isolated boys reported more sleeplessness symptoms compared to group members.

The above mentioned literatures focused on the time spend by the popular adolescents but the present study investigated if time managed by the popular adolescence influences their academic performance.

2.6.2 Adolescents' Popularity and Teachers' Role

Müller, Hofmann, Begert & Cillessen, (2018) in their study investigated whether early adolescents' disruptive classroom behavior is predicted by descriptive classroom norms for such behavior for example mean level of classmates' disruptive behaviors. They further examined whether classmates' influence on a student's disruptive behavior varies based on teacher's instructional practice. Participants were 701 adolescents (M = 13.12 years; 48.8% girls) who were followed across six measurement

points from Grades 7 through 9. Results of the study showed that subsequent individual disruptive behavior was predicted by earlier levels of disruptive behavior in the classroom. Further the study showed that peer influence on disruptive behavior was lower when students perceived that their teacher's instruction was more supportive and interesting. When students reported that their teacher used more ability differentiation (e.g., ability grouping), peer influence on disruptive behavior was higher. From this study it can be concluded that teachers play an important role as far as the behavior of learners in the classroom is concerned.

Parke & Gauvain (2009) argued that teachers influence how students perform in different subjects. They encourage boys more than girls in mathematics pursuits and stress literature more for girls. In addition, teachers and schools deliver a number of gender related messages to children. This is explained by the fact that the structure of system is predominantly male; men hold many more positions of power, such as principal and superintendent, while the teaching-staff is predominantly female. In addition, teachers sometimes structure classroom activities by gender and provide differential rewards and punishment to boys and girls.

Parke & Gauvian (2009) continued to say that although teachers often seem to pay more attention to boys than girls, the general culture of the classroom and school in some way favor girls. On the other hand, the school system tends to glare upon the independent, assertive, competitive and boisterous qualities that parent and cultures have encouraged in boys from infancy. Girls who are more verbally oriented generally better behaved and better at following rules typically experience greater acceptance from teachers who at least in the early grades are likely to be female. The result is that

girls tend to like school more than boys and to perform better in their academic work unlike boys.

Engels et al., (2016) says that teachers and peers play an important role in shaping students' engagement. In their study they found out that positive teacher–student relationships were associated with more behavioral engagement over time, whereas negative teacher–student relationships, higher likeability and higher popularity were related to less behavioral engagement over time. From the mentioned study above it can be concluded that teachers and peers constitute different sources of influence, and play independent roles in adolescents' behavioral engagement.

According to study done by Wong, Chung, Hays, Kennedy, Tucker & Dudovitz (2019) on the social economics of adolescent behavior and measuring the behavioral culture of schools in China where their study established that School academic performance, which is based on standardized test results, is strongly correlated with social culture regarding popular behaviors. Their study focused on social economics of adolescent behavior and measuring the behavioral culture of schools in China but did not focus teachers influence on popular adolescents in Kenya.

2.6.3 Adolescents Popularity and Sports

Kavussanu & Stanger (2017) in their study argued out that the moral climate in the sports context is considered to be of substantial influence on moral outcomes in young athletes. Loflin & Barry (2016) argued that adolescent's popularity is associated with good looks, intelligence, the ability to tell good stories and jokes, some evidence of good social-economic background and some ability at games, sports and athletics. They continued to say that popular children of different age-groups possess different characteristics admired by their age mates. Among primary school children, physical

strength and the ability to run and play football or other games very well are desirable characteristics. This study dealt with how popularity is associated whereas the current study dealt with sports influence on adolescents' popularity.

Shakib, Veliz, Dunbar & Sabo (2011) in their study examined sport as a source for youth popularity, and its variation by gender, race/ethnicity, socioeconomic status and grade level, using a nationally representative U.S. sample of 2,185 3rd—12th graders. The Results indicated that athletes are more likely than non-athletes to report self-perceived popularity equally across gender, socioeconomic status, and grade. Black athletes are less likely to report self-perceived popularity than Whites. Furthermore, the study indicated that when given a choice of popularity criteria, youth chose sport as the most important criterion for male, not female, popularity. Regarding male popularity, sport is chosen over other criteria by middle school youth more than elementary and high school youth. From the above mentioned study it can be concluded that while sport is a status enhancer, there is variation by gender, ethnicity, and grade level. This study was done in USA but the current study was done in Baringo county; Kenya.

According to Eime, Harvey, Sawyer, Craike, Symons & Payne (2016) Participation in school physical education rises during early adolescence before decreasing significantly, and participation in competitive sport and club sport significantly decreased over time. This study dealt with female adolescents but the current study dealt with female and male adolescents.

Ludden (2012) study noted that low achievers compared to high achievers are less likely to engage in problem behaviors, and they report higher levels of social goals, social status of grades and sports, as well as sports importance and participation. The

above mentioned study is supported by a research by Kiefer & Ryan (2011) that suggests that being an athlete is an important contributor to social status and popularity among male and female adolescents and that this importance increases over the course of adolescence. The studies above dealt with status of sports among adolescents. The current study dealt with adolescents' popularity and sports.

Yavuz (2019) did a study and found a negative correlation between adolescents' attitudes towards sports and loneliness. The relationship between loneliness and happiness was also observed to be negative. In addition, it was observed that adolescents' attitudes towards sports and loneliness were negatively related. This study dealt with adolescents' attitude towards sports and loneliness but the current study dealt with sports and adolescents popularity.

Bluth, Campo, Pruteanu, Reams, Mullarkey, & Broderick (2016) remark that adolescents may feel increased pressures to be active in sports in small schools because fewer students are available to participate. Conversely larger schools may actually have fewer opportunities and more uninvolved students.

According to Zamboanga, Borsari, Ham, Olthuis, Van Tyne & Casner (2011) defined Pregaming as the practice of consuming alcohol prior to going out to a social event. Zamboanga et al., (2011) suggest that sporting events in high school are often a time when adolescents participate in drinking alcohol in order to be active before social events. In schools where youth perceive that popular students do sports, this may produce a sports-oriented school culture that also contributes to higher levels of alcohol use among students. The above mentioned study deal with sports as a perception of popularity and alcohol use among high school students but the current study dealt with adolescence popularity and sports.

2.6.4 Adolescents' Popularity and Parental Influence

Numerous factors contribute to a child's level of academic success, one factor being the family. The family unit is considered one of the most influential components of a child's academic achievement due to the fact that the family is the first source of informal education for a child (Sumari, Hussin, & Siraj, 2010). Sumari et al., (2010) argued that parenting styles, discipline techniques, involvement with their children, and the home environment have been shown to affect a child's ability to academically achieve and that even though an adolescent does not use cigarettes or alcohol and has a best friend who uses cigarettes or alcohol, research has shown that peer influence was relatively small and was mediated by family factors, such as parental monitoring.

Voisin, Kim & Hong (2018) in their research on school bonding among African American adolescents in low-income communities found out that positive school bonding is a significant precursor to students' school success. Voisin et al., (2018) also found out that negative peer norms, exposure to community violence, and poor mental health were negatively correlated with school bonding, while parental monitoring, positive self-regard, and future orientation were correlated with higher school motivation. The results further indicate that students who were classified as having high or moderate school bonding were more likely to live with both parents, experience higher levels of parental monitoring, and exhibit positive self-regard. These findings are further evidence that parents have a strong influence over their sons and daughters. The above mentioned study was done among African American adolescents in Chicago but the current study was done among black adolescents in Kenya.

Li (2017) in a study on the secrets of Chinese students' academic success: academic resilience among students from highly competitive academic environments found out that Chinese parents' supervision and school involvement and recognition are significantly and negatively associated with low school commitment and individual conflict attitude, which are important protective factors in reducing adolescents' risk of problem behaviours and promoting academic resilience. This study dealt with Chinese students but the current study dealt with Kenyan students in secondary schools.

According to Sahithya, Manohari & Vijaya (2019) Parenting is a dynamic process, influenced by socio-cultural factors. It is an important contributing factor to child development and childhood psychopathology. Sahithya et al., (2019) found out that despite hypothesized cultural differences between the West and India, the effect of parenting styles on children appear to be similar across culture and culture did not serve as a moderator for parenting style and child outcome. They also revealed that an authoritative parenting styles was associated with better outcome than authoritarian and neglectful/uninvolved parenting style in both Western countries and in India and that indulgent/permissive parenting style were mixed in both Western countries and in India. This study was done in western countries and India but the current study was done in Kenya.

Booth, Scott & King (2010) in their study made the following conclusions: First, adolescents who are close to their nonresident fathers report higher self-esteem, less delinquency, and fewer depressive symptoms than adolescents who live with a father with whom they are not close. In addition adolescents living with a father with whom they are not close have better grades and engage in and less substance use than those

having a nonresident father who is not close. At the same time, however, not being close to a resident father is associated with lower self-esteem compared to having a nonresident father who is not close. Finally, adolescents do best of all when they have close ties to resident fathers. The above mentioned study dealt with fathers but the current study dealt with the influence of parents in general to adolescents' popularity.

Leidy, Guerra & Toro (2010) noted that family cohesion predicted improvements in a child's problem-solving abilities and their social self-efficacy in Latino immigrant families. Additionally, family cohesion has been linked to better physical, emotional, and educational well-being among children and adolescents, and also lower levels of aggression and depression (Leidy et al., 2010). In fact, the focus group participants within Leidy and colleagues' study stated that they believed family cohesion was important to the family and its well-being. Conner & Rueter (2006) stated that maternal and paternal warmth, an indicator of family cohesion, was related to adolescent suicidal behaviour and emotional distress. They noted that Communicative and warm behaviors by mothers had a negative, direct link with an adolescents' report of suicidality, whereas warm and communicative behaviors by fathers had a direct negative association with adolescents' reporting of emotional distress (Conner & Rueter, 2006).

According to King, Stamps & Hawkins (2010), closeness between parents and their children is important to the well-being of children. Parent and child closeness was associated with better outcomes for children such as fewer internalizing behaviors for example negative behaviors directed toward the self and fewer externalizing behaviors like negative behaviors directed outside of the self (King et al., 2010). The above mentioned study is supported by research by King & Sobolewski (2010) that observed

that a supportive, warm, and close relationship with nonresident fathers was associated with child well-being and positive child development. Furthermore, children who reported that they were close with their fathers who lived outside of the home stated that they were less emotionally distressed, had fewer behavioral and academic problems, acted out less in school, had fewer externalizing problems, and had fewer internalizing problems (King & Sobolewski, 2010).

The emotional closeness of a family also has the ability to affect how well a child can succeed academically within their educational careers. Jeynes (2007) examined the importance of parental involvement in relation to a child's ability to academically succeed, and found that parental involvement had a positive impact on a child's academic achievement across diverse populations of children. Parental expectations and behaviors had more of an impact on academic achievement than did aspects of parental involvement (Jeynes, 2007). Jeynes, (2012) did a similar study on types of parental involvement programs for urban students and found a significant relationship between parental involvement programs overall and academic achievement, both for younger and older students as well as for four types of parental involvement programs. Parental involvement programs, as a whole, were associated with higher academic achievement by .3 of a standard deviation unit.

Thomas, Krampe & Newton (2008) discussed the importance of father involvement in relation to a child's ability to academically succeed. The presence of a father within the household was associated with greater academic achievement, as well as greater self-esteem and friendship stability. Overall, it would appear that the presence and involvement of a father is associated with positive outcomes for their children (Thomas et al., 2008). Furthermore, Fruh, Fulkerson, Kendrick, & Clanton (2011)

discussed the impact of the family meal upon a child's academic success. A family that takes a common meal together positively impacts a child's ability to intellectually develop and to increase vocabulary and reading skills. This increase in vocabulary and reading skills is believed to be due to conversations during family meals that help to promote an increase in a child's vocabulary, which in turn aids in the development of their reading skills. Compared with their counterparts, children whose families ate together exhibited better grades, which are due to factors such as greater cognitive development, and can be seen from early childhood to the teens (Fruh et al., 2011).

According to Demi &Lewis (2011) the effects of SES on the academic outcome and future life course pathways is significant. Demi & Lewis (2011) continued to argue that children within low-income families are less likely to earn passing grades within their middle school years than children within middle and upper income families. Additionally, children within low-income situations are less likely to attend higher quality schools; schools with larger budgets, better quality teachers, and within high-income neighborhoods, and continue their education into college" (Demi & Lewis, 2011).

Demi & Lewis (2011) concluded that a child's socioeconomic status is strongly correlated with that individual's academic achievement, with evidence that children within higher SES categories complete more years of education. Sirin (2005) furthermore found out that a family's SES had an indirect impact on a child's academic achievement through the resources provided at home that is necessary for a child to achieve in school for example food, clothes, school supplies and that socioeconomic status of a family also helps determine what school a child will attend as well as the kind of classroom environment that is available to that child.

McCullough & Willoughby (2009) note that Religiosity is a family characteristic that has an influence on how well an adolescent is able to achieve academically. McCullough and Willoughby in their study found that religiousness within a family is associated with higher self-regulation and self-control within an individual, and are important indicators of academic achievement. More specifically, students with higher self-control are more psychologically adjusted, have better relationships, and perform better academically. Furthermore the study found out that, self-control is associated with better academic performance and higher intelligence and that spirituality within a family can promote the ability for an individual to delay gratification which has been linked to better future social adjustment and academic achievement within school (McCullough & Willoughby, 2009).

Potter (2010) noted that the level of marital happiness is a factor of the family that affects adolescent achievement in that divorce was strongly associated with a child's inability to achieve higher within school. Children who come from families, in which conflict and divorce are prominent, typically do worse in school than children who come from families without divorce. Specifically, Potter found that the divorce of a child's parents diminishes a child's well-being, which then negatively affects that child's ability to perform well in school.

A study by Henneberger, Durkee, Truong, Atkins & Tolan (2013) revealed that the effect of popularity depends on parental monitoring, such that the relationship between popularity and delinquency is positive when parental monitoring is low, but there is no relationship when parental monitoring is high. Furthermore, the study indicates that parental monitoring contributes to the relationship between peer

violence and delinquency such that there is a stronger relationship when parental monitoring is low. Additionally, there is a stronger relationship between peer violence and delinquency for boys from high cohesive families. In the above mentioned study the target population was adolescent boys whereas the target population for the current study was secondary school students in general.

From the above reviewed literature on adolescents' popularity and parental influence it is clear that no study has dealt with adolescents' popularity and parental influence specifically in Baringo county Kenya thus the need for the current study.

2.7 Adolescents' Popularity and Age Variation

Age variation also called age difference was studied by Pauriyal, Sharma & Gulati (2011). Their study showed that females in the age-group of 14-15.5 years had a more enjoyable friendship than males; they understand their friends better and confide their secrets more in their friends as compared to males. The results further revealed that in all dimensions of friendship patterns, female friendship is relatively constant with increasing age but male's friendship scores showed a decline with increasing age. In addition, they noted that the late adolescence females place more value on loyalty and commitment in friendship than males, and much of this is with regard to maintaining confidentiality. This study dealt with adolescents in specific age brackets but the current study dealt with all adolescents.

A study by Peleg (2012) revealed a negative relation between social anxiety and social adaptation. Specifically, for adolescents aged 12–13, social anxiety was positively associated with social rejection and negatively associated with social acceptance and popularity. The same was true of adolescents aged 14–15, but the correlations were lower. For late adolescents (aged 17–18) Peleg reported that social

anxiety was not significantly correlated with any dimension of social adaptation. The results provide evidence that young adolescents (12–13) suffer from higher levels of social anxiety than their older counterparts. Peleg further argued that the relation found between social anxiety and social adaptation may indicate that high levels of social anxiety may cause intense distress, which can be expected to impair adolescents' social performance. Peleg's study dealt with social anxiety and social adaptation as well as popularity among adolescents of three age groups: early, middle and late adolescence. However, the current study dealt with adolescents' popularity among secondary students in Baringo North sub-county.

Craine, Tanaka, Nishina & Conger (2009) in their study found out that older sibling delinquency significantly predicted younger sibling delinquency. Older sibling popularity was not important in predicting boys' delinquency. However, perceptions of older sibling popularity directly predicted reduced delinquency for girls with older sisters. A significant interaction effect was found for girls with older brothers. Further, they found out that older brother delinquency predicted girls' delinquency for girls who perceived their older brother to be relatively popular. There was no delinquency concordance for girls who perceived their older brothers to be less popular. This study dealt with delinquency and popularity which varies with age whereas the current study dealt with adolescents' popularity and age variation.

According to Caravita, & Cillessen (2012) an age-related reversal was found in how status mediated the associations between goals and bullying. Sociometric popularity mediated the association of agentic goals with bullying in middle childhood but of communal goals with bullying in early adolescence. Perceived popularity mediated the association of communal goals with bullying in middle childhood but of agentic goals

with bullying in early adolescence. In middle childhood, perceived popularity also moderated the effect of agentic goals on bullying. This study dealt with how both sociometric and perceived popularity mediated the associations between goals and bullying in different age groups whereas the current study dealt with sociometric popularity popularity and age variation.

