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Full Length Paper

Influence of Internal Factors of Adolescents' Popularity on Academic Performance among Students in Public Secondary Schools in Baringo North Sub-County, Kenya

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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 study sought to determine the influence of internal factors of adolescents' popularity on academic performance among students in selected public secondary schools in Baringo North sub-county, Kenya. The study was guided by goal-framing theory, applying the ex post facto design. Purposive, proportionate and simple random techniques were used to obtain the sample. The target population was 8694 secondary school students, out of which 383 were sampled. Data was generated by using students' questionnaires whose reliability was established to be 0.770. The study employed both descriptive and inferential statistics. Pearson correlation coefficient and multiple linear regression analysis were conducted at a significant level of $\alpha = 0.05$. Data analysis was done with the aid of Statistical Package for Social Sciences (SPSS) version 26. The study established that internal factors of adolescents' popularity had a positive significant influence on the academic performance of students in secondary schools in Baringo North Sub-County with correlation coefficients of ($r = 0.547$, $p < 0.05$). The study recommends that, as a matter of urgency, guidance and counselling be a critical requirement for adolescent students to mitigate against popularity's negative effects on academic performance.

Keywords. Adolescent, Internal factors, Popularity, Academic Performance, Kenya

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1.0 INTRODUCTION

The determinants of perceived popularity vary by gender; for example, boys achieve high status based on athletic ability, coolness, toughness, social skills, and success in cross-gender relationships (Ngula et al., 2016). On the other hand, girls gain perceived popularity because of their parents' socioeconomic status, their physical appearance, social skills, and academic success (Brown et al., 2019).

Social intelligence is of more importance in the present lifestyle due to growing tensions, stresses and various complexities (Tandel & Patel, 2020). Van Den Broek et al. (2016) indicated that unpopular children showed less pro-social behaviour than those who were seen as average or highly popular. These studies concluded that popular children showed outstanding social intelligence, while the unpopular children had the least social intelligence.

Terwase et al. (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 to 17 years.The findings showed that only the permissive parenting style positively and significantly predicts social intelligence, while the authoritarian and authoritative parenting styles and gender did not predict social intelligence.

A study by Lepore & Kliewer (2019) on social intelligence attenuated the association between peer victimisation and depressive symptoms among adolescents. The findings established that girls reported more depressive symptoms and less physical victimisation than boys but did not differ from boys on social intelligence or relational victimisation. Specifically, the associations between victimisation and depressive symptoms were stronger among girls than boys and among those with low or moderate rather than high social intelligence. The study concluded that social intelligence may protect youth from the psychological harms of peer victimisation and could be an effective target of prevention programming.

Praditsang et al. (2015) conducted a related study which gauged the level of emotional intelligence, social intelligence and learning behaviour among 569 first-year students at a university in southern Thailand. The findings revealed that emotional intelligence and social intelligence were high, while learning behaviour was at a medium level.

Brown et al. (2019) conducted a related study, and the results showed that youths who engaged in both verbal and physical aggression were characterised by poor sleep quality and victimisation by peers and their carers and 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 behaviours, family relations, and academic performance than did their nonaggressive counterparts.

According to a study done by Hartl et al. (2019) on a test of the bistrategic control hypothesis of adolescent popularity in Asia, bistrategic popular adolescents had the highest popularity and above-average aggression and prosocial behaviour. However, their study focused on the bistrategic control hypothesis of adolescent popularity; there was no focus on the influence of adolescents' popularity on aggression.

According to a study done by Stevens et al. (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. This study further focused on associations between ethnic minority status and popularity in adolescence but did not focus on the influence of aggression on adolescents' popularity.

Rose et al. (2017), in their study, argued that whereas sociometrically popular youth score very low on aggression, perceived popularity is positively associated with aggression. Poling et al. (2019), in their quantitative studies on how perceived popularity correlates with behaviour, 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 behaviours such as ignoring or excluding a person and spreading rumours.

Duffy et al. (2017) revealed that adolescents high on popularity were more likely to bully others. Greater popularity prioritisation 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 prioritisation also contributed to greater defending overall.

Babaroglu (2016), while studying the gender differences in types of aggression, found no difference between the physical aggression behaviour of girls and boys with hearing impairment, while in the group of normal-hearing children, boys showed more physical aggression behaviours compared to girls. The researcher further argued that disabilities don't affect physical aggression behaviours of boys, while girls with hearing impairment are determined to have more physical aggression behaviours compared to other girls with normal hearing. On aggression and anger subscales, no difference was found between behaviours of children depending on their gender and disabilities.

Van Den Broek et al. (2016), in their study on behavioural correlates of prioritising popularity in adolescence, found that the combination of being popular and valuing popularity was strongly related to antisocial and risk behaviours, but not to prosocial behaviours. Adolescents' social status motivations thus play an important role in the association of popularity with antisocial and risky behaviours in late adolescence. Eckenrode et al. (2017), in their study, suggest that programmes for the prevention of aggression should be offered to mothers with lower levels of education or cognitive capacities.

