Mental Health and Academic Motivation among Day Secondary School Students in IGEMBE Sub-Counties, MERU County-Kenya

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I.   INTRODUCTION

Day secondary school students exhibit a life of multifaceted experiences. They operate between two worlds that mainly include the formal experiences in school during the day and the home or community environment between the evening and early morning periods. The home and neighbourhood environments may pose challenges to cope with the pressures of such environments. Some students may face moments of aggression at family level and society, poor parental relationships, poverty among other vices that may impact negatively on mental health and consequently on academic motivation. Day school students generally exhibit low self-esteem (Munanu, 2016), that may impact on good mental health and academic performance. The schools lack capacity to assist students in coping mechanism of the daily hassles they experience.

According to Chaplin (1970) dictionary of Psychology, Academic achievement is a specific level of attainment of proficiency in academic work as evaluated by a teacher using standardized tests or both academic achievements as an aspect of the total behavior of the students. Academic achievement brings great life implications for instance career placement for better jobs and "perceived" life successes. Academic achievement is a product of many variables like self-esteem, adjustment, achievement motivation, socio-economic status, school environments among others.

Motivation is a key factor that drives human behavior and educationists have given great attention on the role of motivation in educational and academic development. Motivation is one of the tools researchers are trying to use as a combatant of negative stress reactions. Motivation is what helps us to survive. Academic motivation helps students to remain on course in academic engagement. Mental health and motivation are well connected and related. Mental health is crucial for one to be motivated. It is important for us to achieve our aims and objectives. Lack of motivation can cause mental disorder like depression. Conversely, mental disorder further stifles motivation. Mental health is critical in academic engagement of students. Studies have shown that motivation is an important factor that improves academic performance of students (Tella, 2007). The present study attempts to investigate the relationship between mental health and academic motivation in day secondary school students.

Ryan & Deci, 2000 cited in Cloninger (2004), say that, intrinsic motivation refers to "doing an activity for the inherent satisfaction of the activity itself". Extrinsic motivation comes from the outside of the individual. Common extrinsic motivations are rewards like money, grades, praise, promotion, coercion and threat of punishment (Bainbridge & Carol, 2010). What is the main type of motivation that propels most students towards academic achievement?

Mental health describes a level of cognitive or emotional well-being or an absence of a mental disorder. From positive psychology view point, mental health may include an individual's ability to enjoy life and procure a balance between life activities and efforts to achieve psychological resilience (About.com, 2006). Kenya in 1982, adopted mental health as the ninth essential element of its primary care provision, in recognition of how mental issues had   significant influence on an individual's general life.(Mental health Atlas, 2005). How day secondary school students engage in expression of emotions does signify how they can successfully adapt to a range of demands. One's mental health may be affected by one's social, cultural, physical and educational factors.

1.1   Research Problem

Majority of the secondary school students (over 80%) are in day schools. Most of the failures in Kenya Certificate of Secondary Education (KCSE) with D grades are students from day schools. This poses great implication in one's career progression and job placement. A number of studies have focused on variables that include school facilities, (Sabitu et al, 2012), and self-esteem (Munanu, 2016). Students' daily life experiences may differ between boarding and day secondary schools. The student's dynamic daily life experiences with associated challenges may pose psychological and emotional strain that may also reflect on academic performance. The study sought to establish if there could be a relationship between general mental health and academic motivation that may consequently influence academic performance; with an aim of seeking mitigation measures to low academic performance in day secondary schools.

1.2   Objectives of the study

i)   To investigate the relationship between general mental health and academic motivation among students in day secondary schools in Igembe, Meru County.
ii)   To find out gender differences in general mental health among day secondary school students in Igembe, Meru County.

II.   RESEARCH METHODOLOGY

2.1. Research Design

The research adopted a correlational research design. This design investigates relationships   between naturally occurring variables, making prediction about behavior (Goodwin, 2005). Mental health and academic motivation are naturally occurring variables that can be correlated for predictive purposes.

2.2.   Research Sample

A sample of 150 students in form 2 and form 3 students in three public secondary schools was drawn. Cluster and purposive sampling was used to select the three schools from each Sub-county of Igembe, Meru County. The 50 students per stream in either form 2 or 3 were randomly selected. (N: 3x50=150). Form 2 and 3 classes were chosen because they have had some meaningful stay and experience in a secondary school set up than form 1's and form 4's being a KCSE candidate class may exhibit a differing psychological viewpoint and motivation altogether.

