

**EXAMINING SELECTED PSYCHOSOCIAL FACTORS AS CORRELATES
OF ACHIEVEMENT MOTIVATION AMONG PUBLIC SECONDARY
SCHOOL STUDENTS IN GARISSA COUNTY, KENYA**

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DECLARATION AND APPROVAL

Declaration by the Candidate

This thesis is my original work and has not been presented for a degree in any other university or for any other award.

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DEDICATION

This work is a tribute to Allah for guidance and gratitude to my parents, siblings, friends, and supporters for their unwavering support throughout my education.



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I am truly thankful to ALLAH for bringing me this far, recognizing that His grace and blessings have been instrumental in reaching this important academic milestone. His guidance, strength and motivation credited Him for every step of my success. I also want to express my profound appreciation to my supervisors; Their expertise and encouragement have played an essential role in my development as a scholar, while their moral support and belief in me have helped me overcome challenges.

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ABSTRACT

Among the most important factors that influence students' motivation to succeed and their eventual academic performance are psychosocial aspects: attitude, self-belief, and social interactions. This has an important role in determining academic success, thus often delivered through teaching and learning experiences. There has been a decline in students' academic achievements in public secondary schools in Garissa County, as evidenced by the Kenya Certificate of Secondary Education. Therefore, this study aimed to examine how psychosocial factors such as academic self-efficacy, social support, school climate, and personality factors affected academic motivation among secondary school students in Garissa County. The expectancy value-based theory of motivation informed the research. A mixed-methods research approach was employed, utilising an integrated descriptive survey and phenomenological design to gain a comprehensive understanding of its dynamics. The target population for the study were 12,357 students in 42 public secondary schools in Garissa County. The cluster sampling technique selected 330 students, out of whom 294 students actively took part in the research. Reliability and validity of the instruments were utilised, and piloting was conducted with 18 participants from the three sub-variable schools. The data were obtained through structured questionnaires that were designed to capture factors relating to academic self-efficacy, social support, school climate, personality factors, and achievement motivation. Quantitative data analysis research methods were carried out with the aid of SPSS software. The statistical significance of the relationship between the variables was tested using ANOVA at a 95% confidence level. The ARSQ results indicated a correlation between academic self-efficacy and achievement motivation: The F-statistic value of 10.036, with a p-value of 0.002, suggests that students with positive academic self-efficacy were more likely to have higher achievement motivation. The school climate had a strong positive relationship with achievement motivation. The regression sum of squares amounted to 52.431, explaining approximately 93% of the total variation in achievement motivation. Personality factors had a strong positive relationship magnitude with achievement motivation, confirmed with a regression sum of squares was 53.244, with 1 degree of freedom, and the residual sum of squares was 65.522, with 292 degrees of freedom. The study found that academic self-efficacy was a major determinant of students' achievement motivation; a good school climate highly fosters achievement motivation. The high motivation of students was strongly attributed to personality factors; Based on these findings, the study recommended that there ought to be programs initiated in institutions that aim at improving students' academic self-confidence for instance mentorship and workshops intended for skill-building, issues of funding constraints addressed by the governments to provide learners with all the necessary materials including libraries, laboratories, and technological items that help increase student motivation towards education.

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LIST OF ABBREVIATIONS AND ACRONYMS

ANOVA	Analysis of Variance
BJW	Belief in a Just World
EVT	Expectancy-Value Theory
HAMQ	Herman's Achievement Motivation Questionnaire
KCSE	Kenya Certificate of Secondary Education
MOE	Ministry of Education.
NACOSTI	National Commission for Science, Technology, and Innovation
SPOSC	Student Perceptions of School Climate
SPSS	Statistical Package for Social Scientists
SRL	Self-Regulated Learning

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This chapter focuses on the background of the study, statement of the problem, objectives, research questions, rationale, significance, scope of the study, limitations, delimitations, assumptions, and operational definitions of terms.

1.1 Background to the Study.

This study aimed to examine how psychosocial factors such as academic self-efficacy, social support, school climate, and personality factors affected academic motivation among secondary school students in Garissa County. Globally, students face various challenges during their studies, including academic, financial, and psychosocial issues, many of which could impede their academic achievement. Factors affecting academic performance included curriculum overload, teaching methods, instructional materials, and student achievement motivation. Numerous research endeavours were conducted in the United States to explore the impact of mental and communal elements on the drive of high school students to excel in public educational institutions. Research such as that by Wigfield and Koenka (2020) examined the effects of parental involvement, family affluence, cultural variables, views about one's skills, and internal and external motives on students' academic success and objectives. The findings of this research influenced the creation of programs meant to enhance students' intrinsic drive for achievement and create a positive learning environment. Hennecke et al. (2019) pointed out the significance of personality traits, including drive and self-control, through a thorough examination of psychological factors affecting academic achievement. A study by Madigan and Curran (2021) found that social and personal factors, such as relationships,

emotions, and attitudes, significantly impacted university students' academic achievement.

Studies conducted in Europe demonstrated that students' attitudes towards education and academic success were significantly influenced by psychosocial factors. The school atmosphere, teacher-student relationships, peer dynamics, and cultural norms all had a big impact on academic performance and motivation levels (Mishra, 2020). To increase student motivation and general well-being, inclusive educational environments and the promotion of emotional and social learning were common features of European educational policies and programs (Ljubetic & Maglica, 2020). In Spain, academic results were influenced by many factors, particularly structural ones like group size and economic factors such as family money, which greatly influenced academic attainment. The success of students in their studies was also influenced by pedagogical factors, such as instructional strategies. Future academic success was often reliably predicted by past academic performance, commonly represented in a student's Grade Point Average (GPA). Psychosocial elements, such as family support, also had a significant impact on how well students did academically (Martí-Ball Ester, 2019).

The relationship between success motivation and psychosocial characteristics in secondary school pupils had been studied in Singapore, a country with a very competitive educational system. Research on growth mindset, resilience, and self-regulated learning skills has been conducted by Degol (2020), aiming to equip students with the necessary resources to effectively manage academic problems. Parents' expectations, the culture of academic excellence, and social pressures all had a significant influence on how motivated and successful Singaporean children were (Hertwig, 2021). Students' motivation and experiences in secondary education in India were shaped by a variety of socio-cultural circumstances. The research examined how family relationships, cultural

values, educational regulations, and societal expectations affected students' motivation for accomplishment (Falisse et al., 2021). Scholars emphasized the necessity of individualized teaching strategies that integrated socio-emotional learning and cultivated a nurturing school climate to augment children's innate drive and scholastic involvement.

In Australia, academic achievement was underscored with overall development and student well-being in the educational system. Psychosocial elements like self-concept, goal orientation, teacher support, and school climate had been recognized as crucial in determining students' motivation and academic results. Australian studies concentrated on encouraging adolescent development, student agency, and resilience to give secondary school pupils a sense of direction and community (Kulakow, 2020). In many developing countries in Africa, the quality of academic achievement remained low on the international scene. Wisniewski (2021) observed that the quality of learning outcomes among most secondary school students was below standard. Mlachila and Moeletsi (2019) supported these findings, adding that poor academic achievement was highly prevalent across the country, particularly in poorer regions. A significant number of secondary school students have been reported to perform below standard in national examinations.

Education scholars in Nigeria have investigated the complex factors influencing students' motivation for performance, considering factors like family background, peer interactions, teacher effectiveness, and socioeconomic disparities (Yakubu & Dasuki, 2019). In Nigeria, cultural norms, societal expectations, and educational policies interact to influence students' attitudes toward learning and goal pursuit. Interventions that addressed socioeconomic disparities and offered inclusive educational opportunities for all children have been frequently used in efforts to improve academic attainment and motivation (Usman & Madudili, 2019). The impact that each of these variables had on

students' academic performance varied depending on the educational levels they attended. Academic accomplishment, for example, had been greatly impacted by family support and supervision in basic education, but in high school and college, tutor monitoring of adherence to academic goals was less common and more reliant on individual characteristics.

In South Africa, scholarly works showed that students who experienced severe exam anxiety typically performed far worse than their classmates. According to research, test anxiety also impacted students' learning outcomes, with very nervous individuals finding it difficult to gain from structured instruction. The impact of structured instruction on learning outcomes was limited for learners with high levels of exam anxiety, even though it might have boosted motivation to attend subsequent classes (Vuyiseka, 2019). Furthermore, a key factor in determining pupils' academic success was their drive for achievement. Academically, highly motivated pupils typically outperformed their less motivated peers. Research also showed that there were gender disparities in motivation, with women often displaying stronger levels of drive than men (Mazhar, 2020). A Ugandan study discovered that a learner's locus of control could potentially lessen the influence of academic performance on achievement goals. The degree to which people attributed success or failure to internal or external sources was known as locus of control. Internals attributed success in academic activities to their effort, for example, believing that occurrences were mostly the outcome of their behaviour (Rosito, 2020).

Kenya had also experienced the same trend in academic achievement among students in both primary and secondary schools. Law, Geng, and Li (2019) reported that the majority of secondary school students who sat the KCSE examinations scored below-average marks (Boykin, 2020). Patel (2019) also argued that the academic achievement of any student contributed socio-economically to the development, progress, and transformation

of a given country. According to Zenda (2021), primary and secondary education were the foundation stones for further studies and the development of a nation. The education of a child was monitored based on their academic achievement (Zenda, 2021). Education acted as a fundamental stone in the building of human capital management and individual well-being and opportunities for better living. Kenya, like any other country, treasured education because of its intrinsic and extrinsic benefits (Rosito, 2020). However, learners' low achievement led to frequent repetition or failure, which was associated with frustrations, depression, and fear (Zenda, 2021). Learners missed opportunities to further their education, and in the end, the community lacked the required human resources necessary to meet the demands of wealth creation. There was evidence that academic underachievement was high, affecting both students and society at large. It was in light of this background that the study assessed selected psychosocial factors corresponding to achievement motivation among public secondary school students in Garissa County, Kenya.

1.2 Statement of the Problem

Over the past few years, Garissa County has experienced a lack of academic success. Data collected from the Kenya Certificate of Secondary Education examinations for the years 2020, 2021, 2022, and 2023 revealed that the mean scores for Garissa County were 4.16, 5.06, 5.31, and 5.31 respectively. Data from KNEC showed a tendency where the pass rates in English have lowered at 50% for the last four years, with many scoring below the minimum required grades that qualify them for university studies. In 2023, for instance, only 45% of candidates achieved grades C and above in English in Garissa County, against a national average of 62%. About the average score in Mathematics for the same period in STEM subjects, it has been distressing, with average scores of 3.5, 4.2, 4.6, and 4.8, respectively. These scores indicated that a huge number of

students are below the grades that qualified them to study engineering and technology courses. In the year 2022, only 38% of the students in Garissa County attained grades C and above in Mathematics, while the national average stood at 55%.

The poor performance in both English and STEM subjects not only limited their immediate educational opportunities but also had long-lasting implications for career prospects and self-esteem. Additionally, the underperformance has discouraged parents from investing in their children's education, leading to a detrimental impact on the nation's youth employment rates. Previous research has explored various factors that could contribute to this academic decline, such as student interest, attitudes, learning methods, teacher qualities, and test anxiety. Therefore, it is crucial to further investigate the connections between student's self-efficacy, school climate, social support, personality traits and academic achievement among high school students in Garissa County. The study ushers in a positive transformation in the future existence of young individuals in Kenya.

1.3 General Objective of the Study

The general objective of this study was to examine how selected psychosocial elements correlate with achievement motivation among public high school students in Garissa County.

1.4 Specific Objectives of the Study

- i. To assess the influence of students' academic self-efficacy on achievement motivation among high school students in Garissa County.
- ii. To establish how social support influences achievement motivation among high school students in Garissa County.

- iii. To evaluate the influence of school climate on achievement motivation among high school students in Garissa County.
- iv. To examine the influence of personality factors on achievement motivation among high school students in Public secondary schools in Garissa County.

1.5 Research Questions

- i. What is the connection between self-efficacy and achievement motivation among high school students in Garissa County?
- ii. How does social support influence achievement motivation among high school students in Garissa County?
- iii. What connection exists between school climate and achievement motivation among high school students in Garissa County?
- iv. How do personality factors influence achievement motivation among high school students in Garissa County?

1.6 Rationale of the Study

In many public high schools in Garissa County, the academic performance of students in the KCSE has been on a decreasing trend. Despite the statistics by the Ministry of Education showing dismal performance, much is yet to be undertaken to assess the psychosocial elements influencing achievement motivation among high school students in Garissa County at Large. Thus, the findings of this research will add to our existing understanding by shedding light on what needs to be improved to alleviate the glaring psychosocial issues that lead to low achievement motivation, hence poor performance.

1.7 Significance of the Study

The expected results of the study can have a high impact on the development of the field of educational psychology by enhancing our knowledge of the factors determining

academic motivation. This paper will give some new insights into how academic self-efficacy, social support, school climate, and personality factors will interact to influence students' motivation to succeed. Findings like this will thus build on the existing knowledge with a wider perspective of the psychological and social mechanisms that drive academic accomplishments.

From these findings, the Ministry of Education will have some evidenced-based insights in making policies towards student learning for the enhancement of achievement. The Ministry also has the responsibility to identify factors that influence academic motivation and design or implement policies toward developing effective and enabling learning environments to promote better educational programs and resource provisions in schools to enhance students' motivations and performance.

The research is useful to school administrators by offering hands-on information on how best to create an environment that enables students to become motivated. The study shows that a positive school climate could affect achievement motivation. Such findings call upon the administrators to invest in available resources and programs that will enhance the learning environment to realize improved student engagement and achievement.

This would be beneficial research for teachers to understand the factors influenced this motivation process of students. Teachers could, therefore, change their teaching strategies and classroom management methods to suit their students better. Therefore, academic self-efficacy and social support are felt by teachers helpful in identifying ways of reaching out to those students challenged in motivation.