A study by Laninga et al. (2017) on the norms of popular peers and moderate friendship dynamics of adolescents examined whether peer norms for aggression in the classroom affect the selection, maintenance, and socialisation of friendships related to aggression across the 1st year of secondary school. The study findings 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 behaviour of their friends.

A related study by Johnson & King (2017) found that physical attractiveness reduces the likelihood of a prison sentence among criminal defendants. Similarly, Adolphs and Tusche (2017) observed that an individual's attractiveness can influence prosocial behaviour towards them. Jacobson et al. (2019), in their study, noted that attractiveness predicts overall popularity, as measured by desirability as a friend and the percentage of peers who choose an individual as a friend. Further, the study argued that attractive individuals of both sexes were chosen more often as friends.

2. MATERIALS AND METHODS

This section outlines the methodological framework adopted for the study, detailing the procedures, tools, and rationale that guided the research process. It presents a description of the study area, population, and institutions involved, thereby providing the geographical, social, and educational context within which the study was conducted. The section further justifies the choice of the study location and explains how the unique characteristics of the area informed the research design. By describing the materials and methods, the chapter ensures that the study is transparent, replicable, and scientifically grounded.

2.1 Location of the Study 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 subdivided into four divisions and further into eleven locations and numerous villages scattered across its length and breadth. It lies at an average altitude that ranges between 1000 and 2200 m above sea level. The sub-county covers an area of 142.3 square kilometres. The sub-county has a population of 73,177 persons, a population density of 53 persons and 9,160 households (KNBS, 2019). 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.

2.2 Population of the Study

The sub-county has 30 registered secondary schools. Among these schools, four are extra-county, and 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, Kenya.

2.3 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), and e is the level of precision (0.05), is used to determine the sample size. This generated a sample size of 383. The following formula was adopted for calculation of sample size.

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

Saunders et al. (2007) and Mugenda & Mugenda (2003) 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 subset of the population that adequately represents the overall group, thus enabling one to give an accurate picture that is within acceptable limits of the population as a whole with respect to the particular aspects of interest of the study.

2.4 Research Instrument

The study utilised students' questionnaires, which had basic instructions. The questionnaire sought demographic information, including information on adolescents' popularity towards academic performance. The questionnaire was selected because it provides a high degree of data standardisation and adoption of generalised information amongst any sampled population (Krosnick, 2018).

2.5 Data Collection

The researcher obtained permission to conduct the study from the 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 the Sub-County Director of Education, Baringo North, to carry out 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 completed research instruments were collected and used in analysis.

2.6 Data Analysis

Both descriptive and inferential statistics were used to analyse the data. In addition, the researcher performed autocorrelation and multicollinearity tests on internal factors of adolescents' popularity. The descriptive statistics that were used include percentages, frequencies, mean and standard deviation. Inferential statistics included the Pearson correlation coefficient, and simple and multiple linear regression analyses were also employed. Analysis of variance (ANOVA) was used to test the research hypothesis at a significant level of 0.05. The following multiple linear regression model was adopted::

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

Where Y = Academic performance
a = Constant
$\beta_1 - \beta_4$ = Régression coefficients
X_1 = Gender
X_2 = Social intelligence
X_3 = Aggression
X_4 = Physical attractiveness
ε = error term

3.0 RESULTS

3.1 Descriptive statistics of internal factors of adolescents' popularity

The mean was analyzed based on the respondent's choices scaled between strongly agree and strongly disagree as indicated in Table 3.1.

Table 3.1: 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

Source:

According to the findings of the study in Table 3.1, 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

Table 3.2: 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

Source:

According to the findings of the study in Table 3.2, the respondents were undecided (approximate mean of 3) that popular students usually make fun of other students. Moreover, the respondents disagreed (approximate mean of 2) on the following aspects of aggression: The popular student usually gets angry very easily, the popular student occasionally calls other students nicknames, the popular student usually fights back when others hit him, and the popular student often teases others to make them angry.

Table 3.3: 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

The respondents agreed (approximate mean of 4) that the popular student was always very smart, dresses decently, is of medium height and has an admirable facial shape. Conversely, the respondents were undecided (approximate mean of 3) whether a popular student has an admirable slow walking style, has brown skin colour, has dark skin colour, usually uses body expressions like finger pointing, has a fat body or has a thin body (Table 3.3).

3.2 Descriptive Statistics of Academic Performance of Popular Students

The study used popular student average marks to measure the academic performance of popular students. Table 3.4 shows the descriptive statistics of popular student average marks per gender.

Table 3.4: 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 3.4 indicates 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.

3.5 Inferential Statistics

3.5.1 Autocorrelation tests for internal factors

The test for autocorrelation was conducted using the Durbin Watson tests.

Table 3.5: 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

Based on the results of the study in Table 3.5, the Durbin-Watson statistic is 1.834 which is between 1.5 and 2.5 and therefore the data used in the study was auto correlated.

3.2.2 Multi-collinearity Test for External factors

The study used tolerance (T>0.2) and variance inflation factor to test for Multi-collinearity.

