PREDICTORS OF ACADEMIC MOTIVATION OF STUDENTS IN PUBLIC SECONDARY SCHOOLS IN KIAMBU COUNTY, KENYA.

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AUGUST, 2020.

DECLARATION

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

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DEDICATION

This project is dedicated to my son Francis Munge, my dear mum (deceased), my mentor and friend Linda Gahan and her entire family and lastly my entire family.

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I would like to express my gratitude to the people who made the completion of this project a reality. First, I thank Almighty God for His grace, mercy and abundance in my academic journey. I appreciate, my able Supervisor; Dr. Samuel Mutua Mutweleli, from the Department of Educational Psychology, Kenyatta University, for his intellectual guidance, encouragement and support which shaped this project. I would also like to appreciate all the members of teaching fraternity in the department of Educational Psychology; Kenyatta University for imparting knowledge in various fields in the course of my studies which has culminated in the success of this project. May God bless you all.

I also which to appreciate my mum (deceased) who was always there encouraging me, with prayers and her unconditional support. May God rest her soul in eternal peace. My mentor Linda Gahan, who walked with me throughout the academic journey, may Almighty bless her and her entire family. My three sisters for their prayers and support, my son Francis Munge and dear friends for their encouragement and prayers. May God bless you all.

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ABBREVIATIONS AND ACRONYMS

AMS	Academic Motivation Scale
BPNS-S	Basic Psychology Need Satisfaction Scale
SDT	Self Determination Theory
SSPS	Statistical Package for Social Sciences

ABSTRACT

This study sought to investigate the predictors of Academic Motivation in public secondary schools in Kiambu County, Kenya. Students' lack of motivation in studies while in secondary school has led to dismal performance in Kenya Certificate of Secondary exams which means that many students do not benefit much even after the four years of secondary school. Such a concern called for investigation. To accomplish this task, the study was guided by four research hypotheses. These included: There is a significant relationship between parental involvement and academic motivation of students in public secondary schools in Kiambu County. There is a significant relationship between school connectedness and academic motivation of students in public secondary schools in Kiambu County. There are gender differences in students' academic motivation in public secondary schools in Kiambu County. There is a significant relationship between the satisfaction of psychological needs and academic motivation in public secondary schools in Kiambu County. The study made reference to Self-Determination Theory by Deci and Ryan, (1985). The study also made use of SPSS computer software for data analysis. A descriptive survey design was adopted because it enabled the researcher to establish the relationship between the four predictor variables and their influence on Academic Motivation. The population, comprised of the form three students, 2016. 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. The researcher sought expert judgment from the supervisor in developing and revising the research instrument to ensure that there was validity and also to ensure that the research instrument yielded consistent results after repeated trials. The researcher made use of the statistical package for social sciences (SPSS) to carry out statistical procedures. The data was analyzed through the quantitative technique. 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 get value from the education process. The study revealed that students whose parents are concerned with their students' studies, depicted higher levels of academic motivation. Students also recorded high levels of motivation if the school environment was conducive. Further, it was evident that students whose innate psychological needs were met, were highly motivated in their studies. If the three factors were met and strategies laid down for implementation, many students would benefit academically. 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.

CHAPTER ONE

INTRODUCTION AND CONTENTUALIZATION OF THE STUDY

1.1 Introduction

This chapter focuses on the background to the study, statement of the problem, the purpose of the study, objectives of the study, research hypotheses, significance of the study, delimitations and limitations of the study and assumptions of the study. It also focuses on the theoretical framework, conceptual framework as well as operational definitions of terms.

1.2 Background to the Study

Many schools globally, have continually put in place programmes 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 academic motivation, hence motivated students to work towards achieving the very best in their studies. 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 (Albrecht, 2012).

Diverse studies have been carried out in areas of academic motivation; this is because motivation is an important factor, which evokes and sustains interests in academics. Among those who have carried out research related to academic motivation are among others (Vallerand et al., 2008, Pintrich & Schunk, 2002, Deci & Ryan, 2000). Despite the vast research done in relation to academic motivation, the findings are still inconclusive hence the need to do more research to get more informed in the area of interest. Many researchers among them (Brophy, 2009, Pintrich, 2004) among others have taken an interest and have researchedon ways, systems and as well as factors that may enhance and sustain academic motivation.According to Gomleksi & Serhatglu (2013), most students often record higher levels of academic interest and demonstrate an eagerness to learn during the onset of high school life. At this level, students do post quality grades in various subjects. Indeed, during the first two years of secondary schooling, most students show keenness in their academic work and many frequent the library and the laboratories, which indicate a higher level of motivation. at this stage, many students score quality grades in all the subjects especially in form one.

Karabenick & Urdan (2014) posits that academic motivation lessens for most studentsas they progress to higher levels in the course of their education.In fact, most students end up being amotivated towards the end of their schooling, a situation that leads tomany schools to lay strategies that can ensure a sustained motivation in academics. Such strategies include among others; external motivation strategies such as a continuous reward system, whereby the outstanding performances are given material rewards (Murphy & Alexander, 2000). Others are rewarded with educational trips, while others

are awardedscholarships. The reward system is an external way of ensuring that academic interest is sustained.

These kinds of enticements reflect the belief that motivation does act as reinforcement and is compulsory in shaping instruction and hence facilitate learning (Ryan & Deci, 2008).

Many schools in Kiambu County are located within town centers, where diverse business activities take place; the environment may influence the mindset of many students especially the day scholars who are in daily contact with such activities. According to (Celik et al, 2017) the money-oriented environment may hinder students' interest in studies, this is because manystudents may not understand the role that education play in shaping their future lives, especially when their mindset is more inclined to earning money than to studying. Therefore, students in this locale are likely to exhibit amotivation in their studieswhich resultsina dismal performance in the locale.

Many will even engage in small scale businesses while in school holidays in which they get ‘quick’ monies as compared to focusing on their studies. This may explain why most students show no interest in their studies, which leads to the dismal performance in the National Examination.Teachers and the parents in the locale are therefore tasked with the duty of ensuring that they motivate their students to study and focus on their academics. (Lazowski, 2016) opines that academic motivation can be maintained through different strategies both intrinsically and extrinsically for the four years of secondary schooling. In extreme cases, many parents/guardians and teachers in the

locale may be subjected to a situation in which, students attend classes for the sake of obtaining a certificate regardless of the grades obtained which waters down the value of education.Lack of academic motivation contributes to the passive learning process and eventually poor academic performance, a situation that may be alarming in any country (Pintrich, 2003).

A student in Kiambu County who lacks academic motivation may not proceed to higher levels of learning and this meansthat such a student eventually will miss out on the competitive market, either globally, nationally, or at county levels. Lack of academic motivation may be attributed to a lack of parental involvement in a student's academics, lack of school connectedness as well as unmet psychological needs (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). A student who lacks academic motivation may exhibit feelings of disinterest in education, boredom as well as withdrawal in studies. However, if schools, creates a conducive environment and enhance school connectedness, academic motivation will also be enhanced. Further, if a student perceives that his/her innate psychological needs for autonomy, competence and relatedness are met, they exhibit a sense of belonging to others; devote time and energy to studies as well as meeting the challenges of their school work (Ryan & Deci, 2002).

School connectedness has positively been related to individuals' effective functioning in attitudes and behavior as well as the well-being of the individual, which according to

Rosenzweig and Winfield (2016). boost academic motivation. This study focused on investigating the unattended factors in relation to parental involvement, school connectedness, gender and innate psychological needs, to enlighten the teachers, parents and all stakeholders involved to consider the factors that can sustain and maintain academic motivation. According to Deci and Ryan (2002), all human beings are embedded with an innate nature of being curious and showing interest in what they do and this can be maintained by the satisfaction of the above factors.

Such similar studies dominate the research field globally but such studies are very few at the local level, which informed the investigation of this study.

1.3 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 ina lot of wastage for many students, who become detached in their education for the four years and who show no motivation in their academics. Such students lack ways or mechanisms of sustaining academic interest. Such students do not realize the need to be motivated in their academics, later on, they are subjected to difficulties in life, especially when they miss out on many opportunities later in life. Meaningful education can only be achieved when students realize the importance of education in their 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. This calls for all the stakeholders involved in theeducation process to devise ways and mechanisms of ensuring that students' interest in education is sustained, there is a likelihood that all students will eventually realize their full potential. This means that many students will get the grades that will enable them to be trained in the skills necessary for the labour market. On the other hand, lack of academic motivation translates 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 withpeople who are unskilled and jobless. Students shouldbe made to understand the need to adopt a positive interest in their studies, this can only be made possible when all stakeholders; teachers, students and parents are involved in the education process of their students. Most educational researchers have focused on academic performances while academic motivation has received little attention. In particular innate psychological factors have not been researched widely, yet they are known to have a great impact on influencing the academic motivation of students in developed countries. This study was thus important to find out if the stated factors in this study can positively impact students' academic motivation.

1.4 The Purpose of the Study

This study aimed at determining the relationship between parental involvement, school connectedness, gender and innate psychological needs satisfaction in relation to academic motivation. Motivation is a core factor in academic quality performance.

1.5 Objectives of the Study

The study sought to achieve the following objectives:

i. To determine the relationship between parental involvement and academic motivation.

ii. To find out the relationship between school connectedness and academic motivation.

iii. To find out if gender differences exist in student's academic motivation.

iv. To establish the relationship between psychological innate needs and academic motivation.

1.6 Research Hypotheses

$H_{a\,1}$: 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.

$H_{a\,3}$: There are gender differences in students' academic motivation.

$H_{a\,4}$: There is a significant relationship between the satisfaction of psychological needs and academic motivation.

1.7 Significance of the Study

The findings of the study may contribute to the already existing literature on students' academic motivation. The results will inform most schools in Kiambu county on how to instill and maintain long-lasting academic motivational strategies to enablestudents in the said locale to understand as well as internalize the importance of showing and

sustaining an interest in their studies. Many students will be informed of the positive role that academic motivationplays in influencingacademic achievement.

The findings may also be influential in informing teachers and parents on factors that boost academic motivation. The teachers may be informed on areas to focus in the course of the teaching process which may boost academic motivation; hence, the teaching methodology they adopt should stimulate learning and evoke interest in academicsto ensure that all learners are academically motivated.

The Curriculum Developers may also be informed on factors that enhance academic motivation, hence such factors canbe considered in the implementation of education policies, and also come up with a curriculum that incorporates such factors, with the aim of helping all students in the four years of schooling. The information may also be crucial to parents for they will be enlightened in ways that can be crucial in sustaining academic motivation while at home.

