

SCHOOL CONNECTEDNESS AND ACADEMIC MOTIVATION OF HIGH SCHOOL STUDENTS

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Abstract

The aim of this study was to investigate school connectedness and academic motivation of high school students in Aunglan Township. This study conducted a survey research design and employed with a quantitative method. A total of 900 Grade 10 students (male=442, female= 458) from rural, suburban and urban high schools in Aunglan Township were selected by using random sampling techniques as the participants of the study. The research instruments: Measurement of School Connectedness (MOSC) questionnaire developed by Irina Sugar (2012) and Academic Motivation Scale (high school version) developed by Vallerand et al. (1993) were adapted and applied. The results pointed out that school connectedness of students was satisfactory. Female students were higher in school connectedness than males. Students from suburban areas have a greater sense of connection to their school compared to students from urban areas. There were no significant differences in school connectedness of students by subject combination. Moreover, students showed good motivation for their academic pursuits. There were no significant differences in academic motivation by gender, subject combination and school locality. Moreover, there was a significant positive correlation between school connectedness and academic motivation of students ($r = .505$). Thus, this study highlighted the fact that the stronger the students' school connectedness, the higher their academic motivation. Finally, the linear regression analysis indicated that 25% of the academic motivation of students can be predicted from school connectedness ($\text{Adj } R^2 = .254$).

Keywords: Connectedness, School Connectedness, Motivation, Academic Motivation

Introduction

Teenagers allocate a larger amount of time in school, extracurricular activities and socializing with peers. So, school holds the greatest influence in the lives of young people as a stabilizing factor (Blum, 2005). According to Niehaus et al., (2016), the school setting is crucial for young people and their educational growth, establishing positive relationships and a sense of attachment to school are essential for encouraging academic success. Students with high feelings of school connectedness also are more likely to attend school regularly and higher academically (Waters et al., 2009). Moreover, students who are more connected to school were less likely to initiate health risk behaviors such as cigarette smoking, drinking to the point of intoxication, marijuana use, suicidal ideation or attempt, sexual intercourse, and weapon-related violence (McNeely & Falci, 2004). So, students' sense of connectedness to school can assist in addressing health, social and academic obstacles.

In addition, students frequently do not have motivation to succeed in their academic pursuits at high school level due to their interest and attention among various things such as peer groups, participating activities like watching movies, using social media, going out, and engaging in everyday school and community events. However, students could be motivated to acquire a new set of competencies either by recognizing their potential significance or by giving opportunities that come with achieving a high grade. Through motivation, students are stimulated to successfully finish tasks in order to reach a goal, obtain a degree, or advanced level in their career (Mohammadi, 2006).

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The connected school environment may enhance the chances of academic motivation and success. School connectedness had positive and significant effects on academic motivation and academic achievement (Mohammadi et al., 2013). Connected, successful students tend to reach their academic and professional goals (Blum, 2005). Thus, by exploring school connectedness and academic motivation of high school students, this study may offer valuable insights in educational field and may assist to reduce problematic behaviors of students and dropout rates.

Aims of the Study

The main aim of this study was to investigate school connectedness and academic motivation of Grade 10 students from Aunglan Township (2019-2020 AY).

The specific objectives were

- To find out the differences in school connectedness and academic motivation of students by gender,
- To investigate the differences in school connectedness and academic motivation of students by subject combination,
- To explore the differences in school connectedness and academic motivation of students by school locality,
- To examine the relationship between school connectedness and academic motivation of Grade 10 students.

Definitions of Key Terms

Connectedness. Connectedness refers to movement toward others through affection and activity (Karcher & Lee, 2002).

School Connectedness. School Connectedness refers to the extent to which students feel personally accepted, respected, included, and close to others in the school social environment (Joyce, 2015).

Motivation. Motivation is a tri-dimensional phenomenon comprising of an individual's reasons and goals, emotional responses, and beliefs in ability and competence to successfully complete a specific task (Amrai et al., 2011).

Academic Motivation. Academic Motivation refers to a student's desire (as reflected in approach, persistence, and level of interest) regarding academic subjects when the student's competence is judged against a standard of performance or excellence (Wigfield & Eccles, 2002).

