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Predictors of Academic Motivation of Students in Public Secondary Schools in Kiambu County, Kenya

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Abstract— **What happens to students after transiting to high school? Many students, who pose good marks in their primary school, unfortunately, fail to record the same while in high school. This can be explained by a close examination of how motivated students are while in secondary school. The core purpose of this study was to investigate factors that may enhance a more sustainable academic motivation during the high school period so that students benefit from the educational process. Lack of motivation in studies while in secondary school has led to dismal performance in National exams, and many students do not benefit much even after the four years of secondary schooling. Such a concern called for an investigation. This study thus sought to investigate the predictors of Academic Motivation in public secondary schools in Kiambu County, Kenya. To accomplish this task, the study was guided by two research hypotheses. These included: There is a significant relationship between parental involvement and academic motivation in public secondary schools in Kiambu County. There is a significant relationship between school connectedness and academic motivation in public secondary schools in Kiambu County. The study made reference to Deci and Richard Ryan, Self-Determination Theory (1985). The study also made use of SPSS computer software for data analysis. The study also made use of descriptive survey design because it is useful in enabling the researcher to establish the relationship between the two predictor variables and their influence on Academic Motivation. Among the population, comprised of the form three students. The sample consisted of 240 students from 8 public schools who were selected through simple random sampling. The researcher also carried out a pilot study to check out if the respondents were consistent with the items provided in the questionnaire. Expert judgment was sought from the supervisor in developing and in the revising of the research instrument to ensure that there was validity and also to ensure that the research instrument yielded consistent results after repeated trials. Statistical Procedures were carried out using the statistical package for social sciences (SPSS). The data was analyzed through the quantitative technique. The study revealed that students whose parents are concerned with their studies depicted higher levels of academic motivation. Students also recorded high levels of motivation if the school environment was conducive. If these factors were met and strategies laid down for implementation, many students would benefit academic-wise. Among the recommendations that emanated from the findings was that; parents should be enlightened on the need to get actively involved in the academic activities of their students. The teachers should strive to understand and meet the students' needs while in school, this will motivate students to learn and eventually attain value for education, which is the core purpose of any education process.**

Index Terms— **Self-Determination Theory, education process**

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I. INTRODUCTION

Many schools globally, have continually put in place programs and reward systems aimed at motivating students to develop a positive liking in their studies. This is because academic motivation is closely associated with academic achievement (Peklaj&Levpuscek, 2006). Academic motivation is a crucial factor in every student's life for it determines to some extent how a student performs in his/her studies and also influences access to other institutions of learning(Pintrich, 2003). Reeve(2015) posits that motivated students can internalize the purpose of education in their lives and the value attached to good academic performance, hence motivated students to work towards achieving the very best in their studies.

Lack of academic motivation contributes to the passive learning process and eventually poor academic performance, a situation that may be alarming in any country (Gomleksi&Serhatglu, 2013). Lack of academic motivation may be attributed to a lack of parental involvement in any student's academic life and lackof school connectedness (Reeve & Harder 2003). Studies have shown that when students have supportive parents, they often exhibit an increased persistence in studies and greater levels of academic motivation (Isabelle & Anna-Lena, 2017).

Further, motivated students are likely to unfold as responsible citizens who can independently handle diverse life situations, excel in their studies and later, transcend to higher levels of learning; a placement that enables individuals to gain skills necessary for the competitive labour market. Academic motivation has been an area of focus this is becauseit is an important factor, which evokes and sustains interests in academics (Ryan &Deci, 2002).

Jeynes(2016) stressesthe crucial role that parents, teachers and peers play in student's academics. When students perceived that their parents recognize their academic effort and success, the students reported a higher perceived academic competence, academic ability and academic grades. Grolnick, Ryan and Deci (2002) investigated whether parental involvement predicted a mastery orientation approach to learning. The findings of the study revealed that when parents were actively involved in their student's academic life, like participating in various activities like completion of homework, attendance of school programs, attending events is the school programs, participating in their student's course choice and also having a follow up in the student's progress in school the students became more intrinsically motivated to learn.