LaFontana & Cillessen (2010) did a study that examined the degree to which children and adolescents prioritize popularity in the peer group over other relational domains. Participants were 1013 children and adolescents from grade 1 through senior year of college (ages 6–22 years) who were presented with a series of social dilemmas in which attaining popularity was opposed to five other priorities: friendship, personal achievement, following rules, prosocial behavior, and romantic interests. In their study they established that curvilinear trend for the priority of popularity peaked in early adolescence. They further argued that this is the age especially, participants prioritized status enhancement over other domains. LaFontana & Cillessen study dealt with adolescents' goal of attaining popularity in childhood and adolescents but the current study dealt with adolescents' popularity and age variation among the adolescents.

Slaughter, Imuta, Peterson & Henry (2015) did a study on Meta-analysis of theory of mind and peer popularity in the preschool and early school years. Theory of mind (ToM) represents a mechanism of social cognition that provides communicative success between partners through understanding each partner's mentality (Rist, 2019). From this study they argued that children who possess an advanced theory of mind (ToM) are viewed positively by their peers, further the study revealed that children with higher ToM scores were also more popular in their peer group. The effect did not vary with age. The effect was weaker for boys ($r = .12$) compared to girls ($r = .30$).

ToM was more strongly associated with popularity (r = .23) than with rejection (r = .13). These findings confirm that ToM development has significant implications for children's peer relationships. The above mentioned study dealt with young children's' peer relationships but the current study dealt with popularity among adolescents.

Vonk, Jett, Tomeny, Mercer & Cwikla (2020) did a study on Children between 3 and 6 years. They found out that children shared more rewards with friends over time. Age interacted with recipient type such that older children had a higher probability of prosocial allocations toward friends and strangers compared to younger children. Theory of mind (ToM) predicted more prosocial allocations to friends over time, and the youngest children with higher ToM scores showed the largest increase in sharing with friends over time. This study dealt with young children sharing ability toward strangers and friends whereas the current study dealt with adolescents' stage and popularity.

2.8 Summary

Adolescents popularity is a common goal among students in secondary schools, however the literature reviewed on internal and external factors of adolescents' popularity and on age variation of popular adolescents shows that there is limited research that links adolescents popularity with academic performance in Kenya particularly Baringo North Sub County thus, the study sought to investigate the influence of adolescents' popularity on academic performance in secondary schools in Baringo North sub-county Kenya.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter is mainly concerned with the description of the research methodology that the researcher used during the research process. It entails the following: research design, location of the study, research variables, target population, sample size and sampling procedures, research instruments, scoring of the instruments, reliability and validity of the instruments. It further outlines how data was collected and analyzed.

3.2 Research Design

The researcher investigated the influence of adolescence popularity on academic performance in secondary schools. Therefore, it was a quantitative research in that it used closed questionnaire in collecting data for analysis. Since the variables could be manipulated by the researcher, the ex-post facto design was considered appropriate for this research. The ex-post facto also referred to as causal-comparative research design involves comparing groups in order to explain existing differences between them on some variable(s) of interest.

The main characteristics of causal-comparative design is that the researcher has no control over the variables, but can only report what has happened or what is happening. The researcher does not have direct control of independent variables since the manifestations have already occurred or because they are inherently not manipulable (Baldwin, 2018). Thus the research was concerned with the situation as it were.

3.3 Location of the Area

This study was carried out in Baringo North Sub-county, which is one of the sub-counties in Baringo county Kenya. Administratively, the sub-county is sub-divided into four divisions and further eleven locations and numerous villages scattered across its length and Breath. It lies at an average altitude that range between 1000 and 2200m above the sea level. The Sub-county covers an area of 142.3 square kilometres. The sub-county has a population of 73,177 persons, population density of 53 persons and 9,160 households (KNBS, 2019).

The main livelihood of the people in the area include agro-pastoral, pastoral, irrigated farming and mixed farming. In terms of weather, temperature ranges between 15 to 320C and rainfall is Bimodal with long rains in March- June and short rains coming in September- November. The soil type is an aggregation of sandy clay loam with alluvial deposits. Land ownership is either communal or individual. Within the sub-county most people are self-employed through Jua kali firms and farming. There are no industries within the sub-county. The means of communication are poor in most places especially feeder roads which are almost impassable during rainy season.

The sub-county has thirty registered public secondary schools. Some of the schools are co-educational (mixed). The sub-county has a student population of 8694. There exist four tertiary institutions in the sub-county namely, Bartek Institute and Nehema Institute of Science and Technology. There are vocational training institutions in the sub-county. The sub-county was chosen because of evidence of a continuous trend of poor performance over the years. In addition, the site was also chosen because no research of this nature has been conducted within the sub-county.

3.4 Research Variables

According to Johnson and Christensen (2019) a variable is an empirical property that is capable of taking two or more values. Variables are of two types namely the independent and dependent variable. Both variables are tied to one another by a certain relationship. Independent variable is that factor which is manipulated or selected by the researcher to determine its relationship to an observed phenomenon, which constitutes dependent variable.

The variation or different values taken by the independent variable is that factor which is observed and measured to determine the effect of the independent variable on the dependent variable, a variable which is manipulated by the researcher.

The independent variables of adolescents' popularity were internal factors of adolescents' popularity, external factors of adolescents' popularity and age variation of popular students. The internal factors were: gender, aggression, social intelligence and physical attractiveness while external factors were time management, teacher influence, sports and parental influence.

Dependent variable is a variable which is measured rather than manipulated. It is subject to the influence of the independent variable. For this study the dependent variable was academic performance which was the average mark obtained by the student in three consecutive end of term tests for the year 2019.

3.5 Target Population

Target population is the specific population about which information is desired. Mugenda & Mugenda (2003) explain that the target population should have some observable characteristics to which the researcher intends to generalize the results of

the study. The sub-county has 30 registered secondary schools. Among these schools, four are Extra County; nine are county while the rest are Sub County. The sub-county has a student population of 8694. For this study, the target population comprised all the students in the secondary schools from form one to form four in Baringo North sub county, Baringo county.

3.6 Sample Size and Sampling Procedures

According to Singh & Masuku (2014) the formula n= N/ 1+N(e^2), where n is the sample size, N is the population size (8694), e is the level of precision 0.05 is used to determine the sample size. This gave a sample size of 383. Table 3.1 illustrates how the sample size was derived from the target population. The following formula was adopted for calculation of sample size.

$$n = \frac{N}{1 + N(e^2)}$$

Table 3.1: The Formula and Table on Sample Size

	Target population	**Sample size**
Number of students	8694	383
Total	8694	383

Ngechu (2004) underscores the importance of selecting a representative sample through making a sampling frame. Saunders, Lewis and Thornhill (2007) noted that the sampling frame for any probability sample is a complete list of all the cases in the population from which a sample is drawn. A sample is a smaller and more accessible sub set of the population that adequately represents the overall group, thus enabling one to give an accurate that is within acceptable limits, picture of the population as a whole, with respect to the particular aspects of interests of the study.

The researcher purposely selected Extra County and county schools since the schools show similar characteristics in terms of resources, entry behaviour, academic performance and students who are drawn from varied backgrounds. Out of the extra county and county schools, six schools were selected using simple random sampling. The names of the schools were written in a small piece of paper, folded, placed in a bucket and mixed thoroughly. Picking of the schools was done each at a time after returning the picked school and mixing thoroughly. This was repeated until the six schools were obtained.

The sample of responding students was drawn from the six sampled secondary schools within the sub-county. Each sampled school contributed proportionately to the required sample size. Also, each form in each school proportionately contributed to the required number of respondents that participated in the study. Simple random sampling was used to select respondents that participated within the form. This was done by using small piece of papers that had “Yes” or “No”. The number of papers that had “Yes” was equivalent to the required number of respondents per form. All the papers were folded, placed in a bucket, mixed thoroughly and students were allowed to pick only one. In order to ensure that each student picked only one piece of paper, confirmation was done before opening. The students who picked the piece of papers written “Yes” formed the sample size and they were given the questionnaires to fill. The same procedure was repeated in all the schools in each of the forms until the required sample size of 383 was obtained. The process of instrument administration was done by the researcher and two research assistants in all the six schools.

3.7 Research Instruments

The researcher used students' questionnaire which had basic instructions: Section A had demographic information on gender and year of study of the respondent. Section B had two questions: Question 1 and 2. Question 1 sought information from the respondent on the name of one student in their class with whom they would like to spend time with during their free times and further information on the gender of the named student. Question one above is a measure of popularity in high school. Question 2 used a Likert scale where the students were to rate adolescents' popularity in a frequency table aimed at seeking opinions, perceptions and attitudes of the respondents with regard to the variables of adolescents popularity used in the current study. Questionnaire was selected because it provides a high degree of data standardization and adoption of generalized information amongst any sampled population (Krosnick, 2018). In addition, questionnaires can be used effectively to determine knowledge, attitudes, beliefs and behaviour of an individual.

3.8 Scoring of the Instrument

An instrument is a device meant to initiate responses from respondents or subjects, which serve as data for the study. It may include; a written examination, a questionnaire, an interview schedule, an observation schedule (Kothari, 2003). In this study, data was collected by means of questionnaires for students, and document analysis for students' performance.

According to Joshi, Kale, Chandel & Pal (2015) a 5 Likert scale is the most preferred because it is used extensively within psychology usually to scale attitude and it is reliable. This study used likert scale for the purposes of scoring, each item in the questionnaire was given a value as follows: Strongly Agree (SA) =1; Agree (A) =2;

Undecided (U) =3; Disagree (D); =4; Strongly Disagree (SD) =5. The assessment of popularity by asking youth to name peers with whom they would actually like to spend time has been previously validated with both children and adolescents (Parke, Cassidy, Burks, Carson & Boyum, 2016).

Academic performance was obtained from document analysis, afterwards the scores were standardized. According to Chester & Lasko (2019) standardization of the scores is important because of the following reasons: Firstly, the word standard implies consistency. No matter what shape a distribution is or the difference in the means and standard deviations, a standard score is the same. For example, a score of 45 in a distribution with a mean of 40 and standard deviation of 5 is equal to 1. Similarly, a raw score of 60, mean 50 and a standard deviation of 10 is 1. Secondly, standardized scores help us to compare meaningfully scores obtained in tests using different scales. Thirdly Standardized are used because certain computation can be carried out using standardized scores but not percentiles.

The questionnaires for the students used provided the respondents with a series of statements to which they gave the popular students in their class and indicated their opinion as to why the named students were popular and in both cases the respondents were supposed to tick in the spaces given in relation to the likert scale. Information about questionnaire assured the students that their responses were treated with utmost confidentiality. The data obtained from all these instruments was analyzed quantitatively.

3.9 Validity and Reliability of the Instrument

In order to qualify the research instrument as a research tool for data collection, the researcher tested its validity and reliability.

3.9.1 Validity of the Instrument

Gravetter & Forzano (2018) notes that validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit "the bull's eye" of your research object? Researchers generally determine validity by asking a series of questions, and will often look for the answers in the research of others.

To ensure that all the aspects of content validity were addressed, instruments were given to experts from Moi University School of Education, Department of Education Psychology and fellow graduate students who examined the items critically and passed on their comments to the researcher. Content validity was ensured by the following: Ensuring that the instruments show that they fairly and comprehensively cover the items that they purport to cover, that the elements of the main issue covered in the research were both a fair representation of the wider issue under investigation and that the elements chosen for the research sample addressed in depth and breadth. The researcher also ensured a careful representation of the sampling of items to ensure representativeness. The researcher then modified the items using the suggestions put forward by the said respondents. To ensure construct validity, the researcher needed to be assured that his or her construction of a particular issue agreed with other constructions of the same underlying issue. This was achieved by correlations with other measures of the issue and by rooting his or her construction in a wide literature search which tears out the meaning of a particular construct theory of what that construct is and its constituent elements.

The researcher minimized invalidity at design stage by ensuring the following: choosing appropriate time scale, ensuring adequate resources are there, selecting

appropriate methodology for answering research questions, selecting appropriate instruments for gathering the required data, using appropriate sample which was not too small or too large. The researcher also revised the appropriate instruments which were not too short or long and finally the researcher avoided a biased choice researcher or research team.

Validity of questionnaires was done by ensuring that the respondents who completed questionnaires did so accurately, honestly and correctly. Inquiring to know whether those who failed to return the questionnaires would have given the same distribution of answers as did those who returned (Dawson, 2018).

3.9.2 Reliability of the Instrument

Merriam & Grenier (2019) defined reliability as the extent to which results are consistent over time and an accurate representation of the total population under study. If the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. The greater the degree of consistency in an instrument, the greater is its reliability.

Reliability was calculated using Cronbach's Alpha method to test internal consistency. Cronbach alpha is used in order to establish the degree of consistency and accuracy of items in the questionnaire (Mugenda & Mugenda, 2003). The sample for pilot study should be between 1- 10% of the actual sample size (Mugenda & Mugenda 2003). Therefore, the instrument was pilot tested on 38 students from Baringo Central, a neighboring sub-county, to ascertain their reliability. The data obtained was analyzed using the Cronbach Alpha reliability coefficient for the questionnaire and the value was found to be 0.770 which according to Gamble (2018) was above the threshold of

0.7 and hence is considered good. This indicates that the research instrument was a reliable measure for this study.

3.10 Data Collection

The researcher obtained permission to conduct the study from National Commission for Science, Technology and Innovation (NACOSTI) through the Dean of students' office, Moi University. Once the research permit was obtained, the researcher sought permission from the County Director of Education, Baringo county and Sub-County Director of Education, Baringo North to carry the research in the selected schools. Then, the school administrators from the selected schools were requested to allow their students to participate in the study. Informed consent through an introductory letter was obtained from the students to be sampled before administration of the questionnaires. The students were assured of confidentiality. Participants in the study were asked to fill the questionnaires. The completed research instruments were collected and used in analysis.

3.11 Data Analysis

The completed questionnaires were coded and the participants' responses were scored and keyed into a computer data file. Statistical analysis was done using the Statistical Package for Social Sciences computer programme. Both descriptive and inferential statistics was used to analyze the data based on the objectives of the study. In addition, the researcher conducted normality, autocorrelation and multi-collinearity tests on internal factors of adolescents' popularity external factors of adolescents' popularity, student's academic performance and age variation of popular adolescents. The descriptive statistics that were used include percentages, frequencies, mean and standard deviation. Inferential statistics included; Pearson correlation coefficient,

simple and multiple linear regression analysis because the variables were many. Analysis of variance (ANOVA) was used to test the research hypothesis at a significant level of 0.05. The following multiple linear regression models used for this study was as follows: `

The Multiple Regression Model for internal factors was:

$Y = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$……...3.1

Where Y = Academic performance

a = Constant

β_1 - β_4 = Régression coefficients

X_1 = Gender

X_2 = Social intelligence

X_3 = Aggression

X_4 = Physical attractiveness

ε = error term

The Multiple Regression Model for external factors was:

$Y= \alpha +\beta_1X_1+\beta_2X_2+\beta_3X_3+\beta_4X_4+ \varepsilon$….....3.2

Where Y = Academic performance

α is a constant, intercept of the equation.

β_1 -β_4 is the regression coefficient of the independent variables

X_1= Time management

X_2= Teachers influence

X_3= Participation in sports

X_4= Parental influence

ε = error term

Simple Regression Model for Age Variation of Popular Adolescents on Academic Performance of Students' in Secondary Schools

$Y=a+\beta_1 X_1+ \varepsilon$……..3.3

Where Y = Academic performance

α is a constant, intercept of the equation.

β_1 is the regression coefficient of the independent variables

X_1= Age variation

ε = error term

3.12 Ethical Considerations

Mugenda and Mugenda (1999) defines ethics as that branch of philosophy which deals with one's conduct and serves as a guide to one's behaviour. The following is a discussion of the ethical consideration that was considered in this research study: the respondents were assured of their anonymity and confidentiality by asking them not to write their names on the instruments. The names of the schools that participated in this study or participants remained anonymous. The researcher did not engage in research plagiarism and fraud. According to Mugenda & Mugenda (1999) Plagiarism is a situation whereby a researcher refers to another person's work as his or hers without acknowledging the author. Fraud on the other hand is a situation where a researcher fakes data that has not actually been collected and it also refers to as false presentation of research methodology and results. The researcher conformed to the principle of voluntary and informed consent in that no respondent was forced to give specific information but at his or her own will. The researcher disclosed the real purpose of the research in the fear that the subject would refuse to participate. The researcher also did not impose physical or psychological harm to the respondents This was achieved through the following: by not asking them embarrassing questions, expressing shock

or disgust while collecting data, not using threatening statements or compelling them to say something they don't believe in or causing anxiety and fear to them, the respondents' self-esteem or self-worth was not being lowered by any action or statement which may do so, and finally the respondents were not be forced to recall unpleasant occurrences against their will.

According to Mugenda & Mugenda (1999), special population include children, mentally disabled, sick people, the poor and others with special needs like street children in case of vulnerable or special population. Permission from those who care for these special populations was sought and was based on the principle of informed consent. Concerning financial issues and sponsored research, the researcher did not compromise the quality of the research to save money and time; neither did she divert research funds for other purposes. In addition, the researcher took intellectual property right into consideration. The researcher was free to discuss and publish findings without fear of intimidation. During the research process the researcher took the exercise as an academic freedom to discuss any findings.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents analyzed data and its interpretations. The chapter presents background information of the respondents, results of data analysis grounded on the objectives of the study. Data was analyzed and presented using descriptive and inferential statistics. Descriptive statistics include frequencies, percentages, minimum, maximum, means and standard deviation while inferential statistics include Pearson correlation and linear regression.