Review of Related Literature

Meaning and Nature of School Connectedness

School connectedness is a multidimensional concept manifested at emotional, behavioral and cognitive levels (Chapman et al., 2013). Students at school feel secure and have strong personal connections with both teachers and peers, receiving support and respect at the emotional level. School connectedness at the behavioral level entails the students' meaningful participation in school activities and their ability to influence significant decisions. At the cognitive level, students possess favorable opinions, values and judgements regarding the school. According to Blum (2005), school connectedness refers to the students' beliefs that adults in the school care about their learning and about them as individuals. The students' connection with their school determines the level of closeness in their relationship.

According to Libbey (2004), school connectedness can be separated into nine common themes: academic engagement, belonging, discipline and fairness, loving school, student voice, extracurricular activities, peer relations, safety, and teacher support. Teachers may foster a sense of connectedness in the classroom by promoting collaborative learning activities. When students feel connected to school, they are more likely to enhance emotional well-being and happiness (McNeely et al., 2002), succeed academically (Blum, 2005), decrease to drop out of school (Osterman, 2000), decrease health risk behaviors such as cigarette smoking, drinking to the point of intoxication and suicidal ideation (McNeely & Falci, 2004).

Students' academic achievements are not solely dependent on their skills and hard work, but also on their feeling of connectedness to the school (Goodenow, 1993). By high school, as many as 40 to 60 percent of all students—urban, suburban, and rural—are chronically disengaged from school (Klem & Connell, 2004). The lack of school connectedness is a reason why students fail to successfully complete high school (Romeo, 2015).

Meaning and Nature of Academic Motivation

In order to accomplish specific needs and goals in life, human beings need to attain sufficient motivation. The young people of today may lose interest in academic pursuits due to entertaining activities (Scheel et al., 2009). One of the most prominent academic problems plaguing today's teenage youth is lack of motivation towards academic activities (Wigfield et al., 2005). Motivated behaviors are permanent, oriented and energetic (Amrai et al., 2011). Teachers need to understand how motivation works, and more importantly, how it is linked to behavior and attitude. Academic behaviors can be seen as intrinsically motivated, extrinsically motivated or amotivated. Academic motivation is an important factor to produce higher graduation rates. Teachers may direct behaviors towards particular goals and lead to increase effort and energy. It drives an individual towards educational achievements (Kalaivani et al., 2016).

School connectedness and Academic Motivation

School is responsible for providing students with a safe environment to develop academically, emotionally and behaviourally. A student's feeling of connectedness to school helps meet health, social and academic challenges (Booth & Gerard, 2012). Students' perceptions of connection to school have significant implications for their behaviours inside and outside the classroom (Baumeister & Leary, 1995; Deci & Ryan, 2000). Furthermore, adolescents who perceive a positive school environment and share positive relationships with their teachers tend to have higher grades (Crosnoe et al., 2004; Davis, 2006; Roeser et al., 1996), higher classroom motivation (Davis, 2006; Patrick et al., 2007; Ryan et al., 1994).

Methodology

Sampling

The samples chosen for the present study consisted of 900 Grade 10 students from Aunglan Township in 2019-2020 academic year. The present study used simple random sampling method in selecting participants. Subsequently, the total number of participants was displayed in the following table.

Table 1 Number of Grade 10 Students Participated in the Study by Gender and School Locality in Aunglan Township

No	School	Number of Students		Total
		Male	Female	
1	Rural	133	167	300
2	Suburban	141	159	300
3	Urban	168	132	300
Total		442	458	900

Method

The quantitative research design and descriptive survey method were used in the present study. To investigate school connectedness and academic motivation of Grade 10 students, descriptive statistics and inferential statistics were used.

Instrumentation

In this study, Measurement of School Connectedness (MOSC) questionnaire developed by Irina Sugar (2012) was used to measure school connectedness of students. The questionnaire contained 42 items. Each item was assessed along a five-point Likert scale ranging from (1) strongly disagree to (5) strongly agree. However, the opposite items were scored from 5 (strongly disagree) to 1 (strongly agree). The reliability coefficient (Cronbach's Alpha) of School Connectedness was 0.843.

The key adapted to measure academic motivation of students was the high-school version of the Academic Motivation Scale (AMS) comprising 28 items developed by Vallerand et al. (1993). Each item was evaluated along a five-point Likert scale ranging from (1) strongly disagree to (5) strongly agree. However, the opposite items had scores ranging from (1) strongly disagree to (5) strongly agree. As the internal consistency, the reliability coefficient (Cronbach's Alpha) of Academic Motivation was 0.906.