The findings from the research would be of immense help to guidance and counseling personnel since such persons would be able to establish some of the factors that have

determined academic motivation and hence design and implement effective counselling programs or other interventions for the treatment of any motivational problems. In addition, the study results provide a basis for specific strategies that enhance the academic self-efficacy of students and provide support for those in need.

In that manner, indirectly, the learners themselves would benefit from this research. After all, the insights that emanate from there could enable educators to deploy better practices and sustainable environments. Attending to motivation factors, this work might set up more engaging and effective learning experiences for students to achieve hard educational chores and finish goals, having developed a far more favourable attitude towards their education.

In general, the study would help parents understand factors that affect their children's academic motivation. In this respect, it would help them to be better positioned to support the educational journey of their children by providing a conducive home environment and investing in education. This would allow parents to know how to raise children with high academic self-efficacy and ways to provide social support to contribute to the academic success and motivation of children.

1.8 Scope of the Study

The study aimed to assess the selected psychological factors and desire for the accomplishment of public high school learners in Garissa County. To fully grasp the intricacies of this subject, mixed mixed-method design was applied. Specifically, the researcher implemented descriptive surveys and correlational research designs to gather data. Quantitative data was gathered by administering questionnaires to the participants. This enriching study was slated to take place in August 2024.

1.9 Limitations and assumptions of the Study

The findings of this study might not apply to other areas outside of Garissa County. The results might be influenced by the unique cultural, social, and educational characteristics of the region. Hence, it is advisable to exercise caution when extrapolating the study's conclusions to different regions or varied populations.

The study's outcomes may be influenced by the sample size and the selection methods used. The study might be conducted on a limited number of schools or participants due to logistical constraints, which could impact the representativeness of the findings. The sample selection process might also introduce biases, such as self-selection or non-response bias, which could affect the study's validity.

The design of the study, being cross-sectional, could potentially hinder the ability to establish causation and ascertain the direction of relationships between the variables. It might not be possible to determine whether personal, family, school or social factors directly influence achievement motivation or if there are other underlying variables at play. Longitudinal or experimental studies would be required to establish stronger causal relationships.

The study's voluntary participation might introduce self-selection bias, as students who are more motivated or have a particular interest in the topic might be more inclined to participate. This bias could affect the generalizability of the findings and might not accurately represent the motivation levels of the entire student population in Garissa County.

The most effective method for minimising sampling bias was to employ random sampling. By using this approach, every individual within the target group has an equal opportunity of being chosen. Striking a harmonious balance can be attained by

employing a mix of open-ended and close-ended queries. Ensure the feedback and response of the respondents were treated anonymously and confidentially and there was no right or wrong answer, and this makes the respondents feel free to pass comments without judgment.

1.10 Assumptions of the Study

The researcher assumed that the study focused on all secondary schools in Garissa County. There are records of students' performance in the KCSE that could be easily accessed. The psychosocial factors that have been chosen are connected to the motivation to achieve among students in public secondary schools. Every participant truthfully provided the necessary information without hesitation. All individuals involved had the opportunity to provide answers to the inquiries posed during the research.



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1.11 Operational Definitions of Terms

Social factors: Social factors are the qualities of individuals or groups that impact thinking and actions in a social setting, ultimately shaping the result.

Academic Performance: It pertains to the level of accomplishment reached by students in the Kenya Certificate of Secondary Education (KCSE) and was gauged by mean points.

Academic self-efficacy: Academic self-efficacy pertains to individuals' belief in their ability to effectively complete academic assignments within the required standards. It encompasses students' confidence in their capabilities to successfully manage their coursework.

Achievement Motivation: A student's inclination to acquire knowledge or enjoyment of educational pursuits could be gauged through their academic motivation score, as evaluated by the Academic Motivation Scale.

Personality factors: Characteristics possessed by an individual that impact their behaviour define their personality.

School support: Social support is a complex idea that encompasses feeling appreciated, esteemed, nurtured, and cherished by those around us.

School climate: It refers to the overall atmosphere and environment that students experience in their school. It encompasses various aspects such as standards, objectives, principles, connections, instructional approaches, and administrative structure within the educational institution.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The chapter would review available literature in the form of studies, and concepts that exist regarding research questions. It addresses the concept of achievement Motivation and psychosocial correlates of achievement motivation. A literature review based on the objectives was carried out. A theoretical review and conceptual framework would also be presented in this chapter.

2.1 Empirical literature review

This section examined the knowledge gathered by other scholars pertinent to the research. The practical analysis focused on evaluating and identifying the research areas the current study aimed to address.

2.1.1 Achievement Motivation

Motivation was the fuel that powered all actions, driving individuals to pursue their needs, desires, and goals. Without motivation, individuals would have been adrift, lacking direction and purpose. This made understanding motivation's role in learning and academic success essential. Four key factors affected motivation: situation, temperament, goals, and tools. By understanding these factors, individuals could maximize their motivation and achieve their full potential. Research consistently showed that motivation played major educational success. When students were motivated, they were more engaged in their learning, more likely to persist in the face of challenges, and more likely to achieve their goals. This demonstrated the importance of educators understanding the role of motivation in student success and creating learning environments that foster and support it. By engaging in this practice, educators could assist every student in realising their full potential and attaining their aspirations.

Achievement motivation refers to a person's aspiration to meet and exceed established standards to achieve their goals. Interestingly, students often shared similar learning abilities and talents (Garrets & Palmer, 2020). Motivation provided students with the drive necessary to complete their homework and attain academic success. From an educational perspective, motivation was a multi-dimensional concept that included students' perceptions of their capability to complete a task and their emotional responses to it (Partovi & Razavi, 2019). Assessing students' academic achievement motivation was a crucial metric for evaluating education. The desire to achieve was a powerful psychological force that propelled individuals toward goal attainment. Although different scholars might have had varying definitions of achievement motivation, it was clear that this drive was deeply intertwined with emotions, strategies, and learning outcomes. Research demonstrated that a strong drive to achieve was a reliable indicator of both academic achievement and task completion. For graduate students, learning goals and motivation were essential factors that influenced their engagement in learning tasks as they strived to meet their expectations and needs.

At its core, academic achievement motivation was driven by an internal force that compelled learners to strive for excellence by measuring their performance against the highest standards. This drive fostered a deep sense of commitment and enjoyment in the pursuit of success. By influencing various academic activities, the drive to succeed academically played a crucial role in a person's capacity to accomplish their educational objectives. It shaped attitudes and beliefs about approaching and pursuing endeavours, ultimately determining the outcome of the academic journey.

In self-regulated learning, achievement motivations played a crucial role in how learners evaluated their own cognitive and metacognitive processes. Peel (2019) stated that such

motivations served as standards by which students could measure their progress. Bakhtiar and Hadwin (2022) also emphasized that a student's motivation plays a crucial role in their ability to control and manage thinking and awareness processes. Essentially, student's level of motivation impacted how they viewed the results of their learning journey. For instance, students driven by the desire to master a subject tended to see mistakes as normal and necessary for learning, while those focused on achieving specific outcomes might have perceived errors as defeat (Feigenbaum, 2021). Additionally, the level of intrinsic value a student placed on their learning could have influenced their persistence in the face of errors. If a student believed that putting in a lot of effort was difficult, they might have been more inclined to quit when faced with obstacles.

Educators need to grasp the significance of motivation in self-regulated learning to effectively foster their students' progress. By recognizing how students' motivation profiles impacted their perceptions of success and failure, educators could modify their instructional strategies to accommodate learning styles.

2.1.2 Psychosocial Correlates of Achievement Motivation

To help students succeed and stay motivated in their education, it was crucial to understand the psychosocial factors that affected achievement. Through an extensive literature review, various psychological factors that impacted a person's drive for success were identified, including personal values, attitudes towards achievement, existential fulfilment, and self-actualization parameters. Furthermore, an individual's mental well-being could be greatly influenced by factors such as relationships and the environment they were in. These factors encompassed the impact that social connections had on a person's psychological growth and overall state of being.

In simpler terms, both social and psychological factors could impact a student's attitude, thinking, aptitude, and motivation. Recognizing the positive and negative effects of these factors was essential for helping students maintain their drive and succeed in academic pursuits. This approach would ensure that students not only achieved their goals but also led fulfilling and meaningful lives. When it came to students' achievement motivation, psychosocial factors played a crucial role. Psychosocial factors included a range of psychological and social influences that had the potential to impact academic performance and overall success. These factors, whether positive or negative, shaped a student's grades and learning outcomes (Yuldashev, 2021).

Psychological factors referred mainly to attitudes, motivations, perceptions, learning abilities, and emotions that could affect academic performance (Cheng & Tsai, 2020). For instance, high levels of motivation could positively impact academic performance, while high levels of distress could have the opposite effect. On the other hand, social factors encompassed various aspects of an individual's life that could influence academic performance positively or negatively. These factors included surroundings, financial situation, socio-economic status, family background, previous education, job status, and the support received from the social network (Shukri, 2019).

Previous studies revealed that various factors influenced motivation within the school setting (Hassan et al., 2022). The social and psychological factors impacting the academic performance of rural students were influenced by several aspects, as discovered by Gang, Han, and Bansa (2019). They explored the impact of academic self-confidence, emotional well-being, and parental support on the academic achievements of rural students. Their research suggested that these aspects could serve as reliable indicators of academic success among rural students. In a similar investigation, Lestari et al. (2020) found that two factors related to social and psychological aspects greatly affected

students' educational performance. Zimmerman (2023) emphasised the significance of these factors in predicting the academic outcomes of high school students, especially girls. Motivation and social control were found to be significant in this regard.

Additionally, Joash (2022) found that family resources and parental engagement had a positive correlation with learning achievement, while family rules were negatively correlated with academic attainment. Thus, it was evident that the success of students was greatly influenced by various social and psychological elements. Understanding and addressing these factors could help educators and policymakers develop strategies to improve students' academic achievements.

2.1.3 Students' Academic Self-Efficacy and Achievement Motivation

Educational research has extensively explored the link between self-efficacy and academic motivation. Since Albert Bandura introduced the concept of self-efficacy in 1977, this belief in one's ability to succeed has been shown to significantly influence behaviour. Specifically, self-efficacy, defined as an individual's confidence in their capacity to perform tasks effectively, is crucial for academic achievement.

Previous research demonstrated that self-belief as a key factor in academic achievement. Joseph (2022) defined academic self-efficacy as an individual's robust belief in their potential to excel at a specific academic task.

This is closely related to academic self-concept, which is a person's conception and understanding of themselves in situations requiring achievement. People who did not believe in their abilities tended to have pessimistic thoughts and saw tasks as something daunting rather than an opportunity to overcome. Consequently, they set lower goals for themselves. In contrast, students with self-confidence and the ability to utilise successful self-learning methods were more likely to advance and attain better outcomes. Non-self-

regulated students may have struggled to fully participate in the learning process, hindering their ability to gain extensive knowledge and achieve academic success. Therefore, students need to cultivate a sense of self-efficacy and take a proactive approach to their studies. By doing so, they could unlock their full potential and reach new heights of success.

A recent study by Özcan and Eren Gümüş (2019) explored the connection between students' readiness for self-directed learning, their belief in their academic abilities, and their motivation to achieve. The findings revealed a strong link between self-directed learning and achievement motivation among students at Payam Noor University. Interestingly, the most influential factor for academic self-efficacy was the ability to learn independently, while effective study habits and problem-solving skills emerged as the key factors for achievement motivation. In a similar study, Celik (2022) examined the relationship between study habits, academic self-efficacy, and academic achievement in third-grade students at a guidance school. The findings revealed that academic achievement was influenced by both natural ability and effort in academic self-efficacy. This suggested that using effective study strategies not only boosted academic self-confidence but also positively impacted academic performance.

Khoisan (2022) conducted a study involving 410 participants to examine the effects of academic self-efficacy and school atmosphere on mathematics academic achievement, with achievement motivation as a mediator. The sampling method used was probability sampling, specifically simple random sampling. To measure mathematics academic achievement, the researcher relied on student report cards, following the approach of Kuhfield and Tarasawa (2020). Additionally, Khan's (2023) assessment was utilized to measure academic self-efficacy. The research discovered a notable connection between how confident students felt about their academic abilities, the overall atmosphere of the

school, and their success in math. However, when achievement motivation was included as a factor, it was found that it did not significantly influence how academic self-efficacy and school climate affected math achievement. This study provided insight into the crucial role of academic self-confidence and school climate in students' math performance, highlighting the need for educators to prioritize these factors to improve student achievement.

In Kenya, Muriungi (2020) conducted a study to assess the influence of academic self-confidence on the academic success of students attending primary teacher training colleges in the central region. The researchers were motivated by self-efficacy theory and utilised a descriptive survey design for their research. The study's findings showed a strong and meaningful connection between academic self-confidence and academic achievement ($r=.70$, $p<0.5$), suggesting that students who had greater belief in their academic abilities tended to perform better academically. Based on these results, the researchers suggested that educators should work towards creating a supportive atmosphere that encourages students to have confidence in their academic skills.

In summary, this research highlights the vital academic self-belief in influencing students' academic achievements. The results provided valuable knowledge for educators and other individuals involved in education to develop initiatives and strategies that could support students in enhancing their self-belief and boosting academic performance.

2.1.4 Social Support and Achievement Motivation

Social support refers to having reliable friends and family members to turn to during tough times, providing individuals with a broader perspective and a positive self-image, while shielding them from the detrimental effects of stress. This support empowers individuals to confront crises with a positive mindset. Specifically, teenagers stand to

gain immense benefits from social support networks, such as families, educators, and friends. Access to reliable social support enhances their ability to learn and boosts their self-assurance. When confronted with academic distress, students with ample social support can seek assistance, receive tangible aid and emotional encouragement, and tackle problems using more constructive and mature coping strategies. This, in turn, heightens their motivation to learn and aids them in achieving their goals. Conversely, students lacking effective support from their educational environment were more likely to feel powerless and experience negative emotions, which resulted in diminished motivation to learn.