4.2 Questionnaire Return Rate

The study targeted three hundred and eighty three (383) form one to four popular students in public secondary schools in Baringo North Sub-county. Three hundred and eighty three (383) questionnaires out of the 383 distributed were filled and returned giving a response rate of 100%. This response rate is an excellent representative and conforms to Mugenda & Mugenda (2003) stipulation that a response rate of 50% and above is adequate for analysis and reporting; a rate of 60% is good while a response rate of 70% and over is excellent. Founded on the assertion, the response rate was considered to be excellent.

4.3 Background Information of the Respondents

The study analyzed the background information of the respondents which included gender, class of Respondent and distribution of popular student by gender and class. Descriptive statistics in form of frequencies and percentages were used to analyze the data and presented in form of tables.

Table 4.1: Distribution of Respondents by Gender

		Frequency	**Percent**
Gender	Male	260	67.9
	Female	123	32.1
	Total	383	100.0

Based on the results in table 4.1 the study established that majority of the respondents were male (67.9%) compared to 32.1% female. This indicates that more male students were selected to participate in the study than female students.

Table 4.2: Distribution of respondents by Class

		Frequency	**Percent**
Class of	Form one	104	27.2
Respondent	Form two	100	26.1
	Form three	93	24.3
	Form four	86	22.5
	Total	383	100.0

Grounded on the results of the study in table 4.2 in terms of class of respondent 27.2% of the respondents were in form one, 26.1% form two, 24.3% form three and 22.5% form four. This designates that majority of the students selected were in form one

compared to form four since selection of students in each class was proportionately done.

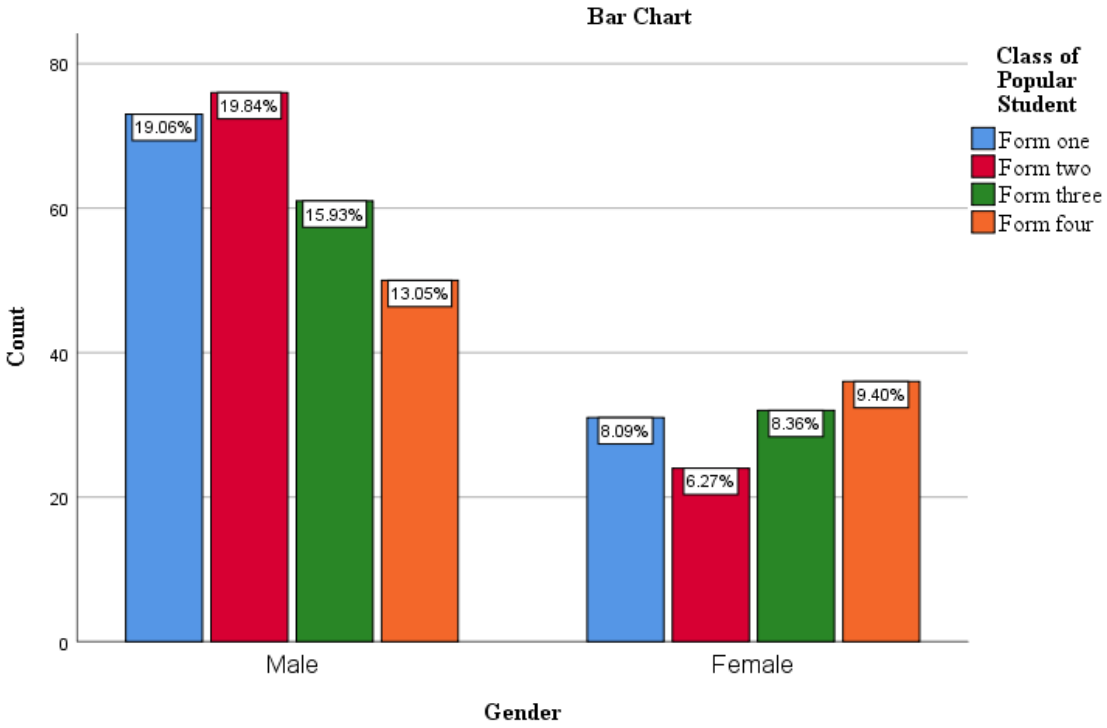


Figure 4.1: Distribution of popular Students by Gender and Class

Based on the results of the study in figure 4.1; 19.06%, 19.84%, 15.93% and 13.05% of popular students in form one, form two, form three and form four respectively were male students in comparison to 8.09%, 6.27%, 8.36% and 9.40% female popular students in form one, form two, form three and form four respectively. The results of the study indicate that more male students were selected as popular in form one to form four than female students.

4.4 Descriptive Statistics

Descriptive statistical analysis was used to analyze elements of internal factors of adolescents' popularity, external factors of adolescents' popularity, age variation of popular adolescents and academic performance.

4.4.1 Descriptive Statistics of Internal factors of Adolescents' Popularity

Descriptive statistical analysis was used to analyze elements of internal factors of adolescents' popularity (Gender, physical attractiveness, aggression and social intelligence). In reference scaling (Likert scale) was used in the study, 5 represented strongly agree, 4 represented agree, 3 represented undecided, 2 represented disagree and 1 represented strongly disagree, therefore strongly disagree (1) was minimum (Min), strongly agree (5) was maximum (Max). The mean was analyzed based on the respondent's choices scaled between strongly agree and strongly disagree as indicated in table 4.3.

Table 4.3: Elements of Social Intelligence

Elements of Social Intelligence	N	Min	Max	Mean	Std. Dev.
Popular student can understand my feelings and of others	383	1	5	3.95	1.263
Popular student predicts fellow students behaviours	383	1	5	3.78	1.253
Popular student can fit into social situations easily	383	1	5	3.63	1.335
Popular student can tell how their actions make others feel	383	1	5	3.62	1.301
Popular student can understand others body language	383	1	5	3.60	1.340
Popular student is surprised with what others do	383	1	5	3.28	1.349
Popular student takes long to know others well	383	1	5	2.57	1.340
Popular student is hard to get along with other students	383	1	5	2.32	1.342
Popular student often hurts others without knowing	383	1	5	2.26	1.390
Popular student has problem in finding good conversation topics	383	1	5	2.17	1.271

According to the findings of the study in table 4.3, the respondents agreed (Approximate mean of 4) that popular student can understand feelings of others, predicts fellow students behaviours, can fit into social situations easily, can tell how their actions make others feel and understand others body language. Consequently, the respondents were undecided (mean approximately of 3) on the following aspects of social intelligence: Popular student is surprised with what others do and takes long to know others well. Moreover, the respondents disagreed (Approximate mean of 2) that popular student is hard to get along with other students, popular student often hurts others without knowing and has problem in finding good conversation topics. This could be attributed to individual student's behaviour. These study findings are in tandem with those obtained by Van den Berg et al., (2015) who conducted a related study and observed that unpopular children showed less pro-social behaviour than children who were seen as average or as highly popular. In support of these findings, Tandel & Patel, (2020) affirmed that social intelligence of an adolescent is of more importance in the present life style due to growing tensions, stresses and various complexities. However, a related study conducted by Lepore & Kliewer (2019) on social intelligence attenuates association between peer victimization and depressive symptoms among adolescents revealed that girls had more depressive symptoms with less physical victimization than boys but did not differ from boys on social intelligence or relational victimization.

Table 4.4: Elements of Aggression

Elements of Aggression	N	Min	Max	Mean	Std. Dev.
Popular student usually makes fun of other students	383	1	5	3.46	1.508
Popular student usually gets angry very easily	383	1	5	2.48	1.405
Popular student occasionally calls other students nicknames	383	1	5	2.30	1.459
Popular student usually fights back when others hit him	383	1	5	2.01	1.286
Popular student often teases others to make them angry	383	1	5	1.98	1.235
Popular student usually threaten to hurt others	383	1	5	1.97	1.240
Popular student usually pushes others in queue	383	1	5	1.95	1.202
Popular student occasionally slaps or kicks someone when hurt	383	1	5	1.87	1.153
Popular student regularly uses abusive words on others	383	1	5	1.76	1.141
popular student usually encourages other students to fight	383	1	5	1.57	.979

According to the findings of the study in table 4.4, the respondents were undecided (Approximate mean of 3) that popular student usually makes fun of other students. Moreover, the respondents disagreed (Approximate mean of 2) on the following aspects of aggression: Popular student usually gets angry very easily, popular student occasionally calls other students nicknames, popular student usually fights back when others hit him, popular student often teases others to make them angry, popular student usually threaten to hurt others, popular student usually pushes others in queue, popular student occasionally slaps or kicks someone when hurt, popular student regularly uses abusive words on others and usually encourages other students to fight. In agreement with these findings, Brown et al., (2019) carried out a related study and established that youths who engaged in both verbal and physical aggression were characterized by poor sleep quality and victimization by peers, and their caregivers

evidenced high levels of distress and avoidant coping. In support of these results, Stevens, Veldkamp et al., (2020) conducted a related study on associations between ethnic minority status and popularity in adolescence it was established that ethnic minority status was indirectly associated with higher popularity, through higher aggression. Similarly, Rose et al., (2017) carried out a related study and reported that socio-metrically popular youth score very low on aggression, perceived popularity is positively associated with aggression. Additionally, in tandem with these findings, Poling et al., (2019) affirmed that the perceived popularity correlates with behavior, typically measured overt and relational aggression separately and thus overt aggression denotes the physical assaults and direct verbal abuse while relational aggression is aimed at damaging relationships and includes behaviors such as ignoring or excluding a person and spreading rumors.

Table 4.5: Elements of Physical Attractiveness

Elements of Physical Attractiveness	**N**	**Min**	**Max**	**Mean**	**Std. Dev.**
Popular student is always very smart	383	1	5	4.32	1.030
Popular student dresses decently	383	1	5	4.14	1.072
Popular student is of medium height	383	1	5	3.96	1.146
Popular student has admirable facial shape	382	1	5	3.65	1.291
Popular student has an admirable slow walking style	383	1	5	3.28	1.325
Popular student has brown skin colour	383	1	5	2.97	1.538
Popular student has dark skin colour	383	1	5	2.94	1.511
Popular student usually uses body expressions like finger pointing	383	1	5	2.85	1.493
Popular student has fat body	383	1	5	2.80	1.432
Popular student has thin body	383	1	5	2.60	1.465

According to the findings of the study in table 4.5, the respondents agreed (Approximate mean of 4) that popular student is always very smart, dresses decently, is of medium height and has admirable facial shape. Conversely the respondents were undecided (Approximate mean of 3) whether Popular student has an admirable slow walking style, has brown skin colour, has dark skin colour, usually uses body expressions like finger pointing, has fat body and thin body. In tandem with these study findings, Adolphs & Tusche (2017) observed that an adolescent's attractiveness can influence prosocial behaviours towards them. Similarly, Jacobson et al., (2019) affirmed that an adolescent's physical attractiveness predicts overall popularity, as measured by desirability as a friend and the percentage of peers who choose an individual as a friend and thus, physical attractive individuals of both sexes were chosen more often as friends. Additionally, in a related study carried out by De Guzman & Nishina, (2014) on African-America adolescents, it was also established that these adolescents were more likely to report a positive perception of their physical appearance and body image compared with non-Hispanic White and Hispanic/Latino adolescents and that the pattern held for both males and females.

4.4.2 Descriptive Statistics of External factors of adolescents' popularity

Descriptive statistical analysis was used to analyze elements of external factors of adolescents' popularity (parental influence, time management, participation in sports, teachers influence). In reference scaling (Likert scale) was used in the study design, 5 represented strongly agree, 4 represented agree, 3 represented undecided, 2 represented disagree and 1 represented strongly disagree, therefore strongly disagree (1) was minimum (Min), strongly agree (5) was maximum (Max). The mean was

analyzed based on the respondent's choices scaled between strongly agree and strongly disagree as indicated in table 4.6.

Table 4.6: Elements of Time Management

Elements of Time Management	N	Min	Max	Mean	Std. Dev.
Popular student usually turns up early for prep	383	1	5	4.27	1.140
Popular student usually follows personal study timetable	383	1	5	4.12	1.141
Popular student usually values class work than free time	383	1	5	4.07	1.244
Popular student usually seek help from teachers and students	383	1	5	4.04	1.197
Popular student most times has a personal watch	383	1	5	3.97	1.240
Popular student usually spends most time with fellow students	383	1	5	3.11	1.355
Popular student hardly uses a watch when studying	383	1	5	2.59	1.413
Popular student often values free time	383	1	5	2.08	1.328
Popular student usually studies without personal study timetable	383	1	5	1.99	1.251
popular student usually does not complete assignment on time	383	1	5	1.98	1.272

Based on the findings of the study in table 4.6, the respondents agreed (Mean of approximately 4) that popular student usually turns up early for prep, usually follows personal study timetable, usually values class work than free time, most of the time has a personal watch, usually seek help from teachers and students. The respondents were undecided (Mean of approximately 3) whether popular student usually spends most time with fellow students and hardly uses a watch when studying. Additionally, the respondents disagreed (Mean of approximately 2) on the following aspects of time management: Popular student often values free time, usually studies without personal study timetable and usually does not complete assignment on time. In support of these

study findings, Singh & Misra (2015) conducted a related study and found out that Indian adolescents portrayed a greater prevalence of the use of electronic media and telecommunication gadgets such as watches and TVs, reflecting a larger engagement in sedentary activities than in cultural, community and physically demanding leisure activities. Consequently, De Bruyn & Cillessen, (2008) affirmed that popular adolescents spend more time under taking activities like going out or hanging around with friends than spend time doing homework and that adolescents who hang around in the mall all the time are more popular than adolescents who spend most of their time alone for example studying. In tandem with these results, Nomaguchi et al., (2016) looked into adolescent's daily activities and found that they spent more time talking to their friends than engaging in any other activity and thus, in a typical week, high school students will spend twice as much time with their peers as with adults which has a potential in influencing their academic performance.

Table 4.7: Elements of Teachers Influence

Elements of Teachers Influence	N	Min	Max	Mean	Std. Dev.
Popular student has teachers believing in them	383	1	5	4.05	1.026
Popular student is mostly referred as role model by teachers	383	1	5	3.82	1.288
Popular student is usually appointed to leadership responsibilities	383	1	5	3.53	1.391
Popular student has questions always directed to him/her by teacher	383	1	5	3.39	1.239
Popular student is given extra assignment by teachers	383	1	5	3.29	1.387
Popular student has teachers always pointing good things in him/her	383	1	5	3.25	1.354
Popular student has hardly any questions directed to him/her by teachers	383	1	5	2.47	1.320
Popular student is rarely referred to as role model by teachers	383	1	5	2.34	1.354
Teachers are rarely friendly to the popular student	383	1	5	2.27	1.339
Popular student has teachers pushing them to face hard issues/situations	383	1	5	2.24	1.279

Based on the findings of the study in table 4.7, the respondents agreed (Mean approximately 4) that popular student has teachers believing in them, is mostly referred as role model by teachers and usually appointed to leadership responsibilities. The respondents were undecided (Mean of approximately 3) whether popular student has questions always directed to him/her by teacher, given extra assignment by teachers and has teachers always pointing good things in him/her. Furthermore, the respondents disagreed (Mean of approximately 2) that popular student has hardly any questions directed to him/her by teachers, rarely referred to as role models by teachers, teachers are rarely friendly to the popular student and has teachers pushing them to face hard issues/situations. In support of these study findings, Parke & Gauvain (2009) established that teachers have an influence on how students perform in different subjects.

Though their findings revealed that there is more encouragement on boys than girls in mathematics pursuits but stress literature more for girls. In addition, teachers and schools deliver a number of gender related messages to children. Similarly, Engels et al., (2016) found out that teachers offered an important role in shaping students' engagement since there was a positive teacher–student relationships which led into more behavioral engagement over time, whereas negative teacher–student relationships, higher likeability and higher popularity were related to less behavioral engagement over time.

Table 4.8: Elements of Participation in Sports

Elements of Participation in sports	N	Min	Max	Mean	Std. Dev.
Popular student always enjoys sport activities	383	1	5	3.95	1.200
Popular student has appropriate sports attire	383	1	5	3.88	1.143
Popular student encourages others to join sports	383	1	5	3.67	1.210
Popular student is rarely found in mistakes in school	383	1	5	3.62	1.476
Popular student is mostly active in sports	383	1	5	3.58	1.443
Popular student usually represents school in competitions	383	1	5	3.50	1.451
Popular student is usually selected to leadership positions	383	1	5	3.00	1.423
Popular student is inactive in sports	383	1	5	2.33	1.417
Popular student values sports than class work	383	1	5	2.12	1.176
Popular student is usually forced to put on appropriate sport attire	383	1	5	1.79	1.083

Based on the findings of the study in table 4.8, the respondents agreed (Mean of approximately 4) that popular student always enjoys sport activities, has appropriate sports attire, encourages others to join sports, rarely found in mistakes in school, is mostly active in sports and usually represents school in competitions. The respondents were undecided (Mean of approximately 3) whether popular student is usually selected to leadership positions. In addition, the respondents disagreed (Mean of approximately 2) on the following aspects of participation in sports: Popular student is inactive in sports, values sports than class work and is usually forced to put on appropriate sport attire. In tandem with these findings, Loflin & Barry (2016) observed that an adolescent's popularity is associated with some evidence of good social-economic background and some ability at games, sports and athletics. Similarly, Bluth et al., (2016) affirmed that adolescents may feel increased pressures to be active in sports in small schools because fewer students are available to

participate. Conversely larger schools may actually have fewer opportunities and more uninvolved students.

