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AN EXPLORATION OF THE INTERPLAY AMONG SOCIAL FACTORS, SELF-EFFICACY, AND SECONDARY SCHOOL STUDENTS' ACADEMIC MOTIVATION: A REVIEW

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ABSTRACT

Academic motivation is a critical determinant of secondary school students' success, influenced by a complex array of social factors and self-efficacy beliefs. This review examines the relationships between social factors, self-efficacy, and academic motivation, highlighting the significance of supportive social environments, positive relationships, and self-efficacy in fostering academic motivation. The review discusses various social factors that impact academic skills, including family support, peer relationships, teacher-student interactions, and school environment. These factors can either foster or undermine students' motivation, depending on their nature and quality. The review also explores the role of self-efficacy in academic motivation, highlighting its significance in shaping students' beliefs about their capabilities and motivation to learn. The findings of this review have implications for educators, policymakers, and parents. By fostering supportive social environments and promoting self-efficacy beliefs, educators and policymakers can help students develop the motivation and confidence needed to succeed academically. Parents can also play a significant role in promoting academic motivation by creating a supportive home environment that encourages learning and socialisation. This review highlights the need for targeted interventions and strategies to enhance students' motivation and self-efficacy, particularly among marginalised or disadvantaged student populations. By understanding the complex relationships between social factors, self-efficacy, and academic motivation, educators and policymakers can develop evidence-based interventions to promote academic motivation and achievement among secondary school students. The review concludes by recommending strategies for promoting academic motivation, including peer mentoring, collaborative learning, social support networks, role models, parent-teacher-student conferences, and recognition and rewards. Additionally, self-efficacy strategies such as goal setting, positive self-talk, self-reflection, and feedback, mastery experiences, and self-regulation can help students develop the confidence and motivation needed to succeed academically. By implementing these strategies, educators and policymakers can help students develop a growth mindset, build resilience, and achieve academic success.

Keywords: Social Factors, Self-Efficacy, and Secondary School Students' Academic Motivation

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Introduction

Secondary education is the stage of education that adolescents receive during their teenage years, though the specific age ranges for entry and exit differ substantially between countries (Tatbotndip, 2020). Globally, the divide between lower-secondary and upper-secondary education is an important one, as many developing countries struggle to provide universal access to the latter, while making progress in offering lower-secondary education (Adeyemi & Jimoh, 2014; James, 2020).

Student motivation is a key driver of learning and support systems that offer encouragement, social interaction, feedback, positive learning environments, and quality teaching are essential for fostering motivation and achieving academic success among students (Adeyemi, & Oluwatomiwo, 2016; Motzo, 2016; Oyedele & Adeyemi, 2024). Secondary school students' academic motivation plays a vital role in determining their academic achievement, persistence, and overall educational experience. However, students' motivation to learn is influenced by a complex array of social factors, including family support, peer relationships, teacher-student interactions, and school environment. These social factors can either foster or undermine students' motivation, depending on their nature and quality.

This systematic review aims to explore the interplay among social factors, self-efficacy, and academic motivation in secondary school students. By synthesising existing research on these variables, this review seeks to provide a comprehensive understanding of the relationships between social influences, students' beliefs about their capabilities, and their motivation to learn. The findings of this review can inform the development of evidence-based interventions and strategies to enhance students' academic motivation and achievement.

The Impact of Social Factors on Academic Motivation

This section discusses the roles of social factors comprised buddy system, family support, teacher-student interactions, classroom environment, cultural norms and values, socioeconomic status (SES) and parenting styles towards academic motivation. A buddy system is a social support technique in which students are matched with a mentor or peer to offer companionship, academic support, and emotional support. Especially for new students or those who are having social or academic difficulties, this system helps students feel included, connects them, and creates relationships (Aransi, 2020). Buddies can lessen feelings of loneliness and isolation by offering support, sharing experiences, and navigating school system in health way including prevention of bullying (Adeyemi, 2016; Adeyemi, 2017).