Gungor (2019) conducted a study to explore the correlation between social support and achievement motivation among Indian adolescents. The study involved 100 students from the 11th and 12th grades, evenly divided between 50 males and 50 females, within the age range of 14 to 17. The findings revealed that young girls felt they had more support from others and demonstrated a greater drive to succeed compared to young boys. This implied that receiving support from others was crucial for teenagers to develop motivation to achieve, with a potentially stronger influence on girls.

The study conducted by Mishra (2020) offered valuable insights into the factors that affected adolescents' motivation to succeed in India. It highlighted the significance of social support and emphasised the collaboration between educators and parents in creating a nurturing environment that promoted the development of young individuals. In a recent investigation led by Mishra (2020), the impact of social support on the academic achievement of secondary students with special requirements was examined. The results highlight students who received more social support outperform those who received less support in their academic pursuits. These findings were further reinforced

by a structural equation model, which demonstrated the statistical significance of the influence of family and friends on academic achievement.

In summary, this study highlighted the crucial role of social support in the academic development of students with special needs. It underscored the importance of a strong support system, particularly from family and friends, in ensuring that these students could reach their full potential. The research revealed that the presence of family and friends played a vital role in alleviating psychological issues among students. By receiving support from their loved ones, students were better equipped to handle the stress of daily life and the pressures of academics. Moreover, studies demonstrated that when students received acceptance and emotional warmth from their family and friends, it had a significant positive impact on their academic performance, including higher grades, fewer disciplinary problems, less psychological distress, and reduced involvement in delinquent behaviour, regardless of their social background. Therefore, students needed a strong support system to navigate the challenges of university life.

Kumar (2021) explored the essential role of social support in enhancing the psychological well-being of students at the University of Nairobi. The importance of social support for students cannot be overstated. Lack of support from loved ones could make students more susceptible to mental health issues such as depression, stress, and anxiety. On the other hand, when students received emotional warmth and acceptance from their family and friends, it had a positive influence on their academic success. This support also helped decrease instances of misconduct, psychological distress, and delinquency in students from various socioeconomic backgrounds. The implications of these findings were particularly significant as they emphasized the substantial impact of social support on the academic success of adolescents.

2.1.5 School Climate and Achievement Motivation

Schools are not merely places where students acquire academic knowledge, but also serve as environments for fostering relationships that extend beyond familial connections (Sethi & Scales, 2020). Grazia and Molinari (2021) highlighted the importance of a positive school climate in nurturing both the academic and socio-emotional development of students. They argued that a supportive and inclusive school climate is essential for students to flourish and reach their full potential. Key elements such as clear expectations, effective teaching methods, positive relationships, and a sense of belonging play significant roles in creating this environment.

However, it was noted that students' perceptions of the school climate might vary, even in schools that generally maintain a positive atmosphere. These subjective perceptions could influence their behaviours and emotional states while at school. Therefore, educators and administrators must actively work to create a school climate that is positively perceived by all students. This requires a focus on various factors, including safety, relationships, teaching methods, parental involvement, and students' perspectives on education. Ultimately, the school climate should be one where students feel accepted, valued, and respected, thus enabling them to thrive both academically and emotionally.

A study involving 1,417 children who were abandoned revealed intriguing findings regarding the impact of school climate. After controlling for gender and age, it was discovered that school climate significantly influenced the motivation of left-behind children, emphasising the importance of a positive learning environment in fostering a child's drive to succeed. Additionally, the study found that school climate directly influenced motivation, with perceptions of the climate also affecting motivation through the adaptability of learning. The importance of a child's ability to adjust to the learning environment in achieving academic success was underscored. Interestingly, teacher

support moderated the indirect impact of school climate on motivation through learning adaptability. This effect was stronger for students who perceived high levels of teacher support, demonstrating the critical role teachers play in motivating and supporting students.

A 2020 study by Noeei et al. examined how school climate and desire for accomplishment among students in high school. The research adopted a descriptive-correlational methodology and included 205 students from Shiraz in the 2018-2019 academic year. Data was collected through the Student Perceptions of School Climate (SPOSC) and Herman's Achievement Motivation Questionnaire (HAMQ), with analysis using Pearson correlation and regression techniques. The results revealed a strong correlation between school climate and student motivation. Specifically, students who felt supported by their teachers and peers, and had a sense of autonomy, were more likely to be motivated. However, the stability of rules had no significant impact on motivation. These findings emphasised the function of school climate in predicting the drive to succeed.

In conclusion, fostering a positive school climate is essential to promoting achievement motivation, particularly in high school students. Providing adequate support, autonomy, and peer relationships was found to enhance motivation and could lead to better academic outcomes. Fitrianiingsih (2020) investigated factors influencing the academic performance of seventh-grade students in science, focusing on school climate, motivation, and self-perception. The study revealed that school climate had a significant positive impact on students' science learning outcomes, with motivation and self-perception also contributing to academic success. These factors should be considered when developing strategies to improve science achievement.

Partovi and Razavi (2019) explored the influence of school climate, mental well-being, and living conditions on students' achievement motivation, discovering that these factors significantly impacted students' motivation to succeed. Similarly, Subramanian and Anandarasu (2021) examined the effect of classroom climate on achievement motivation among higher secondary students in the Kanyakumari district, finding a positive correlation. Notably, students who were taught in English had higher achievement motivation scores than those who were not, highlighting the importance of classroom climate in shaping students' academic attitudes and performance.

2.1.6 Personality Factors and Achievement Motivation

Personality has a significant impact on individual performance, with various approaches used to understand its influence. One of the main approaches is the trait theory, which suggests that personality is composed of various traits that influence behaviour (Fleeson et al., 2019). The trait approach posits that understanding these traits can help predict how individuals will behave in different situations. For instance, extroverted individuals may excel in roles that require frequent social interaction.

Personality traits are relatively stable but can change over time, with the manifestation of traits also depending on the situation. For example, someone typically introverted may exhibit extroverted behaviour in certain social contexts. The trait approach provides valuable insight into how personality can affect behaviour, allowing for better predictions about individual responses to various situations.

Kaya and Erdem (2021) found that motivation is a key aspect of the Big Five personality traits model, particularly for conscientious individuals. Those high in conscientiousness tend to be organised, disciplined, driven, and persistent, traits that are strongly linked to high levels of motivation. Motivation is key to learning behaviour and academic

outcomes. (Rahardjo and Pertiwi, 2020). Motivation is an internal drive that propels individuals toward their goals (Helmold and Samara, 2019), and it is essential in human performance across various fields, including academics (Su, 2020).

Ojo (2021) conducted a study to examine the link between personality traits, learning experience, self-regulated learning (SAL), and academic outcomes. The study involved 70 participants from Norway, revealing that conscientiousness, teaching quality, and learning approaches were significantly linked to exam performance. Students who reported positive teaching experiences were more likely to adopt surface learning strategies, while those dissatisfied with their courses opted for more strategic approaches. These findings suggest that personality traits, particularly conscientiousness, play an important role in academic success.

In a study of 777 individuals, Silvestre (2022) explored the relationship between the Big Five personality traits and achievement motivation, conceptualised as having two factors. The results indicated that conscientiousness, openness, and extraversion positively correlated with internal achievement motivation. Furthermore, extraversion, conscientiousness, and neuroticism were associated with motivation driven by external rewards.

Interestingly, agreeableness was negatively correlated with the motivation for external achievements, suggesting that certain personality traits may have complex effects on motivation.

Two longitudinal studies conducted in the UK also explored the link between personality traits and academic success. These studies demonstrated that personality, particularly conscientiousness, significantly influenced academic performance, with conscientious students achieving better exam results (Chamorro-Premuzic and Furnham, 2003). A

meta-analysis further confirmed that conscientiousness was the strongest predictor of academic success, even when intelligence was controlled. (Poropat, 2009). These findings underscore the importance of considering personality traits in educational settings, as they are crucial in determining academic outcomes.

Ngaruiya (2021) found a significant correlation between school type and achievement motivation among Form Two students in Nairobi County, Kenya. However, socioeconomic status, family structure, and parental education showed no significant relationship to motivation. This suggests that whether a student attends a public or private school significantly impacts their motivation to achieve.

An IEA study found that gender differences in achievement motivation contributed to academic performance differences, with girls generally outperforming boys in reading literacy and boys excelling in science. These findings emphasised the importance of achievement motivation in shaping students' academic trajectories and future career opportunities. (Meece, Glienke, & Burg, 2006).

2.2 Theoretical Literature Review

The research was informed by the expectancy value-based theory of motivation.

2.2.1 Expectancy Value Theory

In 1983, Eccles and colleagues introduced the expectancy-value-based theory (EVT) of achievement motivation. This theory emphasised how students' belief in their ability to succeed and their perception of the importance of tasks influenced their motivation and academic achievement.

This framework led researchers and educators to develop interventions aimed at altering students' expectations and values for learning, ultimately enhancing their academic

outcomes. By considering both expectancy and value, a more complete understanding of what drives motivation and how to achieve goals could be attained.

2.3 The Conceptual Framework

Figure 1 provides a summary of the connections between the predictor and outcome variables in a conceptual framework. The predictor variables consist of students' academic self-efficacy, social support, school climate and personality traits. The dependent variable is Achievement motivation.

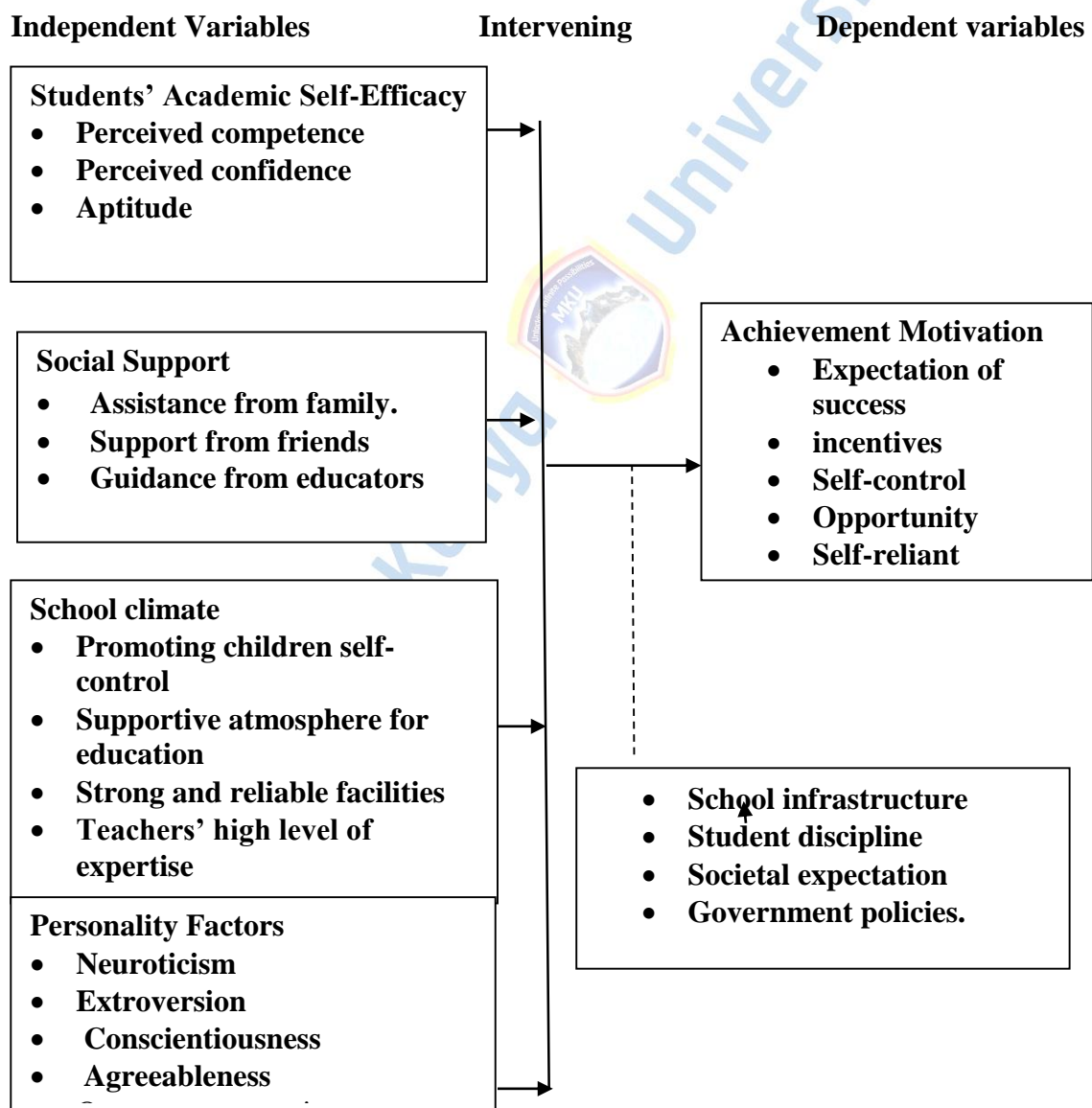


Figure 1: The Conceptual Framework of the Study

The level at which a student's drive to succeed was determined by the degree to which these three factors were fulfilled. The dependent variable, which is achievement motivation, will be assessed in terms of extrinsic and intrinsic motivation. Students' academic self-efficacy encompasses perceived competence, perceived confidence, and aptitude. The concept of social support includes receiving support from family, friends, and teachers. They evaluated the school climate based on factors such as the safety of students, the quality of facilities, disciplinary measures, the effectiveness of the learning atmosphere, and the professionalism of teachers. In comparison, personality factors included neuroticism, extroversion, conscientiousness, agreeableness, and openness to experience.