Table 4.9: Elements of Parental Influence

Elements of Parental Influence	N	Min	Max	Mean	Std. Dev.
Popular student parents encourage good discipline	382	1	5	4.39	.874
Popular student parents are punctual in attending school academic activities	383	1	5	4.28	1.007
Popular student parents usually follow up his/ her discipline in school	383	1	5	3.99	1.130
Popular student is always punctual in attending religious activities	383	1	5	3.96	1.297
Popular student parents pay fee per term or year	383	1	5	3.80	1.167
Popular student has well educated parents	383	1	5	3.36	1.157
Popular student usually gets pressure to perform from parents	383	1	5	3.29	1.413
Popular student has wealthy parents	383	1	5	3.06	1.138
Popular student is usually given a lot of money by parents	383	1	5	2.53	1.184
Popular student claims parents have no stable income	383	1	5	2.24	1.172

Based on the findings of the study in table 4.9, the respondents agreed (Mean of approximately 4) that popular student parents encourage good discipline, popular student parents are punctual in attending school academic activities, popular student parents usually follow up his/ her discipline in school, popular student is always punctual in attending religious activities and popular student parents pay fee per term or year. The respondents were undecided (Mean of approximately 3) whether popular student has well educated parents, usually gets pressure to perform from parents, has wealthy parents and is usually given a lot of money by parents. Additionally, the respondents disagreed (Mean of approximately 2) that popular student claims parents

have no stable income. In tandem with these results, Sumari et al., (2010) observed that parenting styles, discipline techniques, involvement with their children and the home environment have been shown to affect a child's ability to academically achieve and that even though an adolescent does not use cigarettes or alcohol and has a best friend who uses cigarettes or alcohol, research has shown that peer influence was relatively small and was mediated by family factors, such as parental monitoring. In addition, Li (2017) noted that parents' supervision and school involvement and recognition are significantly and negatively associated with low school commitment and individual conflict attitude, which are important protective factors in reducing adolescents' risk of problem behaviours and promoting academic resilience. Similarly, family cohesion has been linked to better physical, emotional, and educational well-being among children and adolescents, and also lower levels of aggression and depression as affirmed by Leidy et al., (2010).

4.4.3 Descriptive Statistics of Academic Performance of Popular Students

The study used popular student average marks to measure the academic performance of popular students. Table 4.10 shows the descriptive statistics of popular student average marks per gender.

Table 4.10: Popular Student Average Marks

		Popular Student Average Marks				
		Mean	**Row N %**	**Standard Dev.**	**Maximum**	**Minimum**
Gender of respondent	Male	44.214	100.0%	11.598	72.500	6.200
	Female	47.883	100.0%	11.917	78.000	3.000

The descriptive results on table 4.10 indicate that popular male student mean is 44.214 with minimum and maximum marks of 72.50 and 6.20 respectively. Comparatively female popular student mean is 47.883 with minimum and maximum marks of 78.00 and 3.00 respectively. This suggest that female popular students perform well compared to popular male student in public secondary schools in Baringo North Sub-county

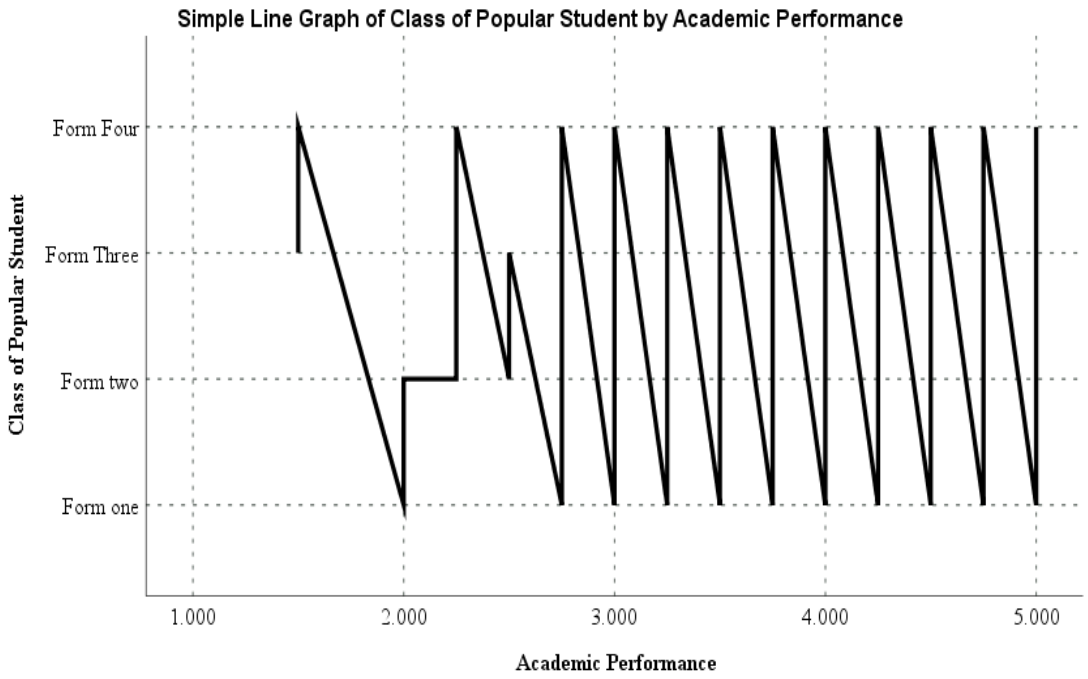


Figure 4.2: Academic performance of students' in secondary schools in Baringo North Sub-county Trend Analysis

Based on the results of this study in figure 4.2 academic performance of students in public secondary schools in Baringo North Sub-county trend analysis portrayed an increasing trend from form one to form four. There is an increasing trend of academic performance of popular student indicates the academic improvement as students approach the final secondary exam (Kenya Certificate of Secondary Education). This could be attributed to the hard work embraced by the students to excel in KCSE.

In support of these study results, Meijs et al., (2010) established that perceived popularity was significantly related to social intelligence, but not to academic achievement, in both contexts. However, sociometric popularity was predicted by an interaction between academic achievement and social intelligence, further qualified by school context. Contrast to this, Krasniqi, (2014) established that performance in academic lifecycle of an adolescent demands all facets of mental well-being including psychological, social, emotional, spiritual and physical wellbeing.

4.5 Inferential Statistics

The study used inferential statistics (Pearson correlation, simple and multiple linear regressions) to analyze the research objectives. Additionally, the researcher conducted normality test, autocorrelation tests and autocorrelation test for internal factors, external factors and age variation variables, and their results are shown in Figures 4.3, 4.4 and 4.5.

4.5.1 Normality Tests for Internal factors, External factors and Age Variation

The researcher used P-P Plots to test the normality of data.

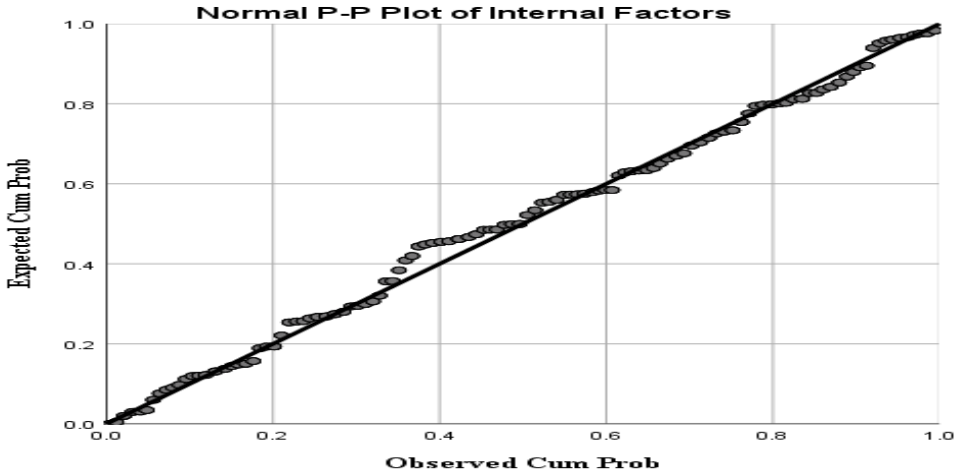


Figure 4.3: Normal P-P plot of Internal factors of adolescents' popularity

Based on figure 4.3 the output of a normal P-P Plot indicates that the data of internal factors of adolescents' popularity were normally distributed, since the data points are close to the diagonal line.

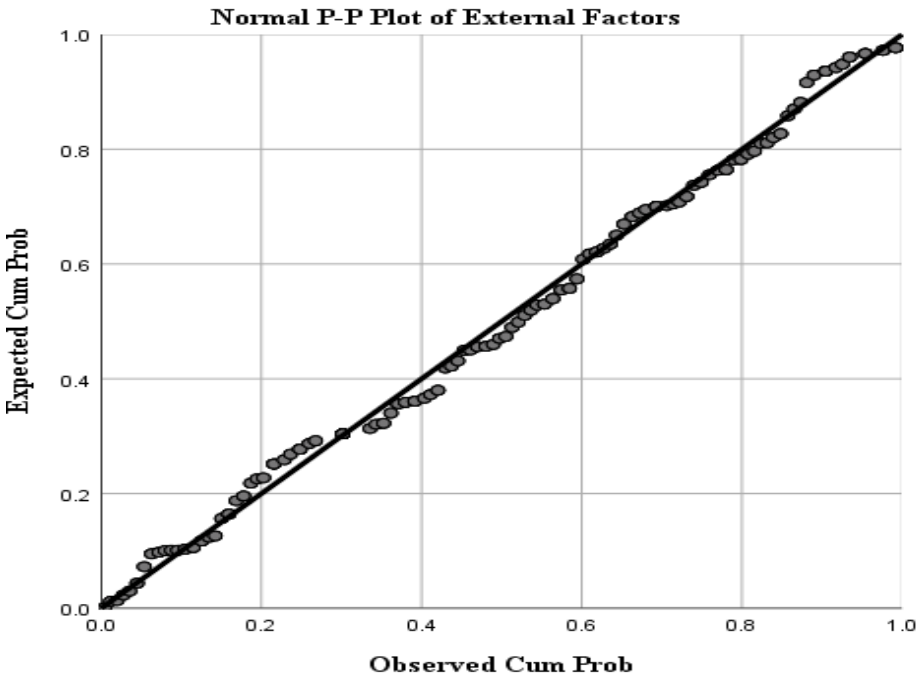


Figure 4.4: Normal P-P plot of External factors of adolescents' popularity

Based on figure 4.4 the output of a normal P-P Plot indicates that the data of external factors of adolescents' popularity were normally distributed, since the data points are close to the diagonal line.

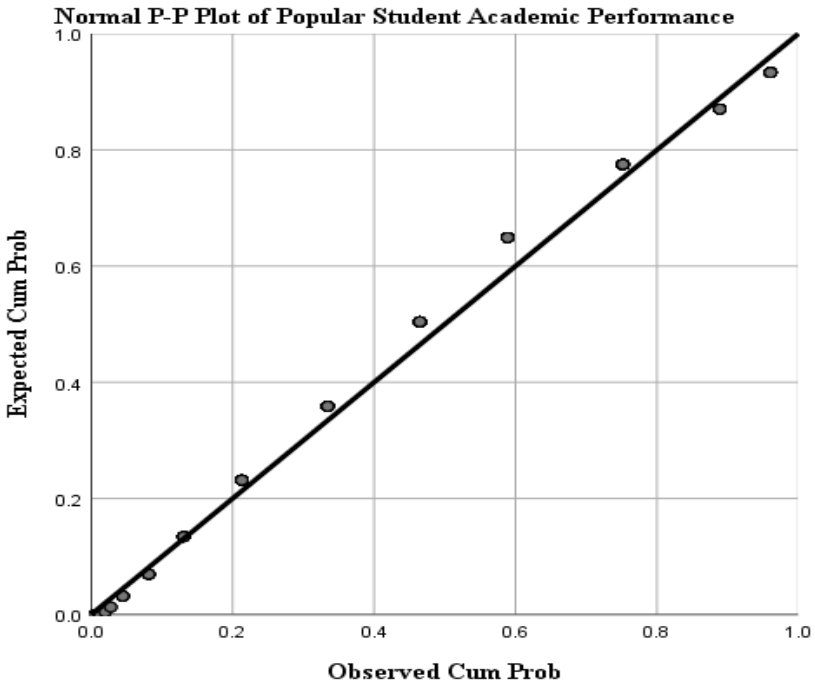


Figure 4.5: Normal P-P Plot of Academic performance of students in secondary schools in Baringo North Sub-county

Based on figure 4.4 the output of a normal P-P Plot indicates that the data of academic performance of students' in secondary schools in Baringo North Sub-county was normally distributed, since the data points are close to the diagonal line.

4.5.2 Autocorrelation Tests for Internal factors, External factors and Age Variation

The tests for autocorrelation were conducted using the Durbin Watson tests.

Table 4.11: Autocorrelation Test

Independent Variables	**Dependent Variable**	**Durbin-Watson**
Internal factors of adolescents' popularity (Gender, Gender, physical attractiveness, aggression and social intelligence)	Academic performance	1.834
External factors of adolescents' popularity (Parental influence, Time management, Participation in sports, Teachers influence)		1.533
Age variation of popular adolescents		1.524

Based on the results of the study in table 4.11, the Durbin-Watson statistic is 1.834, 1.533 and 1.524 respectively which is between 1.5 and 2.5 and therefore the data used in the study was auto correlated (Pourhosein, Kol, Vishkaiib & Jourshari, 2017). The result of the study in table 4.3 was in agreement with the observations of Chithra, Kumar, Chinnaraju & Ashmita, (2016) who established an autocorrelation between the internal factors, external factors and age variation towards an adolescent's academic achievement. Similarly, in support of these findings, Ja'Shanna, (2012) carried out a related study and found out a correlation between the external and internal educational factors towards student academic achievement. Therefore, an increase in the independent variable (that is either the internal factors of adolescents' popularity, external factors of adolescents' popularity or age variation of popular adolescents) would lead to an increase in dependent variable over time.

4.5.3 Multi-collinearity Test for Internal factors, External factors and Age Variation

The researcher used tolerance (T>0.2) and Variance Inflation Factor to test for Multi-collinearity.

Table 4.12: Multi-collinearity Test

		Collinearity Statistics	
Variables		**Tolerance**	**VIF**
Internal factors of adolescents' popularity	Gender	0.997	1.003
	Social intelligence	0.381	2.623
	Aggression	0.407	2.458
	Physical attractiveness	0.810	1.235
External factors of adolescents' popularity	Time management	0.822	1.217
	Teachers influence	0.204	4.898
	Participation in sports	0.563	1.775
	Parental influence	0.210	6.647
Age variation of popular adolescents	Class of Respondent	1.000	1.000

Dependent Variable: Academic performance of students in public secondary schools in Baringo North Sub-county. The results of the study in table 4.12 indicates that there was no multi-collinearity as shown by tolerance (T>0.2) and Variance Inflation Factor (VIF<10) agreeing with the rules discussed by research methodology experts (Aguguom, Dada & Nwaobia, 2019).

4.5.4 Correlation Matrix

The main objective of the study was to determine the influence of adolescents' popularity on academic performance in public secondary schools in Baringo North Sub-County, Baringo County Kenya. The study used Pearson Correlation analysis to establish the kind of relationship that exists between the variables (Internal factors of adolescents' popularity, external factors of adolescents' popularity, age variation of popular adolescents and academic performance).

Table 4.13: Pearson Correlation Analysis of the Relationship between Internal factors of adolescents' popularity, External factors of adolescents' popularity and Academic Performance

		Academic performance	**Internal factors of adolescents' popularity**	**External factors of adolescents' popularity**
Academic performance	Pearson Correlation	1		
	Sig. (2-tailed)			
	N	383		
Internal factors of adolescents' popularity	Pearson Correlation	.547**	1	
	Sig. (2-tailed)	.000		
	N	383	383	
External factors of adolescents' popularity	Pearson Correlation	.760**	.645**	1
	Sig. (2-tailed)	.000	.000	
	N	383	383	383

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

Based on the results in table 4.13 the study revealed that there was a statistically significant relationship of (r = 0.547, $p < 0.05$) between internal factors of adolescents' popularity of adolescents' popularity and academic performance of students in public secondary schools in Baringo North Sub-county. The study further

revealed the existence of a statistically significant relationship of (r = 0.760, p < 0.05) between external factors of adolescents' popularity and academic performance of students in public secondary schools in Baringo North Sub-county. Therefore, this confirms the influence of internal factors of adolescents' popularity and external factors of adolescents' popularity on academic performance of students in public secondary schools in Baringo North Sub-county. This echoes the study done by Nyoni & Bonga (2017) on factors affecting Students' academic achievement in Zimbabwe's Rural Secondary Schools where they found out that internal and external factors of adolescents' popularity significantly influence academic achievement in secondary schools. Similarly, in support of these findings, a related study conducted by Konishi, Hymel, Zumbo & Li. (2017) revealed that both the internal and external factors of adolescents' popularity significantly influenced students' academic performance in secondary schools.