1.8 Limitations of the Study

The study was only confined to a few secondary schools in Kiambu hence cannot be generalized beyond the specified population from which the sample was drawn. The data collection also relied on self-report and survey methods, which can be subjective. Financial challenges also hindered the researcher fromaccessing a larger sample in the study. Time was also a challenge because of the tight school programme and also it was

a challenge getting all the students to fill and return the questionnaires within the time the researcher was permitted in the schools.

1.9 Delimitations of the Study

The study focused on four variables that influenced academic motivation. Parental involvement, school connectedness gender and innate psychological needs for autonomy, competence and relatedness. Student's motivational level may also be affected by other factors such as entry behavior, parenting style, teacher's motivational level, and other factors that were not dealt with in this study. This study was thus guided by the review of the existing literature which mainly focused on the relationship between academic motivation in relation to the four predictor variables mentioned.

1.10 Assumptions of the Study

In this study, the following assumptions were made;

i. Student's lack of motivation could be explained due to lack of parental involvement, school connectedness and the unmet innate psychological needs in the academic life of the student.
ii. The respondents would cooperate with the researcher hence provide honest responses on the items in the questionnaire
iii. The return rate of the questionnaires would be high enough to provide a representative sample.

1.11 Theoretical Framework

Self Determination Theory (Deci & Ryan 1985).

This section deals with the theoretical framework that the researcher based the study on, which is the Self Determination Theory (Deci & Ryan, 1985).

According to Self Determination Theory Deci & Ryan (1985), students can be proactive and engaged or passive or alienated, which is influenced by the social conditions in which they develop and function from. Deci and Ryan (2002) posit that any student may be moved to act by different factors, with highly varied experiences and consequences, such as a student can be motivated because they have an abiding interest in a subject or because there is strong external coercion such as a perceived reward to act. Self Determination Theory 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 rewards (Deci & Ryan, 1985).

According to (Golliwitzer, 2011) many schools lack a well-structured support and reward system to boost the interest of the learners hence many students tend to exhibit amotivation which is the state of lacking the intention to act. (Deci & Ryan, 2002) posits that, motivation is categorized depending on the reasons that move a person to action. It is grouped into three major types well known in the education sphere. The intrinsic motivation which is driven by enjoyment, extrinsic motivation, which entails

acting for reasons external to the action such as; for graduation purposes, attainment of a scholarship, or when one avoids a sanction and lastly, amotivation, which means the students show no interest in education.

In the three levels, intrinsic motivation represents the highest degree of self-determination. According to Deci and Ryan (2000), human beings keep on attempting to satisfy these three basic needs; the need for autonomy, the need for competency and the need for relatedness within their social environment. These needs are said to be the fundamental psychological needs. Autonomy rated as the most important in the three levels. A key facet of intrinsic motivation is choice, whereby an individual makes a personal choice to work hard in their activities or not work hard. Depending on the choice the person makes. He or she may realize the importance of modifying his/her current behavior. Every personal choice is tied to motivation, and SDT is specifically concerned with the motivation behind the choices that a person makes without considering external inferences or influences (Williams & Deci 1996).

Freedom to choose (autonomy) enhances intrinsic motivation, in that when one feels they have freedom of choice to pursue an activity, she feels much more self-determined than a person who feels pressurized or even someone who is controlled to carry out an activity.Any teaching methodology adopted should put in mind the three psychological needs in order to shift the students' perceptions from an external locus of control to one that is more internal (Wieleve et al., 2008). In contrast, control-oriented teaching methodologies could adversely affect self-determination. Academic performance and

the quality academic experience that a student demonstrates do vary according to the type of motivation the student exhibit (Deci & Ryan, 2002). Extrinsic motivation has further been divided into four subtypes that enable us to distinctively fine-tune the degree of self-determination expressed by the person for a given task. Extrinsic motivation to external regulation, introjected regulation, identified regulation and integrated regulation (Deci & Ryan, 1985). The four sub-categories ofextrinsic motivation show differences in the degree of self-determination with which the individual associates with the behavior.

Intrinsic motivation however requires some conditions to be put in place in order to promote and support motivation as well as facilitate integration. Vallerand et al., (1992) added three sub-categories of intrinsic motivation; intrinsic motivation to know, which entails the desire to perform a task for the enjoyment that a person receives while learning new things, intrinsic motivation to accomplish; meaning that; what drives aperson to act is the satisfaction that one receives from accomplishing a certain task or the satisfaction that one get when s/he create new things and intrinsic motivation to experience stimulation; which refers to the drive that emanates from experiencing sensory stimulation. Intrinsic motivation may reflect in either intellectual or physical sensations.

In totality, academic motivation can be examined within the mentioned eight subtitles, which can be measured using the Academic Motivation Scale (AMS). Academic motivation enhances a consistent interest when carrying out academic activities; it also

provokes feelings of excitement, as well as boosts students' confidence, which in turn is manifested both as enhanced performance, persistence, and creativity (Deci & Ryan, 2002). Further, academic motivation enhances assimilation, mastery of content, and exploration of the studies as well as evoking academic interest (Pintrich, 2004). A student, who experiences supportive conditions either at school or at home, can maintain and sustain academic motivation, however, motivation can readily be disrupted by various non-supportive conditions hence a student may fail to act at all or act without intent.

Students who lack interest in academics exhibit feelings of incompetence in their studies and are often pessimistic in the desired outcomes in their studies, Bandura, (1997). Self Determination Theory, states that a student whose innate psychological needs are met is active and s/he perceive academic actions and choices as self-determined, a factor that enhances academic motivation (Deci & Ryan, 2000). According to Ryan and Deci, (2002), the more autonomous a student perceives himself/herself in school activities, the more intrinsically motivated they will be. Once motivated they get inclined to the feeling that they are capable of handling any academic activity.

Motivated students feel confident when handling academic activities that are equally challenging and those that equate to a student's capabilities (Ryan & Deci, 2002). Motivation has been correlated to a focused mind, higher self-regulation, and persistence in studies (Vallerand, et al., 1997). In support of this (Pomerantz et al.,

2005), posits that when students perceive their parent(s) as involved in their studies, the students subsequently became actively engaged in class. When they relate well with other students, a high motivation level is then realized. Motivation has been positively related to academic performance and academic achievement. 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 academic activities and as a result, they experience positive outcomes in form of academic performance (Francis et al., 2004). In the present study, a student who is well connected to the school and whose parents are involved in the academic work of his/her child is likely to exhibit higher levels of academic motivation.

1.12 Conceptual Framework

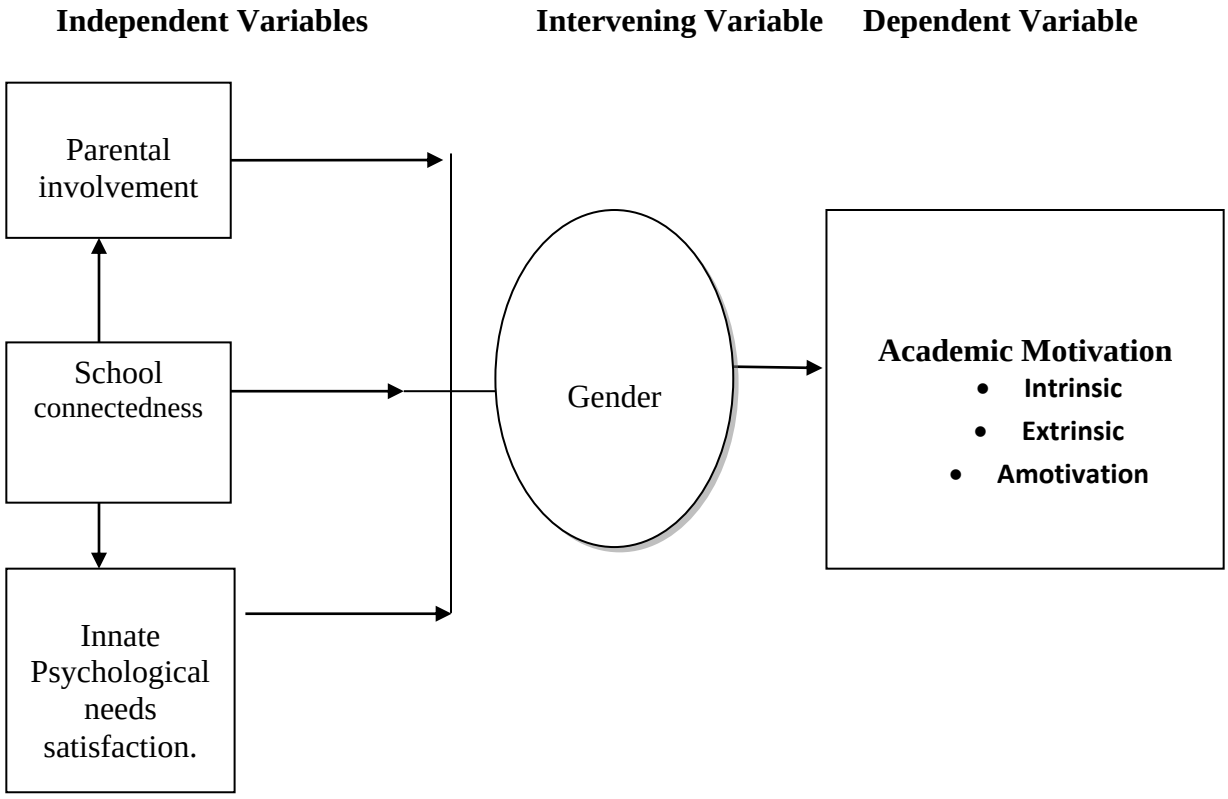

Figure 1.1: Shows that the main study variables are; parental involvement, school connectedness, gender and innate psychological need for autonomy, competence and relatedness.

A student's academic motivation is influenced by the extent to which the three factors above were met. A student whose parents got involved in the student's studies, who felt connected to the school and whose psychological needs were met is likely to show inherent interest in education and produce quality grades, those who lack parental support and has a disinterest in the school and who experienced a vacuum in their psychological needs were likely to be frustrated, become disengaged which eventually lead to lack of interest in education.

1.13 Operational Definition of Terms

Extrinsic Motivation: This is the type of motivation that is determined by external rewards such as money, fame, grades and praise. It arises from outside the student.