An intervening variable is an imagined variable that helps explain the connections between independent and dependent variables. Yet, the dependent variable's result is determined by the intervening variable, which is affected by the independent variable.

The psychosocial factors that are manipulated to observe their impact on students' academic achievement are known as independent variables, while the dependent variable refers to what is being affected.

2.4 Summary of Literature and Research Gaps.

The literature review established a correlation between students' academic self-efficacy, social support, school climate, personality factors, and achievement motivation. However, several gaps were identified in the literature. A range of studies suggested that there was a connection between students' confidence in their abilities to succeed academically and their desire to achieve. After reviewing the available literature, it became apparent that academic self-confidence was linked to motivation to succeed. Students with a strong conviction in their academic abilities tended to perform better in

their studies compared to those who doubted their abilities. In addition, certain researchers examined how beliefs in academic self-confidence could predict motivation to achieve in college.

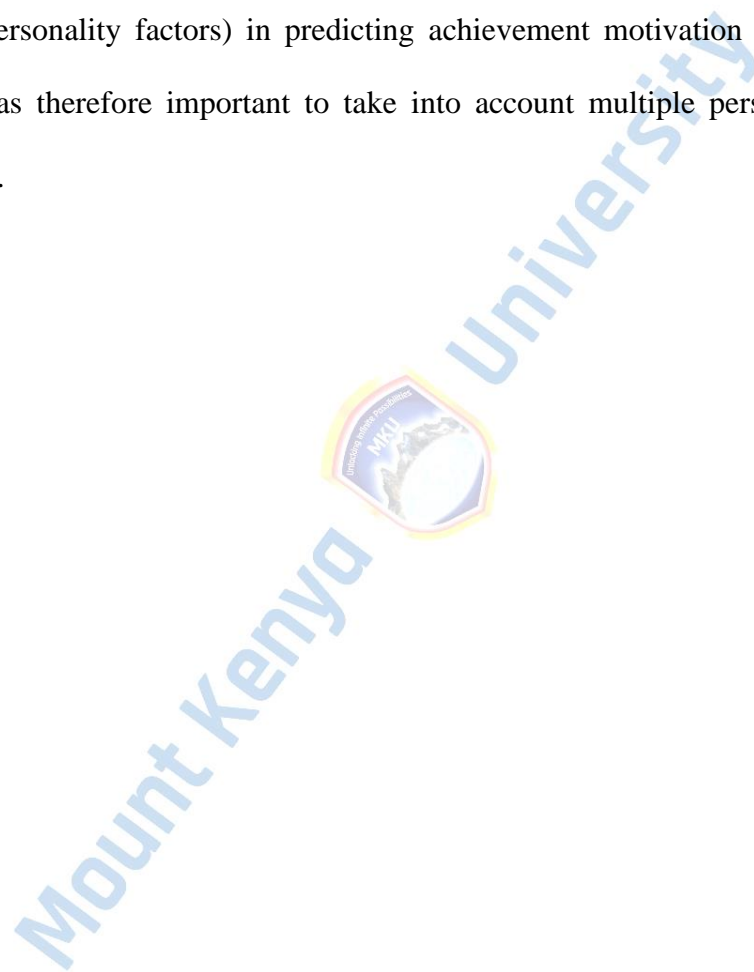
Studies that were examined revealed that receiving support from family members, friends, and partners could enhance students' motivation to achieve academically. Nevertheless, these studies did not show which source of support was more important to a student and at which stage it was needed. Therefore, the current study was inspired to fill this knowledge gap by establishing how multiple sources of social assistance influenced achievement motivation among students.

Research showed that various school climates could influence students' motivation and performance. These climates were categorised as positive or negative. A positive school climate nurtured students' overall well-being and academic success, while a negative school climate hampered school improvement and effectiveness. A negative climate could be characterised by a lack of resources, poor interactions, and difficulties in facilitating learning. The majority of research centred on the correlation between the atmosphere within educational institutions and the level of success in academics. Fewer studies explored the impact on students' motivation to achieve.

Even though extensive research had been conducted on achievement motivation, the impact of other personality traits on academic performance, such as the ability to handle challenges and control one's impulses, was still not well understood. It seemed logical to assume that there was a connection between these traits and how achievement motivation influenced academic success.

The studies that were reviewed primarily focused on the developed world, leaving a significant gap in knowledge regarding how the predictor and outcome variables of the

current study interacted in Kenya and the surrounding region. Most of these studies were conducted in university and tertiary institution settings rather than secondary schools. The findings from these studies, which explored the relationship between the predictor and outcome variables, were conflicting and inconclusive. Therefore, it was crucial to conduct a study on secondary school students in Garissa County to comprehend the importance of the four factors (students' academic self-efficacy, social support, school climate, and personality factors) in predicting achievement motivation (the outcome variable). It was therefore important to take into account multiple personality traits simultaneously.



CHAPTER THREE:

RESEARCH METHODOLOGY

3.0 Introduction

This chapter explored the research methodology used in conducting the study. It provided detailed information on the research design, the study location, the individuals involved, the sample determination process, the data collection tools, the procedures followed, the reliability and validity of the instruments, any logistical or ethical concerns, and the methods used for data analysis, presentation, and interpretation

3.1 Research Design

The study utilised both descriptive survey and phenomenological research design. The choice of a correlation approach was appropriate as it aimed to determine if there were connections between the variables (Pace, 2019). Additionally, the descriptive survey aimed to collect information about phenomena and make sound conclusions based on the facts provided. It was used to define or portray profiles of various aspects, such as issues, individuals, events, variables, or their interactions (Howe, 2019). This design proved to be of great utility for gathering data on individuals, their beliefs, viewpoints, behaviours, levels of education, and societal concerns.

The use of questionnaires to gather data was favoured due to their convenience for collecting information from a large number of individuals within a specific timeframe. It was crucial to ensure that data collection was conducted in a manner that allowed for interpretation and generalisation of the results. To achieve this objective, a research approach that combined qualitative and quantitative elements was utilised. These methodologies ensured a thorough and supported outcome.

3.2 Location of Study

The study was conducted in Garissa County, located in the northeastern part of Kenya. The county had a population of 923,060 and covered an area of 45,720.3 km². Garissa County comprises nine sub-counties: Garissa Township, Ijara, Balambala, Dadaab, Fafi, Bura, Lagdera, Hulugho, and Bodhai. Pastoral farming played a significant role in this dry region, serving as a source of sustenance and economic activity. Camels were raised for their milk and as a means of transporting goods. The population consisted primarily of ethnic Somalis, who depended heavily on pastoralism. The county was selected due to the low academic achievement of learners, as evidenced by poor mean scores in the Kenya Certificate of Secondary Education (KCSE) over previous years. This was believed to be linked to low achievement motivation, potentially influenced by various psychosocial factors.

Table 1: The Average KCSE Performance Score from 2020 to 2023.

<i>Sub-counties</i>	2020	2021	2022	2023
Balambala	3.1	3.7	3.9	4.8
Lagdera	2.0	4.9	5.2	5.7
Dadab	3.8	5.0	6.1	6.3
Ijara	4.3	4.4	5.3	4.9
Fafi	4.3	3.6	5.3	5.4
Garissa	3.3	3.4	4.6	4.8

Source: county Director of Education, Garissa County 2023

3.3 Target Population

In their recent study, Pandey and Pandey (2021). A population can be defined as a group of individuals, objects, or items from which samples are selected for measurement purposes. Additionally, a population can also refer to a group of people or elements that

share at least one common characteristic. In Garissa County, based on information given by the Ministry of Education, there are a total of forty-two public secondary schools. These schools have over 1000 teachers and approximately 12357 students, with fourteen schools exclusively for girls, twenty schools exclusively for boys, and eight mixed-gender schools. All secondary school students in Garissa County would be included in the target population for this study. The selection of these schools was based on the availability of necessary facilities that are expected to motivate students to excel academically. Furthermore, the study focuses on emotionally and psychologically stable secondary students, as their unbiased responses would ensure the validity of the questionnaire items.

3.4 Sampling Procedures and Sample Size

Sampling is the act of choosing a group of people or things from a larger group in a way that accurately represents the whole (Bhardwaj, 2019). This research used a cluster sampling method to make sure that different groups within the population were included. The population was divided into three categories of school types: girls' schools, boys' schools, and mixed schools. Students from each of these categories were selected. As stated by Makworo (2020), the appropriate sample size for the study was based on the population size. The total population of high school students were 12357, according to the County Director of Education at Garissa County (2023) To meet the study's criteria, a total of 330 students were selected for the sample, including 170 from boys-only schools, 120 from girls' schools, and 70 from mixed schools.

Krejcie and Morgan (1970) came up with a table for determining sample size for a given population for easy reference.

Table 2: Sample Size Determination.

School Type	Number of Schools	Population estimate	Sample size
Girls' schools	14	5579	170
Boys Schools	20	3679	120
Mixed schools	8	3099	70
Total	42	12357	330

Source: County Director of Education, Garissa County, 2023

3.5 Research Instruments

This research employed questionnaires to gather the data. The question items were multiple-choice questions that were closed and open-ended and were related to achievement motivation and the four independent variables (students' academic self-efficacy, social support, school climate, and personality factors). The other instrument that provided secondary data is the students' scores for the year 2023. The selection of these instruments was influenced by the type of information needed and the available timeframe. As Sharma (2022) suggests, questionnaires are suitable for gathering data from a sizable group. Additionally, they guaranteed privacy and efficiency. The questionnaires consisted of both open-ended and closed-ended queries. Separate sets of questionnaires were distributed to students and teachers.

3.6 Pilot Study

The initial study involved surveying 18 participants from six schools that were randomly selected. These schools represented various types of educational institutions, including boys-only, girls-only, and mixed schools. The motive of this study was to gather information that addressed logistical obstacles, such as establishing test schedules and

acquiring necessary materials for the larger study. Additionally, the pilot assessed the reliability and accuracy of the survey questions. To streamline the process and save time, the pilot was conducted at a school near the researcher's workplace and one with which the researcher was already familiar. This familiarity avoided potential logistical complications.

3.6.1 Validity of the instruments

As stated by Clark and Watson (2019), the effectiveness of a test was determined by its capacity to accurately gauge the intended subject matter. Before conducting the actual study, a preliminary assessment was conducted. This pretest serves the purpose of evaluating the clarity and relevance of the questionnaire's inquiries. Any questions that are found to be inadequate in measuring the variables would be either removed or modified to improve the quality of the research tools. I ensured that all objectives were adequately reflected in the research instruments. Furthermore, an expert supervisor in the field of study validated the instruments through their professional evaluation (Clark & Watson, 2019).

3.6.2 Reliability of the instruments

The measure of reliability pertains to the extent to which a variable is accurately measured and remains consistent over time. It assesses the likelihood of research instruments producing consistent results after multiple trials. A preliminary test was conducted to improve instrument reliability. The identical instrument was administered to the same group of participants, with a two-week interval between the initial and subsequent tests. The collected data would be correlated, and a correlation of at least 0.7 was deemed a satisfactory indicator of instrument reliability in this study.

3.7 Data Collection Procedures

The researcher personally handed out the questionnaires to the participants. This approach involved utilising paper and pencil surveys for the respondents to answer pre-established questions. This method was suitable as it enabled the gathering of data from a sizable sample within a brief timeframe.

The researcher at Mount Kenya University acquired an introductory letter from the university, a Research Permit issued by NACOSTI, and an authorisation letter granted by the County Director of Education in Garissa County. After obtaining these documents, the researcher approached the principals at the selected schools to gain permission to undertake research. Before administering the questionnaires, the researcher would visit the schools to establish a connection with the participants and explain the study's purpose. All participants can rest assured that their responses remained entirely confidential, and clear instructions were provided before distributing the questionnaires. Students would have up to 10 minutes to complete the questionnaire, while teachers had a maximum of 5 minutes per respondent.

3.8 Data analysis, presentation, and interpretation

The accuracy and completeness of the collected data were examined to identify any incorrect responses, spelling errors, or empty spaces. The data collected would consist of both open-ended and closed-ended questions, as well as categorised data. To analyze the quantitative data, the researcher utilized the SPSS software, which was commonly used by social scientists. This would involve coding the data and generating descriptive statistics, such as percentages and frequency tables, where appropriate. This organized approach would simplify the data and reveal the overall trends. The findings would be presented using tables, graphs, and charts to provide a clear understanding of the results.

To assess the impact of the variables on the dependent variable, we would utilize Analysis of Variance (ANOVA) with a 95% confidence level. Additionally, the study employed various regression analysis techniques to explore the connection between the independent and dependent variables.

3.9 Logistical and Ethical Considerations

To proceed with their research, the researcher must acquire a letter of introduction from Mt Kenya University, a Research Permit from the National Commission for Science, Technology and Innovation (NACOSTI), and a letter of authorisation from the County Director of Education, Garissa County. The researcher will also clearly inform the participants about the study's purpose, stressing that it is intended exclusively for academic purposes.

Participation in the research would be entirely voluntary, allowing individuals the freedom to choose whether or not to take part or to withdraw at any given moment. No pressure would be applied to gather information. Consent would also be obtained from school administrators, parents, and guardians on behalf of the students, assuring them that their privacy was safeguarded through strict adherence to anonymity standards.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.0 Introduction

Chapter Four presented the research findings and data analysis related to selected psychosocial factors related to the drive to succeed of public high school students in Garissa County, Kenya. The chapter provided an overview of the findings obtained from the study based on the analysis of the returned questionnaires. Out of the 330 questionnaires distributed, 294 were duly filled out and returned, representing a response rate of approximately 89%.

4.1 Demographic Characteristics of Respondents

This section focused on the demographic characteristics of the respondents, including gender, age, school, and sub-county type. These demographic variables provided important background information about the participants in the study.