Data Collection Procedure

The two questionnaires were prepared to investigate the effect of school connectedness on academic motivation. The expert review was made for face validity and internal consistency of questionnaires. After getting the content validity, the pilot testing was conducted. The results of pilot study were valid and reliable. Then, the data collection was conducted from 900 students of selected high schools in Aunglan Township during the first week of September, 2019. Before administering the test, the students were thoroughly explained the purpose of the study, instructed them how to answer the items and requested to answer all of the items carefully not to miss the items and to complete the personal data exactly. The researcher assured the participants about the confidentiality of the study and that their responses would be used only for research purpose.

Data Analysis and Findings

Descriptive Statistics for School Connectedness of Grade 10 Students

First, descriptive statistics was used to find out school connectedness of Grade 10 students. The results were presented in Table 2.

Table 2 Descriptive Statistics of Grade 10 Students' School Connectedness

Variable	N	Mean	SD	Minimum	Maximum
School Connectedness	900	164.02	16.082	109	215

According to Table 2, the mean and standard deviation for school connectedness of students were 164.02 and 16.082.

School connectedness levels were grouped as five different levels of very high, high, moderate, low and very low according to students' school connectedness scores. For that grouping, Grade 10 students with scale of +2 standard deviation above the sample mean were identified as the very high group, Grade 10 students with scale of +1 standard deviation above the sample mean were identified as the high group, Grade 10 students with scale of +1 standard deviation below the sample mean were considered as low group, Grade 10 students with scale of +2 standard deviation below the sample mean were considered as very low group. And then, Grade 10 students with scale between +1 standard deviation and -1 standard deviation were identified as the moderate group.

Therefore, 3% students who obtained below and equal the scores of 132 were very low in school connectedness and 12% of students who obtained the scores between 133-148 were low. 68% of students who obtained the scores between 149-179 were moderate in school connectedness. 5% of students who obtained the scores between 180-196 were high in school connectedness and 12% of students who got above and equal the scores of 197 were very high in school connectedness.

Table 3 Five Groups of Grade 10 Students' School Connectedness

Range	No. of Students	Percentage
Very Low Group(scores $\leq$ 132)	27	3%
Low Group (133 - 148)	111	12%
Moderate Group (149 - 179)	611	68%
High Group (180 - 196)	42	5%
Very High Group (scores $\geq$ 197)	109	12%

The percentage showed that the moderate group had the highest percentage (67%). The largest number of students was in the moderate group. Comparably few students have scores that are very low, low, high and very high. Thus, it may be interpreted that school connectedness of students was satisfactory.

Mean Comparison of School Connectedness for Grade 10 Students by Gender

To find out the significant differences in school connectedness between male and female students, independent samples *t*- test was conducted.

Table 4 Comparison of School Connectedness for Grade 10 Students by Gender

Variable	Gender	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>	<i>MD</i>
School Connectedness	Male	442	161.29	15.76	-5.08***	898	.000	-5.38
	Female	458	166.66	15.96				

Note. ****p* < .001

According to Table 4, the result showed that there was a significant difference in school connectedness of students by gender at 0.001 level. It was observed that female students were higher in school connectedness than male students. So, it can be interpreted that female students demonstrated a stronger connection to school compared male students.

Mean Comparison of School Connectedness for Grade 10 Students by Subject Combination

To determine the significance of the discrepancies, independent samples *t* test was computed.

Table 5 Comparison of School Connectedness for Grade 10 Students by Subject Combination

Variable	Subject	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>	MD
School Connectedness	Combination 1	463	163.24	16.32	-1.501	898	.134	-1.61
	Combination 7	437	164.85	15.79				

Table 5 revealed the result that there was no significant difference in school connectedness of students based on their subject combination. Therefore, it can be interpreted that school connectedness of Grade 10 students was not different by subject combination.

Descriptive Statistics for School Connectedness for Grade 10 Students by School Locality

Descriptive statistics was used to find out school connectedness of Grade 10 students by school locality.

Table 6 Descriptive Statistics for School Connectedness of Grade 10 Students in Rural, Suburban and Urban High schools

Variable	School Locality	N	Minimum	Maximum	Mean	SD
School Connectedness	Rural	300	109	215	163.41	16.15
	Suburban	300	121	197	166.29	15.36
	Urban	300	110	203	162.36	16.52

According to Table 6, the mean scores for school connectedness of students in Rural, Suburban and Urban High Schools were 163.41, 166.29 and 162.36 respectively.

To examine whether school locality had impact on school connectedness of students, one-way ANOVA was utilized.