Table 4.14: Pearson Correlation Analysis of the Relationship between Age variation of adolescents' popularity and Academic Performance

		Age variation of adolescents' popularity	**Academic performance**
Age variation of adolescents' popularity	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	383	
Academic performance	Pearson Correlation	-.334**	1
	Sig. (2-tailed)	.000	
	N	383	383

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

Based on the results in table 4.15 the study revealed that there was a weak statistically significant relationship of (r = 0.334, $p < 0.05$) between age variation of popular adolescents and academic performance of students' in secondary schools in Baringo North Sub-county. This confirms the influence of age variation of popular adolescents on academic performance of students' in secondary schools in Baringo North Sub-county. This echoes the study done by Kimeli, Charles & Douglas (2019) on empirical analysis of age and gender as predictors of performance in examination among adult learners where they established that age variation of popular adolescents significantly influences performance in examination among adult learners.

4.5.5 Multiple Regression Analysis

The study used multiple linear regression analysis to determine the influence of internal factors of adolescents' popularity, external factors of adolescents' popularity and age variation of adolescents' popularity on academic performance of students' in secondary schools in Baringo North Sub-county.

4.5.5.1 Influence of Internal Factors of Adolescents' Popularity on Academic Performance of Students' in Public Secondary Schools

The first objective of the study was to determine the influence of internal factors of adolescents' popularity on academic performance of students' in secondary schools in Baringo North Sub-county. The internal factors of adolescents' popularity used in the study include: gender, Social intelligence, aggression and physical attractiveness. The study used multiple and simple linear regression to determine the influence of internal

factors of adolescents' popularity on academic performance of students in public secondary schools in Baringo North Sub-county.

Table 4.15: **Multiple Regression Results for Influence of Internal Factors of Adolescents' Popularity on Academic Performance of Students' in Secondary**

Model Summary

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	.633a	.400	.394	.522872	.400	63.049	4	378	.000

a. Predictors: (Constant), Gender, physical attractiveness, Aggression, social intelligence

b. Dependent Variable: Academic performance

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	68.949	4	17.237	63.049	.000b
	Residual	103.343	378	.273		
	Total	172.293	382			

a. Dependent Variable: Academic performance

b. Predictors: (Constant), Physical attractiveness, Aggression, social intelligence

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1	(Constant)	-.249	.299		-.849	.396	-.808	.321
	Gender	.004	.057	0.003	.065	.948	-.109	.116
	Social intelligence	.247	.071	.225	3.484	.001	.108	.387
	Aggression	.346	.086	.252	4.034	.000	.177	.514
	Physical attractiveness	.407	.061	.295	6.663	.000	.287	.528

a. Dependent Variable: Academic performance

Based on the results of the study in table 4.15, social intelligence, aggression and physical attractiveness accounted for 40.0% of academic performance in secondary schools in Baringo North Sub-county. ($R^2 = 0.40$). Based on ANOVA results in table 4.15, the level of significance was 0.000 with an F value of 63.049 which indicates a statistical significant relationship between internal factors of adolescents' popularity and academic performance in secondary schools in Baringo North Sub-county because the P value which is 0.000 is less than 0.05 ($P<0.05$). Hence, the null hypothesis (H_{O1}) which states that internal factors of adolescents' popularity does not have significant influence on academic performance of students' in secondary schools in Baringo North Sub-county was rejected and alternative hypothesis which states that internal factors of adolescents' popularity have significant influence on academic performance of students' in secondary schools in Baringo North Sub-county is accepted. This confirms the influence of internal factors of adolescents' popularity on academic performance of students' in secondary schools in Baringo North Sub-county. These study results conform to the study done by Bhat & Khandai (2016) on social intelligence, study habits on academic achievements of college students of District Pulwama where they found out that social intelligence, study habits significantly influence academic achievements of college students. Additionally, Darling-Hammond, (2010) conducted a related study on influence of gender and study habits among youth in America and established that these factors had a significant influence on student academic achievement. The un-standardized beta coefficients in table 4.15 indicate that social intelligence ($\beta = 0.247$, $p< 0.05$), aggression ($\beta = 0.346$, $p< 0.05$) and physical attractiveness ($\beta = 0.47$, $p< 0.05$) were the robust predictors of academic performance of students' in secondary schools in Baringo North Sub-county. Therefore, the multiple regression results above generally indicate that social

intelligence, aggression and physical attractiveness have a statistical positive significant influence on academic performance of students' in secondary schools in Baringo North Sub-county. Contrastingly the results of the study revealed that gender (= 0.004, $p > 0.05$) did not have significant influence on academic performance of students' in secondary schools in Baringo North Sub-county. The results of the study conform with the study done by Kimeli, Charles & Douglas (2019) on empirical analysis of age and gender as predictors of performance in examination among adult learners where they established that gender variation of the learners did not significantly influence performance in examination among adult learners.

Multiple Regression Equation

Guided by equation 3.1 the following multiple regression model was specified

$Y = -0.249 + 0.004X_1 + 0.247X_2 + 0.346X_3 + 0.407X_4 + \varepsilon$

When there is a unit increase in gender, social intelligence, aggression and physical attractiveness academic performance of students' in secondary schools in Baringo North Sub-county will increase by 0.004, 0.247, 0.346 and 0.407 units respectively

4.5.5.2 Influence of External Factors of Adolescents' Popularity on Academic Performance of Students in Public Secondary Schools

The second objective of the study was to determine the influence of external factors of adolescents' popularity on academic performance of students' in secondary schools in Baringo North Sub-county. The external factors of adolescents' popularity used in the study include: Parental influence, time management, participation in sports and teachers influence. The study used multiple linear regression to determine the influence of external factors of adolescents' popularity on academic performance of students' in secondary schools in Baringo North Sub-county.

Table 4.16: Multiple Regression Results of Influence of External Factors of Adolescents' Popularity on Academic Performance of Students' In Secondary Schools

Model Summary

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	.635a	.402	.394	.522791	.402	63.098	4	378	.000

a. Predictors: (Constant),Parental influence, Time management, Participation in sports, Teachers influence

b. Dependent Variable: Academic performance

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	68.982	4	17.245	63.098	.000b
	Residual	103.311	378	.273		
	Total	172.293	382			

a. Dependent Variable: Academic performance

b. Predictors: (Constant), Parental influence, Time management, Participation in sports, Teachers influence

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
	B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
1(Constant)	-.070	.313		-.224	.823	-.686	.545
Time management	.439	.048	.401	9.115	.000	.344	.534
Teachers influence	-.269	.105	-.225	-2.549	.011	-.476	-.062
Participation in sports	-.166	.076	-.116	-2.189	.029	-.314	-.017
Parental influence	.976	.166	.605	5.887	.000	.650	1.302

a. Dependent Variable: Academic performance

Based on the results of the study in table 4.16, parental influence, time management, participation in sports and teachers influence for 40.2% of academic performance in

secondary schools in Baringo North Sub-county (R^2 = 0.402). Based on ANOVA results in table 4.16, the level of significance was 0.000 with an F value of 63.098 which indicates a statistical significant relationship between external factors of adolescents' popularity and academic performance in secondary schools in Baringo North Sub-county because the P value which is 0.000 is less than 0.05 (P<0.05). Hence, the null hypothesis (Ho2) which states that external factors of adolescents' popularity does not have significant influence on academic performance of students' in secondary schools in Baringo North Sub-county was rejected and alternative hypothesis which states that external factors of adolescents' popularity have significant influence on academic performance of students' in secondary schools in Baringo North Sub-county is accepted. This confirms the influence of external factors of adolescents' popularity on academic performance of students' in secondary schools in Baringo North Sub-county. The results of the study conform to the study done by Wang, Kiuru, Degol & Salmela, (2018) on external factors of adolescents' popularity like peer pressure, parental influence and student involvement in participation in sports, school engagement and academic achievement during adolescence where they established that external factors of adolescents' popularity significantly influence academic achievement of students during adolescence. Also in line with these study findings, while carrying out a related study, Olalekan, (2016) & Mosha, (2017), observed that peer group has a lot of influence on students' academic achievement in that the nature of a peer group determines the impact on the motivation of and achievements of its member. He further suggests that one group may have a negative impact on its members while the other may have positive impact on its members as well. The un-standardized beta coefficients in table 4.16 indicate that time management (□ = 0.439, p< 0.05), teachers influence (□ = -0.269, p< 0.05),

participation in sports (□ = -0.166, $p< 0.05$) and parental influence (□ = 0.976, $p< 0.05$) were the strong predictors of academic performance of students' in secondary schools in Baringo North Sub-county. Therefore, the multiple regression results above generally indicate that parental influence, time management, participation in sports and teachers influence have a statistical significant influence on academic performance of students' in secondary schools in Baringo North Sub-county.

Multiple Regression Equation

Guided by equation 3.2 the following multiple regression model was specified

$Y = -0.070 + 0.439 X_1 - 0.269X_2 - 0.166X_3 + 0.976X_4 + \varepsilon$

When there is a unit increase in parental influence and time management, academic performance of students' in secondary schools in Baringo North Sub-county will increase by 0.439 and 0.976 units respectively. When there is a unit increase participation in sports and teachers influence academic performance of students' in secondary schools in Baringo North Sub-county will decrease by 0.269 and 0.166 units respectively

4.5.2.3 Influence of Age Variation of Popular Adolescents on Academic Performance of Students' in Secondary Schools

The third objective of the study was to determine the influence of age variation of adolescents' popularity on academic performance of students' in secondary schools in Baringo North Sub-county. The study used simple linear regression to determine the influence of age variation of adolescents' popularity on academic performance of students' in secondary schools in Baringo North Sub-county.

Table 4.17: Simple Linear Regression Results of Influence of Age Variation of popular Adolescents on Academic Performance of Students' in Secondary Schools

Model Summary

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	.334a	.111	.109	11.149032	.111	47.705	1	381	.000

a. Predictors: (Constant), Age variation of popular adolescents

b. Dependent Variable: Academic performance

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5929.829	1	5929.829	47.705	.000b
	Residual	47358.646	381	124.301		
	Total	53288.475	382			

a. Dependent Variable: Academic performance

b. Predictors: (Constant), Age variation of popular adolescents

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	53.959	1.365		39.533	.000	51.276	56.643
	Age variation of popular adolescents	-3.540	.512	-.334	-6.907	.000	-4.547	-2.532

a. Dependent Variable: Academic performance

Based on the results of the study in table 4.17, age variation of popular adolescents accounted for 11.1% of academic performance in secondary schools in Baringo North Sub-county. (R^2 = 0.111). Based on ANOVA results in table 4.17, the level of significance was 0.000 with an F value of 47.705 which indicates a statistical

significant influence of age variation of adolescents' popularity on academic performance in secondary schools in Baringo North Sub-county because the P value which is 0.000 is less than 0.05 (P<0.05). Hence, the null hypothesis (Ho3) which states that age variation of adolescents' popularity does not have significant influence on academic performance of students' in secondary schools in Baringo North Sub-county was rejected and alternative hypothesis which states that age variation of popular adolescents has significant influence on academic performance of students' in secondary schools in Baringo North Sub-county is accepted. This confirms the influence of age variation of popular adolescents on academic performance of students in secondary schools in Baringo North Sub-county. The results of the study agree with the study done by Heissel & Norris (2018) on rise and shine the effect of school start times on academic performance from childhood through puberty where they found out that age variation of adolescents' popularity during puberty significantly influence academic performance. Contrary to these study findings, a related study conducted by Rumberger, (2005) found that late entrance do not exert negative effects on student academic performance. He further found out that the older students performed better than those who go to school at an early age. Additionally, another related study carried out by Clark & Ramsay (2010) revealed a negative relationship between age and student academic achievement, which is also a contradictory finding to the preset study. The un-standardized beta coefficients in table 4.17 indicate that age variation of popular adolescents (= -3.540, p< 0.05) is a predictor of academic performance of students' in secondary schools in Baringo North Sub-county. Therefore, the simple regression results in table 1.17 indicate that age variation of adolescents' popularity has a statistical negative significant influence on academic performance of students' in secondary schools in Baringo North Sub-county.

Simple Linear Regression Equation

Guided by equation 3.3 the following multiple regression model was specified

$Y = 53.959 – 3.540\ X_1 + \varepsilon$

When there is a unit increase in age variation of popular adolescent's academic performance of students' in secondary schools in Baringo North Sub-county will decrease by 3.540 units.

Table 4.18: Summary of Hypothesis Testing

Number	Hypothesis	Verdict
$\mathbf{H_{01}}$	Internal factors of adolescents' popularity does not have significant influence on academic performance of students' in secondary schools in Baringo North Sub-county	**Not supported**
$\mathbf{H_{02}}$	External factors of adolescents' popularity does not have significant influence on academic performance of students' in secondary schools in Baringo North Sub-county	**Not supported**
$\mathbf{H_{03}}$	Age variation of popular adolescents does not have significant influence on academic performance of students' in secondary schools in Baringo North Sub-county	**Not supported**

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Findings

The study sought to determine the influence of adolescents' popularity on academic performance in secondary schools in Baringo North Sub-county, Baringo County Kenya. The study came up with a number of key findings on external factors of adolescents' popularity, internal factors of adolescents' popularity and age variation of popular adolescents on academic performance of students' in secondary schools in Baringo North Sub-county. The findings are summarized as per the research objectives.

5.1.1 Internal Factors of Adolescents' Popularity and Academic Performance

The first objective of the study was to determine the influence of internal factors of adolescents' popularity on academic performance of students' in secondary schools in Baringo North Sub-county. There was a statistically positive significant correlation of 54.7% and ANOVA F value of 63.049 with level of significance of 0.000 which was less than 0.05 ($P<0.05$). This confirmed the statistical significant influence of internal factors of adolescents' popularity on academic performance of students' in secondary schools in Baringo North Sub-county. Therefore, the internal factors of adolescents' popularity (Gender, physical attractiveness, aggression and social intelligence) had a significant positive influence on academic performance of students' in secondary schools in Baringo North Sub-county,

5.1.2 External Factors of Adolescents' Popularity and Academic Performance

The second objective of the study aimed at determining the influence of external factors of adolescents' popularity on academic performance of students' in secondary schools in Baringo North Sub-county.

External factors of adolescents' popularity (Parental influence, time management, participation in sports, teachers influence) had a significant influence on academic performance of students' in secondary schools in Baringo North Sub-county indicated by statistically strong positive significant correlation of 76.0% and ANOVA F value of 63.098 with level of significance of 0.000 which was less than 0.05 ($P<0.05$). Moreover, discretely parental influence and time management had a positive significant influence on academic performance of students' in secondary schools in Baringo North Sub-county. However, participation in sports and teachers influence had negative significant influence on academic performance of students' in secondary schools in Baringo North Sub-county. Therefore, external factors had an influence on adolescents' popularity on academic performance of students' in secondary schools in Baringo North Sub-county.

5.1.3 Age Variation of Adolescents' Popularity and Academic Performance

The third objective of the study sought to determine the influence of age variation of adolescents' popularity on academic performance of students' in secondary schools in Baringo North Sub-county. Age variation of popular adolescents had a significant negative influence on academic performance of students in secondary schools in Baringo North Sub-county, specified by statistically weak significant correlation of 33.4% and ANOVA F value of 47.705 with level of significance of 0.000 which was less than 0.05 ($P<0.05$). Therefore, age variation of popular adolescents had an

influence on academic performance of students' in secondary schools in Baringo North Sub-county. Thus, students should be encouraged to joint school within the stipulated age brackets.

5.2 Conclusion

The following conclusions were made grounded on the findings of the study;

Internal factors such as gender, physical attractiveness, aggression and social intelligence significantly influenced the academic performance of students in public secondary schools. The difference in gender and the activities adolescents undertake makes them unpopular and that popular children showed good social intelligence, while the unpopular children had the least social intelligence. Negative perceptions about the youth's physical appearance can be harmful in terms of lowering one's self esteem, increased dieting including unhealthy weight control behaviors such as purging in public secondary schools in Baringo North Sub-county.

External factors such as parental influence, time management, participation in sports, teachers' influence had an influence on academic performance of students. Adolescents spent most of their time watching TV and hanging out with friends or engaged in behaviors that are valued by their peers and are less likely to take time to do their homework. Teachers also influenced on how students performed in their different subjects. Parental influence, discipline techniques, involvement with their children and the home environment had an influence on student's academic achievement in public secondary schools in Baringo North Sub-county.

Age variation of adolescents' popularity during puberty significantly influenced their academic achievement. Thus, age variation of popular adolescents had a significant

influence on the academic performance of students in public secondary schools in Baringo North Sub-county.

5.3 Recommendations

5.3.1 Recommendations on Policy

As indicated from the findings of the study that internal factors of adolescents' popularity influence the academic performance of students' in secondary schools in Baringo North Sub-county it is therefore necessary that government through the ministry of education should come up with policies that protect the students from the effects of internal and external factors that directly influence academic performance of students in secondary schools in Kenya. In addition, since age variation negatively affects academic performance, students should join school within the defined age bracket.