According to a study by Emilio and Maureen (2000)

entitled '*two-parent- homes'*, the crucial role played in a child's education was noted. Parental involvement achieved its positive effect on students' academic motivation by way of communicating parental aspirations and especially if the expectations communicated to students was associated with enhanced achievement. In similar studies carried out by Kusurkar et al., (2013), the students showed interest in their studies when other people showed that they cared about them. Such students demonstrated to have positive feelings about their school and they were not prone to dropping out of school, particularly when they had ongoing connections with teachers. Likewise, when they were involved with highly-engaged peers, they were likely to be more engaged in their studies.
Van Wye et al., (2017) opines that when parents were actively involved in their children's academic life, the students were more engaged in their studies, they exhibited intrinsic motivation, and they were more self-regulated. Walton and Nasir (2014) contend that, when a student's motivation was boosted, the student would demonstrate extremely higher learning achievement. Several dimensions of parental involvement were also examined in a study by Brophy (2010) showed that revealed when parents were aware of their children's educational aspirations and more so if the school communicated with parents regarding the academic issue, motivational outcomes in various subjects were revealed.

Isabelle Hafner (2017) investigated the role played by a family background in the development of student's academic outcomes and which characteristics acted as a hindrance to the student's academic outcomes. A favorable pattern of students' academic outcomes was found when families were interested in math and perceived their math competence to be high, regardless of their amount of academic involvement. Those students who were from involved but unmotivated families recorded poor performance in the subjects and also showed low levels of academic motivation. When parents get involved in school programs they are likely to influence their student's performance. Further research showed that, when there was constructive communication between parents and teachers and if parents actively took part in the set school programs, the parents would learn from the teachers how to handle the student while they are at home, this, in turn, enhanced their children's academic performance (Gollwitzer, et al., 2011).

Rosenzweig and Winfield (2016) opine that students who show a sense of bonding or have a sense of belonging to their schoolare likely to be connected to their schools. Such students exhibit a liking towards the school and embrace the rules stipulated and more so embrace the values enshrined in the school. Sitwat and Zyngier(2012) also point out that school connectedness is a powerful factor that promotes academic motivation, lessens school absenteeism and also boosts performance. Students who feel connected to their school are less likely to be emotionally distressed or even show any signs of anxiety. Further, school connectedness impacts positively to academic motivation as well as academic achievement. Most students who are well connected were rarely found in disruptive behaviors such as substance abuse, violence and delinquency. (Austin, O'Malley &Izu, 2011). School connectedness is seen when a student exhibit high academic expectations and shows vigor and interest in learning. It also entails positive adult-student relationships and safety for both emotional well-being as well as physicalwell-being as posited by (Celiket. al, 2017). Academic motivation, academic achievement and increase in school attendance as well as classroom engagement may be promoted when there is an increase in student school connection(Akbaba, 2006).

According to a study by Mangal (2008), a relationship between the attractiveness of class material and school connectedness was found. It revealed that when a positive social bond between studentsand their school is developed the students were more likely to remain engaged in their studies. The students were also less likely to get involved in antisocial behaviors such as bullying.

According to (Deci& Ryan, 2000) when parents and teachers provided a supportive school environment, students were able to internalize their motivation thus they became more effective self-regulated learners. The same was affirmed by (Van den Broek,2010) who reviewed empirical studies and came to the conclusion that many benefits were attributed to an autonomy-supportive classroom environment. Such benefits included students setting their own learning goals and being able to regulate their learning behaviors. Laureen (2008) linked motivation with the use of self-regulated learning strategies inthe academic environment, academic motivation and outcomes improved when a meaningful relationship was established between a teacher and a student.

Available research by (Van Ryzin, et al., 2009), revealed that both elementary students and middle school students displayed higher levels of school engagement. The elementary students were 44% more likely to perform well academically while the middle school students recorded 75% higher levels of engagement. The results confirmed the noteworthy role of positive relationships between teachers and students play in academic achievement in a student's life. Eccles and Wigfield (2002) cited school engagement as a crucial forecaster of academic motivation as well as academic performance. Further, (Bozanoglu, 2004) stresses the need for students to be connected to the school,such student did engage more in the classroom activities and responded positively to the teachers. Students who did not feel connected to the school on the other hand did not succeed academically.