4.1.1 Respondents' Gender Analysis

Out of the 294 respondents, 52.7% were male (n=155), and 47.3% were female (n=139). This indicated that the study had a relatively balanced representation of both genders, allowing for a comprehensive analysis of achievement motivation based on gender among public secondary school students in Garissa County, Kenya. It was expected that the cultural and social dynamics in Garissa County would have affected the academic motivation of male and female students differently.

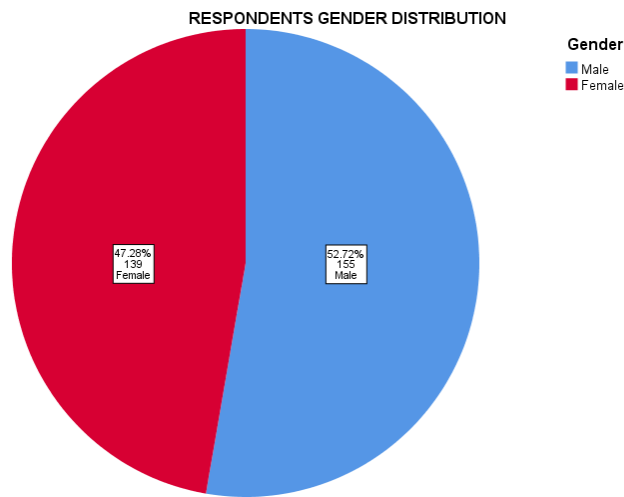


Figure 2: Respondents' Gender Distribution

Source: Research Data (2024)

From this data, one could assess whether psychosocial factors such as family background, peer influence, or societal expectations affected achievement motivation differently based on gender. This insight helped in identifying trends or patterns for both male and female students, thus providing input into the broader psychosocial environment that influences educational outcomes in the region.

4.1.2 Respondents' Age Analysis



Figure 3: Respondent's Age Distribution

Source: Research Data (2024)

The majority of respondents fell within the age range of 13-17 years, accounting for 75.9% of the sample (n=223). Additionally, 24.1% of the students were in the age range of 18-22 years (n=71). These findings indicated that the study primarily focused on adolescents and young adults at the secondary school level, allowing for an exploration of the psychosocial factors and their correlation with achievement motivation within this age range.

Table 3: Cross Tabulation Table Across Sub-County and School Type.

		Sub-county						Total
		Ijara	Fafi	Dadab	Lagdera	Balambala	Garissa	
School type	Boys Only	17	17	17	17	16	17	101
	Girls Only	17	16	16	16	17	16	98
	Mixed School	31	32	32	0	0	0	95
Total		65	65	65	33	33	33	294

Source: Research Data (2024)

The cross-tabulation of school type with sub-county yielded several key insights. Out of 294 students surveyed, 101 (34.4%) attended boys-only schools, while 98 (33.3%) attended girls-only schools, and 95 attended mixed schools. For boys-only schools, the distribution across each county was relatively even, with 16 or 17 students in each. The number of girls-only schools across the counties varied from 16 to 17, indicating that the provision for single-sex education for boys and girls in Garissa County was relatively homogeneous. On the other hand, mixed schools were concentrated in the counties of Ijara, Fafi, and Dadaab, each with 31 or 32 students, while no mixed schools were reported in Lagdera, Balambala, or Garissa township. This suggested a geographical discrepancy in access to mixed-gender education, which might affect the psychosocial

environment and academic motivation differently in those areas compared to the counties with only single-sex schools. The distribution across counties was represented by 65 students each from Ijara, Fafi, and Dadab and 33 students each from Lagdera, Balambala, and Garissa townships. This provided a good foundation for comparing psychosocial factors influencing achievement motivation across different sub-counties in Garissa County.

4.2 Presentation of Findings

This section presents the findings of the study in line with the study's objectives

4.2.1 To assess the influence of students' academic self-efficacy on achievement motivation

The study first sought to explore the influence of students' academic self-efficacy on achievement motivation by rating students' levels of agreement for each statement on a 5-point Likert scale, where SD = Strongly Disagree, D = Disagree, N = Not Sure, A = Agree, and SA = Strongly Agree.gh school students in Garissa County

Table 4: Academic Self-Efficacy and Achievement Motivation.

Statement	SD	D	N	A	SA
I hold the belief that diligent efforts lead to success.	33 (11.2%)	17 (5.8%)	13 (4.4%)	110 (37.4%)	121 (41.2%)
Persistent efforts is key to my success in resolving complex challenges.	33 (11.2%)	22 (7.5%)	29 (9.9%)	65 (22.1%)	145 (49.3%)
I effortlessly achieve my goals and stay true to my aims.	25 (8.5%)	21 (7.1%)	31 (10.5%)	71 (24.1%)	146 (49.7%)
I am resilient in the face of the unexpected.	68 (23.1%)	31 (10.5%)	53 (18.0%)	77 (26.2%)	65 (22.1%)
Daily practice would unlock my potential to become an expert in any skill.	63 (21.5%)	22 (7.5%)	54 (18.4%)	64 (21.8%)	90 (30.7%)
My effort generally leads to the successful resolution of most problems.	43 (14.6%)	19 (6.5%)	35 (11.9%)	79 (26.9%)	118 (40.1%)
Upon encountering a problem, I take action	18 (6.1%)	10 (3.4%)	19 (6.5%)	63 (21.4%)	184 (62.6%)
External stimuli do not hinder my ability to study effectively.	31 (10.5%)	16 (5.4%)	31 (10.5%)	66 (22.4%)	150 (51.0%)
I prioritize and complete all homework tasks daily	55 (18.7%)	6 (2.0%)	34 (11.6%)	43 (14.6%)	156 (53.1%)
I readily absorb the information taught in class	71 (24.1%)	20 (6.8%)	28 (9.5%)	38 (12.9%)	137 (46.6%)

Source: Research Data (2024)

The first statement, "I believe hard work pays off," was mostly agreed upon. A large proportion of students (78.6%) either agreed or strongly agreed with this belief. Students' ability to solve problems was the major focal point for the second statement, "Whenever I am determined, I always manage to deal with things in the harder way." A larger percentage of 71.4% of students felt confident in their ability to solve problems through persistent effort, with 49.3% strongly agreeing. The third statement, "I prefer to follow up my intentions and reach my aims," showed that over 75% of students believed they could stay concentrated on their goals and achieve them.

In terms of adaptation and resilience, the widest range of responses was observed for the fourth statement, "There is no surprise that brings me a headache." While 48.3% of students felt confident in solving sudden problems, 33.6% disagreed or strongly disagreed, suggesting some anxiety about unforeseen circumstances. The fifth statement, "I know the effort of daily practice helps me master any skill," showed mixed responses, with 30.7% agreeing, while 40.7% strongly disagreed, indicating a division in opinions about the relationship between practice and skill mastery.

The study demonstrated that most students strongly agreed that success was attributed to consistent hard work and determined efforts. They also exhibited goal-oriented behavior and willpower. However, students displayed a range of self-efficacy regarding their ability to tackle unexpected problems and their beliefs about the effectiveness of practice for acquiring skills.

Table 5: One-Way ANOVA for Academic Self-efficacy and Achievement Motivation.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.904	1	3.904	10.036	.002b
	Residual	113.690	292	.389		
	Total	117.594	293			

a. Dependent Variable: Achievement_Motivation_Force

b. Predictors: (Constant), Academic Self-Efficacy.

The ANOVA results confirmed that students with high academic self-efficacy had significantly higher achievement motivation compared to those with low self-efficacy. The F-statistic value of 10.036, with a p-value of 0.002, indicated that these differences were statistically significant

Expectancy-Value Theory helps explain why higher self-efficacy leads to greater achievement motivation: when individuals believe they can succeed (expectancy) and see value in the task, they are more motivated to put in the effort needed to achieve their goals. This combination of expectancy and value fosters a positive correlation between self-efficacy and achievement motivation

4.2.2 To establish how social support influences achievement motivation

The research intended to expound on the connection between social support and the desire to succeed of public high school students. Results, as presented in Table 4.7, showed how important social support was in motivating students toward success. This was measured using a Likert scale where students indicated their level of agreement with statements about various types of social support received from family and peers, on a scale from "Strongly Disagree" to "Strongly Agree." The obtained ratings provided useful details about the level of social support students recognised for their motivation for success.

Table 6: Social Support and Achievement Motivation.

Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
A certain person consistently offers support when I am struggling	103 (35.0%)	4 (1.4%)	33 (11.2%)	84 (28.6%)	70 (23.8%)
I have a confident with whom I share both triumphs and tribulations.	93 (31.6%)	36 (12.2%)	7 (2.4%)	35 (11.9%)	123 (41.8%)
My family is a source of emotional strength for me.	19 (6.5%)	94 (32.0%)	1 (0.3%)	57 (19.4%)	123 (41.8%)
I find solace in the presence of a particular individual.	3 (1.0%)	29 (9.9%)	25 (8.5%)	72 (24.5%)	165 (56.1%)
My friend is supportive and always ready to help	1 (0.3%)	25 (8.5%)	36 (12.2%)	147 (50.0%)	85 (28.9%)
	121 (41.2%)	8 (2.7%)	9 (3.1%)	74 (25.2%)	82 (27.9%)
I turn to my friends for support when things are challenged.	121 (41.2%)	3 (1.0%)	48 (16.3%)	90 (30.6%)	32 (10.9%)
I rely on my family for advice and support.	42 (14.3%)	189 (64.3%)	18 (6.1%)	35 (11.9%)	10 (3.4%)
My friends are my companions through life's ups and downs.	100 (34.0%)	124 (42.2%)	5 (1.7%)	8 (2.7%)	57 (19.4%)
My emotions are important to a particular person in my life.	94 (32.0%)	24 (8.2%)	21 (7.1%)	76 (25.9%)	79 (26.9%)
I can rely on my family for help with decisions.	56 (19.0%)	28 (9.5%)	10 (3.4%)	39 (13.3%)	161 (54.8%)
I trust my friends enough to share my burdens with them.	3 (1.0%)	29 (9.9%)	26 (8.8%)	57 (19.4%)	179 (60.9%)

Source: Research Data (2024)

Most respondents (52.4%) felt that the statement "There is a certain individual who is always around when I am in trouble" was highly realistic or agreed upon. In regards to the statement "There is a particular person with whom I can share joys and sorrows," the majority of respondents (53.7%) strongly agreed, meaning they could confide in someone, such as family, friends, or even a partner, in both their good and bad times. For support obtained from family, the responses showed that a large proportion of respondents (about 61.2%) either agreed or strongly agreed that their families tried to help them. Equally importantly, most participants (80.6%) confirmed that an adequate amount of emotional attention and support was provided by their families.

More than half of respondents (53.1%) said that their friends made an effort to help them. A major number of the polled respondents (41.5%) found companionship (in times of trouble) to be indispensable when things went wrong. Most participants expressed agreement or strong agreement, stating that their family was a listening ear when they talked about their problems. Furthermore, 80.3% said their friends had always been a shoulder to lean on when they needed someone to talk to. The general understanding from this finding was that a sizable number of people believed they had associates who were supportive not only of their families but also of their friends. The fact that they were searching for individuals close to them illustrated the role that social connections played in offering compassion or any type of help required.

Table 7: One-Way ANOVA F for Social Support and Achievement Motivation.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	25.377	1	25.377	79.346	.001b
	Residual	93.389	292	.320		
	Total	118.766	293			

a. Dependent Variable: Achievement _ Motivation _ Force
b. Predictors: (Constant), Social Support

So, the ANOVA results in Table 7 further supported the relationship between social support and achievement motivation. The Regression Sum of Squares (25.377) showed that a significant proportion of the variation in achievement motivation could be attributed to differences in social support levels. The large F-statistic (79.346) indicated a strong effect of social support on achievement motivation, and the p-value of 0.001 confirmed that the differences in achievement motivation between the high and low social support groups were statistically significant. However, the Residual Sum of Squares (93.389) suggested that other factors, beyond social support, might influence achievement motivation, such as personal characteristics, school environment, and external challenges.

The findings aligned with those of Thoits (2023), who highlighted social support as a key predictor of improved motivation and academic performance. Thoits noted that emotional and practical support from family, friends, and teachers enhanced student motivation and academic achievement. Similarly, the findings by Shukla and Yadav (2024) supported the view that strong social support networks enhanced student motivation by providing emotional strength and support. The study concluded that social support was a crucial determinant to success drive of high school students in Garissa County, with those receiving high levels of support demonstrating higher achievement motivation. This emphasized the importance of a supportive home and school environment in fostering student motivation.

ANOVA results confirmed that social support was a significant predictor of academic motivation, although the variability in student motivation remained partially unexplained, suggesting that other factors—social, psychological, or environmental—also played a role in shaping achievement motivation. The coefficient values in Table 13 revealed that social support (with a coefficient of 0.508) had a significant positive effect

on achievement motivation, with a p-value of less than 0.001, indicating a highly significant relationship. Thus, the study supported the notion that higher social support was associated with higher achievement motivation.

Expectancy-Value Theory helps explain why social support positively correlates with achievement motivation by enhancing necessary resources and creating a motivational climate that values achievement. These foster a stronger commitment to goals, greater persistence, and ultimately, higher achievement motivation.

4.2.3 To evaluate the influence of school climate on achievement motivation.

The study explored the causal link between school climate and achievement motivation within the Garissa County high school population.

The objective of this study was to establish the extent to which the school climate contributed to the achievement motivation of high school students in Garissa County. The results presented in Table 4.8 showed that the school environment had a strong influence on students' academic motivation. It established what the students felt about their school environment through a Likert scale, ranging from "Strongly Disagree" to "Strongly Agree." The responses obtained emphasised factors that affected students' motivation to achieve in school: the school's physical infrastructure, teacher-student relationships, and learning environment.

Table 8: School Climate and Achievement Motivation.

Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
The educational institution possesses ample sports fields	58 (19.7%)	2 (0.7%)	44 (15.0%)	112 (38.1%)	76 (25.9%)
Electricity is readily available within the premises.	63 (21.4%)	27 (9.2%)	2 (0.7%)	65 (22.1%)	124 (42.2%)
Sufficient furniture is provided throughout the school.	34 (11.6%)	69 (23.5%)	4 (1.4%)	73 (24.8%)	114 (38.8%)
The classroom walls boast well-maintained paint jobs	2 (0.7%)	29 (9.9%)	21 (7.1%)	112 (38.1%)	130 (44.2%)
The toilets in the establishment are in excellent conditions	31 (10.5%)	29 (9.9%)	32 (10.9%)	154 (52.4%)	48 (16.3%)
The school compound is consistently kept clean and organized	146 (49.7%)	17 (5.8%)	10 (3.4%)	49 (16.7%)	72 (24.5%)
Reliable clean water is readily available.	96 (32.7%)	36 (12.2%)	42 (14.3%)	55 (18.7%)	65 (22.1%)
A satisfactory number of teachers are employed by this school	76 (25.9%)	147 (50.0%)	7 (2.4%)	21 (7.1%)	43 (14.6%)
Adequate textbooks are available in the students	90 (30.6%)	77 (26.2%)	15 (5.1%)	51 (17.3%)	61 (20.7%)
Whiteboard are utilized instead of blackboard	97 (33.1%)	30 (10.2%)	32 (10.9%)	100 (34.1%)	34 (11.6%)
Our classroom is equipped with a book storage cupboard.	97 (33.2%)	43 (14.7%)	11 (3.8%)	64 (21.9%)	77 (26.4%)
This school has a library	64 (21.8%)	51 (17.3%)	12 (4.1%)	72 (24.5%)	87 (29.6%)
A library is present in the school	79 (26.9%)	60 (20.4%)	16 (5.4%)	72 (24.5%)	67 (22.8%)
A conducive learning environment is founded in the institution	11 (3.7%)	40 (13.6%)	22 (7.5%)	129 (43.9%)	92 (31.3%)
Teachers in the school exhibit a friendly demeanor towards students	70 (23.8%)	33 (11.2%)	25 (8.5%)	113 (38.4%)	53 (18.0%)
Basic needs are provided to students in need of teachers.	100 (34.0%)	21 (7.1%)	26 (8.8%)	73 (24.8%)	74 (25.2%)
Strict discipline is required to maintain order among students.	87 (29.6%)	86 (29.3%)	37 (12.6%)	60 (20.4%)	24 (8.2%)
Discipline measures are taken towards the student	107 (36.4%)	136 (46.3%)	7 (2.4%)	22 (7.5%)	22 (7.5%)
Their school is enclosed by a proactive fence.	96 (32.7%)	46 (15.6%)	33 (11.2%)	79 (26.9%)	40 (13.6%)
I feel a sense of security at the institution.	86 (29.3%)	28 (9.5%)	22 (7.5%)	102 (34.7%)	56 (19.0%)

Source: Research Data (2024)

The survey results provided worthwhile revelations related to different elements of the school environment, such as learning and well-being. When remarking on the sufficiency of sports fields, nearly 38.1% of students agreed with an affirmation that the school had enough areas for exercises relevant to sports. Although a very small number of people recognized the described aspect as relevant or very relevant (0.7%), there was still some space for new possible technologies in this area.

Concerning the availability of electricity, most responses indicated strong consensus about the availability of electricity in the school (42.2%). The above finding gave credence to the fact that the school was successful in being a provider of the crucial needs of the vast number of students and staff. Yet, the room for criticism was not underrated as some respondents disagreed or strongly disagreed (9.2% and 21.4%, respectively) with the electricity services provided. This showed that there was a problem that needed to be focused on.

Some students thought the supply of furniture in the school was less compared to the normal classes, while others believed it was just enough. Even though a great deal (38.8%) of students firmly believed that there were many pieces of furniture, a significant number proportionally disagreed (23.5%) or strongly disagreed (11.6%). This response highlighted the need for the extension of resources, such as furniture, including lesson-adjointing educational charts, special tables, adjustable furniture, and a research Centre library for students and staff.

When it came to the visual aspects of the classroom ambience, the majority of respondents (almost half) raised their hands in a positive response, showing complete agreement that the classroom walls were well-painted. Nevertheless, the numbers among those who opposed this view constituted a notable proportion, including those who stated

that they 'disagreed' (9.9%) and 'strongly disagreed' (0.7%), which suggested that work needed to be done to improve the visual attractiveness of the place.

More than half of the respondents (52.4%) voted that the toilets were in good shape; however, there were a fair number who opposed this view (9.9%), and many were still unsure (10.9%). It could be inferred from these results that the school administration needed to pay special attention to maintaining and improving the washroom situation of the school.

Respondents were not in agreement that the school compound was clean and orderly because 49.7% strongly disagreed. In other words, most students felt a lack of cleanliness and orderliness in the school compound. Remarkably, the majority of respondents (24.5%) and those who strongly agreed (16.7%) demonstrated the desire for perfection in preserving a clean and safe environment, showing that there was still a lot of room for development.

The experience in schools regarding clean water revealed varied perspectives, with 22.1% strongly agreeing that the clean water issue was addressed and 32.7% vehemently disagreeing. A major chunk of the participants (14.3%) demonstrated unreliability, indicating that there were issues with the accessibility and quality of clean water that should be looked into the respondents were divided concerning the school's shortage of teachers. Approximately 50% of the respondents disagreed the adequate number of teachers, and roughly 15% agreed, while about 7% strongly agreed. Consequently, an additional 39.7% were unsure about the answer. These reactions showed that the number of staff ought to be adjusted to come across the educational requirements of the students, and they ought to be properly oriented at all levels.

To gain a better picture of the problem, teachers also commented on textbook availability, which was similarly divided. Whereas an important segment felt the same as them, 17.3% agreed or strongly agreed that there were enough textbooks, another group of people felt the opposite, with 30.6% disagreeing and 26.2% strongly disagreeing. This confirmed that the resources needed to be increased so there would be a sufficient supply of textbooks for all students.

While the use of whiteboards instead of blackboards was equally appreciated, there were mixed opinions about it as well. About a third of the respondents (34.1%) admitted there were whiteboards in the school, even though some disagreed or refuted (10.2%). The rest of the respondents (33.1%) were unwilling to make a clear statement. These responses implied the need for more evaluation to ensure that the right academic resources were available in classrooms. Classroom book storage was also one of the issues where students had every shade of opinion. Even though a moderate number expressed disagreement (13.2%) or strongly disagreed (6.7%) that their classrooms had cupboards, a high number voiced agreement (12.9%) or stronger agreement (13.7%). Consequently, more adaptable shelving or built-in units that could effectively store students' books and extra supplies to cater to a more practical classroom setup were needed.

The notion of a library in a school was controversial, as opinions about its existence differed widely. Moreover, 29.6% of the students believed that the school had a library, followed by 24.5% who strongly agreed that there was indeed a library provided for their use. However, on the opposite side, 21.8% and 17.3% of the students disagreed and strongly disagreed, respectively. This clarification highlighted the need for adequate provision of library resources to meet students' requirements in terms of literature and information.

The existence of extra rooms for private studies in the school also yielded varying responses. While 24.6% of the interviewed students responded affirmatively, and another considerable percentage (22.8%) strongly agreed that the school had extra rooms for private studies, it was also worth noting that a significant proportion (26.9%) disagreed, while another 20.4% strongly disagreed. These responses suggested that providing the necessary space for students to engage in independent and focused studies on campus should be addressed more objectively.

In terms of the perceived learning environment, a higher percentage (about 43.9%) concurred that the school was a place conducive to learning. In contrast, a considerable share (13.6%) disagreed, and 7.5% were uncertain about the quality of the implementation, showing there was potential for weaknesses in this area. This survey helped scrutinize the school environment from different perspectives. Out of the five options given, the opinions of respondents varied significantly. Regarding the physical space of the sports fields, many respondents voted confidently or strongly that the school was adequately endowed, suggesting that many people were satisfied with that aspect of the school's environment. Concerning electricity availability, a sizable percentage strongly agreed that there was electricity, indicating that the school successfully provided this important utility.

Opinions were divided on the sufficiency of furniture in the school. While a significant percentage agreed that there was enough furniture, a notable number disagreed or strongly disagreed, indicating potential room for improvement in this area. The condition of classroom walls received positive feedback from the majority of respondents, with a large proportion agreeing or strongly agreeing that the walls were well-painted. While restrooms were a key issue for these respondents, their opinions were diverse. A

considerable minority said the toilets were generally in good condition, but half were unsure or disagreed, reflecting the need for additional efforts to improve this area. Looking at the cleanliness and orderliness of the campus, opinions were practically divided, with a significant portion of people responding that it was not clean and orderly. However, almost half of the respondents were convinced or strongly convinced, which reflected continued efforts to maintain a clean environment.

On one side, clean water was perceived positively by many, but on the other side, many expressed dissent. Prioritizing the supply of clean water would help resolve the current water crisis. The number of teachers available for the school was a controversial topic among respondents, where many expressed disagreement or uncertainty. This showed a tendency to think that perhaps a few extra teaching resources were required to help each student participate in the learning process successfully.

Textbooks were indeed a subject of difference, suggesting that textbook distribution across all students should be taken into account. The users' opinions about the replacement of blackboards with whiteboards and the presence of book cupboard storage in classrooms were diverse. These aspects could only be addressed by taking into account the rest of the questions and solving any problems that arose. The fact that some students felt there wasn't enough space for libraries or group studies made the situation even more challenging. By examining the availability and quality of these spaces, the school board could meet demands and offer an excellent educational environment.

Generally, there were some points where the targeted actions were applauded, while certainly, there were areas that required rethinking or external evaluation and action. Addressing these concerns and implementing appropriate steps could lead to the creation of a conducive atmosphere that favours the learning process.

Table 9: One-Way ANOVA for School Climate and Achievement Motivation.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	52.431	1	52.431	230.799	.001b
	Residual	66.335	292	.227		
	Total	118.766	293			

a. Dependent Variable: Achievement _ Motivation _Force

b. Predictors: (Constant), School_ Climate

Source: Research Data (2024)

In the ANOVA analysis output above, it was indicated that the regression model was significantly predicted by Achievement Motivation Force through the School climate variable. The model proved effective, as shown by the sum of squares (SS). The regression sum of squares amounted to 52.431, explaining approximately 93% of the total variation in achievement motivation. This demonstrated the model's excellent explanatory strength. The residual sum of squares, which equaled 66.335, measured the variation not accounted for by the model, attributed to random fluctuations within the data.

The degrees of freedom (df) further clarified the sources of variation. In this case, 1 degree of freedom was assigned to the regression analysis, which referred to the School climate variable.

This degree of freedom indicated how much variability was explained by the model using this single predictor. On the other hand, 292 degrees of freedom were dedicated to the

residuals, representing the unexplained variation. Together, these added up to a total of 293 degrees of freedom.

The mean square values, representing average variation per degree of freedom, showed a mean square of 52.431 for the regression and 0.227 for the residual. These values highlighted the difference in explanatory power between the regression model and the unexplained variance. The calculated F-value of 230.799 was exceptionally large, revealing a very strong relationship between factors related to School climate and Achievement Motivation Force. This high F-value signaled that as the F-value increased, the predictor's significance also increased, confirming that the school environment plays a critical role in shaping students' achievement motivation levels.

The significance level (Sig.), set at 0.001, indicated the statistical significance of the model. With such a low p-value, it was clear that the relationship between the School Climate and Achievement Motivation Force was not due to random chance but reflected a genuine and meaningful connection between the two variables. Overall, the ANOVA results strongly supported the idea that School climate is a significant influencer of students' motivation to achieve their academic goals. The model's powerful explanatory capacity suggested that targeted interventions in school climate could effectively enhance students' academic motivation.

Expectancy-value theory helped explain the positive correlation between school climate and achievement motivation. The theory suggests that a supportive, engaging, and safe school climate boosts students' beliefs in their ability to succeed (expectancy) and increases the perceived value of their academic tasks. A positive school climate fosters greater engagement, persistence, and ultimately, higher achievement motivation among students.

4.2.4 To examine the influence of personality factors on achievement motivation.

The study also examined the contribution of personality factors to achievement motivation among high school students. The results, displayed in Table 4.9, revealed that personality traits such as high self-esteem, perseverance, and willpower had a significant impact on students' aspirations for academic success. Established personality traits were shown to either enhance or hinder achievement motivation, highlighting the importance of considering individual psychological dispositions when fostering academic success. The findings reinforced the value of personality factors in enhancing motivation and optimising academic performance.



Table 10: Personality Factor and Achievement Motivation.