Intrinsic Motivation: The energized behavior that comes from within a student out of will and interest in the activity at hand, without externalrewards.

Parental Involvement: This consists of a combination of commitments and active participation on the part of the parent towards the school and towards the student.

Psychological Needs: These include the need for autonomy, relatedness and competence. When these needs are met, they promote integration andwellbeing and when thwarted, foster fragmentation and ill-being of the student.

School Connectedness: This refers to the belief by students that adults in the school care about their learning and them as individuals.

CHAPTER TWO

REVIEW OF LITERATURE REVIEW

2.1 Introduction

Studies done on the three psychological needs satisfaction for autonomy, competence and relatedness were reviewed as well as intrinsic academic motivation

2.2 Relationship between Parental Involvement and Academic Motivation

When parents and teachers collaborate effectively in a student's academic life, the student is likely to become motivated in his/her studies. Studies by (Grolnick, Ryan & Deci, 2002, Kusurkar et al., 2013, Emilio and Maureen 2000) among others have shown that when parents communicate constructively with teachers and actively take part in the set school programmes, they are likely to learn from the teachers how to assist their child(ren) with schoolwork while at home to enhance their child's education.

In a study involving 6,400 high school students from diverse socioeconomic and ethnic backgrounds, Epstein and Sander (2000) showed how parenting practices have a positive relationship with high school student's academic engagement. The study showed that when parents were more involved in their children's' studies, their children had higher grade-point averages and were more engaged in school. The current studyexamined the extent to which parental involvement determined academic motivation through structured questions.Marchant and Rothlisberg (2001) conducted a study in which parenting style and parental involvement were correlated to students'

motivation. The study sample consisted of 235 grade six students who completed a questionnaire using four scales which assessed parenting style and parental involvement.

The findings from the study confirmed the important 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. The current study involved an almost similar sample size and the same Likert scale, it was thus important to correlate such a study done in a developed country with one done in a developing country, to find out if the findings would be similar.

Grolnick, Ryan and Deci (2002) conducted a study to find out whether parental involvement predicted a mastery orientation approach to learning. The study involved a sample of 196 students, situated in Florida high schools. The participants were asked to report how active their parents were in various activities like completion of homework, attendance of school programmes, attendance of extracurricular events, choosing of academic courses and also having a follow up on student's progress in school. The findings of the study showed that all types of parental involvement were positively related to a mastery orientation. Meaning that students did adopt an approach to learning where they were more likely to seek challenging tasks, persist through academic challenges and experience satisfaction in their school work. Student's inherent liking of the school was mediated by their upbringing which was influenced by

their family background. The study only examined the independent contributions of parenting style and parental involvement to academic motivation. The current study dealt with only parental involvement and it dismissed parenting style, it was, therefore,necessary to carry out a similar study to examine the correlation between parental involvement and academic motivation to find out if the same findings would suffice.

According to a study by Emilio and Maureen (2000) entitled '*two-parent- homes',* it was noted that both parents had a role to play in a child's education. Parental involvement achieved its positive effect on students' academic motivation by way of communicating parental aspirations and especially if the expectations communicated to students were associated with enhanced achievement. The current study also dealt with parental involvement as one of its variables and also sought to find the relationship with academic motivation, it was necessary to carry out similar research and compare the findings. Fager and Brewster (1999) carried out research that hypothesized that student's perception of parents' involvement would predict increase academic motivation. The study made use of the six-item *Learning Climate Questionnaire* (LCQ) as designed by Williams and Deci (1996), it sought to assess student perceptions of their parental support. The findings revealed that parental expectations and involvement correlate with a child's success in schools. Students who were more likely to succeed had parents who were perceived as supportive. The current study was similar to the present study in its theoretical framework and also in terms of parental involvement as a

predictor of academic motivation. The study was based in a developed country and it necessitated a similar investigation in a developing country to compare the findings.

In another study, conducted by Newby (1991), in which one of his study's hypothesis stated that the academic motivation may be predicted in terms of the degree to which a parent's support is perceived. The role of perceived parental academic support and gender were analyzed as predictors of academic motivation among Latino middle school students from low socioeconomic backgrounds, the said sample comprised of 98 females and 67 male participants from sixth to eighth grade (N=165) from different ethnic backgrounds. The scale used was the *Significant Other Academic Support Scale and the Academic Motivation Scale.* Regression analyses were computed and results revealed that perceived academic support from mothers was a significant predictor of academic motivation. Besides, the regression analyses also revealed that perceived academic support from fathers significantly predicted both academic motivation and academic resilience. The study stressed the need to incorporate parents as key stakeholders in their children's academic lives. This study was similar to the present one in terms of parental support, though it focused on sixth-grade students which differed with the present study which focused on high school students. Thus a similar study needed to be done to correlate the findings on academic motivation, with high school students as the respondents.

Standage, Duda & Ntoumanis (2005) conducted research on predictors of intrinsic motivation among adolescent students in physical education (PE), the participants were

N=407, ranging from 14-19 years, which is similar to the age bracket of the present study. The study concentrated on why parents needed to support their adolescent physical education. In the study, participants were to engage in PE classes and also they got involved in the class activities. The question researched was whether the students perceived their parents as supportive in their PE. The results revealed that the individuals whose parents were supportive in their PE reported high levels of Intrinsic Motivation. The study made use of Self Determination Theory similar to the current study. This necessitated research in academics as compared to physical education in a developing country to compare the findings.

In a related study conducted by Lynley (2003) tried to find out if parental interest in math played a role in the academic motivation in the specific subject. The findings revealed that parents who showed interest in math influenced their children positively in the performance of the said subject. The parental influence however depended to some extent, the help the student received at home; the study however did not specify the kind of help that was helpful in raising the motivation of the child. The current study is aimed at finding out if parental involvement has any impact on the academic motivation in totality and not to a specific subject to ascertain if the same findings would suffice. Questions in the questionnaire were such as; my parents know which areas I need help in my studies and my parents make time to talk about my academic issues. It was necessary to investigate to compare the results.

In similar studies carried out by (Kusurkar et al., 2013), the students showed interest in their studies when their parents showed that they cared about them. Such students demonstrated to have positive feelings about their studies, school and they were less likely to drop 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.The current study also seeks to find if similar results would suffice if parents get involved in their students' studies. The study was done in a developed country and it was necessary to carry out a similar study in a developing country to compare the findings.

In another study, by Sitwat and Zyngier (2012) students participated in a check and connect programme used by Chicago public schools. The study aimed at investigating if students' academic motivation was influenced by how people showed care and mentorship. The idea behind the programme was to pair each student with a trained mentor who would help a student in academic as well as personal issues. The programme did carefully monitor students' grades, in the way they attended school and their performance. The programme ran for two years. The study further highlighted some measures which improved students' performance such as holding morning meetings and also encouraging group discussions which were aimed at fostering an environment in which students would feel safe and supported. At the end of the programme, it indicated that 40 percent of the students were engaged in their studies and also regularly attended school. The students were closely monitored and they were closely working with mentors who did not feature in the current study. The current

study differed greatly because the students were not paired with a teacher or a mentor and it was necessary to find out if the same percentage of motivated students would be revealed.

VanWye, Weatherholt and Alyssa (2017) conducted a study examining how parental involvement related to students' motivation. The study was qualitative in nature using the survey type of study. Their findings indicate that there was a beneficial relationship between parental involvement and the following motivational constructs; school engagement, extrinsic motivation, perceived competence, perceived control and self-regulation mastery orientation. Due to the similarities of the variables, it was necessary to conduct a similar study to compare the findings.

In another research conducted by Walton and Nasir (2014), correlated student's motivation and academic achievement. In the findings, it was clear that a correlation between student's motivation and academic achievement was direct. However, the result demonstrates that raising a student's motivation was extremely associated with children learning achievement. It was thus necessary to correlate parental involvement and academic motivation.Brophy (2010) conducted a study examining whether several dimensions of parental involvement predicted 10th-grade students' motivation in math and English. The researchers used data from educational longitudinal studies directed by the National Centre for Education Statistics. The researchers selected some schools where they picked 26, 10th-grade students (final year students) within schools using stratum and cluster sampling. Their result showed that both parents' educational

aspirations for their children and school initiated contacts with a parent on school issues had strong positive effects on motivational outcomes in English and math. The study was similar to the current in that the outcome variable in which both studies wasthe academic motivation. The students' grades however differed in that the current study collected data from form three students, there was also a difference in sample size hence a comparison in the two studies was necessary.

Researchers led by Isabelle and Anna-Lena (2017) at the University of Tubingen set out to investigate 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, the sample involved 1,500 ninth-grade and also their parents. The parents were subjected to questions, which focused on their involvement in their children's academic activities such as the question on homework help, family math interest, their math competencies, and their child's need for support in math, and the time and energy they invest in their child's academic life. Students filled out questionnaires at the beginning as well as five months later, in which they reported on their competencies, their effort, and their interest in Math. Also, their Math grades and their achievement in standardized achievement tests were assessed. The results confirmed the researchers' assumption that parental involvement per se does not result in higher academic outcomes. Instead, there were very specific family characteristics that promoted high achievement. A favorable pattern of students' academic outcomes was found when families were interested in math and perceived their own math competence to be high, regardless of their amount of academic involvement," says

Isabelle Häfner, lead author of the study. In the study, it was realized that it would be problematic to attribute high or low achievement solely to whether parents help students with their homework or not.

The most unfavorable conditions for academic achievement were found for students from deeply involved families who considered their child needed support in math, showed low levels of family math interest, and perceived their own math competencies as low. Students from these 'involved but unmotivated' families not only performed poorly in math but also showed low levels of motivation. The study also revealed that mothers could impair their child's performance if they were not themselves interested in the subject they wanted to support their child in. When parents get involved in school programmes they are likely to influence their student's performance.

The current study also sought the relationship between parental involvement and academic motivation but not in a specific subject and this necessitated the study in order to compare the findings. In one study by Gestwicki (2007) assessed the association among third-year student performance variables and parent-involvement variables. Parental involvement variables correlated strongly with each other, with the strongest associations existing between the quality of parent-teacher interactions, home participation and school participation r= .57 to .61. Most parent-involvement variables correlated positively with school performance, teacher perceptions of good relationships with parents and greater participation in home and school activities were all associated with better scores on all five school performance indices. Student's performance in

school was mediated by their upbringing which was influenced by their family background.