2.3.   Research Instruments

A questionnaire for students was the main research instrument used for data collection.
The questionnaire was appropriate because it was less expensive, takes less time and energy to administer. The questionnaire had three sections. Section A had pertinent demographic information. Section B had items using Goldberg General Health Questionnaire for mental health and Section C had Harter Academic Motivation Scale (1981). Reliability and validity of these standardized tools have been tested by previous studies with high values above 0.7.

2.4. Data Analysis

The data collected was entered in the data view window of SSPSS version 17. Inferential and descriptive statistics was used. Two null hypotheses were analyzed.
HO_1: There is no significant relationship between general mental health and academic motivation of day secondary school students was analyzed using Pearson Product Moment Correlation.
HO_2: There is no significant gender difference between students general mental health, was analyzed using T-test. The level of significance was set at $P \geq .05$. Frequency tables and percentages was used for data presentation.

III.   RESEARCH FINDINGS

3.1 Relationship between general mental health and academic motivation of day secondary school students.

General mental health of day secondary school students was the independent variable, measured at the interval level. Using General Health Questionnaire (GHQ-12), Students answered 12 items with each having 4-point likert responses. Academic motivation was the dependent variable measured also at the interval level, having 5 sections involving intrinsic-extrinsic orientation items (Harter, 1981)

Academic motivation had five sub themes: preference for challenge versus preference for easy work assigned, curiosity/interest in learning versus pleasing teacher/getting grades, independent mastery versus dependence on the teacher, independent judgment versus reliance on teacher judgment and internal criteria for success/failure versus external criteria for success/failure. This section provides a descriptive analysis of these

variables. The means and standard deviations of the items scores designed to measure the various constructs have been presented.

3.1.1 Descriptive Statistics for General Mental Health Scores

Mental health was measured using twelve items. The twelve items are further categorized into two; section-A comprising items measuring positive attributes and section B comprising items measuring negative attributes. A score of (0) meant always, 1 indicated most times, 2 represented sometimes while 3 meant never. Results displayed in Table 1 illustrates that one item scored a mean greater than 1.5 while five items scored means less than 1.5. This means that out of the six items measuring the positive attributes of mental health, five items indicated good mental health while only one item indicated mental health of concern. Hence, most times, the respondents were able to concentrate in their affairs, felt reasonably happy, viewed play as a useful part of their life, were confident of their ability to make decisions and were enjoying their day to day activities. However, on average, the respondents were not confident in their ability to solve problems.

Table 1 Descriptive statistics for Mental Health scores: Set A Items

	N	Mean	Std. Deviation
Able to face problems	149	1.57	1.02
I am able to concentrate in all my affairs	149	1.05	0.95
Feeling reasonably happy	149	1.02	1.06
Playing is a useful part of my life	149	0.92	1.02
I am capable of making decisions	149	0.78	0.94
Able to enjoy day to day activities	149	0.67	0.86
Valid N	149		

Results illustrated in Table 2 indicate that all the six questions capturing the negative attributes of mental health enumerated means greater than 1.5. This means that, on average; in respect to the six items, the respondents exhibited good mental health. Hence, on average, the respondents had not lost confidence, did not perceive themselves as worthless, rarely lost sleep over worry, rarely felt unhappy and depressed, were not constantly under strain, and overcame difficulties.

Table 2 Descriptive statistics for Mental Health scores: Set B Items

	N	Mean	Std. Deviation
Losing confidence	149	2.30	0.83
Thinking of self as worthless	149	2.28	1.00
I lose sleep over worry	149	2.19	0.88
Feeling unhappy and depressed	149	2.11	0.84
I feel constantly under strain	149	1.97	1.03
Cannot overcome difficulties	149	1.90	0.98
Valid N	149		

3.1.2. Descriptive Statistics for Academic Motivation Scores
Preference for Challenge versus Preference for Easy Work Assigned

Preference for challenges versus preference for easy work assigned was one of the five sub themes of academic motivation. Six items on preference for challenges versus preference for easy work assigned were under examination. A score of 4 implied most intrinsic while a score of 1 inferred most extrinsic. Results displayed in Table 3 indicate that two of the six items enumerated scores greater than 2.5 implying than in respect to the two items, the respondents were intrinsic oriented. Conversely, four of the six items posted scores less than 2.5 suggesting that in respect to the four items, the respondents were extrinsic oriented. This result means than in respect to sub theme one of academic motivation - preference for challenges versus preference for easy work assigned, the respondents had preference for easy work over challenging work.