Alzaabi and Kuyini (2024) highlighted the buddy system's effectiveness in boosting academic performance and social development among elementary students in UAE's inclusive classrooms, noting its role in fostering strong peer bonds, enhancing communication skills, and promoting teamwork abilities. Brock and Huber (2017) found that peer support not only boosts recipients' academic performance and social skills but also helps peer supporters develop leadership skills, empathy, and a sense of responsibility. Carter *et al.,* (2015) found that peer support systems boost social interactions, academic engagement, and emotional support,

especially for students with special needs, while fostering stronger social bonds and academic involvement among all students. Omokhabi (2022) state that Sarafino and Smith (2014) identifies several elements of family support including appreciation support (valuing others thoughts feelings and behaviours in a positive way by demonstrating respect for family members) and emotional support (expressing feelings demonstrating empathy and paying attention to someone else). Knowledge, counsel guidance and comments on how to approach a specific circumstance are examples of informational support. Financial support, supervision, meeting personal needs or help finishing a task are all examples of instrumental support which involves family members as a source of help and unwavering support. Family support stimulates academic motivation by providing emotional encouragement, setting high expectations, and creating a conducive learning environment, which helps build students' confidence and resilience. When families show interest in their children's education, offer guidance, and celebrate their achievements, it fosters a sense of security and motivation, driving students to work harder and strive for academic success (Adeyemi & Oladunmoye, 2016). Shukla *et.al.,* (2015) found a substantial positive relationship between parental support and high school students' academic motivation and perseverance in mathematics, suggesting that parental support at home can enhance students' success in mathematics.

Positive teacher-student interactions can significantly impact academic motivation and performance. Supportive teachers who provide constructive feedback, show genuine interest in students' learning, and create a safe and inclusive classroom environment can foster a sense of belonging, boost confidence, and encourage students to take academic risks, ultimately enhancing their motivation and engagement (Adeyemi, 2015). In light of this, Ding (2024) recommends that teachers provide sufficient social support to students by offering counselling services, fostering an inclusive environment, and facilitating the development of student communities. Results from Omokhabi and Omokhabi (2024) showed that learners had a positive attitude toward learning that facilitators had a moderate level of soft skills and that there was a positive and significant relationship between the soft skills of facilitators and learner's attitudes toward learning. However, the study concludes that facilitators soft skills regardless of their type have a positive impact on learner's attitudes toward learning. This implies that facilitators that is teachers have strong influence on learners learning

A well-designed classroom environment can stimulate academic motivation by providing a comfortable, organised, and inclusive space that fosters engagement and focus, while also promoting a sense of safety and structure. However, a poorly managed classroom environment can impede motivation by introducing distractions, discomfort, or stress, such as inadequate lighting, excessive noise, or unclear expectations. A thoughtfully designed classroom environment can enhance students' enthusiasm and participation, while a chaotic or un supportive environment can undermine their confidence and motivation to learn. Akgumus (2022) found that school atmosphere significantly predicts academic motivation, accounting for 14% of the change in academic motivation among secondary school students. This suggests

that a positive school atmosphere plays a crucial role in enhancing students' academic motivation.

According to Aransi (2018), the type of school and class classification can significantly influence students' academic achievement in Economics, highlighting the importance of educational environments in fostering academic motivation and success. Aransi (2019) found that teacher variables and school location significantly predict students' academic performance in Economics, suggesting that these factors play a crucial role in determining student outcomes. Aransi (2019) found that students' characteristics significantly influence their academic performance in Economics, underscoring the role of individual differences in shaping student outcomes.

Cultural norms and values play a significant role in shaping students' attitudes towards education, influencing their motivation, and informing their academic behaviours. For instance, cultures that prioritize education, respect for authority, and community can instil a strong work ethic and sense of responsibility in students. Conversely, cultural values that emphasize individualism or have different priorities may impact students' motivation and engagement in the classroom. Understanding and respecting these cultural differences can help educators tailor their approaches to meet the diverse needs of their students. Isik *et.al.,* (2018) found that ethnic identity and orientation are among the personal factors that influence the academic motivation of ethnic minority students.