II. STATEMENT OF THE PROBLEM

It is the expectation of every parent to see his/her child (ren) succeed(s) after the four years of secondary schooling, become responsible and more so achieve quality grades which enable an individual to access other higher institutions of learning. Lack of academic motivation may result in a lot of wastage for many students, who become detached in their education for lack of motivation. Meaningful education can only be achieved when students realize the importance of education in the lives and the society at large and this can only be achieved if students are motivated to learn and they, themselves develop an interest in education. Academic motivation is a prerequisite for quality academic performance

hence all those involved in the education process must devise ways and mechanisms of ensuring that students' interest in education is sustained, this is because many students do not realize their full potential for the four years in secondary school. Academic motivation ensures that interest in education is sustained and students get grades that enable them to be trained in skills necessary for the labor market. On the other hand, lack of academic motivation leads to dismal academic performance, which has seen many students, lack the required entry grade to higher placement in education and ultimately in the job market. Society may also be overburdened especially when many people are unskilled and jobless. Students should be made to understand the need to adopt a positive interest in their studies, this is only possible when all stakeholders, mostly the teachers and parents, are involved in the education process of their children. The recurrent lack of academic motivation has led to the dismal performance in Kenya Certificate of Secondary Education nationally, which means that there is an issue that needs to be addressed in secondary schooling, to avert the dismal performance. This study was thus important to find out if the stated factors in this study can impact positively to the students' academic motivation which later will positively influence academic performance.

III. THEORETICAL FRAMEWORK

According to Self Determination Theory Deci& Ryan (1985), students can either be active as well as become engaged in an activity or they may be passive and detached while carrying out an activity. These states are influenced by the social environments in which they are in contact with on daily basis and from which they function. Deci and Ryan (2002) posit that any student may be triggered to act by various factors, which are determined by varied experiences and consequences, such as, a student can be motivated because they have an abiding interest in a subject or because external forces are pushing the student to act such as a perceived reward to act. SDT proposes that motivation is behind the reason as to why any learner would carry out any academic task. Some will do so because they grasp the value of education which determines a future career choice while others are moved by the reward system put in place in school, especially external rewards that involve material items.

i) Academic performance and the quality academic experience that a student demonstrates do vary according to the type of motivation. Extrinsic motivation has further been distinctively categorized into four subtypes, extrinsic motivation; introjected regulation, extrinsic motivation to external regulation, integrated regulation and lastly identified regulation (Deci& Ryan, 2002). These four sub-categories show differences in the degree of self-determination with which a person associates with the behavior (Deci& Ryan, 1985).

ii) Academic motivation enhances a consistent interest when carrying out academic activities; it also provokes feelings of excitement, as well as boosts students' self-confidence, which is later reflected in the way a student perform in his/her study, how persistence the student is and also how creative a student is in his/her studies (Deci& Ryan, 2002). Further, academic motivation enhances assimilation, mastery of content, and exploration of the studies as well as evoking academic interest (Pintrich, 2003). Hulleman and Harackiewioz (2009) posit that when students are motivated, they remain focused, and connected to school life. To some extent, self-motivated students are high academic achievers as they show persistence in their studies and consequently they experience positive outcomes in form of academic performance.

IV. RESEARCH METHODOLOGY

A) Research Design

The study adopted correlational design which enabled the researcher to establish the relationship between the two predictor variables and their influence on academic motivation. Further, a descriptive survey research design as posited by Mugenda and Mugenda (1999) was beneficial to the researcher for it enabled one to obtain information that described an existing phenomenon by asking individuals about their perceptions, attitudes and values. The descriptive survey research design was also useful when collecting information that requires a response on attitudes, opinions, habits or other social as well as education-related issues (Mugenda&Mugenda, 1999).

B) Sample Size

The sampling procedure was carried out by the use of stratified random sampling which was used in selecting schools for the study. The process entailed categorizing the school into regional, county and sub-county schools. The schools were stratified as Mixed Day Secondary School, Girls Secondary School, Boys Secondary School and Mixed Boarding and Day Secondary School. According to Charles and Fen (2007) stratified random sampling involvesthe splitting of population into lesser groups called stratas Therefore the researcher had four stratas which were Mixed Day Secondary School, Girls Secondary School, Boys Secondary School and Mixed Boarding and Day Secondary School. Simple random sampling was used in selecting the sample school from each stratum. To accomplish this, the **names of the schools were written on paper folds and** reshuffled into four containers, as per the four school categories.

