

**ACADEMIC MINDSETS AND BUOYANCY AS CORRELATES OF  
ACADEMIC MOTIVATION AMONG FORM THREE  
STUDENTS IN MURANG'A COUNTY, KENYA**

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## DECLARATION

I declare that this research thesis is my original work and has not been presented in any other university/institution for consideration of any certification. This research thesis has been complemented by referenced sources duly acknowledged; where text, data, graphics or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using the current APA system and in accordance with anti-plagiarism regulations.

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I confirm that the work reported in this research project was carried out by the candidate under my supervision as university supervisor.

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## ABSTRACT

Murang'a County has reported low academic motivation among high school students which has been evident through different negative student behaviours. Consequently, this study was executed with the aim of exploring correlates and predictors of academic motivation in Murang'a County, Kenya since little has been done on the same in the area. This study had three objectives which sought to answer the question whether academic mind sets and academic buoyancy relate to and predict academic motivation. Social Cognitive Theory of Motivation and Personality (Dweck & Legget, 1998) together with Weiner's Attribution Theory and Control (Weiner, 1972) were the theories which were relied upon in linking the variables being studied. Correlational research design was used. The research targeted the form three students only from Kigumo Sub County. Multistage and random sampling aided in choosing a sample of 341 participants. Through stratified sampling the schools were subdivided into four strata. Ten schools out of the 36 schools were selected purposively. Sample size for the pilot study was 35 students from one school. Data collection tool was a self-report questionnaire. Test retest method helped in checking the reliability while research experts and specialists helped in ensuring the validity of the instrument. Statistical Package of Social Sciences (SPSS) program aided entry, assigning codes and analysing of the data. Multiple regression analysis, t-test and Pearson's product moment correlation coefficients were utilised in testing hypotheses. As per the obtained findings: there was a significant positive relationship between growth academic mindsets and academic motivation whereas a negative relationship was found between fixed academic mindsets and academic motivation, Academic buoyancy and academic motivation had moderate positive significant relationship,  $r(300) = .45, p < .05$ . and academic mindsets and academic buoyancy significantly predicted academic motivation,  $F(3, 298) = 29.87, P < .05$ . A predictive equation for academic motivation was generated as follows:  $\hat{Y} = 2.86 + 0.03X_1 + 0.39X_2 + 0.07X_3$  ( $\hat{Y}$  = Predicted academic motivation,  $X_1$  = Fixed academic mind set,  $X_2$  = Growth academic mind set and  $X_3$  = Academic buoyancy). The main finding in regard to the variables studied is that academic mind sets and academic buoyancy are positive and significant correlates as well as predictors of academic motivation. The study's recommendations suggested ways in teachers, parents as well as other educationists can equip students with the relevant skills to boost their academic mind sets and buoyancy in order to improve academic motivation.