According to Gestwicki (2007), both parents in two parents' homes have roles to play in their child education. Parental involvement achieves its positive effect on children by way of communicating parental aspirations to them; the expectations communicated to students should be associated with enhanced academic achievement.Students who were more likely to succeed had parents who had a college education and defined success in terms of self- support and educational level. The current study however sought to find out if parental involvement would impact positively to student's academic motivation.

2.3 Relationship between School Connectedness and Academic Motivation

School connectedness refers to a student's sense of bonding or belonging to a school, of liking school and sharing in its values (Akbaba,2006). Research has revealed that school connectedness is a powerful factor in promoting student motivation, attendance, performance, and graduation. Students who felt connected to school were more likely to have a liking in the school as well as exhibit motivation in theirstudies (Celik et al., 2017). School connectedness has also been shown to mitigate or protect against emotional distress, including symptoms of depression and anxiety. Those students who connected positively with their schools were rarely found in disruptive behaviors and they rarely got involvement in violence, substance abuse or delinquency (Austin, O'Malley & Izu, 2011). School connectedness includes the ability of the student to experience high academic expectations and vigor coupled with learning support,

positive adult-student relationships and safety for both physical and emotional well-being as posited by (Akcakarat and Antalyah, 2016). There was strong scientific evidence that demonstrated that an increase in student connection to school promoted educational motivation, classroom engagement and improved school attendance (Akbaba, 2006). Further, there was a correlation in that; students were more likely to succeed when they felt connected to the school. further, school connectedness impacted positively in academic outcomes such as academic performance, self-esteem and academic motivation. It also lessened the chances of fighting, truancy and dropout rates (Akbaba, 2006).

At Colorado public schools, there was a study carried out by Harter (1982), in which 121 children (94 boys and 27 girls) participated. The children completed self-report measures of perceived school connectedness and intrinsic academic motivation. The children also completed the Harter's (1982) scale of intrinsic motivation, the scale specifically contained items that tapped motivational in terms of challenge, mastery and curiosity. The findings of the study were that school connectedness predicted a significant change in intrinsic motivation. The study made use of both grade 4 and 5 children, however, the current study focused on only a single form (students in form three), though there wasa similarity in the two variables: school connectedness and academic motivation. It was thus necessary to compare the findings of the two studies.

According to a study by Mangal (2008), a relationship between the attractiveness of class material, school connectedness was found. The study hypothesized that school

connectedness would predict academic motivation. When a student developed a positive social bond with their school, they were more likely to remain academically engaged and less likely to become involved in antisocial behaviors such as bullying. The results found a relation between school connectedness, student motivation, and self-regulation and student attitude towards school. The current study also sought to find out if a relationship existed between school connectedness and academic motivation, though it limited its outcome variable to academic motivation unlike this study which also focused on self-regulation and attitude, this, therefore necessitated the present study to compare the findings.

In a study done by (Cari & Andrew, 2013) which involved American adolescents in grades, 7-12 made use of data drawn from the National Longitudinal Study ofAdolescent Health and AddHealth. A stratified sample of 80 high schools was selected with probability proportional to the school's enrollment. Most of the items in the questionnaire focused on behavioral aspects such as attendance, participation and help-seeking behavior, items which are in the current study's questionnaire. The current study made use of a similar random sampling procedure but still focused on only one stream (students in form three). Further, it was carried out in a developed country thus it was necessary to compare the two studies and compare the findings in a developing country and also with a different age group.In their research, Eccles and Wigfield (2002) found out that, students with high levels of engagement had more self-efficacy than those with lower levels of engagement; such students were noted to be spending more time on learning. Self-efficacy in turn influenced academic success positively.

Those students who had high levels of self-efficacy demonstrated positive social behaviors, both directly and indirectly Bandura (1997). The present study focused solely on academic motivation and not self-efficacy as the independent variable.

According to a study by Deci and Ryan, (1985), there was a dialectical relation between people as innately active organisms, and the social environment and humans are believed to be active, to be growth-oriented organisms that have an innate desire for stimulation and learning from birth, which can either be supported or discouraged within their social environment. In their study (Deci & Ryan, 2000) which was based on classroom environments, it revealed that when parents and teachers provided autonomy, students were able to internalize their motivation thus they became more effective self-regulated learners. The same was affirmed by Reeve and Harde (2003) 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 behaviours. Such an assertion informed the current study which sought to find if a similar result would suffice.

Okutan (2012) in his study, linked motivation with the use of self-regulated learning strategies in the academic environment. The findings concluded that intrinsic motivation positively affected academic performance through the use of deep learning strategies. The study was very similar to the current one in terms of the two variables: motivation and school environment because both involved the school connectedness

scale; the only difference was that the present study's independent variable was academic motivation while Okutan's study independent variable was academic performance.

In a similar study by Herzberg (2007), data were 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. School connectedness correlated directly with improved achievement as well as academic motivation. Further, academic motivation and outcomes improved when a meaningful relationship was established between a teacher and a student. The study was similar in the line of academic motivation; this necessitated the present study to compare the findings.

In a longitudinal study conducted by (Van Ryzin, 2009), elementary students from six elementary schools and three middle schools in an urban setting, revealed that elementary students displayed higher levels of engagement. They were 44% 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. The significant correlations in the study underscore the noteworthy role that building positive relationships play in the achievement of students. The study correlated school engagement with academic performance while the current study variables were school engagement and academic motivation. This necessitated the current research in order to compare the findings. Further, Pintrich (2004) carried similar research and he sought to

find out the relationship between school connectedness and increased academic motivation, the findings were that students who were attached to the school engaged 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. The research made use of children from developing country students who are able to connect at an individual level with the teachers; a similar study was necessitated by the large students' population in many secondary schools who are not able to receive individual teacher's attention. It also focused more on achievement and the present study focused on academic motivation.

In a study carried out by (Bozanoglu, 2004), a correlation study was done between school connectedness and academic motivation. The sample consisted of around 480 students in grades 5, 7, 9 and 11. The data indicated only 35 % of the seventh-grade students noted a close relationship with an adult (teacher or other workers) in the school. Among those who participated, only 30 % of the seventh-grade students indicated low participation in school. It hypothesized that when a relationship between students and teachers is sour, the less likely that student will be connected to the school environment. Further, the study showed that when the teacher became supportive of their student, 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 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 same student was at risk of

being involved in disruptive behavior in class and exhibiting increased absenteeism. The current study had a similar variable and this necessitated a similar study to find if the study would reveal the same results.

2.4 Gender Differences and Academic Motivation

Gender equity has been a major concern in education development in many developing countries. Particularly, due to the unequal or the disadvantaged position of girls as compared to boys, many countries have been faced with challenges of eliminating gender disparities in primary as well as secondary. Previous research suggested that there are cognitive and socializing differences between genders that may influence academic motivation (Burton et al., 2006).

In research done by Blum and Libbey (2004) sought to find out if the two genders differ in their levels of motivation.It was hypothesized that males will have higher levels of academic motivation in comparison to females. The findings showed that females in contrast to males felt potentially more stressed, bored or fed up with school. Furthermore, it was found that males were better prepared in problem-solving compared to females. The study also used the *Academic Motivation Scale* to measure students' intrinsic and extrinsic motivations as well as amotivation. The findings were as follows, the males reported higher levels of overall motivation as well as intrinsic motivations compared to the females. The current study made use of a similar motivation scale to measure student academic motivation. However, the study was done in a developed country that necessitates similar research particularly due to the difference in the

environmental context. In their study, Lange and Adler (1997) found some evidence that supported the presence of gender differences in that girls were significantly rated higher than boys on intrinsic motivation and also on mastery-oriented behaviors; however, there was no gender difference in achievement and class grades. Girls were also noted to have a higher intrinsic motivation for reading and writing than their counterparts did. On the other side, boys were found to have a higher intrinsic motivation in math subjects than girls.The current study sought also to find if there any gender difference in academic motivation and compare the findings.

In another study done by (Burton et al., 2006), hypothesized that there existed gender differences in academic motivation. The relations between academic motivation and gender and class was assessed, the study was based in a university in New York, and did assess if there were differences in students' motivation based on who was paying for the college expenses.The study involved a cross-sectional study and the sampling technique employed was the cluster sampling. The *Academic Motivation Scale* was the instrument used in this study. In addition to the 28 items on the scale, the following information was added to further assess the relationship that was there between age, gender, year in school, academic motivation and source of funding for school and academic motivation. The results were that females exhibited high motivational level than their male counterparts. The study made use of the motivation scale similar to the current study and this necessitated a similar study at a much lower level of education to compare the findings.

In a study carried out by Pintrich, Skinner and Connell, (1993) at California University, gender and parental support were correlated with academic motivation. The sample consisted of 205 psychology students. It was hypothesized that males would have a stronger sense of academic motivation in comparison to females and also that parental support would have a positive significance in the level of academic motivation. In the study, however, the researcher suggested that no differences existed between gender and academic motivation, while parental support was significantly related to academic motivation. The current study sought also to compare if there were gender differences in academic motivation though it differed in the sample size, it was carried out in a developed country. Further,it showed no difference in gender and motivation, unlike other studies which reported differing result. It was thus necessary to carry a similar study and compare the findings.

In similar studies by (Faye & Sharpe, 2008), the results showed that males' and females' academic motivation indicated significant gender differences on all scales except for the *extrinsic external regulation scale.* Particularly, females scored higher than males on all measures of intrinsic motivation. For the overall measure of intrinsic motivation t= .77, $p < .001$), females had an average score of *M*=54.69, *SD*= 13.73 that was approximately 4 points higher than males *M*=50.91, *SD*=14.54. The overall measure of extrinsic motivation was also significant t= -4.20, $p < .001$); females had an average score of *M*=68.53, *SD*= 11.13 that was approximately 4 points higher than males *M*=64.99, *SD*=12.70. In contrast, the mean of amotivation was significantly t = 2.91, $p < .001$)= .004) greater for males *M*=7.60, *SD*= 5.22 than for females *M*=6.60,

SD= 4.29. The effect size for amotivation was d = 0.21, which represented a small effect. The study however was more specific on the three distinct types of motivation. There was thus a need to carry out a study on general academic motivation in order to compare the findings.