Table 3.6: Multi-collinearity Test

Variables		Collinearity Statistics	
		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

Dependent Variable: Academic performance of students in public secondary schools in Baringo North Sub- County. The findings in Table 3.6 indicated that there was no multi-collinearity as shown by tolerance (T>0.2) and Variance Inflation Factor (VIF<10).

3.2.3 Correlation Matrix

The study used Pearson Correlation analysis to establish the kind of relationship that exists between the variables (Internal factors of adolescents' popularity and academic performance).

Table 3.7: Pearson correlation analysis of the relationship between internal factors of adolescents' popularity and academic performance

		Academic performance	**Internal 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
	Sig. (2-tailed)	.000	.000
	N	383	383

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

Based on the results in Table 3.7, 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. The study further established the existence of a statistically significant relationship of (r = 0.760, $p < 0.05$) between internal factors of adolescents' popularity and academic performance of students in public secondary schools in Baringo North Sub-County.

3.3 Multiple Regression Analysis

The internal factors of adolescents' popularity used in the study included: 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 3.8: 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 3.8, 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).

4. DISCUSSION

4.1 Descriptive Statistics of Internal Factors of Adolescents' Popularity

Descriptive statistical analysis was used to analyze elements of internal factors of adolescents' popularity.

4.1.1 Elements of Social Intelligence

This study established that popular students can understand feelings of others, predict fellow students' behaviours, fit into social situations easily, tell how their actions make others feel and understand others' body language. These findings are in tandem with those obtained by van Den Broek et al. (2016), 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 lifestyle due to growing tensions, stresses and various complexities. However, a related study conducted by Lepore & Kliewer (2019) on social intelligence attenuates the association between peer victimisation and depressive symptoms among adolescents and revealed that girls had more depressive symptoms with less physical victimisation than boys but did not differ from boys on social intelligence or relational victimisation.

4.1.2 Elements of Aggression

This study established that a popular student usually gets angry very easily, and a popular student occasionally calls other students nicknames. 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 characterised by poor sleep quality and victimisation by peers, and their carers evidenced high levels of distress and avoidant coping. In support of these results, Stevens 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 sociometrically 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 behaviour, typically measured as 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 behaviours such as ignoring or excluding a person and spreading rumours.

4.1.3 Elements of Physical Attractiveness

The study findings established that a popular student is always very smart, dresses decently, is of medium height and has an admirable facial shape. In line 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, physically 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-American 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.

4.2 Descriptive Statistics of Academic Performance of Popular Students

The study established that there was an increasing trend of academic performance of popular students, indicatingacademic 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 findings, Meijs et al. (2010) noted 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. In contrast to this, Krasniqi (2014) established that performance in the academic life cycle of an adolescent demands all facets of mental well-being, including psychological, social, emotional, spiritual and physical well-being.

4.3 Inferential Statistics

4.3.1 Autocorrelation Tests for Internal factors

The study revealed that the Durbin-Watson statistic was 1.834, which is between 1.5 and 2.5, and therefore the data used in the study was autocorrelated by Pourhosein et al. (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 a correlation between the internal educational factors and student academic achievement. Therefore, an increase in the independent variable (that is, either the internal factors of adolescents' popularity, the external factors of adolescents' popularity or the age variation of popular adolescents) would lead to an increase in the dependent variable over time.

4.3.2 Multi-collinearity Test for Internal factors

The study results indicated that there was no multi-collinearity as shown by tolerance ($T>0.2$) and Variance Inflation Factor ($VIF<10$), and this is in line with the rules discussed by research methodology experts (Aguguom et al., 2019).

4.3.3 Correlation Matrix

The study revealed the existence of a statistically significant relationship between internal 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 the academic performance of students in public secondary schools. This echoed 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 et al. (2017) revealed that both the internal factors of adolescents' popularity significantly influenced students' academic performance in secondary schools.

4.3.4 Multiple Regression Analysis

The study established a statistically significant relationship between internal factors of adolescents' popularity and academic performance in secondary schools in Baringo North Sub-County. This confirms the influence of internal factors of adolescents' popularity on the 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 and study habits on academic achievements of college students of District Pulwama, where they found out that social intelligence and study habits significantly influence academic achievements of college students. Additionally, Darling-Hammond (2010) conducted a related study on the influence of gender and study habits among youth in America and established that these factors had a significant influence on student academic achievement. Therefore, the multiple regression results generally indicated that social intelligence, aggression and physical attractiveness have a statistically significant positive influence on the academic performance of students in secondary schools in Baringo North Sub-County. Contrastingly, the results of the study revealed that gender did not have significant influence on the academic performance of students in secondary schools in Baringo North Sub-County. These findings conform with the study done by Kimeli, Charles & Douglas (2019) on empirical analysis of 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.

5. Conclusion

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 the 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 and increasing dieting, including unhealthy weight control behaviours such as purging in public secondary schools in Baringo North Sub-county..

6. Recommendations

As indicated by 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 the government, through the ministry of education, should come up with policies that protect the students from the effects of internal factors that directly influence the academic performance of students in secondary schools in Kenya.

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