Table 7 The Result of ANOVA for School Connectedness of Grade 10 Students by School Locality

School connectedness	Sum of Squares	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>
Between Groups	2488.722	2	1244.361	4.853**	.008
Within Groups	230011.877	897	256.423		
Total	232500.599	899			

Note. ** $p < .01$

ANOVA result showed that there was significant difference in the school connectedness of students according to school locality at 0.01level. To analyze more specific data for a particular group, Tukey HSD method was also used to do Post- Hoc test. The results were mentioned in Table 8.

Table 8 The Result of Tukey HSD test for School Connectedness by School Locality

Variable	(I)School	(J)School	Mean Difference (I-J)	<i>p</i>
School Connectedness	Suburban	Urban	3.93333*	.008

Note: * $p < .05$

According to Table 8, there was a significant mean difference in comparing school connectedness between students in suburban high schools and urban high schools at 0.05level. It can be interpreted that students from suburban areas have a greater sense of connection to their school compared to students from urban areas.

Descriptive Statistics for Academic Motivation of Grade 10 Students

Descriptive statistics was used to find out academic motivation of Grade 10 students. The results were presented in Table 9.

Table 9 Descriptive Statistics for Academic Motivation of Grade 10 Students

Variable	<i>N</i>	Mean	<i>SD</i>	Minimum	Maximum
Academic Motivation	900	111.79	13.086	73	140

According to Table 9, the mean and standard deviation for academic motivation of students were 111.79 and 13.086.

Academic motivation levels were grouped as five different levels of very high, high, moderate, low and very low according to students' academic motivation scores. For that grouping, Grade 10 students with scale of +2 standard deviation above the sample mean were identified as the very high group, Grade 10 students with scale of +1 standard deviation above the sample mean were identified as the high group, Grade 10 students with scale of +1 standard deviation below the sample mean were considered as low group, Grade 10 students with scale of +2 standard deviation below the sample mean were considered as very low group. And then, Grade 10 students with scale between +1 standard deviation and -1 standard deviation were identified as the moderate group.

Therefore, 3% students who obtained below and equal the scores of 86 were very low in academic motivation and 14% of students who obtained the scores between 87-99 were low. 67% of students who obtained the scores between 100-125 were moderate in academic motivation. 15% of students who obtained the scores between 126-138 were high in academic motivation and 1% of students who got above and equal the scores of 139 were very high in academic motivation.

Table 10 Five Groups of Grade 10 Students' Academic Motivation

Range	No. of Students	Percentage
Very Low Group (scores ≤ 86)	27	3%
Low Group (87 - 99)	126	14%
Moderate Group (100 – 125)	600	67%
High Group (126 -138)	136	15%
Very High Group (scores ≥ 139)	11	1%

The percentage showed that the moderate group had the highest percentage (67%). The largest number of students was in the moderate group. A small minority of students have scores that are very low, low, high and very high. So, it may be said that the academic motivation of students in each high school was satisfactory.

Mean Comparison of Academic Motivation for Grade 10 Students by Gender

To find out the significant differences in academic motivation between male and female students, independent samples *t*- test was conducted.

Table 11 Comparison of Academic Motivation for Grade 10 Students by Gender

Variable	Gender	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>	<i>MD</i>
Academic Motivation	Male	442	110.96	12.79	-1.876	898	.061	-1.63
	Female	458	112.59	13.33				

According to Table 11, the result showed that there was no significant difference in academic motivation of students by gender. So, it can be interpreted that academic motivation was not influenced by gender.

Mean Comparison of Academic Motivation for Grade 10 Students by Subject Combination

In order to determine whether the differences were significant or not, independent samples *t* test was computed.

Table 12 Comparison of Academic Motivation for Grade 10 Students by Subject Combination

Variable	Subject	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>	<i>MD</i>
Academic Motivation	Combination 1	463	111.46	12.88	-.755	898	.450	-.66
	Combination 7	437	112.13	13.30				

Table 12 revealed the result that there was no significant difference in academic motivation of students by subject combination. So, academic motivation of Grade 10 students was not different by subject combination.

Descriptive Statistics for Academic Motivation of Grade 10 Students by School Locality

Descriptive statistics was used to find out academic motivation of Grade 10 students by school locality.