Three schools were randomly selected from mixed day secondary school containers, two schools from girls' secondary school containers, two schools from boys' secondary school containers and one school from mixed boarding and day secondary school containers. In s girls and boys secondary schools, a random sampling technique was used to pick thirty students from each school. This was done through paper folds which contained the number of students in each school and those who picked the paper folds with numbers one to thirty were selected for the study. In the case of mixed schools, boys and girls were separated into two groups and fifteen boys and fifteen girls were picked from each group, using simple random sampling. This was also

done through paper folds and those who picked numbers one to fifteen were selected for the study. This ensured equal participation of boys and girls as shown in Table, 1.

The total number of schools that participated in the study was eight. The sample which according to Mugenda and Mugenda (1999) represents a smaller group obtained from the accessible population, constituted of 240 participants. The participants were assigned code numbers which were in line with their school admission number. The 240 students were distributed as follows; 60 girls from girls boarding, 60 boys from boys boarding, 45 boys from the mixed day, 45 girls from the mixed day, 15 boys and 15 girls from mixed boarding.

Table 1: Sample Size

Number	Type of School	Boys	Girls	Total
3	Mixed Day Secondary School	45	45	90
2	Girls, Secondary School	-	60	60
2	Boys, Secondary School	60	-	60
1	Mixed Boarding and Day Secondary School	15	15	30
Total		120	120	240

C) Research Instrument

The main research instrument for the study was a self-administered questionnaire that consisted of a Likert scale with a 5 point rating scale and another with 7 point rating scale. Likert scales according to Mugenda and Mugenda (1999) consists of matrix questions and the items within are stated in the declarative form. The numbers on a Likert scale were ordered as follows: Strongly disagree, Disagree, Undecided, Agree and strongly agree.

D) Data Collection Method

The researcher pre-visited all the sample schools and sought permission to collect data via questionnaire. The pre-visit acted as a guide for the researcher to familiarize with the environment and also it enabled the researcher to create rapport with the school administration. It is from these schools that the expected data was collected. The researcher distributed questionnaires to the respondents taking into consideration all ethical issue which guide academic research.

E) Data Analysis

The study made use of a quantitative data analysis technique. First, the questionnaires were checked for completeness after which quantitative data from the questionnaires were coded and computed using descriptive statistics. The study also made use of the Statistical Package for Social Sciences (SPSS) to represent the data in form of frequency and percentages. The data was further presented to inform of tables based on the four research questions. The analysis was done using the Pearson Correlation Coefficient and Linear Regression in order to establish whether psychological needs satisfaction did influence academic motivation.

Return Rate

The researcher administered the questionnaires to the respondents and ensured that all the questionnaires were properly filled and collected. Thus, the return rate for the questionnaires was 100 % (240).

Table II: Questionnaire Return Rate

Type of school	Frequency	Percent
Girls school	60	25.0
Boys school	60	25.0
Mixed day school	90	37.5
Mixed boarding & day	30	12.5
Total	240	100.0

The percentage of the schools that participated as indicated in table 4.1 above were 25.0% girls school, 25.0% boys school, 37.5% mixed day school, 12.5% mixed boarding and day.

A cross-tabulation of type of the school and gender is indicated in table III below.

Table III: Type of the School and Gender Cross Tabulation

		Gender		Total
		boy	girl	
Type of school	Girls school	0	60	60
	Boys school	60	0	60
	Mixed day school	45	45	90
	Mixed boarding & day	15	15	30
Total		120	120	240

The majority of the participants were girls (120) with the highest number 60 from girls' school, 45 from mixed day school, 15 from mixed boarding and dayschool. The boys were 120, most of who were from single boys' school 60, followed by 45 from mixed day school and 15 from mixed boarding and day.

V. RESULTS AND DISCUSSIONS

A) Research Hypothesis

$H_{a\,1}$: There is a significant relationship between parental involvement and academic motivation.

$H_{a\,2}$: There is a significant relationship between school connectedness and academic motivation.