2.5 Relationship between Innate Psychological Needs and Academic Motivation

Autonomous need satisfaction is enhanced when a student or an individual is made to understand the meaningful rationale for doing a task, this usually emphasizes making a choice rather than being controlled (Van den Broek, 2010). This was done in one study whereby the role of the supervisor's autonomy-support in predicting employees' satisfaction was done pioneered by Nicholls (2004). Participants were made up of 735 individuals (362 men and 373 females). The findings showed a positive correlation between work motivation and supervisor's autonomous support, notably, when the managers displayed an autonomy-supportive managerial style, the employees and their supervision were more autonomously or intrinsically motivated and more engaged in their work as compared to when employees had a controlling supervisor. The study hypothesized that perceptions of supervisor autonomy support would be positively related to employees' motivation. Questionnaires were issued to the participants in several organizational companies; the results were that supervisor autonomy support was positively related to work intrinsic motivation which was also positively related to work satisfaction. The study differed in the context of application, which is a work-related environment, it was, therefore, necessary to do a similar study in a school-related context and compare the findings.

In one study, Bo Shen, et al., (2009) investigated the effect of teachers' autonomy-supportive learning climate and student's autonomous motivation in students' satisfaction adjustment in physical education. Participants for the study were 253 urban adolescents (121 girls and 132 boys, between the ages of 12-14 the study took a period of 4 months. The study hypothesized that students' perceptions of teacher autonomy support would predict an increase in autonomous motivation and lead to positive need satisfaction adjustment, which was to be inferred from perceived competence as well as relatedness during physical education. The study made use of the six-item Learning Climate Questionnaire (LCQ) as designed by Williams and Deci, (1996) to assess student perceptions of their physical education and teachers' autonomous-support. Teacher's autonomy support correlated with autonomous motivation and perceived relatedness. Learning achievement correlated with teacher's autonomy support and autonomous motivation. The study was similar to the present study in its theoretical framework and also in terms of need satisfaction as a predictor of motivation, however, its main focus was on physical education and it was also based in a developed country and it necessitated a similar investigation in a developing country in order to compare the findings.

In a related study, Lauren (2008), in Western New Hampshire researched on whether teaching her fourth-grade general education student's self-determination strategies would help them develop higher self-efficacy, motivation and consequently attain better academic achievement in math. The teacher embarked on arousing students' interest by telling them that they would be taught new things in the classroom. The respondent

consisted of fifteen students, 7 boys and 8 girls age ranging from 9-11 years. The study employed a survey method that contained statements that were chosen to determine student self-efficacy as well as motivation in mathematics. Each survey had eighteen statements that the children read and then responded to by circling the number of the answer that best fitted them. The study employed both quantitative and qualitative data collection through observation and journal entries that were made through the marks obtained from several mathematics tests. The results showed that as the teachers incorporated changes into the classroom experience such that the student felt competence. There was a positive change in academic achievement. The current study differed in terms of data collection and the variables were also different, it outcome variable was self-efficacy while the current study outcome variable is academic motivation. It was thus necessary to do carry out the current study to compare the findings.

Further, another study was done by Della, (2002) in the University of Wales, UK and investigated the potential for autonomy in learning, in particular the perception of competence, motivation and locus of control in first-year undergraduate students. The study assumed that somehow the students were already autonomous in their learning and the study focused on the student's abilities to think, learn and behave autonomously. Self-competence as indicated by (Bandura, 1997) showed to have powerful influences on the behavior. They were 394 respondents (206 females, 188 males). The study hypothesized that individual's beliefs about their abilities mediate motivational predisposition to engage in achievement behavior, which was an indication

of intrinsic motivation. The participants were asked to volunteer to respond to questionnaires which focused on two academic domains; the ability to undertake academic study and the perception of intelligence. The study revealed that student's perception of academic-related domain competencies was low. The participants were freshmen who had not interacted with the school environment or their instructors; hence their competence potentialities could not have been tapped. The present study tried to investigate if the same result would suffice if students' need for competence was satisfied. It also involved undergraduate and the current study focused on high school students.

A similar study was done by Anders et al., (2002) at Concordia University which empirically investigated the relationship between psychological needs satisfaction and intrinsic motivation as proposed by self-determination theory. The sample was made up of 1254 employees. It measured the satisfaction of the needs for autonomy, competence and relatedness. The results revealed a relationship between satisfaction of the need for relatedness at ($p = .001$). The workers were intrinsically motivated only when they experienced (satisfaction) both for relatedness and autonomy, the study showed that interactions between employees and emphatic management showed to satisfy relatedness needs for the employees. The study made use of the sport motivation scale and the perceived relatedness scale to rate the level of motivation, which showed that PR can predict the unique variance for IM stimulating and EM identification. Each item in the scale represented a possible reason as to why the athletes participated in his/her

sport. In Kenya, there has been a dearth on this kind of research and it was crucial to base the current studies on an academic-oriented environment.

One study was done by Adams (2009) which compared levels of self-determination between first-year students (FYS) participants. The university promoted close friendship and meaningful relationships and connections with faculty and other university staff, the participants were 225 students who were enrolled in the university program. Among them, 114 were survey participants and 111 non-participants. The study used the Basic need satisfaction at work scale Deci, Conell and Ryan (1989). They were to complete the survey online during the last three weeks of the semester. The non-participants were sampled and contacted three times via email to complete the online survey. Student enrollment and performance data were collected from university datasets. The study used a one way ANOVA which assesses difference perceived levels of self-determination between program participants and non-participants. The study found a significant positive relationship (p= .5) between perceived feelings of competence and student performance within the participants. The current study however did try to relate competence and academic motivation. The study also emphasized an environment that supports student's persistence, intrinsic motivation and achievement (Deci & Ryan, 2002).

2.6 Summary of Review of Related Literature and Gap Identification

The reviewed literature revealed a link between parental involvement, school connectedness, gender and perceived need for autonomy, competence and relatedness,

and academic motivation. Many of these studies were however carried out in developed countries. Most of the studies that were carried out, mainly focused on academic achievement and very few studies dealt with the academic motivation criterion variable. From the literature review, it was clear that academic motivation could be inferred from a supportive parental system, parental involvement in their children's studies played a positive role, in that it boosted the child motivation which was reflected in their behavior towards schooling. It also determined the level of motivation, and the parents who always supported their children enhanced a more intrinsic academic motivation. School connectedness influenced a student's perception of academics.

An improved school environment revealed to have had a positive impact on the students' level of academic motivation. The literature also showed that the satisfaction of innate psychological needs had a positive influence on academic motivation. In particular, the need for autonomy, relatedness and competence, did boost a child's motivation in his/her studies. In addition, the literature review revealed different age groups who reported different findings. Furthermore, some of the findings were contradicting and somehow inconclusive. This necessitated the need to do a study in Kenya in order to do investigate similar predictor variables in relation to academic motivation.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology that was employed to research this study. The chapter gives information on research design, research variables, and location of the study, population, sampling techniques and sample size determination, research instruments of data collection, the logistical and ethical considerations and finally, data analysis in that order.

3.2 Research Design

The study adopted correlational design which enabled the researcher to establish the relationship of the four predictor variables and their relationship to academic motivation. Further, a descriptive survey research design as posited by Mugenda and Mugenda (1999) helped the researcher to obtain information that describedan existing phenomenon by asking individuals about their perceptions, attitudes and values. The descriptive survey research design can be used when collecting information that requires a response on attitudes, opinions, habits, or other social as well as education-related issues (Mugenda & Mugenda, 1999).

3.2.1 Research Variables

The study had both predictor variables (independent) as well as dependent variables. Independent variables are those that a researcher chooses to scrutinize in order to assess their possible relationship to one or more other variables. In this study the independent variables included; parental involvement, school connectedness, gender and innate psychological needs for autonomy, psychological needs for competence and psychological needs for relatedness. The criterion variable or dependent (outcome) variable was the students' academic motivation. The study sought to find out how the predictor variable relates to the dependent variable(s). This means that if all the stakeholders played their part, the school and the parents by providing the relevant learning materials and a conducive, learning environment, then the students would develop a drive which has shown to impact positively in many areas of life more specifically academic as researched by (Deci & Ryan, 2002). On the contrary, if these factors are thwarted, the students lack the motivation to read and more often become detached from school and academic work. Eventually, this results in poor academic performance which as earlier indicated has dire consequences in terms of social and economic areas of the life of an individual and also of the society.

3.2.2 Location of the Study

The study was based in Kiambu County which is a business-oriented locale that has over the years being associated with business-oriented activities which belittles the value of education and which resultsin poor concentration in education on the part of the student. According to the Kenya National Examination Council(KNEC,2016),

Kiambu county performance revealed a worrying trend because more than 70 percent of students who sat KCSE in 2015 had D+. In some schools, the best students scored D+ and even a D plain. According to the report,the performance means score had been 4.27 in 2010 and 4.48 in 2014. This was indeed a worrying revelation, for it meant that most students did not make it to higher levels of learning. Academic motivation may be hindered by the business-related activities and other factors like the accessibility of money from the readily available manual work. Many of the students' mentality tend to be inclined more towards money-making ventures rather than pursuing their education goals. Many students may lack motivation in education, whose outcome may not be prompt as compared to the quick and easy money they get when they engage in small businesses. Such students require strong mechanisms and structures to change their mind-set and more boost and sustain their interest in education. They also need to be guided to understand the benefits that emanate from being motivated in their studies.

Many students in the locale may attend school for the sake of certification without any regard to the grades obtained after the four years. This resultsin many students missing out on future placements such as higher levels of learning and also in career-related slots. Lack of interest in education may be attributed to lack of parental involvement, disconnect to school and unmet innate psychological needs which yield some fulfillment and joy from studying (Deci & Ryan, 2002). Many researchers have based their work on predictors of academic achievement and few have been able to researchon academic motivation in the locale, which informed the need in the locale.

The study aimed at shedding some light on the involved stakeholders such as teachers and parents on how to instill and sustain academic motivation, which is a crucial factor in academic excellence. Further, Kiambu was chosen because it had a variety of secondary schools with diverse school categories which include: mixed day and boarding, mixed day, single girls and single boy's boarding schools. It was had recorded a higher rate of dismal performance in the locale. It was also accessible to the researcher. A total of 8 schools were involved in this study.

3.3 Target Population

The target population for the study comprised all the 2016 form three students in public schools in Kiambu County. The choice of the schools was based on the fact that the schools were equipped with almost all the necessary facilities which were likely to motivate students to learn, complete their studies and perform well in school yet the students still demonstrated a lack of motivation in school. This necessitated the researcher to investigate factors that could be put in place to sustaining academic motivation. Kiambu County is also endowed with many students which enhanced the selection of the required sample size with ease. Besides, the study focused on form three students who were presumed to have stabilized emotionally and psychologically and this would enable their response to be void of biasness which could have affected the response of the items in the questionnaire. Further, at form three, the students are presumed to be aware of what is expected of them in relation to educational goals and also what they what to achieve career-wise after being in high school for three years.