Table 3 Preference for challenge versus preference for easy work assigned: Descriptive Statistics

	N	Mean	Std. Deviation
Preference for thought provoking subjects versus pretty easy	149	2.87	1.11
Preference for difficult problems versus easy option	149	2.65	1.14
Preference for difficult school work versus easy	149	2.47	1.06
Preference for new difficult work versus pretty easy	149	2.30	1.21
Preference for hard work versus easy work	149	2.24	1.20
Preference for learning much versus acquiring the necessary	149	2.24	1.30
Valid N	149		

Curiosity/Interest versus Pleasing Teacher/Getting Grades

It was further established that four items on curiosity/interest versus pleasing teacher/getting grades posted means greater than 2.5 while two items registered means less than 2.5 (Table 4). Hence, the respondents asked questions out of interest rather than for recognition, were interested in subjects more than in fulfillment of teachers' requirements, were interested to work on problems over obligation to work and exhibited curiosity for school work more than in adherence to teachers' order. This result implies than in respect to the four items, the respondents were intrinsic oriented. Nonetheless, the respondents worked hard for better grades over to learn, and engaged in extra projects for better grades over interest. This result means than in respect to sub theme two of academic motivation - curiosity/interest versus pleasing teacher/getting grades, the respondents drive of curiosity/interest was greater than the urge to please teacher or get better grades.

Table 4 Curiosity/Interest versus pleasing teacher/getting grades: Descriptive Statistics

	N	Mean	Std. Deviation
Asking questions from interest versus for recognition by teachers	149	2.99	1.14
Interest for subjects versus fulfilling teachers' requirements	149	2.97	1.09
Interest to work on problems versus obligation	149	2.75	1.20
Curiosity for school work versus adherence to teachers' order	149	2.72	1.18
Working hard to learn versus for better grades	149	2.24	1.18
Engagement in extra projects from interest versus for better grades	149	2.13	1.19
Valid N	149		

Independent Mastery versus Dependence on the Teacher

Results displayed in Table 5 indicate that three of the six items measuring independent mastery versus dependence on the teacher, enumerated means greater than 2.5 implying that in respect to the three items, the respondents were intrinsic oriented. Hence, on average, the respondents relied on their own plans over reliance on the teacher, figured out how to carry school assignments by themselves over asking immediate assistance from teachers, and did assignments on their own over seeking teachers' assistance. On the other hand, three items on independent mastery versus dependence on the teacher enumerated means less than 2.5, implying that in respect to the three items, the respondents were extrinsic oriented. This result signifies that, on average, the respondents sought for immediate assistance rather than try to correct mistakes by themselves, sought for immediate assistance over figuring out how to understand, and sought immediate assistance over figuring out how to solve problems by themselves. Hence, in respect to sub theme three of academic motivation - independent mastery versus dependence on the teacher, the respondents' independence mastery and dependence on the teacher was exhibited on the same intensity.

Table 5 Independent mastery versus Dependence on the Teacher: Descriptive Statistics

	N	Mean	Std. Deviation
Own plans versus reliance on teacher guidance	149	2.95	1.14
Figuring out to carry out school assignments by self-versus asking immediate assistance	149	2.73	1.15

Doing school assignments by self-versus seeking teacher assistance	149	2.62	1.17
Trying to correct mistake by self-versus asking immediate assistance	149	2.42	1.24
Figuring out to understand by self-versus asking immediate assistance	149	2.34	1.08
Figuring out to solve problems by self-versus asking immediate assistance	149	2.27	1.10
Valid N	149		

Independent Judgment versus Reliance on Teacher Judgment

It was further established that two of the six items on independent judgment versus reliance on teacher judgment posted means greater than 2.5 signifying that in respect to the two items the respondents were intrinsic oriented (Table 6). Hence, on average, the respondents were self-directed on when to work over reliance on teachers for direction, and had high regard for own opinion than concurrence with teachers' opinion. In contrast, four items on independent judgment versus reliance on teacher judgment posted means less than 2.5 signifying that in respect to the four items the respondents were extrinsic oriented. This result signifies that the respondents relied on teachers on what work to do over independence, relied on teachers' leadership in learning over being self-directed, relied on teachers' judgment over belief in own judgment, and relied on teachers' ideas over own ideas. Hence, in respect to sub theme four of academic motivation - independent judgment versus reliance on teacher judgment, the respondents relied on teachers' judgment over own judgment.