B)Interrelationship between the Seven Domains of Academic Motivation

a) Description of Participants' Academic Motivation

A descriptive analysis was carried out in order to get the range, mean, standard deviation, skewness as well as kurtosis of each of the seven subscales of Academic Motivation Scale. Table 4 presents the following findings. The range for four domains was 24, the least being 18 for extrinsic motivation external regulated. The maximum score was 28 and the minimum score was 4. The standard deviation for intrinsic motivation to know was 4.17 was the least. The standard deviation scores for the seven domain recorded high scores, from 4.17 to 5.95.

C)The interrelationship between the Seven Domains of Academic Motivation

a. Description of Participants' Academic Motivation

A descriptive analysis was carried out to get the range, mean, standard deviation, skewness as well as kurtosis of each of the seven subscales of the Academic Motivation Scale. Table 4 presents the following findings. The range for four domains was 24, the least being 18 for extrinsic motivation external regulated. The maximum score was 28 and the minimum score was 4. The standard deviation for intrinsic motivation to know was 4.17 was the least. The standard deviation scores for the seven domains recorded high scores, from 4.17 to 5.95.

Table IV: Descriptive Statistics of Sub-Scales of Academic Motivation

Sub-Scale	Range	Min	Max	Mean	S	Sk	Kurtosis
IMTK	21.00	7.00	28.00	21.58	4.17	-.69	.67
IMTA	24.00	4.00	28.00	18.92	4.75	-.58	.77
IMES	24.00	4.00	28.00	15.45	5.40	.01	-.76
EMI	23.00	5.00	28.00	22.04	4.97	-.87	.19
EMIJ	24.00	4.00	28.00	19.37	5.06	-.13	-.61
EME	18.00	10.00	28.00	19.91	4.92	.04	-1.0
Amo	24.0	4.00	28.00	10.35	5.94	.87	-.11

n= 240

Key: Min- Minimum, Max- Maximum, S- Standard deviation, Sk- Skewness, IMTK- Intrinsic Motivation to Know, IMTA - Intrinsic Motivation Towards Accomplishment, IMES-Intrinsic Motivation to Experience Stimulation, EMid-Extrinsic Motivation Identified, EMin-Extrinsic Motivation Introjected, EME- Extrinsic Motivation External Regulation, AMo-Amotivation.

The highest mean score was 21.58 for extrinsic motivation identified and the least mean score was 10.35 for amotivation. Out of the seven domains, intrinsic motivation to know, intrinsic motivation towards accomplishment, extrinsic motivation identified and extrinsic motivation introjected were found to be negatively skewed. Thus the participants rated themselves highly on these domains. On the other hand, the score for skewness for intrinsic motivation to experience stimulation, extrinsic motivation external regulation and amotivation were positive which implied that participants rated themselves low on these sub-scales. The highest value in kurtosis was .77 which is <3 which implied a platykurtic distribution meaning that scores were more widely spread out.

Further, a bivariate analysis was done to obtain a correlation matrix to establish the interrelationship within the seven domains of academic motivation. Table 5. shows the results obtained; all the domains related to intrinsic motivation were positively and significantly correlated to academic motivation with the highest relationship observed between intrinsic motivation to accomplish and academic motivation *(r 240)= .62, p< .01),* followed by the relationship between intrinsic motivation to know and academic motivation *(r(240)= .48, p<.01).* The lowest relationship was found between intrinsic motivation to experience stimulation and academic motivation *s*

Table V: Correlation Matrix of the Domains of Academic Motivation

	IMTK	IMTA	IMES	EMid	EMin	EME	AM	AcM
IMTK	**1**							
IMTA	0.28**	1						
IMES	0.24**	.0.17**	**1**					
EMid	0.49**	0.31**	0.34**	**1**				
EMin	0.34**	0.33**	0.17**	0.37**	**1**			
EME	0.29**	0.26**	0.16**	0.48**	0.48**	**1**		
AM	0.22**	-.35**	-0.03**	-.32**	-0.19	-0.149	**1**	
AcM	0.48**	0.52**	0.361**	0.61**	0.18**	0.16	-.86**	**1**

n= 240 **P<.01

Key: IMTK- Intrinsic Motivation to Know IMTA- Intrinsic Motivation Towards Accomplishment IMES-Intrinsic Motivation to Experience Stimulation EMid-Extrinsic Motivation Identified EMin-Extrinsic Motivation Introjected EME-Extrinsic Motivation External Regulation AM-AmotivationAcM-Academic Motivation