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Techniques

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 a mixed day secondary school container, two schools fromgirls' secondary schoolcontainers, two schools fromboys'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 paperfolds which contained the number of students in each school and those who picked the paperfolds 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, 3.1.

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.

3.4.2 Sample Size Determination

Table 3.1: Sampling Frame: showing equal participation of both female and male participants in the study so as to come up with unbiased findings

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

3.5 Research Instruments

The main research instrument for the study was self-administered questionnaires with a 5 point rating scale and another with 7 point rating scale. A questionnaire as a research instrument has the potential of reaching out to a large number of respondents within a short time. It also gave the respondents ample time to respond to the items. Owens (2002) posits that it offers a sense of confidentiality to the respondent. 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.

Part I: Questions in the questionnaire consisted of queries that sought participant's personal information with age, sex, type of school; whether mixed boarding and day, mixed day, boys' boarding, or girls' boarding.

Part II: Sought information on participants' levels of academic motivation using the Basic Psychological Need Satisfaction Scale which was used mainly (Deci & Ryan, 1985). The researcher sought permission for the use of this scale from the author. The authors agreed and the scale was therefore adapted.

Part III: Sought information on participants' level of academic motivation using the Academic Motivation Scale, which was created by Vallerand, Pelletier, Blais, Briere, Senecal and Vallieres (1992). The researcher sought permission for the use of this scale from the author. The authors agreed and the scale was therefore adapted.

Part IV: Sought information on participants' level of academic motivation using the school connectedness Scale.

Part V: Sought information on participants' level of academic motivation using the Parental Involvement Scale.

3.6 Pilot Study

A pilot study was carried out to ensure that the instructions in the questionnaire were clear and also to ensure the consistency of the items in the questionnaire each time the questionnaire was administered. A pilot study was done in one of the mixed day schools; Karuri High School in Kiambu County and the sample size consisted of 40 students (20 boys and 20 girls). This school was not included in the actual study which according to Orodho (2004) cites that the small representative of the pilot study should not be included in the main survey. The pilot study was also used in modifying vague items.

3.6.1 Validity of the Research Instruments

The researcher keenly enquired whether the items in the research instruments would lead the study to the desired findings. Further, the researcher soughtan expert judgment from the supervisor while developing and revising the research instrument. The researcher also held consultative meetings with the supervisor, in which the advice from the expert aided in making adjustments in the research instrument. Any item in the questionnaire that was found to be vague, invalid was either eliminated or modified.

According to Orodho (2004), validity enables the researcher to determine the degree to which evidence and theory support the interpretation of test scores entailed by the use of the test.

3.6.2 Reliability of Research Instruments

During piloting, the questionnaires were administered twice to the same group of participants who were identified for the pilot study. After which analysis was done using Pearson's product-moment correlation coefficient for the test-retest procedure to test the reliability of the research instrument. Mugenda and Mugenda (1999) posit a coefficient of 0.80 or more indicatesa high reliability of data. The researcher's intent of piloting was to ensure that the instrument yielded consistent results after repeated trials.

3.7 Data Collection

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.

3.8 Data Analysis Techniques

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 to establish if there was a relationship between psychological needs satisfaction and academic motivation.

The study was guided by the following null hypothesis:

H_o**:** There is no relationship between parental involvement and academic motivation Statistical test: Pearson's product-moment correlationcoefficient.

H_o: There is no relationship between school connectedness and academic motivation Test: Statistical test: Pearson's product-moment correlationcoefficient

H_o: There are no gender differences in academic motivation Statistical test: t-test for independent samples

H_o: There is a relationship between innate psychological needs for autonomy, competence and relatedness academic motivation Statistical test: Pearson's product-moment correlationcoefficient.

3.9 Logistical and Ethical Considerations

The researcher sought a permit from the County Director of Education (Kiambu Country) office to research the schools already sampled. The reasons for carrying out the study were explained to the respondents, that is; the study was meant for purely academic purposes only. It was also on a voluntary basis and the participants were free to decline or withdraw any time during the research period. No coercion was used to lure participants to provide information. Also, they were guaranteed that their privacy would be protected by strict adherence to the standard of anonymity.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the study findings, interpretations and discussion of the results given in relation to the stated objectives and hypotheses.

4.2 Demographic Information

This section gives the general information on the return rate of the questionnaires and demographic data which shows the sampling units (schools) and the respondents' age.

4.2.1 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). The return rate is presented in Table 4.1.

Table 4.1: Return Rate Per Category of the School

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% boys school, 37.5% mixed day school, 12.5% mixed boarding and day. A cross-tabulation of the type of school and gender is indicated in table 4.2 below.

Table 4.2: 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 participants were 120 girls, with the highest number 60 from girls' school, 45from mixed day school and 15 from mixed boarding and day school. The boys were 120, mostof whom were from boys' school 60, followed by 45 from mixed day school and 15 from mixed boarding and day school.

A cross-tabulation of the type of school and age is indicated in Table 4.3 below.

Table 4.3: Type of the School and Age Cross Tabulation

		Age					Total
		15.00	16.00	17.00	18.00	19.00	
Type of school	Girls school	4	35	19	2	0	60
	Boys school	0	20	26	10	4	60
	Mixed day school	2	25	48	13	2	90
	Mixed boarding & day	1	8	19	2	0	30
Total		7	88	112	27	6	240

The majority of the students were 17 years of age as they totaled to 112 with the highest number being from mixed day school with 48 of them, and the least from both girls' school and mixed boarding and day with 19 students each. The least number of participants were aged 19 with 4 from boys' schools and 2 from the mixed day school. The youngest participants were aged 15 and were 7 in number, 4 from girls' school, 2 from mixed day school and 1 from mixed boarding and day school.

4.3.1 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 the Academic Motivation Scale. Table 4.4 presents the following findings. The range for four domains was 24, the least being 18 for extrinsic motivation external regulated. The maximum scores were 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 4.4: 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 in order to obtain a correlation matrix with an aim of establishing the interrelationship within the seven domains of academic motivation. Table 4.5. 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 motivations

Table 4.5: 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<0.01

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-Amotivation AcM-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).*

4.3.2 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 4.6. 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 4.6: 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 4.7 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 4.7: 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 4.8 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 4.8: 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

c. 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 Sitwat and Zyngier (2012) 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 longitudinal study done by Williams and Deci (1996), in which the findings revealed that parental expectations and involvement correlate 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 Marchant and Rothlisberg (2001) 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 programmes, 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.

Gestwicki (2007) study results concur with the current findings, in both, a positive relationship was revealed between parenting practices and parental involvement to 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 results were revealed through a study by Emilio and Maureen (2000) which also revealed the importance of both parents beingactively 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 Newby (1991) similar findings were in line with the current findings, which also showed the positive impact of parental supporttowards 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.

4.3.3 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 4.9.

According to Table 4.9, 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 -1.8meaning that many participants rated themselves highly in this score. Kurtosis was 5.6. Which was leptokurtic, very sharply pointed.

Table 4.9: 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 4.10 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 4.10: 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 4.11 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 4.11: 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

c. Discussion of the Results

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 engagementis a crucial forecaster of academic motivation as well as academic performance.

A similar correlation was revealed by a study by Pintrich (2004) 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 Bozanoglu (2004) 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 a 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 in 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 Harter (1981), 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.

4.3.4 Gender differences in Academic Motivation

a. Description of Gender Differences in Academic Motivation

The researcher sought to describe the participant's academic motivation in order to find the means and standard deviation. The results are shown in Table 4.12.

Table 4.12: Gender Differences in Academic Motivation

Model	N	Gender	Mean	Std. Deviation
Academic Motivation	118	Boys	42.51	7.72
	122	Girls	40.12	7.36

Data on Table 4.10 showed that boys had a higher mean (42.51) in academic motivation than girls (40.12).

b. Hypothesis Testing

The researcher further sought to find out if there was a significant gender difference in relation to the third objective. The null hypotheses tested were:

Ho_1: There are no significant gender differences in student academic motivation

To test this, the researcher used a t-test for independent samples and the results are shown in Table 4.13.

Table 4.13: Independent Samples T-test for Gender differences in Academic Motivation

	T	Df	Sig(2-Tailed)
Academic goal setting	2.1	180	0.6

Results in Table 4.13 show that there were no significant gender differences in academic motivation between boys and girls *(t = 2.1, df = 180, p<.05).* Thus, null hypothesis that there is no gender difference in academic goal setting was retained.

c. Discussion of the Results

As highlighted in the literature review, this study did not find any significant gender differences in academic motivation. The findings of this study did not support earlier findings by Blum and Libbey (2004) whose findings had shown that females in contrast to males felt potential more stressed, bored or fed up with school. It further found that males were better prepared in problem-solving compared to females. In another study done by Burton et al., (2006) which had hypothesized that there exist gender differences in academic motivation. The relationship between academic motivation and gender and class was assessed. The study revealed that there were differences in students' motivation based on who was paying for college expenses. The results were that females exhibited high motivational level than their male counterparts.

4.3.5 Innate Psychological Needs and Academic Motivation

a. Description of Participants' Innate Psychological Needs and Academic Motivation

Descriptive analysis of participants' Innate Psychological Needs scores showing the range, mean, standard deviation, skewness and kurtosis is presented in Table 4.14. According to Table 4.14, the minimum score was 46 while the maximum score was 77. The mean score was 59.14 and the standard deviation was 5.22. The coefficient of skewness was found to be -.16, meaning it was a normal distribution and the Kurtosis value was .25 which was mesokurtic.

Table 4.14: Description of Innate Psychological Needs

Range	Min	Max	Mean	Std. D	Skewness	Kurtosis
31.00	46.00	77.00	59.14	5.22	-.16	.25

Note.n=240; Min= minimum; Max =maximum; Std. D=standard deviation;

The participants' innate psychological needs score was further used to categorize the participants as having a low, moderate or high level of innate psychological needs. The data in Table 4.15 showed that the majority (227) of participants were categorized as being moderate and high in innate psychological needs. Only 11.4% were categorized as being low in innate psychological needs.