Socioeconomic status (SES) significantly impacts students' academic experiences and opportunities. Students from lower SES backgrounds may face challenges such as limited access to resources, technology, and educational support, which can affect their academic performance and motivation. In contrast, students from higher SES backgrounds may have greater access to opportunities, resources, and support, potentially enhancing their academic success. Understanding these dynamics can help educators develop targeted strategies to support students from diverse socioeconomic backgrounds. Reena, *et.al.* (2019) found a significant relationship between family environment and academic motivation of students. This indicates that a supportive and conducive family environment is associated with higher academic motivation among students.

According to a study by Omokhabi (2023) Erikson's theory of psychosocial development is predicated on the idea that adolescents and young adults' social environments have an impact on their development during this critical period. According to this statement their parents and guardian's perception of their ability to shield them from internet safety risks as they become more accustomed to digital technology is reflected in the fact that they do not utilise the many technological tools and options available to them to help monitor their online behaviour and to have conversations with them about online safety and decency. Adolescents and young adults' growth and life transitions can be better understood by applying Eriksson's psychosocial development theory and the idea of success or failure at each stage. Raising adolescents and young adults' to be prosperous, content and mature when they reach the pinnacle of adjustment is the main objective. Desperation and unresolved emotions that could show up as anxiety or

self-doubt can result from failure at any of the earlier stages. This demonstrates the critical importance of parents and the ways in which their parenting styles may impact their children development and academic success.

According to research by Omokhabi (2021) parenting styles can be categorised as permissive, authoritarian, authoritative and laissez-faire. This study emphasises how parenting practices have a big impact on how their children learn and interact with their education. Parenting styles can both stimulate and impede academic motivation in children. Authoritative parenting, which balances warmth and structure, can stimulate motivation by fostering autonomy, self-confidence, and a growth mindset, encouraging children to take ownership of their learning. In contrast, authoritarian parenting can impede motivation by creating a sense of pressure and stress, while permissive parenting can hinder motivation by failing to provide clear expectations and structure, potentially leading to a lack of direction and focus. The right balance of support and guidance can inspire children to develop a love for learning and achieve their academic potential (Adeyemi, 2019). In Nigeria young adults' participation in cybercrime is greatly influenced by social factors including peer pressure and the need for status and recognition (Omokhabi, *et al.,* 2024).

The Role of Self-Efficacy on Academic Motivation

Self-efficacy refers to an individual's beliefs about their capabilities to deliver designated levels of achievement by influencing events that affect their lives (Bandura, 1997). According to Bandura's social learning theory, self-efficacy is a cognitive process where individuals evaluate their capability to perform tasks, and it plays a crucial role in regulating motivation, thought patterns, affective states, and behaviour. Self-efficacy is defined as an individual's judgment of their competency for successful task completion, and it influences their behaviour and performance. Researchers such as Pintrich and Schunk (1996), McCombs (2001), Schunk (2001), and have built upon Bandura's definition, describing self-efficacy as beliefs about one's capabilities to learn or perform behaviours at designated levels. Ultimately, self-efficacy is a vital construct that affects an individual's ability to achieve their goals and attain desired outcomes.

A strong sense of self-efficacy is essential for academic motivation, as it directly influences students' beliefs in their ability to achieve academic success. When students possess high self-efficacy, they are more likely to approach challenges with confidence, persistence, and resilience. This, in turn, enhances their motivation to learn, as they believe that their efforts will yield positive outcomes. With a strong sense of self-efficacy, students are more likely to take ownership of their learning, set challenging goals, and persist in the face of obstacles (Brunsting, *et al.,* 2021). Educators can cultivate academic motivation and a growth mindset in students by fostering a strong sense of self-efficacy. Strategies such as mastery experiences, constructive feedback, and self-reflection can help students develop confidence and motivation. As self-efficacy grows, students become more engaged, resilient, and equipped to overcome challenges, ultimately driving academic success. Prioritising self-efficacy development is essential for helping

students reach their full potential (Cheng, 2019).