5.3.2 Recommendations for Further Research

This research was based on the influence of internal factors of adolescents' popularity, external factors of adolescents' popularity and age variation of popular adolescents on academic performance in secondary schools in Baringo North Sub-County, Baringo County Kenya. This limits the generalization of results.

Therefore, similar studies can be conducted in other sub counties in Kenya to establish the veracity of its findings. It is also recommended that another study be done to determine teacher preparedness on handling popular adolescents.

REFERENCES

Adolphs R and Tusche A (2017). From faces to prosocial behavior: cues, tools and mechanisms. Current Directions in Psychological Science 26, 282–287.

Aguguom, A. T., Dada, S. O., & Nwaobia, A. N. (2019). Earnings Persistence and Firm Performance: Implications of Analysts' Accurate Forecast Ability from the Emerging Market of Nigeria. *Int J Account Res*, *7*(197), 2.

Al-Harbi, H. (2014). "Towards successful implementation of ICT in education". *The 2014 WEI International Academic Conference Proceedings, 2014 Vienna, Austria. The West East Institute*, pp.33-46.

Alvermann, D. E., Moon, J. S., Hagwood, M. C., & Hagood, M. C. (2018). *Popular culture in the classroom: Teaching and researching critical media literacy*. Routledge.

Anderman, E.M. (2012, press). Adolescence. In K. Harris,S. Graham, & T. Urdan (Eds.*), APA a handbook of educational psychology*, vol. 3: *Applications to Learning and Teaching* (pp, 43-61), Washington, DC: American Psychological Associations.

Arnocky, S. & Vaillancourt, T. (2014). Sexual competition among women: A review of the theory and supporting evidence. In M. L. Fisher (Ed.), The Oxford handbook of women and competition. New York: Oxford University Press. doi:10.1093/oxfordhb/ 9780199376377.013.3

Astha, K., Monika, T., Gitika, T. & Abhishek, R. (2014). Study for Adolescent Problem and Psychology. *Journal of Evolution of Medical and Dental Sciences*; Vol. 3, Issue 37, Pg: 9564-9574, Doi: 10.14260/jemds/2014/3237

Ayaga, G. N. (2018). Trends of Education in Kenya: Inherent Inconsistencies and Challenges of Preschool Education in Kisii County, Kenya.

Babaroglu, A. (2016). Aggression Behaviors in Children with and without Hearing Impairment. International Journal of Psychological Studies, 8(2), 14-27. DOI: 10.5539/ijps.v8n2p14

Baldwin, L. (2018). *Research Designs and Their Limitations*. In *Research Concepts for the Practitioner of Educational Leadership* (pp. 37-48). Brill Sense.

Baringo County Government (2018). *County Population Density and Distribution*. Department of Finance and Economic Planning.

Bassey, I. *(2020). Peer Group Influence and Academic Performance of Secondary School Students in English Language. Available at SSRN 3606183.*

Becker, B. E., &Luthar, S. S. (2007). Peer-perceived admiration and social preference: Contextual correlates of positive peer regard among suburban and urban adolescents. *Journal of Research on Adolescence*. 17:117–144.

Bhat, Y. I. & Khandai, H. (2016). Social intelligence, study habits and academic achievements of college students of District Pulwama. *Research on Humanities and Social Sciences*, 6(7), 35-41.

Bluth, K., Campo, R. A., Pruteanu-Malinici, S., Reams, A., Mullarkey, M. & Broderick, P. C. (2016). A school-based mindfulness pilot study for ethnically diverse at-risk adolescents. *Mindfulness*, *7*(1), 90-104.

Booth, A., Scott, M. E., & King, V. (2010). Father residence and adolescent problem behavior: Are youth always better off in two-parent families?. *Journal of family issues*, *31*(5), 585-605.

Brown, C. E., Borduin, C. M., Dopp, A. R., & Mazurek, M. O. (2019). The social ecology of aggression in youths with autism spectrum disorder. *Autism research*, *12*(11), 1636-1647.

Butler, R. (2019). "Gender, Motivation, and Society: New and Continuing Challenges", *Motivation in Education at a Time of Global Change* (*Advances in Motivation and Achievement, Vol. 20*), Emerald Publishing Limited, pp. 129-149. https://doi.org/10.1108/S0749-742320190000020007

Calzo, J. P., Sonneville, K. R., Haines, J., Blood, E. A., Field, A. E. & Austin, S. B. (2012). The development of associations among body mass index, body dissatisfaction, and weight and shape concern in adolescent boys and girls. *Journal of Adolescent Health*, 51, 517–523. doi:10.1016/j.jadohealth.2012.02.021

Caravita, S. C., & Cillessen, A. H. (2012). Agentic or communal? Associations between interpersonal goals, popularity, and bullying in middle childhood and early adolescence. *Social Development*, *21*(2), 376-395.

Chakraborty, A., Singh, M. P., & Roy, M. (2017). A study of goal frames shaping pro-environmental behaviour in university students. *International Journal of Sustainability in Higher Education*, *18*(7), 1291-1310.

Chester, D. S. & Lasko, E. N. (2019). Validating a standardized approach to the Taylor Aggression Paradigm. *Social Psychological and Personality Science*, *10*(5), 620-631.

Chithra, S., Kumar, S. S., Chinnaraju, K., & Ashmita, F. A. (2016). A comparative study on the compressive strength prediction models for High Performance Concrete containing nano silica and copper slag using regression analysis and Artificial Neural Networks. *Construction and Building Materials*, *114*, 528-535.

Cillessen, A. H. N. & Marks, P. E. L. (2011). *Conceptualizing and measuring popularity*. In: CillessenAHN, Schwartz D, Mayeux L, editors. Popularity in the peer system. New York, NY: Guilford Press. pp. 25–56.

Cillessen, A. H. N. & Rose, A. J. (2005). Understanding popularity in the peer system. *Current Directions in Psychological Science*, 14, 102–105. doi:10.1111/j.0963-7214.2005.00343.

Cillessen, A. H. N. (2009). Sociometric methods. In: Rubin KH, Bukowski WM, Laursen B, editors. *Handbook of peer interactions, relationships, and groups*. New York, NY: Guilford Press. pp. 63–61.

Clark, E. E., & Ramsay, W. (2010). Problems of retention in tertiary education. *Education Research and Perspectives*, *17*, 47-57.

Closson, L. M. & Hymel, S. (2016). Status Differences in Target-Specific Prosocial Behavior and Aggression. *Journal of youth and adolescence*, *45*(9), 1836-1848.

Closson, L. M. (2009). Status and Gender Difference in Early Adolescents' Descriptions of Popularity. *Social Development*, 18(2), 412-426. http://dx.doi.org/10.1111/j.1467-9507,2008.00459.x

Conner, J. J. & Rueter, M.A. (2006). Parent-child relationships as systems of support or risk for adolescent suicidality. *Journal of Family Psychology*, 20(1), 143-155.

Crosnoe, R. & Benner, A. D. (2015). "*Children at school," in Handbook of Child Psychology and Developmental Science*, Vol. 4. 7th Edn, ed R. M. Lerner (Hoboken, NJ: Wiley), 1–37.

Crosnoe, R. (2011). *Fitting in, standing out: Navigating the social challenges of high school to get an education.* Cambridge, UK: Cambridge University Press.

Cummings, H. M., & Vandewater, E. A. (2007). Relation of adolescent video game play to time spent in other activities. *Archives of pediatrics & adolescent medicine*, *161*(7), 684-689.

Darling-Hammond, L. (2010). Challenge the aggressive neglect of our children: Linda Darling-Hammond. Retrieved from http://californiaschildren.typepad.com/californias-children/2011/08/the-remarksof-linda-darling-hammond-ttitktktk-at-saturdays-save-our-schools-march-onwashington-dc-that-was-attended-b.html

De Bruyn, E. H. & Cillessen, A. H. N. (2006). Heterogeneity of girls' consensual popularity: Academic and interpersonal behavioral profiles. *Journal of Youth and Adolescence, 35*, 435-445

De Bruyn, E. H. & Cillessen, A. H. N. (2008). Leisure activity preferences and perceived popularity in early adolescence. *Journal of Leisure Research*, 40, 442-457.

De Guzman, M. R. T. (2007). *Friendship, peer influence and peer pressure during the teen years*. University of Nebraska-Lincoln, Nebraska, pp. 1-3.

De Guzman, N. S. & Nishina, A. (2014). A longitudinal study of body dissatisfaction and pubertal timing in an ethnically diverse adolescent sample. *Body Image*, 11, 68–71. doi:10.1016/j.bodyim.2013.11.001

Demi, F. & Lewis, K. (2011). White working class achievement: An ethnographic study of barriers to learning in schools. *Educational Studies*, 37(3), 245-264.

Dijkstra, J. K., Cillessen, A. H. N., Veenstra, R. & Lindenberg, S. M. (2010). Same-gender and cross-gender likeability: Associations with popularity and status enhancement. The Trails Study. *Journal of Early Adolescence* (in press).

Doey L, Coplan RJ, Kingsbury M. (2013).Bashful boys and coy girls: A review of gender differences in childhood shyness. Sex Roles. doi: 10.1007/s11199-013-0317-9.

Dow, B.J. & Wood, J. (2006). *The Sage Handbook of Gender and Communication.* Thousands Oaks, CA: Sage.

Duffy, A. L., Penn, S., Nesdale, D. & Zimmer-Gembeck, M. J. (2017). Popularity: Does it magnify associations between popularity prioritization and the bullying and defending behavior of early adolescent boys and girls? *Social Development*, *26*(2), 263-277.

Eccles, J. S. & Roeser, R. W. (2011). Schools as development contexts during adolescence. *Journal of Research on Adolescents*, 21, 225-241.

Eckenrode, J., Campa, M. I., Morris, P. A., Henderson, C. R. J., Bolger, K. E., Kitzman, H., & Olds, D. L. (2017). The prevention of child maltreatment through the nurse family partnership program: Mediating effects in a long-term follow-up study. *Child Maltreatment*, *22*(2), 92–99.

Eime, R. M., Harvey, J. T., Sawyer, N. A., Craike, M. J., Symons, C. M., & Payne, W. R. (2016). Changes in sport and physical activity participation for adolescent females: a longitudinal study. *BMC Public Health*, *16*(1), 533.

Eisenberg, M. E., Neumark-Sztainer, D. & Paxton, S. J. (2006). Five-year change in body satisfaction among adolescents. *Journal of Psychosomatic Research,* 61, 521–527. doi:10.1016/j.jpsychores.2006.05.007

Engels, M. C., Colpin, H., Van Leeuwen, K., Bijttebier, P., Van Den Noortgate, W., Claes, S. & Verschueren, K. (2016). Behavioral engagement, peer status, and teacher–student relationships in adolescence: A longitudinal study on reciprocal influences. *Journal of Youth and Adolescence*, *45*(6), 1192-1207.

Engels, M. C., Colpin, H., Wouters, S., Van Leeuwen, K., Bijttebier, P., Van Den Noortgate, W., & Verschueren, K. (2019). Adolescents' peer status profiles and differences in school engagement and loneliness trajectories: A person-centered approach. *Learning and Individual Differences*, *75*, 101759.

Erickson, S. J., Hahn-Smith, A. & Smith, J. E. (2009). One step closer: Understanding the complex relationship between weight and self-esteem in ethnically diverse preadolescent girls. *Journal of Applied Developmental Psychology,* 30, 129–139. doi:10.1016/j.appdev.2008. 11.004

Ezron, M., Mangwaya, E. & Johnson, T. (2018). Factors Influencing Ordinary Level Students' Academic Performance in Integrated Science, A Case Study of Three Secondary Schools in the Victoria Falls Town of Zimbabwe. *International Journal of Advances in Social Science and Humanities (IJASSH)*.

Feldman, A. F. & Matjasko, J. L. (2005). The role of school-based extracurricular activities in adolescent development: A comprehensive review and future directions. *Review of Educational Research.* 75:159–210

Ferguson, S. (2016). *Peer Group Status and Friendship Forms in Adolescence and Their Social and Emotional Consequences*. (Unpublished Doctoral dissertation), Griffith University, Australia.

Foss, N. J. and Lindenberg, S. M. (2013) 'Microfoundations for strategy: a goal-framing perspective on the drivers of value creation', The Academy of Management Perspectives, 27(2), pp. 85–102.

Fruh, S.M., Fulkerson, J.A., Kendrick, L.J. & Clanton, C. (2011). The surprising benefits of the family meal. *Academic College of Nurse Practitioners,* 7(1), 18-22.

Fuentes, B. M. L. (2018). An *Empirical Test of Goal-Framing Theory Applied to Collective Performance: The Mediating Role of Social Well-Being and Joint Production Motivation*. (Unpublished Master's Thesis), University of Amsterdam, Netherlands.

Gamble, C. (2018). Exploring EFL University Students' Acceptance of E-learning Using TAM. *Kwansei Gakuin University Humanities Review*, *22*, 23-37.

George, J. B., & Franko, D. L. (2010). Cultural issues in eating pathology and body image among children and adolescents. *Journal of Pediatric Psychology*, 35, 231–242. doi:10.1093/jpepsy/jspo64

Gitogo, I. G. (2018). *Perceptions and trends in academic performance of secondary school students with a public and private primary schools background: a case of Alliance national secondary schools, Kenya* (Doctoral dissertation, Moi University).

Government of Nepal (2015). *Sustainable Development Goals, 2016-2030, National(Preliminary) Report*. National Planning Commission, Kathmandu, Nepal.

Gravetter, F. J. & Forzano, L. A. B. (2018). *Research methods for the behavioral sciences*. Cengage Learning.

Gremmen, M. C., Dijkstra, J. K., Steglich, C. & Veenstra, R. (2017). First selection, then influence: Developmental differences in friendship dynamics regarding academic achievement. *Developmental Psychology, 53,* 1356–1370. http://dx.doi.org/10.1037/dev0000314

Han, H. & Hwang, J. (2016). Cruise travelers' environmentally responsible decision-making: An integrative framework of goal-directed behavior and norm activation process. *International Journal of Hospitality Management*, *53*, 94-105.

Hartl, A. C., Laursen, B., Cantin, S. & Vitaro, F. (2019). A Test of the Bistrategic Control Hypothesis of Adolescent Popularity. *Child Development*.

Hedges, S., Mulder, M. B., James, S. & Lawson, D. W. (2016). Sending children to school: rural livelihoods and parental investment in education in northern Tanzania. *Evolution and human behavior*, *37*(2), 142-151.

Heissel, J. A., & Norris, S. (2018). Rise and shine the effect of school start times on academic performance from childhood through puberty. *Journal of Human Resources*, *53*(4), 957-992.

Henneberger, A. K., Durkee, M. I., Truong, N., Atkins, A., & Tolan, P. H. (2013). The longitudinal relationship between peer violence and popularity and delinquency in adolescent boys: Examining effects by family functioning. *Journal of youth and adolescence*, *42*(11), 1651-1660.

Hiadlovsky, V., Dankova, A., Gundova, P. & Vinczeove, M. (2016). University as innovative organization in the era of globalization. In *16th Ingternational Scientific Conference on Globalization and its socio-economic consequences* (pp. 646-653).

Houser, J. J., Mayeux, L., & Cross, C. (2015). Peer status and aggression as predictors of dating popularity in adolescence. *Journal of youth and adolescence*, *44*(3), 683-695.

Jacobson, A. S., Trivers, R., & Palestis, B. G. (2019). Number of friends and self-perception among Jamaican children: the role of attractiveness and fluctuating asymmetry. *Journal of Biosocial Science*, *52*(2), 184-197.

Ja'Shanna J. (2012). The external and internal educational factors that contribute to student achievement and self-perceptions of urban middle school title i students. Doctor of Education Philosophy Dissertation. Rowan University.

Jeynes, W. (2012). A meta-analysis of the efficacy of different types of parental involvement programs for urban students. *Urban education*, *47*(4), 706-742.

Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement: A meta-analysis. *Urban education*, *42*(1), 82-110.

Johnson, B. D., & King, R. D. (2017). Facial profiling: Race, physical appearance, and punishment. *Criminology*, *55*(3), 520-547.

Johnson, R. B. & Christensen, L. (2019). *Educational research: Quantitative, qualitative, and mixed approaches*. SAGE Publications, Incorporated.

Joshi, A., Kale, S., Chandel, S. & Pal, D. K. (2015). Likert scale: Explored and explained. *British Journal of Applied Science & Technology*, *7*(4), 396.

Joy, M. & Mathew, A. (2018). Emotional Maturity and General Well-Being of Adolescents. *IOSR Journal of Pharmacy*, *8*(5), 01-06.

Kabiru, N. M. & Njenga, W. A. (2007). *Child Development*. Focus publisher limited, Nairobi.

Kadir, H., Atmowardoyo, H. & Salija, K. (2018). The influence of peer groups on students' anxiety in efl Learning. ELT Worldwide, 5(1) 77- 86. Retrieved from: http://eprints.unm.ac.id/8893/1/ARTICLE.pdf

Kariuki, M. N., Ogolla, F. & Kimani, M. (2018). Influence of Self-Esteem on Students' Discipline in Secondary Schools in Tharaka Nithi County, Kenya.