Table 4.15: Levels of Innate Psychological Needs

	Frequency	Percent
Low	13	11.4
Moderate	180	59.5
High	47	29.1
Total	240	100.0

b. Hypothesis Testing

To determine the relationship between innate psychological needs and academic motivation. The following null hypothesis was advanced:

Ho_1: There is no significant relationship between innate psychological needs 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 4.16 showed that there was a significant and positive relationship between innate psychological needs and academic motivation *(r (240) = .12, p <.05).* The null hypothesis was therefore rejected.

Table 4.16: Correlation between Innate Psychological Needs and Academic Motivation

		Innate psychological needs	Academic motivation
Innate Psychological needs	Pearson Correlation	1	.127*
	Sig. (2-tailed)		.049
Academic motivation	Pearson Correlation	.127*	1
	Sig. (2-tailed)	.049	

n=240; *p=<.05

c. Discussion of the Results

The findings of this study revealed that there is a significant relationship between innate psychological needs (relatedness, competence and autonomous) and academic motivation. When these psychological needs are met, a student can become academically motivated. This agrees with studies done by Della (2002), in the University of Wales, the UK which had investigated the potential for autonomy in learning, in particular the perception of competence, motivation and locus of control. In the study, an individual's belief about their abilities mediates motivational predisposition to engage in achievement behavior, which was an indication of intrinsicmotivation. The current study also revealed a positive and significant correlation between academic-related domain competencies and academic motivation.. Similar findings were also revealed through a study done by (Anders et al., 2002) at Concordia University which found a positive correlation between psychological need satisfaction and academic motivation.

Similar findings were revealed in a study by (Nicholls, 2004). The findings showed a positive correlation between work motivation and supervisor autonomous support, notably, when the managers displayed an autonomy-supportive managerial style, the employees and their supervision were more autonomously or intrinsically motivated and more engaged in their work as compared to when employees had a controlling supervisor. Similarly to the current study which also revealed that when students perceived themselves as autonomously able to make a decision, such students would show a liking in their studies.

In a related study by Bo Shen (2009), the results revealed that the student's perceptions of teacher autonomy support predicted an increase in autonomous motivation and this led to positive need satisfaction adjustment, which was inferred from perceived competence as well as relatedness during physical education. Further, the teacher's autonomy support correlated with autonomous motivation and perceived relatedness. These findings are similar to the present study in that, it revealed that when the student's innate psychological needs (autonomy, competence and relatedness) were met, the student was motivated in their studies. Lauren (2008) results also concur with the current study findings which revealed positive students' academic motivation.

Whenthe teachers incorporated changes into the classroom experience such that the student felt competence. In particular, when students felt more confident in themselves as learners in mathematics, those students who knew the content being learned recorded higher levels of intrinsic motivation.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings of the study, the implications of the findings, the conclusions based on the findings and finally the study recommendations.

5.2 Summary

The purpose of the study was to determine the relationship between parental involvement, school connectedness, gender and innate psychological need satisfaction in relation to academic motivation among students in secondary schools in Kiambu County. The summary of the study is given in line with the objectives of the study. In objective one, data analysis provided empirical evidence that a significant positive relationship exists between parental involvement and academic motivation.

In objective two, which investigated the relationship between school connectedness and academic motivation revealed a significant positive relationship between the variables. The third objective was designed to investigate the gender difference in academic motivation. The results of the analysis revealed that there was no significant gender difference in academic motivation. The fourth objective was to establish whether there was a relationship between innate psychological needs and academic motivation. The results showed a significant positive relationship.

5.3 Conclusions

The findings of this study presented some evidence on the existence of the hypothesized relationship between parental involvement, school connectedness, innate psychological needs and academic motivation. The study indicated that 84.8% comprised of students who were categorized as having high or moderate levels of parental involvement. This showed that the majority of the students got assistance from their parents. The findings further showed that there was a significant and positive relationship between parental involvement and academic motivation. This implies that parents ought to be involved in the learning process if at all productivity is of the essence to them.

School connectedness was found to have had the highest correlation of .15 with academic motivation in comparison to innate psychological needs which registered a correlation of .12 and parental involvement of .14. However, despite the earlier studies have shown gender differences in academic motivation, this study showed that there was no gender difference in relation to academic motivation. It is therefore important for parents to be enlightened on the need for parental involvement in a student's academic life. The teachers and school administration should also realize the importance of enhancing a conducive school environment which ensures that students feel connected in their studies and one in which innate psychological needs are met.

5.4 Recommendations

The following recommendations were made in relation to the study findings:

I. The findings of this study revealed a significant and positive relationship between the variables. The school heads and teachers should come up with intervention programs 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.

II. The study also recommends that teachers should be informed on factors that boost academic motivation as this will enable them to incorporate these factors in the learning process to boostthe academic motivation of the learners.

III. 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.

IV. The policymakers in the ministry of education should come up with programmes to train both teachers and parents on major ways of enhancing learners' academic motivation thus increasing their productivity throughout the learning experience.

5.5 Recommendations for Further Research

Based on the study findings the following recommendations were made:

I. Whereas several factors may relate to academic motivation, the study considered parental involvement, school connectedness, gender differences and innate

psychological needs. Future studies are recommended to consider other factors like peer relations and age differences.

II. The sample size comprised only form three students. Future studies should consider a sample comprising of other forms, to be able to establish if similar findings would be replicated.

III. The study comprised of only 240 students. This was a limited number to investigate academic motivation very important aspect of learning. Future studies should include more numbers of participants to see if similar results would suffice.

IV. The study employed self-report questionnaires as a major tool for data collection. Future research should consider employing other methods of data collection such as interviews and experiment for more conclusive results.

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APPENDICES

Appendix I: Student Questionnaire

INTRODUCTION

PART A

My name is Munge Anne Muthoni currently undertaking Masters in Educational Psychology at Kenyatta University, in the Department of Educational Psychology. I am required to conduct a research in my area of study as part of my course work, which I believe will contribute positively in the education spheres in Kiambu East region, to academic research and nationally. My research task is to investigate the relationship between parental involvement, gender, school connectedness and innate psychological need and academic motivation in the secondary schools in Kiambu East region, Kiambu County. All the information that you will provide in this questionnaire will remain confidential and the responses you will provide will only be used for statistical analysis purpose. I will highly appreciate if you will fill in this questionnaire with utmost honestly.

NB: Kindly do not include your name anywhere on this questionnaire and note that any personal information will be treated with the confidentiality it deserves.

PART I

BACKGROUND INFORMATION

This questionnaire is meant to gather your personal experiences at school. Kindly, read the following questions carefully and fill in the blank spaces or put a tick (√) in the brackets where appropriate

1. Code no. _____

2. Gender: Boy ( ) Girl ( )

3. Age in years (_____)

4. Name of school_____

5. Type of school: Girls school ( ) Boys school ( ) Mixed school ( ) Mixed Boarding and Day ( )

6. Residential status: A boarder ( ) A day scholar ( )

PART II

BASIC PYSCHOLOGICAL NEED SATISFACTION SCALE

Using the scale below, please indicate in which degree you agree with these statements in relation to your studies.

Tick your choice (√)

Strongly Disagree (SD) Disagree (D) Undecided (U) Agree (A) Strongly Agree (SA)

PART I

BACKGROUND INFORMATION

This questionnaire is meant to gather your personal experiences at school. Kindly, read the following questions carefully and fill in the blank spaces or put a tick (√) in the brackets where appropriate

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5. Type of school: Girls school ( ) Boys school ( ) Mixed school ( )

Mixed Boarding and Day ( )

6. Residential status: A boarder ( ) A day scholar ( )

PART II

BASIC PYSCHOLOGICAL NEED SATISFACTION SCALE

Using the scale below, please indicate in which degree you agree with these statements in relation to your studies.

Tick your choice (√)

Strongly Disagree (SD) Disagree (D) Undecided (U) Agree (A) Strongly Agree (SA)

SECTION A: Relatedness Satisfaction Scale		SD	D	U	A	SA
1	I don't really feel connected with other people at school					
2	At school I feel part of a group					
3	At school my fellow student/teachers involve me social activities					
4	At school there are people who really understand me.					
5	I often feel alone when I am with my fellow students					

6	Some of the teachers/ fellow students are close friends of mine					
7	At school, no one cares about me.					
SECTION B: Competence satisfaction						
8	I do understand what I learn at school					
9	I don't feel capable of excelling in my studies					
10	I feel like I am capable of excelling in my studies					
11	I believe I can even accomplish the most difficult tasks in my academic work.					
SECTION C: Autonomy satisfaction						
12	When studying I do feel like I have to follow other people's way of studying					
13	I feel like I can be myself at my studies.					
14	If I could choose, I would do things at school differently					
15	The academic work in school is in line with what I really want to do.					
16	I feel free to do my studies the way I think it could best be done					
17	I feel forced to do things I do not want to do when it comes to my academic work.					
18	I can use my judgment when handling my academic-related problems. I don't have to rely on others to make a judgment.					

PART III: ACADEMIC MOTIVATION SCALE

Using the scale below, please indicate in which degree you agree with these statements in relation to your studies. *Tick your choice (√)*

		SD	D	U	A	*SA*
1	Because I need at least a K.C.S.E certificate in order to find a high-paying job later on.					
2	Because I experience pleasure and satisfaction while learning new things.					
3	Because I think that a high-school education will help me better prepare for the career I have chosen.					
4	Because I really like going to school.					
5	Honestly, I don't know, I really feel that I am wasting my time in school.					
6	For the pleasure I experience while surpassing myself in my studies.					

7	To prove to myself that I am capable of completing my secondary school course							
8	In order to obtain a more prestigious job later on.							
9	For the pleasure I experience when I discover new things I have never seen before.							
10	Because eventually it will enable me to enter the job market in a field that I like.							
11	Because for me, school is fun.							
12	I once had good reasons for going to school, however now I wonder whether I should continue.							
13	For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.							
14	Because of the fact that when I succeed in school I feel important.							
15	Because I want to have 'good' life later on.							
16	Because of the pleasure that I experience in broadening my knowledge about subjects which appeal to me.							
17	Because this will help me make a better choice regarding my career orientation.							
18	For the pleasure that I experience when I am taken by discussions with interesting teachers.							
19	I can't see why I go to school and frankly, I could care less.							
20	For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.							
21	To show myself that I am an intelligent person.							
22	In order to have a better salary later on.							
23	Because my studies allow me to continue to learn about many things that interest me.							
24	Because I believe that my high school education will improve my competence as a worker.							
25	For the 'high' feeling that I experience while reading about various interesting subjects.							
26	I don't know, I can't understand why I am going to school.							
27	Because high school allows me to experience a personal satisfaction in my quest for excellence in my studies.							
28	Because I want to show, myself that I can succeed in my studies.							