According to the findings of a study by Itasanmi *et al.* (2024) students' preferences for online blended and in-person learning modalities differ depending on their age, marital status employment status, programme type and degree of digital literacy and technology self-efficacy. Additionally, the study showed that students preferences for online blended and in-person instruction delivery are primarily impacted by their programme type, employment status and degrees of digital literacy and technology self-efficacy. In order to reduce bullying in the educational system Adeyemi *et al.* (2024) suggested that counselling psychologists and related professionals work to educate the public-school owners and government about the advantages of a supportive school environment and family unity. Last but not least friendly relationships between parents and their children as well as between siblings should be formed at home. This will help to raise children with strong social skills and encourage positive relationships that encourage friendliness in the classroom rather than bullying among students.

Research by Wang *et al.,* (2017) revealed that international students from China often struggle with English proficiency, which can erode their self-efficacy, even among high-achieving students. Language difficulties can heighten perceived challenges in academic tasks, while past struggles due to language issues can undermine confidence (Raoofi *et al.,* 2012; Wang *et al.*, 2017). This, in turn, can diminish self-efficacy by limiting opportunities for mastery experiences and positive social persuasion. Research findings on the relationship between self-efficacy and academic performance among international students have been mixed. Liao *et al.,* (2012) and Jaff (2017) found that self-efficacy beliefs strongly predicted achievements among international students in the US and African students, respectively, outperforming motivation as a predictor. However, Bui *et al.,* (2017) discovered contrasting results, with no predictive effect of self-efficacy on performance among international students in Australia, while domestic students showed a significant relationship. These inconsistent findings highlight the complexity of self-efficacy's role in academic performance across different student populations.

A study by Li *et al.* (2024) using cross-lagged panel analysis found positive reciprocal relationships between self-efficacy, autonomous motivation, and academic achievement in secondary school students. However, controlled motivation did not influence self-efficacy, highlighting the importance of autonomous motivation in shaping students' confidence and academic performance. Research by Aransi (2017) on factors influencing academic performance highlights the potential importance of self-efficacy in students' academic success, as students' confidence in their abilities can impact their motivation and overall performance.

Low academic self-efficacy is linked to maladaptive behaviours like procrastination (Katz *et al.,* 2014) and increased homework stress (Katz *et al.,* 2012). In contrast, high self-efficacy predicts perseverance through challenges (Nong *et al*., 2023), increased engagement, and persistence in learning (Zorlu & Ünver, 2022; Nong *et al.,* 2023). Self-efficacy also influences students' confidence in applying their skills to learning tasks (Hong *et al*.,

2021), ultimately impacting their academic success. Academic self-efficacy is strongly correlated with academic performance in reading literacy, mathematics, and sciences (Zorlu & Ünver, 2022; Muhtadi *et al.,* 2022; Dever, 2024). Studies have consistently shown that high academic self-efficacy is associated with better performance in these subjects (Luo *et al.,* 2023; Salvo-Garrido *et al.,* 2023; Al-khresheh & Alkursheh, 2024; Basileo *et al.,* 2024). Moreover, academic self-efficacy is positively linked to overall academic achievement, indicating that students with high self-efficacy tend to excel academically (Luo *et al*., 2023).

Strategies for Promotion Students' Academic Motivation

The social strategies discussed comprised peer mentoring, collaborative learning, social support network, role models, parent-teacher-student conferences, and recognition and rewards, while goal setting, positive self-talk, self-reflection and feedback, mastery experiences and self-regulation are some of the self-efficacy strategies aimed at promoting academic motivation.

Social Strategies

Peer Mentoring

Peer mentoring is an effective social strategy for promoting academic motivation among students. By pairing students with peers who have excelled in a particular subject or task, peer mentoring provides a supportive and non-threatening environment for students to learn and grow. Peer mentors can offer guidance, encouragement, and feedback, helping students build confidence, develop a sense of belonging, and overcome challenges (Mohammadi *et al.,* 2020). This approach can be particularly beneficial for students who may struggle with academic motivation, such as those who are struggling with coursework or feeling disconnected from their peers. By leveraging the power of peer relationships, peer mentoring can help students develop a growth mindset, improve their academic performance, and increase their motivation to succeed. Overall, peer mentoring is a valuable social strategy that can have a positive impact on students' academic motivation and overall educational experience (Kristianto & Gandajaya, 2023). Giving students leadership responsibilities in the classroom can aid in the development of their leadership abilities and traits according to Ojokheta *et al.* (2018). This theory implies that students who mentor their peers can develop important leadership abilities like decision-making communication and problem-solving. By assuming a mentorship role student can gain self-assurance empathy and the ability to modify their teaching methods to accommodate their peers needs.

