

Influence of Selected Psychosocial Factors on Learners' Performance in Science Subjects: A Case of Public Secondary Schools in Moyale Sub-County, Kenya

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Abstract

The study examined influence of selected psychosocial factors on learners' performance in science subjects. Using a descriptive survey design, the analysis of variance (ANOVA) revealed a statistically significant influence of science anxiety on learners' performance $F(4, 95) = 134.511, p < 0.05$. parental involvement on learners' performance $F(4, 95) = 93.997, p < 0.05$ and peers influence on learners' performance $F(4, 95) = 260.022, p < 0.05$ and teacher preparedness on learners' performance $F(4, 95) = 213.083, p < 0.05$. Further analysis of the effect size on the results showed science anxiety significantly influences learners' performance in science subjects ($\eta^2 = .850$); parental involvement significantly influences learners' performance in science subjects ($\eta^2 = .798$); peers influence significantly influences learners' performance in science subjects ($\eta^2 = .916$); and teacher preparedness significantly influences learners' performance in science subjects ($\eta^2 = .900$). Therefore this finding provide sufficient evidence to conclude that very high science anxiety had an influence on learners' performance by lowering learners' performance in science subjects; very high parental involvement had an influence on learners' performance by increasing learners' performance in science subjects; average peers influence had an influence on learners' performance by increasing learners' performance in science subjects; and very high teacher preparedness had an influence on learners' performance by increasing learners' performance in science subjects. Thus, the study recommends the school should strive to develop adequate learning environment where learners are free to consult when in need, provide reading materials and arouse interest in learners to work hard.

Key Words: Learners' performance, Parental involvement, Science subjects, Science anxiety, Peers influence, Poor performance, Psychosocial factors, Teacher preparedness.

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