PART IV: SCHOOL CONNECTEDNESS SCALE

Using the scale below, please indicate in which degree you agree with these statements in relation to your studies. *Tick your choice (√)*

		SD	D	U	A	*SA*
1	I pay attention in class.					
2	I feel I am part of my school					
3	I am happy to be at my school					
4	I feel the teachers at my school treat me fairly					
5	My classroom is a fun place to be.					
6	Getting good grades is important to me					

PART V: PARENTAL INVOLVEMENT SCALE

Using the scale below, please indicate in which degree you agree with these statements in relation to your studies. *Tick your choice (√)*

		SD	D	U	A	*SA*
1	My parents know how to help me in my studies.					
2	My parents/guardian don't know which areas I need help in my studies.					
3	My parents/guardians keep an eye on my school progress					
4	My parents/guardians are actively involved in school matters.					
5	My parents usually make time to talk about my academic issues.					
6	My parents/guardian do not care about my school progress					
7	My parents do not attend academic clinic days at school					
8	My parents/guardians wholly depend on the teacher to make a difference in my studies.					

Appendix II: Scoring the AMS

Key for AMS High School version -28 items

Item	***Type/ domain/orientation of Motivation measured***
2, 9, 16,23	Intrinsic motivation - to know
6, 13, 20, 27	Intrinsic motivation - toward accomplishment
4, 11, 18, 25	Intrinsic motivation - to experience stimulation
3, 10, 17, 24	Extrinsic motivation - identified
7, 14, 21, 28	Extrinsic motivation - introjected
1, 8, 15, 22	Extrinsic motivation - external regulation
5, 12, 19, 26	Amotivation

Calculations;

To calculate a participant's score on the AMS, the mean response for each of the sub-scales was found. These means varied between 1 and 7. The means were then inserted in the following formula which was used to calculate a self-determination index which was taken as the participant's academic motivation score.

The formula had been adapted from Vallerand, Pelletier, Blais, Briere, Senecal, and Vallieres (1992).2{(know+acc+stim/3)} + iden – {(intro+reg/2) + 2amo}= Academic Motivation. know = intrinsic motivation to know; acc = intrinsic motivation to accomplishments; stim = intrinsic motivation to experience stimulation; iden =identification; intro = introjected regulation; external regulation; amo =amotivation.

This formula gives scores ranging from -18 (very little self-determination/academic motivation) to +18 (extremely high self-determination/ high academic motivation). Highest level of self-determination: 2((7+7+7/3)) + 7 - ((1+1/2) +2*1).

So:

2((7+7+7/3))+7-((1+1/2)+2(1)= would be the highest self-determined score = 18

2((21/3))+7-((2/2)+2(1)

2((7))+7-((1)+(2)

2((7))+7-(3)

2((7))+7-(3)

14+4=18

Appendix III: Research Authorization (NACOSTI)

NATIONAL COMMISSION FORSCIENCE, TECHNOLOGY ANDINNOVATION

Telephone:+254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/17/67353/17967**

Date: **7th July, 2017**

Anne Muthoni Munge
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Predictors of academic motivation of students in public secondary schools in Kiambu County, Kenya,"*** I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for the period ending **6th July, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Kiambu County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kiambu County.

The County Director of Education
Kiambu County.

Appendix IV: Research Authorization (ministry of education)

MINISTRY OF EDUCATION
State Department of Education

Telephone:Kiambu (office) 020-2044686
FAX NO. 020-2090948
Email:directoreducationkiambu@yahoo.com

When replying please quote

KBU/CDE/HR/4/VOL.II

COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY
P. O. Box 2300
KIAMBU

18th August, 2017

Anne Muthoni Munge
Kenyatta University
P.O. Box 43844-01000
NAIROBI

RE: RESEARCH AUTHORIZATION

Reference is made to the National Commission for Science Technology and Innovation letter Ref. No NACOSTI/P/17/67353/17967 dated 7th July, 2017.

The above named has been authorized to carry out research on ***"Predictors of academic motivation of students in public secondary schools in Kiambu County"*** for a period ending 6th July, 2018.

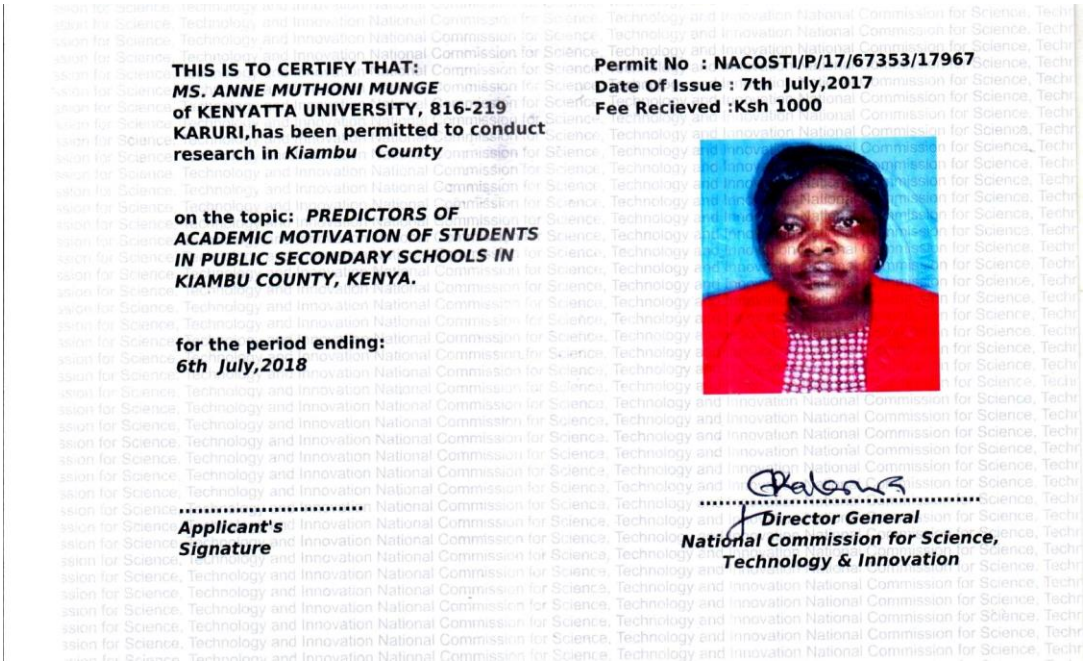
Please accord her the necessary assistance.

COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY
P. O. Box 2300-00900
KIAMBU

R. Litaba

ROSELYNE LITABA
For: COUNTY DIRECTOR OF EDUCATION
KIAMBU COUNTY

Appendix V: Research Clearance Permit



THIS IS TO CERTIFY THAT:
MS. ANNE MUTHONI MUNGE
of KENYATTA UNIVERSITY, 816-219
KARURI,has been permitted to conduct
research in *Kiambu County*

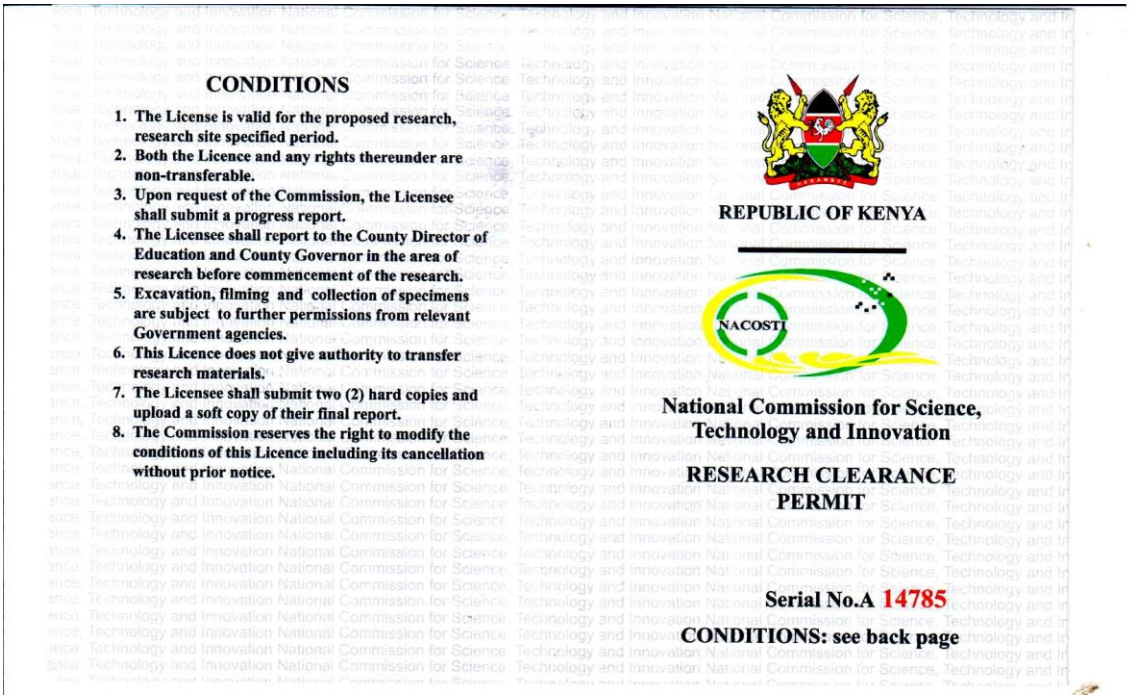
on the topic: *PREDICTORS OF ACADEMIC MOTIVATION OF STUDENTS IN PUBLIC SECONDARY SCHOOLS IN KIAMBU COUNTY, KENYA.*

for the period ending:
6th July,2018

.....
Applicant's Signature

Permit No : NACOSTI/P/17/67353/17967
Date Of Issue : 7th July,2017
Fee Recieved :Ksh 1000

.....
Director General
National Commission for Science, Technology & Innovation



CONDITIONS

1. The License is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
5. Excavation, filming and collection of specimens are subject to further permissions from relevant Government agencies.
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REPUBLIC OF KENYA

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National Commission for Science, Technology and Innovation

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Serial No.A 14785

CONDITIONS: see back page