Statement	SD	D	N	A	SA
I possess limited empathy toward others	71 (24.1%)	30 (10.2%)	21 (7.1%)	112 (38.1%)	60 (20.4%)
I am consistently prepared	69 (23.5%)	53 (18.0%)	25 (8.5%)	61 (20.7%)	86 (29.3%)
I experience frequent anxiety	69 (23.5%)	54 (18.4%)	19 (6.5%)	75 (25.5%)	77 (26.2%)
I possess an extensive lexicon	42 (14.3%)	31 (10.5%)	14 (4.8%)	46 (15.6%)	161 (54.8%)
I scatter my possessions	2 (0.7%)	78 (26.5%)	18 (6.1%)	113 (38.4%)	83 (28.2%)
I struggle to comprehend abstract concepts.	71 (24.1%)	2 (0.7%)	20 (6.8%)	65 (22.1%)	136 (46.3%)
I feel at ease in the presence of people.	34 (11.6%)	26 (8.8%)	47 (16.0%)	148 (50.3%)	39 (13.3%)
I exhibit attentiveness to minutiae.	123 (41.8%)	66 (22.4%)	6 (2.0%)	41 (13.9%)	58 (19.7%)
I harbour concerns about various matters.	132 (44.9%)	24 (8.2%)	46 (15.6%)	69 (23.5%)	23 (7.8%)
I sympathise with others' emotions.	52 (17.7%)	191 (65.0%)	15 (5.1%)	30 (10.2%)	6 (2.0%)
I frequently indulge in daydreaming	110 (37.4%)	109 (37.1%)	5 (1.7%)	10 (3.4%)	60 (20.4%)
I initiate conversations	83 (28.2%)	30 (10.2%)	27 (9.2%)	95 (32.3%)	59 (20.1%)
I promptly complete tasks.	85 (28.9%)	42 (14.3%)	8 (2.7%)	39 (13.3%)	120 (40.8%)
I generate exceptional ideas.	12 (4.1%)	86 (29.3%)	9 (3.1%)	96 (32.7%)	91 (31.0%)
I frequently neglect to return items to their proper locations.	59 (20.1%)	19 (6.5%)	23 (7.8%)	90 (30.6%)	103 (35.0%)
	63 (21.4%)	34 (11.6%)	28 (9.5%)	91 (31.0%)	78 (26.5%)
I have a preference for order.	76 (25.9%)	67 (22.8%)	17 (5.8%)	66 (22.4%)	68 (23.1%)
I experience frequent mood swings .	84 (28.6%)	61 (20.7%)	11 (3.7%)	49 (16.7%)	89 (30.3%)
I fulfil all my responsibilities.	62 (21.1%)	44 (15.0%)	24 (8.2%)	82 (27.9%)	82 (27.9%)
I adhere to a pre-determined timetable.	55 (18.7%)	35 (11.9%)	21 (7.1%)	80 (27.2%)	103 (35.0%)
I dedicate time to introspection.	48 (16.3%)	55 (18.7%)	11 (3.7%)	75 (25.5%)	105 (35.7%)

Source: Research Data (2024)

Table 10 illustrated the influence of personality factors on achievement motivation in high school students. In response to the statement “I feel little concern for others,” 38.1% of participants agreed, while 20.4% strongly agreed, suggesting that a significant portion of students felt little concern for others. Conversely, 10.2% disagreed, and 7.1% were uncertain, indicating some variation in the responses regarding empathy for others.

For the statement “I am always prepared,” 29.3% of participants strongly agreed, while 23.5% strongly disagreed, showing a wide range of preparedness levels among the students. The remaining responses were more evenly distributed, with 20.7% agreeing, 18.0% disagreeing, and 8.5% unsure.

Regarding the statement “I get stressed out easily,” 26.2% strongly agreed, marking the highest percentage of students who experienced high stress. Another 25.5% agreed, while 18.4% strongly disagreed, and 6.5% were unsure about their stress levels. Similarly, for the statement “I have a rich vocabulary,” 54.8% strongly agreed, with 15.6% agreeing, indicating that a majority of students perceived themselves as having a rich vocabulary. Smaller percentages disagreed (10.5%) or were unsure (4.8%).

For the statement “I leave my belongings around,” 38.4% agreed, and 28.2% strongly agreed, reflecting a general tendency for students to be disorganized. In contrast, 26.5% disagreed, and 6.1% were unsure, indicating some variation in organizational habits.

Table 11: ANOVA Analysis of personal Factors and Achievement motivation.

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	53.244	1	53.244	237.279	.001b
	Residual	65.522	292	.224		
	Total	118.766	293			

a. Dependent Variable: Achievement _ Motivation _Force

b. Predictors: (Constant), Persoal_factors_1

Source: Research Data (2024)

Table 11 presents the ANOVA results. The regression sum of squares was 53.244, with 1 degree of freedom, and the residual sum of squares was 65.522, with 292 degrees of freedom. The F-statistic value of 237.279 confirmed a strong relationship between the predictor and dependent variables, with a p-value of 0.001 indicating statistical significance. The ANOVA results reaffirmed the significant impact of personal factors on achievement motivation

Table 12: Achievement Motivation and Academic Achievement.

Statement	SD	D	N	A	SA
I don't fear to fail	50 (17.0%)	2 (0.7%)	50 (17.0%)	140 (47.6%)	50 (17.0%)
I am confident of success	78 (26.5%)	23 (7.8%)	0 (0.0%)	59 (20.1%)	122 (41.5%)
I am flexible in my studies	67 (22.8%)	72 (24.5%)	12 (4.1%)	83 (28.2%)	60 (20.4%)
I prefer difficult tasks	9 (3.1%)	39 (13.3%)	28 (9.5%)	119 (40.5%)	99 (33.7%)
I prefer difficult tasks	72 (24.5%)	38 (12.9%)	32 (10.9%)	132 (44.9%)	20 (6.8%)
I set goals to achieve	176 (59.9%)	22 (7.5%)	13 (4.4%)	40 (13.6%)	43 (14.6%)
I am eager to learn	119 (40.5%)	38 (12.9%)	50 (17.0%)	67 (22.8%)	20 (6.8%)
I like competition	110 (37.4%)	184 (62.6%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
I like engaging teachers and my fellow learners	94 (32.0%)	58 (19.7%)	29 (9.9%)	61 (20.7%)	52 (17.7%)
I take pride in my productivity	101 (34.4%)	0 (0.0%)	41 (13.9%)	112 (38.1%)	40 (13.6%)
I am persistent in my studies	141 (48.0%)	16 (5.4%)	0 (0.0%)	51 (17.3%)	86 (29.3%)
I exercise self-control	54 (18.4%)	67 (22.8%)	0 (0.0%)	128 (43.5%)	45 (15.3%)

Source: Research Data (2024)

The survey results indicated the attitudes and behaviours of the respondents toward several statements. In terms of fear of failure, a significant portion of the respondents

agreed, with 47.6% stating that they did not fear failure and a further 17.0% remaining unsure. Confidence in success was relatively high, with 41.5% strongly agreeing and 20.1% agreeing that they were confident in their ability to succeed. Regarding flexibility in studies, opinions were divided, with 28.2% agreeing and 24.5% disagreeing. Regarding task preferences, a majority (40.5%) agreed that they preferred difficult tasks, while 33.7% strongly agreed. Conversely, only a small percentage (3.1%) strongly disagreed with this statement. The desire to set goals and achieve them was evident among the respondents, with 14.6% strongly agreeing and 13.6% agreeing. However, a significant majority (59.9%) strongly disagreed with the statement. The respondents showed eagerness to learn, with 40.5% agreeing and 22.8% strongly agreeing. In terms of competition, a majority (62.6%) expressed a dislike for it. A considerable portion of respondents perceived engaging with teachers and fellow learners positively, with 17.7% strongly agreeing and 20.7% agreeing. Taking pride in productivity was evident among 38.1% of the respondents, while persistence in studies was observed in 29.3%. Lastly, exercising self-control was acknowledged by 43.5% of the respondents, while 15.3% strongly agreed with the statement. These findings provided insights into the attitudes and behaviours of the surveyed individuals toward various aspects related to achievement, learning, and personal characteristics.

Table 13: Teachers Perception on Achievement Motivation.

Statement	SD	D	Ne	A	SA
The school has a well-planned guidance and counselling program.	55 (18.7%))	2 (0.7%))	56 (19.0%))	135 (45.9%))	43 (14.6%))
There is an orientation program for the incoming new students.	70 (23.8%))	33 (11.2%))	0 (0.0%))	60 (20.4%))	116 (39.5%))
The school involves parents in all its academic program	69 (23.5%))	74 (25.2%))	7 (2.4%))	82 (27.9%))	62 (21.1%))
The school has enough educational resources for the support of students. E.g. library and modern science laboratory.	10 (3.4%))	37 (12.6%))	28 (9.5%))	121 (41.2%))	98 (33.3%))
The school has enough qualified teachers in the school	72 (24.5%))	30 (10.2%))	30 (10.2%))	133 (45.2%))	29 (9.9%))
The school has an educational clinic day for every term	147 (50.0%))	23 (7.8%))	16 (5.4%))	60 (20.4%))	48 (16.3%))
The School allowed students to elect their representatives.	121 (41.2%))	42 (14.3%))	50 (17.0%))	69 (23.5%))	12 (4.1%))
There are remedial classes for special needs students.	136 (46.3%))	158 (53.7%))	0 (0.0%))	0 (0.0%))	0 (0.0%))
Teachers gave students homework and marked it in a timely	122 (41.5%))	55 (18.7%))	19 (6.5%))	53 (18.0%))	45 (15.3%))
Teachers punish indisciplined students.	96 (32.7%))	0 (0.0%))	42 (14.3%))	115 (39.1%))	41 (13.9%))
The school has a dispensary to give medical care to students.	135 (45.9%))	16 (5.4%))	0 (0.0%))	55 (18.7%))	88 (29.9%))
Students feel secure inside the school	58 (19.7%))	66 (22.4%))	0 (0.0%))	124 (42.2%))	46 (15.6%))

Source: Research Data (2024)

Results, according to the teachers' opinions, showed variable perceptions about different aspects of the school climate and programs. Regarding the guidance and counselling program in the school, 45.9% agreed that it was well-planned, while 18.7% strongly

disagreed. About the orientation program for incoming students, the majority (39.5%) strongly agreed that there was one, while 23.8% strongly disagreed. In the case of involving parents in academic programs, only 27.9% agreed, while 23.5% disagreed. Regarding educational resources like the library and a science laboratory, 41.2% agreed that the school had enough, while 12.6% felt otherwise. For the availability of qualified teachers, 45.2% agreed, but 24.5% did not. Views on the educational clinic day were divided, with 50% strongly disagreeing and 20.4% agreeing.

The statement about allowing students to elect their representatives received different reactions, with 41.2% strongly disagreeing and 23.5% agreeing. On remedial classes for students with special needs, 53.7% disagreed, while 46.3% agreed. 41.5% of teachers reported giving and marking homework promptly, while 18.7% disagreed. Regarding the punishment of indisciplined students, 39.1% agreed that teachers punished them, while 32.7% disagreed.

Regarding medical care, 29.9% agreed that the school had a dispensary, while 45.9% disagreed. In terms of student security, 42.2% agreed that students felt secure inside the school, while 19.7% disagreed. These responses portrayed various opinions from teachers about counselling programs, parent involvement, resources, discipline, and student safety.

Expectancy-Value Theory explained the positive correlation between personality traits and achievement motivation by demonstrating how traits like conscientiousness, emotional stability, openness, and others influenced the theory. Personality traits shaped an individual's conviction in their abilities and the significance they placed on their goals, thereby fostering higher levels of achievement motivation

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Introduction

This chapter summarized the study's findings on achievement motivation among high school students in Garissa County, based on the assigned objectives. The findings also covered students' academic self-efficacy, social support, school environment, and selected personality factors. The chapter concluded with recommendations for educators, administrators, and policymakers, as well as suggestions for future research on achievement motivation among high school students.

5.1 Summary of the Findings

The survey findings highlighted several key factors that significantly influenced high school students' achievement motivation. Academic self-efficacy was identified as a major contributor: students with high self-efficacy were more motivated to succeed, believing in their ability to overcome challenges. These students viewed setbacks as temporary obstacles, attributing failures to external factors, which helped maintain their motivation.

Social support was also found to play an important role in boosting achievement motivation. Students who received academic and emotional support from teachers, parents, and peers in collaborative environments were more motivated. Particularly, emotional encouragement from family members contributed to stronger academic motivation.

The survey also emphasized the importance of school climate in motivating students. Factors such as the quality of school facilities, guidance programs, counselling services, and a sense of security were key to fostering an environment where students could focus

on their academic goals. A safe and inclusive school climate was seen as essential for student motivation.

Additionally, certain personality traits, such as a preference for challenging tasks, goal-setting behavior, and persistence, were found to influence achievement motivation. Students who set clear, achievable goals and demonstrated persistence in the face of challenges were more likely to stay motivated and succeed academically. These traits were crucial in maintaining long-term motivation and overcoming obstacles in their educational journey.

5.2 Conclusion

The survey results underscored the complexity of achievement motivation of high school students in Garissa County, with multiple factors influencing students' academic success. Academic self-efficacy emerged as the most significant predictor of achievement motivation, with students who believed in their abilities being more likely to set challenging goals, persist through difficulties, and view failures as learning opportunities. Social support, including relationships with teachers, peers, and parents, was also a critical determinant of achievement motivation. The school environment, with its resources, guidance programs, and sense of security, further contributed to students' motivation. Additionally, personality factors, such as a preference for difficult tasks, goal-setting, and persistence, were strongly linked to achievement motivation. These findings highlighted the need for a comprehensive approach to fostering achievement motivation, focusing on academic self-efficacy, social support, school climate, and personality development.

5.3 Recommendations

Based on the findings, the following recommendations were made to promote the desire to succeed of high school students:

- i. Schools' ought to implement programs to improve students' confidence in their academic abilities through mentoring, coaching, and encouraging a growth mindset.
- ii. Schools are encouraged to foster positive interactions between students, teachers, and parents, creating an environment that encourages collaboration and support for academic success.
- iii. Schools' ought to invest in educational resources, such as libraries and laboratories, to ensure that students have access to the materials they need to succeed. Additionally, creating a safe and inclusive school environment is crucial for motivating students.
- iv. Schools are encouraged to incorporate goal-setting activities into the curriculum, encouraging students to set realistic and meaningful goals while providing guidance and support to help them overcome challenges.

5.4 Areas for Further Research

The study significantly advanced our understanding of the factors behind achievement motivation, but further research could explore the following areas:

1. The influence of teacher characteristics, such as teaching style, motivation, and instructional practices, on students' achievement motivation.
2. The effect of cultural factors on students' motivation to achieve

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APPENDICES

Appendix I: Informed Consent

Dear respondent,

I am currently pursuing a Master's degree in Education Psychology at Mount Kenya University. My research focuses on identifying selected psychosocial factors associated with achievement motivation in public secondary school students in Garissa County. Kindly assist in completing the attached questionnaire, as it plays a vital role in the research process. Rest assured that the data gathered will be utilized solely for educational reasons and confidentiality maintained. Thank you in advance for your time and consideration. If you are interested in participating in this study, please sign the form provided below.