Kavussanu, M., & Stanger, N. (2017). Moral behavior in sport. *Current Opinion in Psychology*, *16*, 185–192. https://doi.org/10.1016/j.copysc.2017.05.010 Body Image: *An International Journal of Research*, 1,237– 251. doi:10.1016/j.bodyim.2004.03.001

Kenya National Bureau of Statistics, (2019). *Kenya population and Housing Census.* Nairobi: Kenya National Bureau of Statistics

Kiefer, S. M., & Ryan, A. M. (2008). Striving for social dominance over peers: The implications for academic adjustment during early adolescence. *Journal of Educational Psychology, 100*, 417-428.

Kimeli, C. M., Charles, O. & Douglas, N. M. (2019). Empirical Analysis of Age and Gender as Predictors of Performance in Examination among Adult Learners. *European Journal of Education Studies*.

King, V., Stamps, K.C. & Hawkins, D. N. (2010). Adolescents with two non resident. *Journal of Family Issues*, 31(1), 3-30.

King, V. & Sobolewski, J. M. (2010). Nonresident fathers' contributions to adolescent wellbeing. *Journal of Family Issues*, 68(3), 537-557.

Kiuru, N., Nurmi, J., Aunola, K. & Saimela-Aro, K. (2009). Peer group homogeneity in Adolescents' school adjustment varies according to peer group type and gender. International journal of behavioral Development 33(1) 65-76

Kojweke, J. O. (2013). *Factors Influencing Students' KCSE Performance in Geography in Public Secondary Schools in Migori District, Kenya*. (Unpublished Master's Thesis). Nairobi University, Kenya.

Konishi, C., Hymel, S., Zumbo, B., & Li, Z. (2017). Do school bullying and student–teacher relationships matter for academic achievement? *Canadian Journal of School Psychology , 25*(1), 19 - 38.

Krasniqi, N. (2014). Anxiety/ Depression and Academic Achievement in Adolescents in Prishtina. *Journal of Educational and Social Research, 4* (2), 1-10.

Krosnick, J. A. (2018). Questionnaire design. In *The Palgrave handbook of survey research* (pp. 439-455). Palgrave Macmillan, Cham.

LaFontana, K. M. & Cillessen, A. H. N. (2009). Developmental changes in the priority of perceived status across childhood and adolescence. Social Development, 19, 130–147.peers: A multimethod assessment. *Developmental Psychology, 38*, 635-647

LaFontana, K. M., & Cillessen, A. H. (2010). Developmental changes in the priority of perceived status in childhood and adolescence. *Social Development*, *19*(1), 130-147.

Laninga-Wijnen, L. (2017). The Role of Academic Status Norms in Friendship Selection and Influence Processes related to Academic Achievement. *Developmental Psychology*; pp 1- 15, DOI: 10.1037/dev0000611

Laninga-Wijnen, L., Gremmen, M. C., Dijkstra, J. K., Veenstra, R., Vollebergh, W. A., & Harakeh, Z. (2019). The role of academic status norms in friendship selection and influence processes related to academic achievement. *Developmental psychology*, *55*(2), 337.

Laninga-Wijnen, L., Harakeh, Z., Steglich, C., Dijkstra, J. K., Veenstra, R., & Vollebergh, W. (2017). The norms of popular peers moderate friendship dynamics of adolescent aggression. *Child development*, *88*(4), 1265-1283.

Laninga-Wijnen, L., Ryan, A. M., Harakeh, Z., Shin, H., & Vollebergh, W. A. (2018). The moderating role of popular peers' achievement goals in 5th-and 6th-graders' achievement-related friendships: A social network analysis. *Journal of Educational Psychology*, *110*(2), 289.

Lease, A. M., Kennedy, C. A. & Axelrod, J. L. (2002). Children's social Constructions of popularity. *Social Development, 11,* 87–109.

Leidy, M. S., Guerra, N. G. & Toro, R. I. (2010). Positive parenting, family cohesion and social competence among immigrant Latino families. *Journal of Family Psychology*, 24, 252-260. doi: 10.1037/a0019407.

Lepore, S. J., & Kliewer, W. (2019). Social intelligence attenuates association between peer victimization and depressive symptoms among adolescents. *Psychology of violence*, *9*(6), 644.

Li, H. (2017). The 'secrets' of Chinese students' academic success: academic resilience among students from highly competitive academic environments. *Educational Psychology*, *37*(8), 1001-1014.

Li, X., Kawachi, I., Buxton, O. M., Haneuse, S., & Onnela, J. P. (2019). Social network analysis of group position, popularity, and sleep behaviors among US adolescents. *Social Science & Medicine*, *232*, 417-426.

Lindenberg, S. (2000). The extension of rationality: Framing versus cognitive rationality. *L'ActeurEtSes Raisons. Mélanges EnL'honneur De RaymondBoudon, Edited by J.Baechler Et Al., Paris, Puf,* 168-204.

Lindenberg, S. (2006). Prosocial behavior, solidarity, and framing processes. In: D.Fetchenhauer, A. Flache, A.P. Buunk, and S. Lindenberg (Eds.), *Solidarity and Prosocial Behavior. An Integration of Sociological and Psychological Perspectives.* (pp.23-44). New York: Springer.

Loflin, D. C. & Barry, C. T. (2016). 'You can't sit with us:' Gender and the differential roles of social intelligence and peer status in adolescent relational aggression. *Personality and Individual Differences*, *91*, 22-26.

Ludden, A. B. (2012). Social Goals, Social Status, and Problem Behavior among Low-Achieving and High-Achieving Adolescents from Rural Schools. *Journal of Research in Rural Education*, *27*(7).

Markovic, A. & Bowker, J. C. (2015). Shy, but funny? Examining peer-valued characteristics as moderators of the associations between anxious-withdrawal and peer outcomes during early adolescence. *Journal of Youth and Adolescence*, *44*(4), 833-846.

McCullough, M. E. & Willoughby, B. L. B. (2009). Religion, self-regulation, and self-control: Associations, explanations, and implications. *Psychological Bulletin,* 1-25

Meijs, N., Cillessen, A. H., Scholte, R. H., Segers, E., & Spijkerman, R. (2010). Social intelligence and academic achievement as predictors of adolescent popularity. *Journal of Youth and Adolescence*, *39*(1), 62.

Mendolia, S., Paloyo, A. R. & Walker, I. (2018). Heterogeneous effects of high school peers on educational outcomes. *Oxford Economic Papers*, *70*(3), 613-634.

Merriam, S. B. & Grenier, R. S. (Eds.). (2019). *Qualitative research in practice: Examples for discussion and analysis*. John Wiley & Sons.

Mlozi, M. R. S., Kaguo, F. E. & Nyamba, S. Y. (2013). Factors influencing students' academic performance in community and government built secondary schools in Tanzania: A case of Mbeya Municipality. *International Journal of Science and Technology* 2 (2): 174–186.

Mondal, S. & Sutradhar, A. (2015). Effect of home environment on different dimensions of emotional maturity of adolescents. *The International Journal of Indian Psychology*, 2348-5396.

Mosha, M. A. (2017). The influence of peer group on academic performance of adolescent students in secondary schools in Tanzania: Faculty of Education, University of Bagamoyo, Tanzania. *Retrieved on 10-03-2018*.

Moureen, A. N., Stella, K. N. & Solomon, N. (2020). Correlation of Clinical Depression, Anxiety and Academic Performance of Adolescents in Selected Secondary Schools in Kenya. *American Journal of Applied Psychology*. 9(1), pp.14-21. doi: 10.11648/j.ajap.20200901.13

Mugenda, O. & Mugenda, A. (2003). Research methods: Quantitative and Qualitative methods. Revised in Nairobi.

Müller, C. M., Hofmann, V., Begert, T., & Cillessen, A. H. (2018). Peer influence on disruptive classroom behavior depends on teachers' instructional practice. Journal of applied developmental psychology, 56, 99-108.

Ngula, K. W., Mberia, H. K., & Miller, A. N. (2016). Parental mediation of adolescent media use and demographic factors as predictors of Kenyan high school students' exposure to sexual content in television. *African Journal of AIDS Research*, *15*(1), 1-8.

Ngware, M. W., Mahuro, G. M., Hungi, N., Abuya, B. A., Nyariro, M. P., & Mutisya, M. (2018). The Mediating Effects of Aspiration, Self-Confidence, Interest in Schooling, and Peer Influence on the Relationship Between Teen Girls' Behavior and Academic Performance. *Urban Education*, 0042085918772632.

Nomaguchi, K., Milkie, M. A. & Denny, K. E. (2016). Quantity of maternal time and child and adolescent development: Response to Kalil and Mayer (2016) and to Waldfogel (2016). *Journal of Marriage and Family*, *78*(1), 269.

Nyoni, M. & Bonga, W. G. (2017). Factors Affecting Students' Academic Achievement in Zimbabwe's Rural Secondary Schools: A Case Study of Marimasimbe Secondary School in Jiri Community. *Dynamic Research Journals' Journal of Economics and Finance (DRJ-JEF)*, *2*(3), 01-15.

Okorie, N. (2014). Relationship Among Peer Pressure, Time Management and Academic Performance of In-School Adolescents in Umuahia Education Zone, Abia State. *Unpublished M. Ed Dissertation University of Nigeria, Nsukka. http://www. unn. edu. ng/publications/files/Okorie% 20Angela% 20N kem. pdf*.

Olalekan, A. (2016). Influence of peer group relationship on the academic performance of students in secondary school (a case study of selected secondary school in atiba local government area of oyo state). G*lobal Journalof Human Social Science: A Arts & Humanities Psychology*, 16(4), 35 Version1.0. Retrieved from: https://socialscienceresearch.org/index.php/GJHSS/article/view/1826

Pandey, S. N. & Ahmad F. (2008). Significance of difference between male and female adolescents on academic achievement, intelligence and socio-economic status. *J. Commu. Guid. Res.* 25 (1): 34-39.

Parke, R. D., Cassidy, J., Burks, V. M., Carson, J. L., & Boyum, L. (2016). Familial contribution to peer competence among young children: The role of interactive and affective processes. *In Family-peer relationships* (pp. 121-148). Routledge.

Parke, D. R. & Gauvian, M. (2009). *Child psychology: A Contemporary Viewpoint*. New York

Pauriyal, K., Sharma, S., & Gulati, J. (2011). Friendship pattern as a correlate of age and gender differences among urban adolescents. *Studies on Home and Community Science*, *5*(2), 105-111

Peleg, O. (2012). Social anxiety and social adaptation among adolescents at three age levels. *Social Psychology of Education*, *15*(2), 207-218.)

Poling, D. V., Smith, S. W., Taylor, G. G. & Worth, M. M. (2019). Direct verbal aggression in school settings: A review of the literature. *Aggression and violent behavior*.

Potter, D. (2010). Psychosocial well-being and the relationship between divorce and children's academic achievement. *Journal of Marriage and Family*, 72, 933-946

Pourhosein, M. R., Kol, A. A. K., Vishkaiib, B. M. & Jourshari, F. P. (2017). Investigate the Relationship between Institutional Ownership in Tehran Stock Exchange. *International Journal of Economics and Financial Issues*, *7*(3), 276-285.

Praditsang, M., Hanafi, Z., & Walters, T. (2015). The relationship among emotional intelligence, social intelligence and learning behaviour. *Asian Social Science*, *11*(13).

Rambaran, J. A., Hopmeyer, A., Schwartz, D., Steglich, C., Badaly, D. & Veenstra, R. (2017). Academic functioning and peer influences: A short-term longitudinal study of network-behavior dynamics in middle adolescence. *Child Development, 88,* 523–543. http://dx.doi.org/10.1111/cdev.12611

Read, B., Francis, B. & Christine Skelton. (2011). "Gender, Popularity and Notions of In/authenticity Amongst 12-year-old to 13-year-old School Girls." *British Journal of Sociology of Education.* 32 (2): 169–183. doi:10.1080/01425692.2011.547304. 33.

Rist, P. (2019). *Theory of mind, emotional intelligence, and social stress in adolescents with HFASD* (Doctoral dissertation, Lethbridge, Alta.: University of Lethbridge, Faculty of Education).

Rodkin, P. C., Thomas, W. Farmer, Pearl, R. & Richard Van Acker. (2006). "They're Cool: Social Status and Peer Group Supports for Aggressive Boys and Girls." Social Development 15 (2) (May): 175–204. aph. doi:10.1111/j.1467-9507.2006.00336.x.

Roeser, R. W., Galloway, M., Casey-Cannon, S., Watson, C., Keller, L. & Tan, E. (2008). Identity representations in patterns of school achievement and well-being among early adolescent girls. *Journal of Early Adolescence*. 28(1):115–152.

Rose, K. K., Barahona, D. & Muro, J. (2017). Peer perceptions of students receiving pull-out services in elementary school: A multi-age study. *International Journal of Inclusive Education*, *21*(4), 376-388.

Rumberger, R. (2005). Dropping out of middle school: A multilevel analysis of students and schools. *American Educational Research Journal, 32* (3): 583-625.

Sahithya, B. R., Manohari, S. M., & Vijaya, R. (2019). Parenting styles and its impact on children—A cross cultural review with a focus on India. *Mental Health, Religion & Culture*, *22*(4), 357–383. https://doi.org/10.1080/13674676.2019.1594178

Santrock, W. K. (2012). *Adolescence*. New York McGraw-Hill companies.

Saunders, M., Lewis, P. & Thornhill, A. (2007). *Research methods for business students. 4th ed. London: Prentice Hall.*

Schoot, R., Velden, F., Boom, J. & Brugman, D. (2010). Can at- risk young adolescents be popular and anti-social? Socio-metric status groups, anti-social behaviour, gender ethnic background. *Journal of Adolescence*, 33, 583-592.

Schuster, M. A., Elliott, M. N., Bogart, L. M., Klein, D. J., Feng, J. Y., Wallander, J. L. & Tortolero, S.R. (2014). Changes in obesity between fifth and tenth grades: A longitudinal study in three metropolitan areas. *Pediatrics*, 134, 1051–1058. doi:10.1542/peds.2014-2195

Scortt, D. (2012). Meaning of academic performance. Retrieved from: http://www.ehow.com/about_6398585_meaning.

Shaffer, R. D. & Kipp, K. (2007). *Developmental Psychology: Childhood and Adolescence*. U.S.A: Wadsworth.

Shakib, S., Veliz, P., Dunbar, M. D., & Sabo, D. (2011). Athletics as a source for social status among youth: Examining variation by gender, race/ethnicity, and socioeconomic status. *Sociology of Sport Journal*, *28*(3), 303-328.

Sijtsema, J. J., Veenstra, R., Lindenberg, S. & Salmivalli, C. (2009). Empirical test of bullies' status goals: assessing direct goals, aggression, and prestige. *Aggress. Behav.* 35, 57–67. doi: 10.1002/ab.20282

Singh, A. P., & Misra, G. (2015). Pattern of leisure-lifestyles among Indian school adolescents: Contextual influences and implications for emerging health concerns. *Cogent Psychology*, *2*(1), 1050779.

Singh, A. S. & Masuku, M. B. (2014). Sampling techniques and Determination of sample Size in Applied Statistics: *An overview International Journal of Economics, Commerce and Management,* 2(11), pg. 1-22

Sirin, S. R. (2005). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research,* 75(3), 417-453.

Skelton, C., Christine, Francis, B. & Read, B. (2010). "Brains Before "beauty"?' High Achieving Girls, School and Gender Identities." *Educational Studies* 36(2): 185–194. doi:10.1080/03055690903162366

Slaughter, V., Imuta, K., Peterson, C. C., & Henry, J. D. (2015). Meta-analysis of theory of mind and peer popularity in the preschool and early school years. *Child development*, *86*(4), 1159-1174.

Stevens, G. W., Veldkamp, C., Harakeh, Z. & Laninga-Wijnen, L. (2020). Associations between ethnic minority status and popularity in adolescence: the role of ethnic classroom composition and aggression. *Journal of youth and adolescence*, 1-13.

Stone, M. S., Barber, B. L. & Eccles, J. S. (2008). We knew them when: Sixth grade characteristics that predict adolescent high school social identities. Journal *of Early Adolescence*. 28(2): 304–328.

Sumari, M., Hussin, Z. & Siraj, S. (2010). Factors contributing to academic achievement and moral development: A qualitative study. *The International Journal of Research and Review*, 5(2), 18-24.

Tandel, R. L., & Patel, J. B. (2020). Effectiveness of a Programme for Enhancing Social Intelligence in Students of Class XI.

Terwase, J. M., Ibaishwa, R. L., & Enemari, J. (2016). Parenting styles and gender as predictors of social intelligence among adolescents in idoma land. *Mediterranean Journal of Social Sciences*, *7*(1 S1), 181-181.

Thomas, P. A., Krampe, E. M. & Newton, R. R. (2008). Father presence, family structure, and feelings of closeness to the father among adult African American children. *Journal of Black Studies,* 38(4), 529-546.

Troop-Gordon, W., Visconti, K. J. & Kuntz, K. J. (2011). Perceived popularity during early adolescence: links to declining school adjustment among aggressive youth. *J. Early Adolescence.* 31, 125–151.doi: 10.1177/0272431610384488

Umezinwa, R. N. & Chigbata, J. I. (2013). "Education of women for national development". *Part-II: Social Sciences and Humanitie*s, 4(3), 2223-9944.