All three domains of extrinsic motivation were found to be positively correlated with academic motivation. Extrinsic motivation identified and academic motivation had the highest correlation which was *(r (240) = .61, p< .01).* This was followed by the relationship between extrinsic motivation introjected and academic motivation *(r (240) =.18, p< .01).* On the other hand, extrinsic motivation external regulation was found to be positively correlated with academic motivation, it was not significant *(r (240) = .16, p>.01).*

The last domain was amotivation which was found to be negatively and significantly correlated to academic motivation *(r (240) = .86, p< .01).*Amotivaion had also a negative and was found to be significantly correlated to intrinsic motivation to know *(r ((240) = .22.* The other two domains of intrinsic motivation had a negative and significant relationship with amotivation. Intrinsic motivation to accomplish was found to have the highest negative relationship when correlated with amotivation (r (240) = *-.35, p< .01*. further correlation between amotivation and extrinsic motivation introjected was found to be negatively correlated, though not *(r (240) = -1.19, p>.05).* The other domain that was correlated with amotivation was extrinsic motivation external regulation which was found to be *(r (240) = .15 p>.05).* Extrinsic motivation identified was found to be negatively and significantly correlated with amotivation*(r (240)= -.32, p< .01).*

i) D) Relationship between Parental Involvement and Academic Motivation

a) Description of Participants' Parental Involvement Scores

In this section, a descriptive result of participants' parental involvement scores showing the range, mean, standard deviation, skewness and kurtosis is presented. The results are presented in Table 6. According to Table 4.6, the minimum score was 15 while the maximum score was 35. The mean score was 23.74 and the standard deviation was 2.82. The coefficient of skewness was found to be .35 meaning that many participants' level of parental involvement was high. Kurtosis was 1.92 which showed that the distribution was close to mesokurtic meaning values were widespread.

Table VI: Description of Parental Involvement Scores

Range	Min	Max	Mean	Standard Deviation	Skewness	Kurtosis
20.00	15.00	35.00	23.74	2.82	.35	1.92

Note. Min=minimum score; Max=maximum score.

The researcher further categorized the parental involvement level of the participants as being low, moderate or high. The data on Table 7 showed that the majority of 150 (50.6%) of participants were categorized as being moderate, 63 (34.2%) as high while 27 (15.2%) as low.

Table VII: Levels of Parental Involvement

	Frequency	Percent
Low	27	15.2
Moderate	150	50.6
High	63	34.2
Total	240	100.0

b. Hypothesis Testing

To determine the relationship between parental involvement and academic motivation, the following null hypothesis was advanced:

Ho_1: There is no significant relationship between parental involvement and academic motivation

To test this hypothesis the data was subjected to a bivariate correlation analysis using Pearson's product-moment correlation co-efficient. The results in Table 8 showed that

there was a significant and positive relationship between parental involvement and academic motivation *(r (240) = .130, p< .05).* The null hypothesis was therefore rejected.

Table VIII: Correlation between Parental Involvement and Academic Motivation

		Parental involvement	Academic motivation
Parental Involvement	Pearson Correlation	1	.130*
	Sig. (2-tailed)		.044
Academic Motivation	Pearson Correlation	.130*	1
	Sig. (2-tailed)	.044	

n= 240 * p < 0.05

VI. Discussion of the Results

The findings of this study revealed that there is a significant relationship between parental involvement and academic motivation. When parents were more involved in their children's' studies, their children had higher grade-point averages and were more engaged in school. This concurs with Walton and Nasir (2014) study which also revealed the important role that parental involvement has towards academic motivational outcomes. Indeed it examined how parental involvement predicted students' motivation in areas of school engagement. Both parents' educational aspirations for their children had strong positive effects on all academic motivational outcomes. Students were more likely to succeed when the parents were perceived as supportive. The results also revealed the important role played when there is parental involvement in enhancing academic motivation. In reference to a study done by Gollwitzer et al., 2011), in which the findings revealed that parental expectations and involvement correlates with a child's success in schools. Students who are more likely to succeed have parents that are perceived as supportive.