Table 5 Independent Judgment versus Reliance on teacher judgment: Descriptive Statistics

	N	Mean	Std. Deviation
Independence on when to work versus reliance on teachers for direction	149	2.58	1.01
High regard for own opinion versus concurrence with teachers' opinion	149	2.51	1.21
Independence on what work to do versus reliance on teachers for work	149	2.46	1.15
Learning by self-versus reliance of teachers' leadership	149	2.42	1.07
Confidence on own judgment versus reliance on teachers' judgment	149	2.29	0.99
Independent ideas versus reliance on teachers'	149	2.26	1.18
Valid N	149		

Internal Criteria for Success/Failure versus External Criteria

In respect to internal criteria for success/failure versus external criteria; all the six items enumerated scores of less than 2.5 signifying that in respect to the six items the respondents were extrinsic oriented (Table 6). Hence, the respondents could not discern good work, could not judge their own potential, and would not discern test performance without feedback on grades. Besides, the respondents could not judge school progress without report cards, could not detect mistakes without the aid of a teacher and could not detect academic progress without grade scores. Hence, in respect to sub theme five of academic motivation - internal criteria for success/failure versus external criteria, the respondents utilized external criteria for success or failure over internal criteria.

Table 6 Internal criteria for success/failure versus external criteria: Descriptive Statistics

	N	Mean	Std. Deviation
Ability to discern good work versus reliance on teachers' opinion	149	2.48	0.86
Ability to judge own potential versus reliance on teachers judgment	149	2.43	0.82
Ability to discern performance in a test versus reliance on grades	149	2.38	0.86
Ability to judge school progress versus reliance on report cards	149	2.26	0.83
Ability to detect mistakes versus reliance on teachers for correction	149	2.17	0.96
Ability to detect progress by self-versus reliance on grade scores	149	2.06	0.93
Valid N	149		

3.2. Gender differences between Mental Health and Academic Motivation Analysis

The study sought to establish whether the scores of the study variables were the same across gender. Results displayed in Table 7 indicates that female respondents recorded mental health mean of 11.49 (SD= 4.16) while the male counterparts registered mental health mean of 10.87 (SD = 5.64). Besides, the preference for challenge mean for females was 15.06 (SD = 4.40) while males had a preference for challenge mean of 14.57 (SD = 5.42). It was further established that curiosity in learning mean for females was 15.92 (SD = 4.64) while males posted curiosity in learning mean 15.57 (SD = 4.87). Moreover, female respondents enumerated independent mastery in learning mean of 15.41 (SD = 3.85) while their male counterparts recorded independent mastery in learning mean of 15.15 (SD = 5.04). In respect to independent judgment in learning, the female respondents posted a mean of 14.95 (SD = 4.09) while their male counterparts posted a mean of 13.78 (SD = 5.08). The mean score for internal criteria for success/failure for female respondents was 14.17 (SD = 3.40) while the male counterparts enumerated a mean of 13.13 (SD = 4.45). Furthermore, the overall mean score for academic motivation for the female respondents was 75.43 (SD = 17.20) while the overall mean score for academic motivation of their male counterparts was 72.02 (SD = 22.54). Hence, the mean scores for all the study variables enumerated by the female respondents were slightly higher than that posted by their male counterparts.

Table 7 Gender and Study Variables Comparison Analysis

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Mental Health	Male	54	10.87	5.64	0.767
	Female	95	11.49	4.16	0.427
Preference for challenge versus preference for easy work assigned	Male	54	14.57	5.42	0.737
	Female	95	15.06	4.40	0.452
Curiosity/Interest versus pleasing teacher/getting grades	Male	54	15.57	4.87	0.663
	Female	95	15.92	4.64	0.476
Independent mastery versus Dependence on the teacher	Male	54	15.15	5.04	0.686
	Female	95	15.41	3.85	0.395
Independent Judgment versus Reliance on teacher judgment	Male	54	13.78	5.08	0.691
	Female	95	14.95	4.09	0.420
Internal criteria for success/failure versus external criteria	Male	54	13.13	4.45	0.606
	Female	95	14.17	3.40	0.349
Academic motivation	Male	54	72.02	22.54	3.07
	Female	95	75.43	17.20	1.76

3.3. Hypothesis Testing.

In relation to the objective: to investigate the relationship between mental health and academic motivation among students, testing of the null hypothesis was done.