Table 13 Descriptive Statistics for Academic Motivation of Grade 10 Students in Rural, Suburban and Urban High Schools

Variable	School Locality	N	Minimum	Maximum	Mean	SD
Academic Motivation	Rural	300	73	139	110.56	12.399
	Suburban	300	74	140	112.85	13.090
	Urban	300	58	140	111.95	13.679

According to Table 13, the mean scores for academic motivation of students in Rural, Suburban and Urban High Schools were 110.56, 112.85 and 111.95.

In order to assess the influence of school locality on academic motivation of students, one-way ANOVA was utilized.

Table 14 The Result of ANOVA for Academic Motivation by School Locality

Academic Motivation	Sum of Squares	df	Mean Square	F	p
Between Groups	796.827	2	398.413	2.334	.098
Within Groups	153144.213	897	170.729		
Total	153941.040	899			

ANOVA result showed that there was no significant mean difference in the academic motivation of students according to school locality. This result was consistent with the finding of Mallick et al. (2017) that academic motivation was not different by school locality.

The Relationship Between School Connectedness and Academic Motivation

Pearson product-moment correlation was undertaken to assess relationship between school connectedness and academic motivation. The result can be seen in Table 15.

Table 15 The Relationship Between School Connectedness and Academic Motivation

Variable	Academic Motivation
School Connectedness	.505**

Note. ** $p < .01$

According to Table 15, the result showed that there was a significant positive relationship between school connectedness and academic motivation at ($r=.505$, $p<0.01$). This result was consistent with the research of Mohammadi et al. (2013). In addition, the strength of the correlation was moderate. So, it may be interpreted that the stronger the students' school connectedness, the higher their academic motivation.

The Effect of School Connectedness on Academic Motivation of Students

In order to explore how well school connectedness predicts academic motivation of students and how many percent it predicts, a simple linear regression analysis was computed.

Table 16 The Result of Simple Linear Regression on School Connectedness and Academic motivation

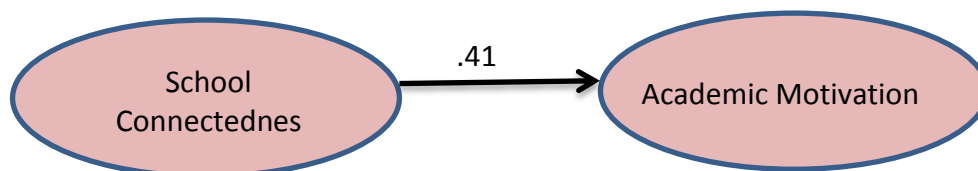
Model	<i>B</i>	β	<i>t</i>	<i>R</i>	<i>R</i> ²	<i>Adj R</i> ²	<i>F</i>
(Constant)	44.367		11.488***	.505	.255	.254	11.299
School Connectedness	.411	.505	17.540***				

Note: Correlation is significant at 0.001level.

The linear regression analysis indicated that 25% of the academic motivation of students can be predicted from school connectedness ($\text{Adj } R^2 = .254$). According to enter method's results showed that school connectedness had a substantial impact on academic motivation because the two variables had a positive correlation. According to Cohen (1988), this is considered typical (0.342). The resultant model of linear regression expression between school connectedness and academic motivation was presented in the following equation.

$$AM = 44 + .41 SC$$

Where, AM= Academic Motivation
SC= School Connectedness

**Figure 1** Predictive Power of Grade 10 Students' School Connectedness on Academic Motivation

Discussion and Recommendations

School connectedness and academic motivation are crucial for achieving higher academic achievements and increased graduation rates. The results pointed out that school connectedness of students was satisfactory. Female students were higher in school connectedness than male students. This may be because females generally revealed greater social connectedness to teachers, friends and peers of other cultures, and to reading, religion and school. Females are more likely emphasize their relatedness to others whereas males are more likely to stress their independence from others (Cross & Madson, 1997).

Erdley and Kingery (2007) suggested that females are attentive for close friendship groups as well as they have greater resilience on friends for social support at school. Moreover, females are generally more attached, trusted, friendly and dependent upon people they communicate with. Past research has also shown that females have a higher sense of relatedness with their teachers (Furrer & Skinner, 2003), stronger feelings of school belonging (Diaz, 2005), and more positive perceptions of teacher support (Rueger et al., 2010; Wentzel et al., 2010) than do boys. The boys' lower connectedness to school could indicate that they were less engaged

academically, enjoyed school less and did not experience as much teacher support as the girls (Libbey, 2004).