The important role that parents, teachers and peers play in students academics was also confirmed through a study by Jeynes (2016) who pointed that when students perceived that their parents recognize their children's academic effort and success, the students reported a higher perceived academic competence, academic ability and academic grades. This is in line with the result of the current finding which also revealed the role that parents play in enhancing academic motivation.

Further, similar results were recorded by Grolnick, Ryan and Deci (2002) in their study in which the participant whose parents were actively participated in their student's academic activities like completion of homework, attendance of school programs, attendance of extracurricular events, exhibited high levels of academic motivation as well as academic achievement. The findings of the study showed that all types of parental involvement were positively related to a mastery orientation. Meaning that students adopted an approach to learning where they were more likely to seek challenging tasks, persist through academic challenges and experience satisfaction in their school work.

Kusurkar et al., (2007) study results concur with the current findings, in both, a positive relationship was revealed between parenting practices and parental involvement in academic student's academic engagement. When parents were more involved in their children's studies, the children could score higher grade-point and were more engaged in school. These findings are in line with the findings of this study, which revealed a positive relationship between parental involvement and academic motivation.

Similar findings were revealed through a study by Emilio and Maureen (2000) which also revealed the importance of both parents being actively involved in the child's academic motivation. This was enhanced when parents communicated positive aspirations and more so if those aspirations and expectations communicated to the students were associated with enhanced achievement.

In yet another study, conducted by (Brophy, 2010).similar findings were in line with the current findings, which also showed the positive impact of parental support towards academic motivation. Particularly, perceived academic support from mothers was a significant predictor of academic motivation. While perceived academic support from fathers significantly predicted both academic motivation and academic resilience. These findings stress the need to incorporate parents as key stakeholders in their children's academic lives.

A) Relationship between School Connectedness and Academic Motivation

a) Description of Participants' School Connectedness Scores

In this section, a descriptive result of participants' school connectedness scores showing the range, mean, standard deviation, skewness and kurtosis is presented. The results are presented in Table 9

According to Table 9, the minimum score was 6 while the maximum score was 30. The mean score was 24.33 and the standard deviation was 3.39. The coefficient of skewness was found to be -1.8 meaning that many participants rated

themselves highly in this score. Kurtosis was 5.6. Which was leptokurtic, very sharply pointed.

Table IX: Description of Participant's School Connectedness Scores

Range	Min	Max	Mean	Standard Deviation	Skewness	Kurtosis
24.00	6.00	30.00	24.8	3.39	-1.8	5.6

The participants' school connectedness score was further used to categorize the participants as having a low, moderate, or high level of school connectedness. The data in Table 10 showed that the majority (228) of participants were categorized as being moderate and high in innate psychological needs. Only 12.4% were categorized as being low in school connectedness.

Table X: Levels of School Connectedness

	Frequency	Percent
Low	12	12.4
Moderate	193	62.5
High	35	25.1
Total	240	100.0

b. Hypothesis Testing

To determine the relationship between school connectedness and academic motivation, the following null hypothesis was advanced:

Ho_1: There is no significant relationship between school connectedness and academic motivation

To test this hypothesis the data was subjected to a bivariate correlation analysis using Pearson's product-moment correlation co-efficient. The results in Table 11 showed that there was a significant and positive relationship between school connectedness and academic motivation (r (240) = .15, *p < .05. The null hypothesis was therefore rejected.

Table XI: Correlation between School Connectedness and Academic Motivation

		School connectedness	Academic motivation
School connectedness	Pearson Correlation	1	.15*
	Sig. (2-tailed)		. 01
Academic motivation	Pearson Correlation	.15*	1
	Sig. (2-tailed)	.01	

n= 240 * p < .05

The findings of this study revealed that there is a significant and positive relationship between school connectedness and academic motivation. This means that when students develop a positive bond with their school, they are more likely to remain academically engaged. This concurs with a study by Mangal (2008) where a relationship between attractiveness of class material and school connectedness was found. The study had hypothesized that school connectedness would predict academic motivation. The results found a relation between school connectedness, student motivation, and self-regulation and student attitude towards school which is similar to the current study findings.