HO_1: There is no significant relationship between general mental health and academic motivation among students in day secondary schools.

A Pearson correlation analysis was utilized to examine the relationship between mental health and each of the five academic motivation sub-themes. Thereafter, students' academic motivation was considered as a variable and its relationship with mental health examined, as well.

Mental Health versus Preference for challenging work Correlations

A Pearson product-moment correlation was done to examine the relationship between students' preference for challenging work and students' mental health. These results indicate that there was a positive correlation between students' preference for challenging work and students' mental health, Pearson's r (149) = .697, $p < .001$ (Table 8).

Table 8 Mental Health Versus Preference for challenging work Correlations

		Mental Health	Preference for challenge versus easy work assigned
Mental Health	Pearson Correlation	1	.697[**]
	P – Value		.000
	N	149	149
Preference for challenge versus easy work assigned	Pearson Correlation	.697[**]	1
	P – Value	.000	
	N	149	149

Mental Health versus Curiosity in Learning Correlations
A Pearson product-moment correlation was done to examine the relationship between students' curiosity in learning and students' mental health. These results indicate that there was a positive correlation between students' curiosity in learning and students' mental health, Pearson's r (149) = .700, $p < .001$ (Table 9).

Table 9 Mental Health Versus Curiosity in Learning Correlations

		Mental Health	Curiosity versus pleasing teacher
Mental Health	Pearson Correlation	1	.700[**]
	P – Value		.000
	N	149	149
Curiosity versus pleasing teacher	Pearson Correlation	.700[**]	1
	P – Value	.000	
	N	149	149

Mental Health versus Independence Mastery Correlations
A Pearson product-moment correlation was done to examine the relationship between students' independence mastery in learning and students' mental health. These results indicate that there was a positive correlation between students' independence mastery in learning and students' mental health, Pearson's r (149) = .737, $p < .001$ (Table 10).

Table 10 Mental Health Versus Independence Mastery Correlations

		Mental Health	Independent mastery versus Dependence on the teacher
Mental Health	Pearson Correlation	1	.737[**]
	P – Value		.000
	N	149	149
Independent mastery versus Dependence on the teacher	Pearson Correlation	.737[**]	1
	P – Value	.000	
	N	149	149

Mental Health versus Independent Judgment Correlations
A Pearson product-moment correlation was done to examine the relationship between students' independent judgment in learning and students' mental health. These results indicate that there was a positive

correlation between students' independent judgment in learning and students' mental health, Pearson's r (149) = .767, p < .001 (Table 11).

Table 11 Mental Health Versus Independent Judgment Correlations

		Mental Health	Independent Judgment versus Reliance on teacher
Mental Health	Pearson Correlation	1	.767[**]
	P – Value		.000
	N	149	149
Independent Judgment versus Reliance on teacher	Pearson Correlation	.767[**]	1
	P – Value	.000	
	N	149	149

Mental Health versus Internal Criteria for Success/Failure Correlations

A Pearson product-moment correlation was done to examine the relationship between students' internal criteria for success/failure and students' mental health. These results indicate that there was a positive correlation between students' internal criteria for success/failure and students' mental health, Pearson's r (149) = .898, p < .001 (Results displayed in Table 12).

Table 12 Mental Health Versus Internal Criteria for Success/Failure Correlations

		Mental Health	Internal criteria for success versus external criteria
Mental Health	Pearson Correlation	1	.898[**]
	P – Value		.000
	N	149	149
Internal criteria for success versus external criteria	Pearson Correlation	.898[**]	1
	P – Value	.000	
	N	149	149

Mental Health versus Academic Motivation Correlations

A Pearson product-moment correlation was done to examine the relationship between students' academic motivation and students' mental health. These results indicate that there was a positive correlation between students' academic motivation and students' mental health, Pearson's r (149) = .869, p < .001 (Table 11). Thus the null hypothesis was rejected.

