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**ACADEMIC MOTIVATION AND COGNITIVE ENGAGEMENT AS
CORRELATES OF ACADEMIC ACHIEVEMENT AMONG FORM FOUR
STUDENTS IN THE SOUTH EAST REGION, BOTSWANA**

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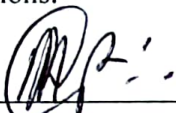


**A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
EDUCATION (EDUCATIONAL PSYCHOLOGY) IN THE SCHOOL OF
EDUCATION OF KENYATTA UNIVERSITY**

JUNE, 2024

DECLARATION

I declare that this research thesis is my original work and has not been presented to any other University/institution for consideration. This thesis has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited, and references cited in accordance with anti-plagiarism regulations.

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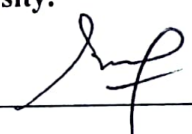
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DEDICATION

This thesis is dedicated to my wife Ofentse and to our children Boitshepo, Kgalalelo, Boipelo and Letlhogonolo for their words of encouragement, patience and understanding throughout my study period in Kenyatta University - Nairobi Kenya.

ABSTRACT

Academic Achievement is an essential part of learning, and it is the most important factor that leads to the attainment of one's goals. Good academic achievement by students at Senior High school is of paramount importance in every educational system. On the same note, poor academic achievement persists and requires more research. In Botswana, final examinations are used to measure academic achievement. Students' future academic progress is therefore, mainly determined by final examinations. So far, the results have been on the declining trend for decades. The purpose of the study was to determine how academic motivation and cognitive engagement predict academic achievement in the region. The study objectives include; to determine the relationship between academic motivation and academic achievement, to find out the relationship between cognitive engagement and academic achievement, to find out gender differences in academic motivation and cognitive engagement, and to determine the predictive weight of academic motivation and cognitive engagement on academic achievement. Albert Bandura's Social Cognitive Theory (1989) and the Self-Determination Theory of Richard Ryan and Edward Deci (1985) guided this study. This research utilized a correlational research design while purposive sampling, stratified sampling and simple random sampling were used to select 502 form four students. Data was collected through self-report questionnaires which comprise adapted scales for Academic Motivation Scale (AMS) and Cognitive Engagement Learning Strategies. The target population was form four students in public secondary schools in the same region, in 2022. A pilot study using 50 students from one secondary school in the region was conducted to check the validity and reliability of the instruments before collecting the actual data. A sample of 502 participants was selected from 5 public secondary schools. Academic achievement was inferred from students' academic records. Descriptive statistics such as means, percentages and frequencies were used to summarise the collected quantitative data. Pearson's Product Moment Correlation Coefficient and Multiple Regression Analysis were used to test the stated null hypotheses set at $\alpha = 0.05$. In the first objective the findings of the study indicated a statistically significant correlation between academic motivation and achievement. ($r = .123, p < .01$). In the second objective the results indicated a positive correlation between cognitive engagement and academic achievement ($r = .32, p < .01$). In the third objective the findings also demonstrated that there were notable gender variations in academic motivation and cognitive engagement, at $t = 2.63, df = 500, p < .01$. The fourth objective showed that both academic motivation and cognitive engagement had a significant predictive weight ($F = 8.07, p < .01$). Both predictor variables had a significant fit. $F = 8.07, p < .01$. Major recommendations of the study were that school administrators, teachers, parents and stakeholders collaborate to establish supportive learning environments for students. Administrators and teachers to hold seminars and/or workshops to train teachers on how to help students reach their academic achievement goals.