School connectedness was also seen to correlate directly to improved academic achievement as well as academic motivation. Similar findings were revealed by a study done by Herzberg (2007), in which data was analyzed from over 12,000 middle school and high school students that participated in a National Longitudinal Study of Adolescent Health. Family connectedness and perceived school connectedness was seen as useful in preventing numerous risky behaviors.

Further, academic motivation and outcomes improve when a meaningful relationship is established between a teacher and a student. In a longitudinal study conducted by Van Ryzin, (2009), the significant correlations in underscoring the noteworthy role that building positive relationships play in the achievement of students, the results in both studies indicated that students displayed higher levels of engagement and were more likely to perform well academically. Similarly, the middle school students who experienced higher levels of engagement were 75% more likely to perform better academically. Such results reveal school engagement is a crucial forecaster of academic motivation as well as academic performance.

A similar correlation was revealed by a study by Laureen (2008) which found a relationship between school connectedness and increased academic motivation. Similar findings showed that students who are attached to the school engage more in the classroom activities and respond positively to the teachers. Further in a study carried out by Sitwat and Zyngier (2012) on school connectedness and academic motivation. It concurs with the current findings, in that when a relationship between students and teachers is sour, the less likely that student will be connected to the school environment.

The study showed that when the teacher becomes supportive of their students, a positive correlation between teachers' support, student motivation and academic performance is realized. The results for the study conquer with the present study and emphasized the importance of

students becoming engaged to their teachers. The more attached a student is to a teacher, the more likely that the student will engage in the school's activities. On the other hand, the less motivated and social a student is in school, the more likely that the student will drop out.

The findings are also in line with a study conducted by Celik et al., (2017) who found the positive correlation between school connectedness and performance, school connectedness impacted positively academic outcomes such as academic performance, self-esteem and academic motivation. furthers, a study by Austin, et al., findings are similar to the current findings which revealed that, when students were able to connect with others in the school, such students exhibited higher levels of motivation and they were also disciplined. Similarly results by Deci and Ryan (2002), also revealed how school connectedness, predicted a significant change in intrinsic motivation. When teachers became supportive of the students, a positive correlation between teachers' support, student motivation and academic performance was realized. The results for the study indicated that the more attached a student is to a teacher, the more likely that the student would engage in the school's activities. On the other hand, the less motivated and social a student was in school, the more likely that the student would drop out. The same student was at risk of being involved in disruptive behavior in class and exhibiting increased absenteeism.

VII. SUMMARY AND CONCLUSIONS OF THE RESEARCH FINDINGS.

It is evident from the findings that when students perceive that their parents recognize their academic effort and success, the students report a higher perceived academic competence, academic ability and eventually quality academic grades. This is possible when parents get actively involved in their students' academic life, like participating in various activities like attending school-related programs, school events, participating in their student's course choices and also having a follow up in the student's progress in school. This enhances academic motivation and more specifically intrinsic motivation. Further, school connectedness impacts positively in academic outcomes such as academic performance, self-esteem and academic motivation. School connectedness is crucial in enhancing academic motivation and academic outcomes. When a meaningful relationship is established between a teacher and a student, higher levels of academic engagements are attained. They are likely to get engaged more in classroom activities and respond positively to the teachers which result in being motivated to their study. On the other hand, students who do not feel connected to their school fails to succeed academically. If the relationship between students and teachers is sour, the students may fail to connect to the school environment, which will impact negatively in the studies. Such students are likely to drop out of school and even engage themselves in disruptive behaviors. When students develop a positive social bond with their school and significant others like teachers and fellow students, also prevents emotional distress, including symptoms of depression and anxiety and it also hinders students from disruptive behavior such as substance abuse and delinquency.

VIII. RECOMMENDATIONS.

The findings of this study revealed a significant and positive relationship between the variables. The intervention programs should be initiated in schools to enlighten the parents on the need to be involved in the academic process of the learners as this will enhance their academic motivation. Teachers should be informed on factors that boost academic motivation as this will enable them to integrate these factors in the learning process to boostthe academic motivation of the learners. Teachers should also be enlightened on the need to understand the learner's needs and put them into consideration in their teaching methodology which will be aimed at sustaining the students' interest to learn. The policymakers in the ministry of education should come up with programs to train both teachers and parents on major ways of enhancing learners' academic motivation thus increasing their productivity throughout the learning process.

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