Vaillancourt, T. & Hymel, S. (2006). Aggression and Social Status: The moderating roles of sex and peer-valued characteristics. *Aggressive Behavior*. 32: 396–408.

van Den Broek, N., Deutz, M. H., Schoneveld, E. A., Burk, W. J., & Cillessen, A. H. (2016). Behavioral correlates of prioritizing popularity in adolescence. *Journal of youth and adolescence*, *45*(12), 2444-2454.

Voisin, D. R., Kim, D. H., & Hong, J. S. (2018). A closer look at school bonding among African American adolescents in low-income communities: A latent class analysis. *Journal of health psychology*, *23*(11), 1424-1437

Vonk, J., Jett, S. E., Tomeny, T. S., Mercer, S. H., & Cwikla, J. (2020). Young children's theory of mind predicts more sharing with friends over time. *Child development*, *91*(1), 63-77.

Wairegi, C. (2009). *Causes of poor Kenya Certificate of Primary Education in primary schools in Loita division of Narok South district*. (Unpublished master's thesis), University of Nairobi, Kenya.

Wang, M. T., Kiuru, N., Degol, J. L. & Salmela-Aro, K. (2018). Friends, academic achievement, and school engagement during adolescence: A social network approach to peer influence and selection effects. *Learning and Instruction*, *58*, 148-160.

Will, G. J., van Lier, P. A., Crone, E. A., & Guroglu, B. (2016). Chronic childhood peer rejection is associated with heightened neural responses to social exclusion during adolescence. *Journal of abnormal child psychology*, *44*(1), 43-55.

Wong, M. D., Chung, P. J., Hays, R. D., Kennedy, D. P., Tucker, J. S., & Dudovitz, R. N. (2019). The social economics of adolescent behavior and measuring the behavioral culture of schools. *Journal of child and family studies*, *28*(4), 928-940.

Yakubu, I. & Salisu, W. J. (2018). Determinants of adolescent pregnancy in sub-Saharan Africa: a systematic review. *Reproductive Health*, *15*(1), 15.

Zamboanga, B. L., Borsari, B., Ham, L. S., Olthuis, J. V., Van Tyne, K. & Casner, H. G. (2011). Pregaming in high school students: Relevance to risky drinking practices, alcohol cognitions, and the social drinking context. *Psychology Of Addictive Behaviors*, *25*(2).

Zhang, X., Pomerantz, E. M., Qin, L., Logis, H., Ryan, A. M. & Wang, M. (2019). Early adolescent social status and academic engagement: Selection and influence processes in the United States and China. *Journal of Educational Psychology*, *111*(7), 1300.

APPENDICES

Appendix I: Students' Questionnaire on Adolescents' Popularity

BASIC INSTRUCTIONS

This questionnaire seeks to obtain information that will be of help in finding out the influence of adolescents' popularity on academic performance. You are requested to respond to the items as honest as possible. The information you provide will only be used for the purpose of research and will be kept confidential. Therefore, do not write your name on this paper. Please note that there are no correct or wrong responses to these items but what is only appropriate to you. Indicate what is appropriate to you by using a tick (√)

SECTION A: Basic information

a) Gender: Male [ ] Female [ ]

b) Form: 1 [ ] 2 [ ] 3 [ ] 4 [ ]

SECTION B: Adolescents' popularity

Q1. Name one student in your class with whom you would like to spend time with during your free times.....

From the above named student tick where it is appropriate for him or her

a) Form: 1 [ ] 2 [ ] 3 [ ] 4 [ ]

b) Male [ ] Female [ ]

Q2 . **Likert-scale measure:** Learners rating of adolescents' popularity using likert-scale. The instrument is presented in a frequency table on a scale of 1 to 5.

1= Strongly disagree 2= Disagree 3= Undecided 4= Agree 5= Strongly agree

For the named student in question one above, indicate what is appropriate to him or her by using a tick (√)

Description internal factors ; social intelligence, aggression and physical attractiveness	**1**	**2**	**3**	**4**	**5**
a) Social intelligence					
i .The student can usually predict fellow students behaviours					
ii in most cases the student can usually tell how his or her actions will make others feel					
iii. The student easily understands my feelings as well as the feeling of others					
iv. The student can easily understand what others really mean through their expression like body language					
v. The student can easily fit in social situations					
vi. The student often has hard time getting along with other students					
vii. The student usually takes a long time to know others well					
viii. The student always has problem in finding good conversation topics					
ix. The student often hurts others without realizing it					
x. The student is often surprised by what other students do					

b)Description of aggression- The student:					
i) Often teases other students to make them angry					
ii) Regularly uses abusive words on other students					
iii)Usually encourages other students to fight.					
iv)occasionally calls other students nicknames, for example animal names like lion sheep ,or names of places like Nakuru because of their character					
v) occasionally Slaps or kicks someone when hurt					
vi) usually gets angry very easily with other students					
vii) mostly fights back when other student hit him/her first					
viii) usually pushes other students whenever on a queue					
ix) usually threatens to hurt/ hit other student(s)					
x) mostly makes fun of other students to make other students laugh					
c) Physical attractiveness- The student:					
i) Is always very smart in and outside the classroom					
ii) usually has an admirable slow walking style					
iii) Is of medium height (is neither tall nor short)					
iv) Has an admirable balanced facial shape (symmetrical shape)					
v) Has a thin body					
vi) has a fat body					
vii) usually uses body expressions like pointing using index finger or shaking the head when addressing other students					
viii) has a brown skin colour					

ix) has a dark skin colour					
x) Always dresses decently					
Description of external factors that cause adolescent's popularity; time management ,teacher influence ,sports and parental influence					
a)Time management - The student:					
i) usually turns up early for morning preps to study					
ii) mostly doesn't complete his/ her class assignment within the required time					
iii Often values free time than class work time					
iv)Usually values class work than free time					
v) most of the time has a personal watch to make him/her follow the activities planned for the day					
vi) most often plans and follows a personal study timetable very well					
vii) Usually studies without a personal timetable					
viii) regularly spends most of the time with his/her fellow students					
ix) usually sets apart time to seek help from teachers or fellow students on challenging academic issues					
x) Hardly uses a watch when studying					
b)Teachers influence					
i)Teachers usually believe in them					
ii) Questions are often directed to the student in class by the teacher					
iii)Teachers are usually pointed good things in them anytime they					

failed to answer questions correctly					
iv)Teachers mostly pushed the student to face what he/she found hardest to do like speak in public					
v) The student is usually appointed to leadership responsibilities					
vi) most of the time teachers refer the student as a role model to other students					
vii) most often teachers give extra assignments to the student					
viii) Teachers rarely refer to the student as a role model					
ix) Teachers hardly directs questions to the student					
x) Teachers are rarely friendly to the student					
c) **Sports**					
i)The student is mostly very active in sport activities					
ii) The student is usually inactive in sports activities					
iii)The student regularly encourages other students to join sport activities in the school					
iv) The student always has appropriate sports attire					
v) The student usually enjoys sports' activities					
vi)The student is usually forced to put on the appropriate attire for sports					
vii) The student is rarely found in mistakes in school					
viii) the student often values sports than class work activities					
ix) The student usually represents his/her school in competitions					
x) The student is usually selected to leadership position in sports					
d)Parental influence					

i) The student is mostly given a lot of money by parents					
ii) The student usually gets a lot of pressure from parents to perform well in academics					
iii)The parent usually encourages good discipline on the student					
iv) The student is always punctual in terms of attending to religious organization like Christian union sessions or seventh day Adventist as per the parents demand					
v)The student's parents are usually very punctual in attending to school academic activities					
vi) The students' parents are wealthy					
vii) The students' parents are well educated					
viii) The students' usually claims the parents don't have stable income					
ix) The students' parents usually pays his/her required school fees per term or per year					
x) The parent(s) usually follows up the discipline of the student when he/she is in school					

End

Thank you for your cooperation

Appendix II: Document Analysis for Popular Student's Academic Performance

The researcher intents to solicit information on popular students from the continuous Assessment test scores from the respective class teachers. The scores were standardized before being used in data analysis using the formula

$$z = \frac{x - \mu}{\delta}$$

Where; Z the standardized score

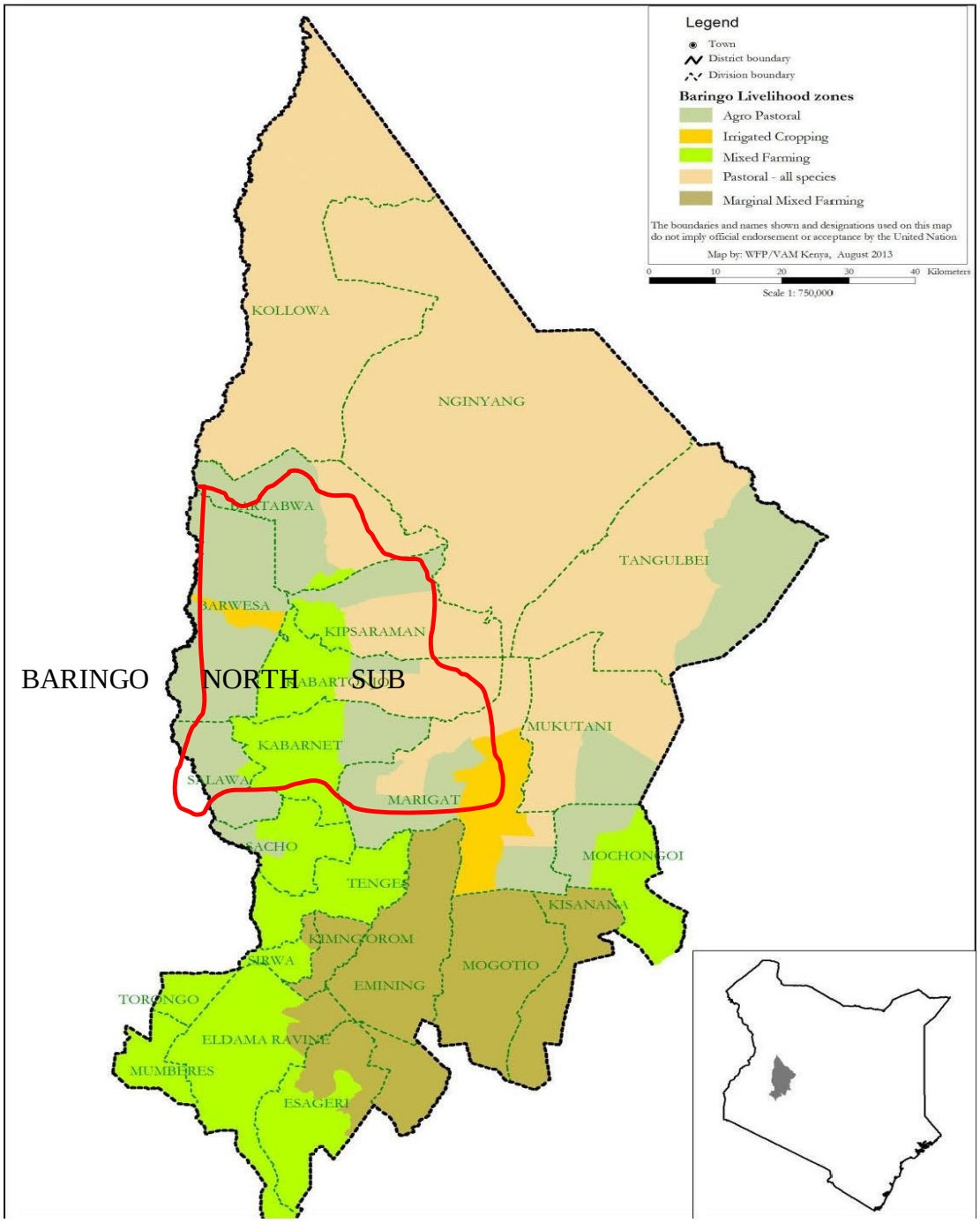
x is the score obtained by the popular student

μ is the mean of the class

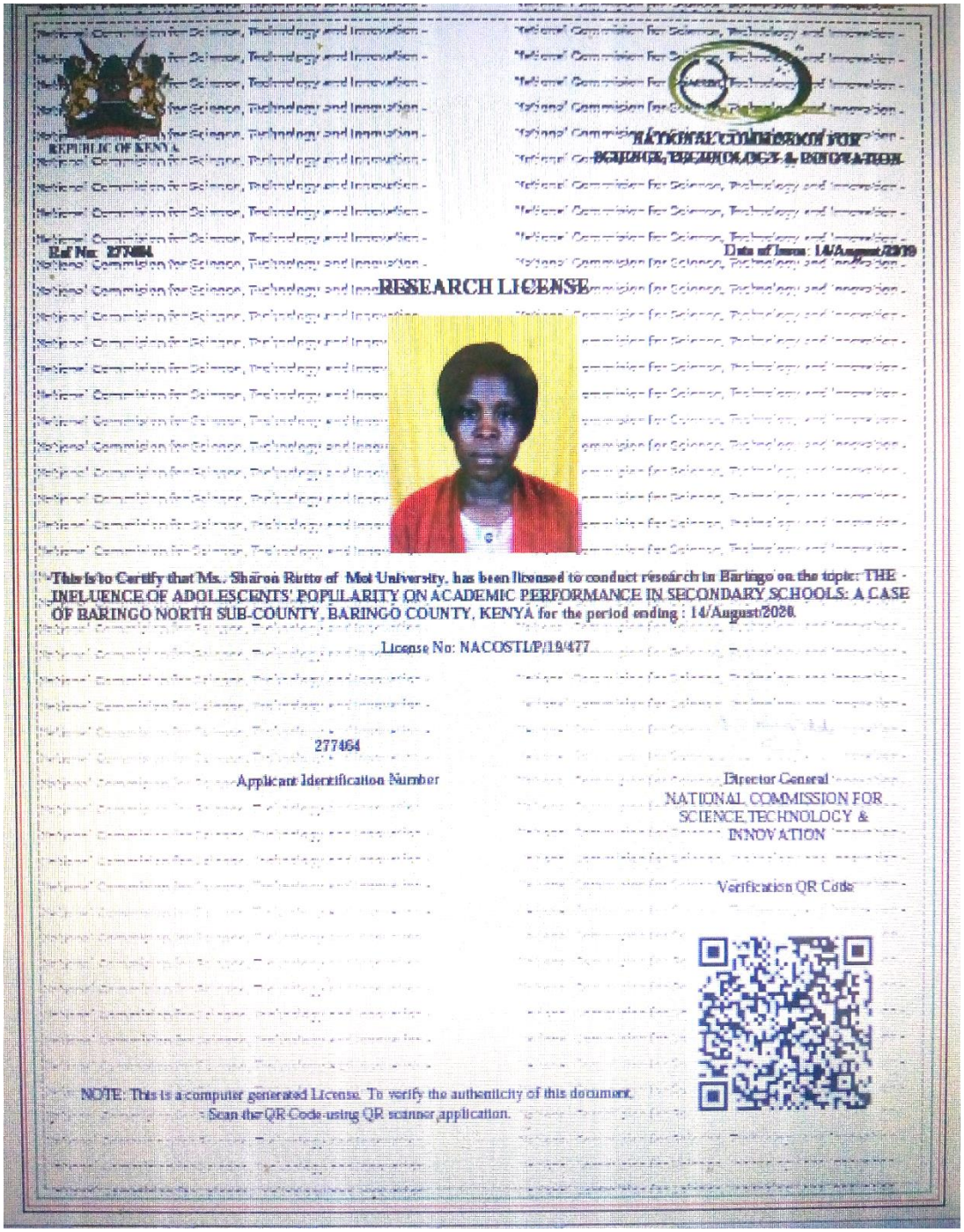
δ is the standard deviation

AppendixIII: Map of Baringo County (showing Baringo North sub – County)

C:



Appendix IV: Research Permit



REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 277464

Date of Issue: 14/August/2019

RESEARCH LICENSE

This is to Certify that Ms., Sharon Rutto of Moi University, has been licensed to conduct research in Baringo on the topic: THE INFLUENCE OF ADOLESCENTS' POPULARITY ON ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS: A CASE OF BARINGO NORTH SUB-COUNTY, BARINGO COUNTY, KENYA for the period ending : 14/August/2020.

License No: NACOSTI/P/19/477

277464

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

CONDITIONS

1. The License is valid for the proposed research, location and specified period
2. The License any any rights thereunder are non-transferable
3. The Licensee shall inform the relevant County Governor before commencement of the research
4. Recreation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies
5. The License does not give authority to transfer research materials
6. NACOSTI may monitor and evaluate the licensed research project
7. The Licensee shall submit one hard copy and upload a soft copy of their final report (thesis) within one of completion of the research
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice

National Commission for Science, Technology and Innovation
off Waiyaki Way, Upper Kabete,
P. O. Box 30623, 00100 Nairobi, KENYA
Land line: 020 4007000, 020 2241349, 020 3310571, 020 8001077
Mobile: 0713 788 787 / 0735 404 245
E-mail: dg@nacosti.go.ke / registry@nacosti.go.ke
Website: www.nacosti.go.ke