Table 11 Mental Health Versus Academic Motivation Correlations

		Mental Health	Academic motivation
Mental Health	Pearson Correlation	1	.869[**]
	P – Value		.000
	N	149	149
Academic motivation	Pearson Correlation	.869[**]	1
	P – Value	.000	
	N	149	149

3.4. Hypothesis Testing.

In relation to the objective, to find out if there is gender difference in mental health among day secondary school students, a null hypothesis (HO_2), there is no significant gender difference in mental health among day secondary school students. Independent sample T test was used for analysis (Table 12)

Table 12 Gender and Study Variables Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	P-Value	Mean Difference	Std. Error Difference
Mental Health	Equal variances assumed	6.67	.011	-0.77	147	.442	-0.62	0.81
	Equal variances not assumed			-0.71	86.3	.479	-0.62	0.88
Challenge versus easy work	Equal variances assumed	4.43	.037	-0.60	147	.550	-0.49	0.82
	Equal variances not assumed			-0.57	92.9	.573	-0.49	0.86
Curiosity versus pleasing teacher	Equal variances assumed	.05	.814	-0.42	147	.672	-0.34	0.81
	Equal variances not assumed			-0.42	105.9	.676	-0.34	0.82
Independent versus Dependence	Equal variances assumed	3.76	.054	-0.36	147	.722	-0.26	0.74
	Equal variances not assumed			-0.33	88.5	.741	-0.26	0.79
Own Judgment versus Reliance	Equal variances assumed	.90	.342	-1.53	147	.127	-1.17	0.76
	Equal variances not assumed			-1.45	92.3	.151	-1.17	0.81
Internal criteria for success versus external	Equal variances assumed	2.30	.131	-1.60	147	.112	-1.04	0.65
	Equal variances not assumed			-1.49	88.5	.141	-1.04	0.70
Academic motivation	Equal variances assumed	1.11	.292	-1.04	147	.301	-3.41	3.29
	Equal variances not assumed			-0.96	88.4	.337	-3.41	3.54

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An independent-samples t-test indicated that the difference in the mean scores posted by females for all the study variables were not significantly higher that the means posted by their male counterparts since the P – Value in each case was greater than .05. (Table12). Hence, the study did not establish a significant relationship between any of the study variables and gender. Thus the null hypothesis was not rejected.

IV. DISCUSSIONS OF THE RESULTS

The findings revealed that there is a significant relationship between general mental health of students and academic motivation. Most day secondary school students had a good general mental health with an extrinsic motivation orientation more than intrinsic orientation form (indicated by four out of the five sub-scales). Most day secondary school students with basic good general mental health had preference for easy work over challenging work. They exhibited dependence on the teacher; for ideas, for direction, assignment and leadership. The students also could not discern good work, could not judge their own potential and would not discern test performance without feedback on grades. Besides the respondents could not judge school progress without report cards, could not detect mistakes without the aid of a teacher and could not detect academic progress without grade scores. Basically in this sub-theme of academic motivation- students used external criteria for success or failure over internal criteria.

In the study done by Marina & Lurdes (2014), found that Intrinsic Motivation (IM) and Extrinsic Motivation (EM) can co-exist and are not contradictory. Whereas IM was steadily associated to better achievement, a negative relationship emerged between EM and students' achievement by the end of elementary

school. The present study did not major on academic achievement, but other previous studies portrayed that there is basically poor academic achievement in KCSE results among secondary school students (Munanu & Kobia, 2016).

V. CONCLUSION

The findings of this study have shown that there is a significant relation between General Mental Health and Academic Motivation of day secondary school Students. The findings revealed that most day secondary school students had good general mental health status. Day secondary school students exhibit a more extrinsic motivation orientation than that of intrinsic motivation orientation. Since a negative relationship has been found to occur between extrinsic motivation and students' academic performance, this may explain some association of the poor results of day secondary school students.

VI. RECOMMENDATIONS

Majority of the students are found in day secondary schools. There is need to develop mechanisms to enhance intrinsic motivation in the classroom learning and instruction. This may improve the self-drive; enhance academic engagement and self-regulated learning among day secondary school students. This may lead to improved academic results and future career prospects.

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