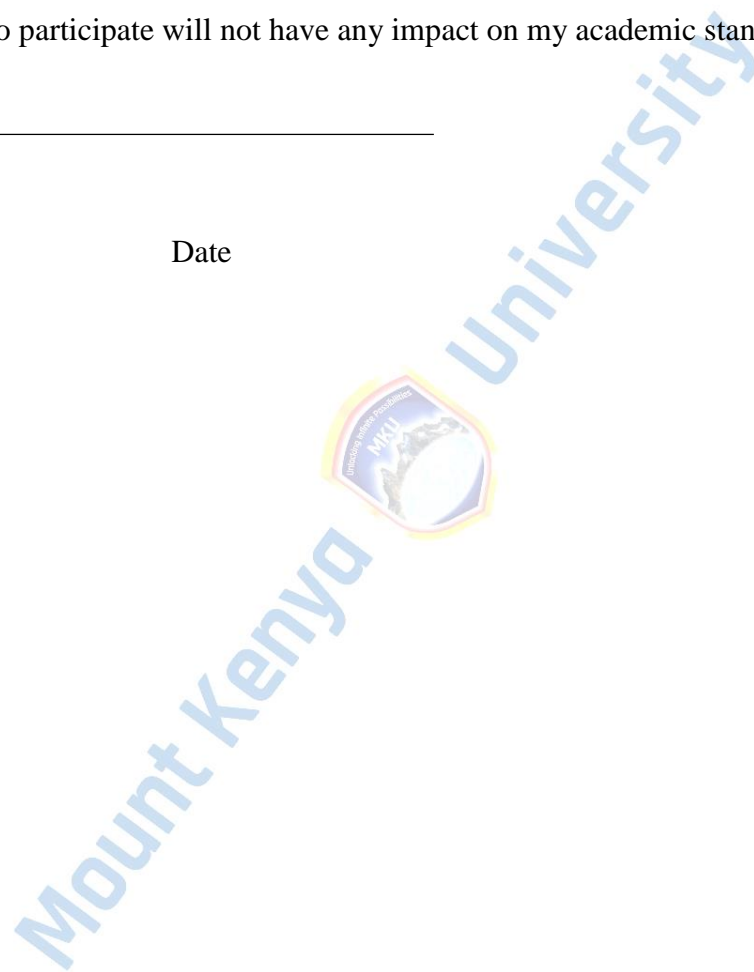
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Code of Participant	Signature	Date
-----	-----	-----
Salah Abdi Aden		
Mount Kenya University	Signature	Date

Appendix II: Assent Form for Learners

I have received notification that my parent(s) have granted me the option to take part in a study exploring (specific psychosocial factors associated with motivation for achievement among students attending public secondary schools in Garissa County). I want to emphasize that my involvement in this research is entirely optional, and I have been assured that I can withdraw from the study whenever I desire. It is important to note that declining to participate will not have any impact on my academic standing.

Name

Date



Appendix III: Questionnaire for the students.

Please provide truthful and accurate answers to the following inquiries. Rest assured that any information you provide will remain confidential and anonymous. Furthermore, your responses will only be used for academic purposes. Kindly fill in the designated spaces with your answers to each question.

Section A: General Information

1. Gender.

a. Male b. female

2. How old are you?

4. Type of school.

Boys only. Girls only. Mixed schools.

Sub-county.....

Section B: Academic Self-Efficacy

Please indicate your level of agreement with the following statements using the provided scale: (1 = strongly disagree, 2 = disagree, 3 = moderate, 4 = agree, and 5 = strongly agree).

	Statements	5	4	3	2	1
1	I hold the belief that diligent efforts lead to success.					
2	Persistent effort is the key to my success in resolving complex challenges.					
3	I effortlessly achieve my goals and stay true to my aims.					

4	I am resilient in the face of the unexpected.					
5	Daily practice would unlock my potential to become an expert in any skill.					
6	My effort generally leads to the successful resolution of most problems.					
7	Upon encountering a problem, I take action.					
8	External stimuli do not hinder my ability to study effectively.					
9	I prioritize and complete all homework tasks daily.					
10	I readily absorb the information taught in class					

Section C: Social Support

Please indicate your level of agreement with the following statements using the provided scale: (1 = strongly disagree, 2 = disagree, 3 = moderate, 4 = agree, and 5 = strongly agree).

	Statements	5	4	3	2	1
1	A certain person consistently offers support when I am struggling.					

2	I have a confidant with whom I share both triumphs and tribulations					
3	My family is a source of emotional strength for me.					
4	I find solace in the presence of a particular individual					
5	My friends are supportive and always ready to help.					
6	I turn to my friends for support when things are challenging.					
7	I rely on my family for advice and support.					
8	My friends are my companions through life's ups and downs					
9	My emotions are important to a particular person in my life.					
10	My family actively helps me when I am in the decision-making process.					
11	I trust my friends enough to share my burdens with them.					
12	My family is proactive in offering their support.					

Section D: School Climate

Please indicate your level of agreement with the following statements using the provided scale: (1 = strongly disagree, 2 = disagree, 3 = moderate, 4 = agree, and 5 = strongly agree).

	Statements	5	4	3	2	1
1	The educational institutions possess ample sport fields.					
2	Electricity is readily available within the premises.					

3	Sufficient furniture is provided throughout the school.					
4	The classroom walls boast a well maintained paint job.					
5	The toilets in the establishment are in excellent conditions.					
6	The school compound is consistently kept clean and organized.					
7	A reliable source of clean water is readily available.					
8	A satisfactory number of teachers are employed by this school.					
9	Adequate textbooks are available to the students.					
10	Whiteboards are utilized instead of blackboards.					
11	Our classroom is equipped with a book storage cupboard.					
12	A library is present in the school.					
13	Extra rooms are provided for private study sessions.					
14	A conducive learning environment is fostered in the institution.					
15	Teachers in this school exhibits a friendly demeanor towards students.					

16	Basic needs are provided to students in need of teachers.					
17	Strict discipline is required to maintain order among students.					
18	Discipline measures are taken towards the student.					
19	The school is enclosed by a protective fence.					
20	I feel a sense of security at the institution.					

Section E: Personality Factors

Please indicate your level of agreement with the following statements using the provided scale: (1 = strongly disagree, 2 = disagree, 3 = moderate, 4 = agree, and 5 = strongly agree).

	Statements	5	4	3	2	1
1	I possess limited empathy toward others.					
2	I am consistently prepared.					
3	I experience frequent anxiety.					
4	I possess an extensive lexicon.					
5	I scatter my possessions.					
6	I struggle to comprehend abstract concepts.					
7	I feel at ease in the presence of people.					

8	I exhibit attentiveness to minutiae.					
9	I harbor concerns about various matters.					
10	I sympathize with others' emotions.					
11	I frequently indulge in daydreaming.					
12	I initiate conversations.					
13	I promptly complete tasks.					
14	I generate exceptional ideas.					
15	I frequently neglect to return items to their proper locations.					
16	I have a preference for order.					
17	I experience frequent mood swings.					
18	I prefer not to attract attention to myself.					
19	I fulfil all of my responsibilities.					
20	I adhere to a pre-determined timetable.					
21	I dedicate time to introspection.					

Section F: Achievement Motivation

Please indicate your level of agreement with the following statements using the provided scale: (1 = strongly disagree, 2 = disagree, 3 = moderate, 4 = agree, and 5 = strongly agree).

	Statements	5	4	3	2	1
1	I don't fear to fail					
2	I am confident of success					
3	I am flexible in my studies					
4	I prefer difficult tasks					
5	I dominate in performance in our class					
6	I set goals to achieve					
7	I am eager to learn					
8	I like competition					
9	I like engaging teachers and my fellow learners					
10	I take pride in my productivity					
11	I am persistent in my studies					
12	I exercise self-control					

Appendix IV: Questionnaire for the Teachers.

Kindly indicate whether you agree or disagree with the following statements, guided by the following scales :(1=strongly agree, 2=disagree, 3=moderate, 4=agree, and 5=strongly agree)

1	The school has a well-planned guidance and counselling program.					
2	There is an orientation program for the incoming new students.					
3	The school involves parents in all its academic program					
4	The school has enough educational resources for the support of students. E.g. library and modern science laboratory.					
5	My family is proactive in offering their support.					
6	The school has an educational clinic day for every term					
7	The School allowed students to elect their representatives.					
8	There are remedial classes for special needs students.					
9	Teachers gave students homework and marked it in a timely					

10	Teachers punish indisciplined students.					
11	The school has a dispensary to give medical care to students.					
12	Students feel secure inside the school					



Appendix: V: Introduction letter form MKU



DIRECTORATE OF GRADUATE STUDIES

MED/2022/45022

26th July 2024

*National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA*

Dear Sir/Madam,

RE: SALAH ABDI ADEN- REGISTRATION NO. MED/2022/45022

The purpose of this letter is to introduce the above named student who is pursuing **Master of Education** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of the research is "**Selected Psychosocial Factors as Correlates of Achievement Motivation Among Public Secondary Schools Students in Garissa County, Kenya.**" It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **August, 2024 and October, 2024.**

Any assistance accorded to the student will be highly appreciated.


Thank you.


Dr. Samuel M. Karenga, Ph.D.
Director, Graduate Studies
Enc.

*Mount Kenya University
Box 342-01000 THIKA
Office of the Director,
Graduate Studies*

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Email: info@mku.ac.ke, Web: www.mku.ac.ke
Chartered and ISO 9001 : 2015 Certified Institution.
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Appendix VI: ERC Certificate from MKU



Mount Kenya University

REF: MKU/ISERC/3982 Date: 25 July 2024
TO: SALAH ABDI ADEN REG: MED/2022/45022

Dear Sir/Madam,

RE: SELECTED PSYCHOSOCIAL FACTORS AS CORRELATES OF ACHIEVEMENT MOTIVATION AMONG PUBLIC SECONDARY SCHOOL STUDENTS IN GARISSA COUNTY, KENYA.

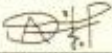
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **2932**. The approval period is **25/07/2024 - 24/07/2025**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,


Dr. Alfred Owino, PhD THIKA
Chairman, Mount Kenya University ISERC

MOUNT KENYA UNIVERSITY
ETHICS REVIEW COMMITTEE
P. O. Box 342 - 01000.

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Cell: +254 709 153 000 | +254 709 153 200
Email: info@mku.ac.ke, Web: www.mku.ac.ke
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Appendix VII: National Commission for Science, Technology and Innovation (NACOSTI)


REPUBLIC OF KENYA



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: **448478** Date of Issue: **01/August/2024**

RESEARCH LICENSE



This is to Certify that Mr.. SALAH ABDI ADEN of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Garissa on the topic: **SELECTED PSYCHOSOCIAL FACTORS AS CORRELATES OF ACHIEVEMENT MOTIVATION AMONG PUBLIC SECONDARY SCHOOL STUDENTS, IN GARISSA COUNTY, KENYA for the period ending : 01/August/2025.**

License No: **NACOSTI/P/24/38612**

448478
Applicant Identification Number


Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code



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See overleaf for conditions

**Appendix VIII: Research Authorization by Ministry of Education State
Department of Basic Education**

**MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION**

Telegram: "SCHOOLING" Garissa
Telephone: 046-210-2458, Garissa.
Fax: 046-210-2002
Email: cdegarissacounty@gmail.com
When replying please quote



COUNTY DIRECTOR OF EDUCATION
GARISSA
P. O. Box 8-70100
GARISSA

REF: NEP/ED/6.26/VOL.IV (149)

DATE: 2nd August,2024

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION.

Refer to your letter *Ref. No. NACOSTI/P/24/38612/448478* dated 1st August,2024 from **National Commission for Science, Technology & Innovation** on application for authority to carry out research on "*Selected Psychological Factors Correlates Achievement Motivation Among Public Secondary School Students in Garissa County Kenya*". for the period ending 1st August,2025.

We are pleased to inform you that you have been authorised and given consent for your research outcome.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'Abdihamid Maalim', written over a horizontal line.

**ABDIHAMID MAALIM
COUNTY DIRECTOR OF EDUCATION
GARISSA.**

Appendix IX: Research Permit by Ministry of Interior and National Administration



**OFFICE OF THE PRESIDENT
MINISTRY OF INTERIOR AND NATIONAL ADMINISTRATION
STATE DEPARTMENT FOR INTERNAL SECURITY AND NATIONAL ADMINISTRATION**

Telegrams: "COUNTY" GARISSA.
Telephone: Garissa County
Email: ccgsacounty@gmail.com

**THE COUNTY COMMISSIONER
GARISSA COUNTY
P.O BOX 1-70100
GARISSA**

When replying please quote

REF. NO. CC/EDU/7/3/VOL.II/102

2ND August, 2024

TO WHOM IT MAY CONCERN

RE: RESEACH AUTHORIZATION-SALAH ABDI ADEN ID NO.30463426

This is to confirm that the above named person who is pursuing a Masters Degree in Education Psychology at Mount Kenya University has been authorized to carry out Research work in Garissa County vide NACOSTI License No.NACOSTI/P/24/38612. He will be undertaking research titled "**Selected Psychosocial Factors as Correlates Achievement Motivation Among Public Secondary School Students in Garissa County, Kenya**" in the course of the period ending 1st August, 2024.

Any assistance accorded to them will be highly appreciated.

Ensure compliance of all Ministry of Health and Security protocols.

JOSEPH OLUJI
FOR: COUNTY COMMISSIONER
GARISSA COUNTY



Appendix X: Map showing Garissa County.



×




SOURCE; Kenya National Statistical Bureau 2010.

Mount Kenya University

Appendix: XI Similarity index report

Salah Abdi

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