In Myanmar, the prevalence of female teachers is significant, potentially enhancing the beneficial effects of school connectedness for girls to a greater extent than for males. Boys are more likely to report that they have no one at school with whom they can discuss emotional concerns, leaving them at a great risk for poor school adjustment (Ryan et al., 1994). In addition, Ewing and Taylor (2009) suggested that teachers tend to think better of their connections with girls than they do with boys. Teachers and other adults need to concentrate on developing more supportive relationships with boys. So, male students should be cultivated to feel more connected to school. This result was consistent with the studies of Lang- Takac and Osterweil (1992), Ma (2003), Townsend and McWhirter (2005) and that indicated which female had higher mean scores in school connectedness than males.

In examining subject combination difference in school connectedness of students, there was no significant difference in school connectedness of students by subject combination. This may be because both students with Combination 1 and 7 in Aunglan Township have been probably given equal opportunities to feel more cared for and supported when they are at school without segregation of specialized subject. Thus, it may be concluded that students with Combination 1 and Combination 7 are connected to school equally.

In addition, students in suburban high schools are more connected to school than students in urban high schools. Students may be connected to the aspects of school that are unrelated to social relationships, including classes, activities and conditions of school and sense of school spirit. Moreover, students in urban area from Aunglan Township may enjoy among many things like watching movie, playing games and dating with friends in restaurant. Thus, urban students may also attach to other things. Suburban students may probably more attach to school due to the lack of entertaining facilities. This result was consistent with the studies of Lohmeier and Lee (2011).

Based on the findings of descriptive statistics for academic motivation, it may be said that academic motivation of Grade 10 students in each high school was satisfactory. According to the independent samples *t* test result for academic motivation of students by gender, there was no significant difference between male and female students in overall academic motivation. This may be due to the fact that people can be motivated because they value an activity or because there is strong external coercion. They can be urged into action by an abiding interest or by a bribe. So, both male and female students can be motivated for activities by cultivating their needs, desires and interests without segregation of gender. Thus, it may be that both males and females are more likely to possess academic motivation equally. This result was consistent with the studies of Krishnamurthy (2000) and Harackiewicz et al. (2002) that mentioned that there is no association between academic motivation and gender.

Concerning about significant mean difference in academic motivation of students by subject combination, there was no significant mean difference between students with Combination 1 and Combination 7. This may be because students choose subject that they are interested. So, both Combination 1 and Combination 7 students may acquire motivation to study learning materials. They may possess interest and persistence in the academic activities.

Therefore, there was no significant difference between art and science subject in relation to their academic motivation. This result was consistent with finding of Radhamani and Arulsamy (2011).

Moreover, the result revealed that there was no significant mean difference in comparing academic motivation of students by school locality. This is because almost all students in urban, suburban or rural areas had the desire to attend to school regularly and study their learning materials. So, it can be interpreted that all students in rural, suburban and urban high schools feel academic motivation equally. This result was consistent with the finding of Mallick et al. (2017).

In the present study, the relationship between school connectedness and academic motivation of students was also explored by the use of Pearson product-moment correlation. The result showed that there was a significant positive correlation between school connectedness and academic motivation. This result was consistent with the research of Mohammadi et al. (2013) that also found there was significant positive correlation between school connectedness and academic motivation. The correlation between school connectedness and academic motivation was 0.505. The strength of the correlation was moderate. According to the result, school connectedness predicted 25% of the academic motivation of students. Thus, it can be interpreted that the stronger students' school connectedness, the higher their academic motivation.

Conclusion

Students' connectedness to school is a critical component for their education experiences and students can benefit from close, supportive relationships at school. Teachers should encourage students to talk openly with friends and teachers about their ideas, needs, difficulties and worries. Sometimes, teachers should discuss about students' grades, behaviors and accomplishments with pupils and their parents. The results of the study revealed that girls showed higher school connectedness than boys. Boys are more likely to perceive a less supportive school environment as compared to girls. It may be that females who desired to live very close together with peers and teachers would be more likely to receive care and feel pleasure or positive effect from school community than do boys. So, teachers support and care for boys to feel more connected to school by discussing their emotional concern and building more supportive relationship.

Additionally, teachers and parents should have the ability to motivate by offering challenging tasks, stimulating curiosity, allowing students to have control their own results and engaging in activity. The findings of this study could also help teachers to fully understand how to handle and teach their students. In future, if students feel that they are part of school and they believe that they are accepted from everybody in the school community, they will gain higher academic motivation and also achieve higher graduation rates.

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