Collaborative learning

Collaborative learning is a highly effective social strategy for promoting academic motivation among students. By working together in groups, students share knowledge, ideas, and perspectives, fostering a sense of community and teamwork. This approach encourages active learning, builds communication and problem-solving skills, and promotes mutual support and accountability (Charleston & Leon, 2016). Collaborative learning also allows students to learn from one another's strengths and weaknesses, develop empathy, and build relationships, all of which can enhance motivation and engagement. When implemented effectively, collaborative learning can lead to increased student participation, improved academic performance, and a more positive

and inclusive learning environment. Overall, collaborative learning is a powerful social strategy that can have a lasting impact on students' academic motivation and success (Mohammadi *et al.,* 2020).

Social support networks

Social support networks are a highly effective social strategy for promoting academic motivation among students. These networks provide students with a sense of connection and community, allowing them to share experiences, receive support, and access resources (Schunk & DiBenedetto, 2021). By leveraging social support networks, students can tap into a wealth of knowledge, advice, and encouragement from peers, mentors, and educators. This can help students build confidence, develop resilience, and stay motivated, even in the face of challenges. Social support networks can also facilitate collaboration, teamwork, and peer-to-peer learning, further enhancing academic motivation and engagement. Overall, social support networks are a valuable resource for students, providing a safety net of support and motivation that can help them achieve their academic goals (Bećirović *et al.,* 2022). The educational philosophy of 3Hs (Humanism, Humility, and Hospitality) can serve as a vital social factor in promoting a safer world by fostering a culture of empathy, understanding, and inclusivity (Omokhabi, *et al.,* 2017). Community engagement and social support from social workers play a crucial role in suicide prevention in Nigeria, highlighting the importance of social factors in promoting mental health and well-being (Omokhabi & Omokhabi, 2023).

Role models

Role models are a highly effective social strategy for promoting academic motivation among students. By observing and emulating individuals who have achieved success in a particular field or subject, students can develop a sense of possibility and motivation (Edwards *et al.,* 2021). Role models can inspire students to set goals, work towards achieving them, and believe in their own potential. They can also provide students with valuable insights, advice, and guidance, helping them navigate challenges and overcome obstacles. Furthermore, role models can help students see the relevance and application of what they are learning, making the subject matter more meaningful and interesting. By exposing students to diverse role models, educators can help break down stereotypes and broaden students' perceptions of what is possible, ultimately enhancing their academic motivation and aspirations (Cornell, 2021).

Parent-Teacher-Student Conferences

Parent-Teacher-Student conferences are a highly effective social strategy for promoting academic motivation, providing a platform for collaboration, goal-setting, and progress discussion among parents, teachers, and students (Johnston *et al.,* 2021). By involving all stakeholders, these conferences facilitate a comprehensive understanding of student needs, clarify expectations, and identify areas of strength and weakness, enabling targeted support and intervention. Through collaborative goal-setting and problem-solving, students, parents, and teachers develop strategies to enhance student motivation and engagement, fostering a sense of ownership and accountability. Regular conferences also promote open communication among stakeholders, ensuring that everyone is

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informed and aligned on student progress, goals, and challenges. By working together, parents, teachers, and students can unlock student potential, build confidence, and ultimately drive academic success, making Parent-Teacher-Student Conferences a valuable tool in promoting academic motivation and achievement (Demie, 2022).

Recognition and Rewards

Recognition and Rewards are highly effective social strategies for promoting academic motivation, playing a crucial role in boosting students' enthusiasm, confidence, and overall engagement in learning (Zhang & Hyland, 2022). By acknowledging and rewarding students' efforts and achievements, educators can create a supportive and encouraging learning environment that fosters a sense of accomplishment and pride in their work. Recognition can take various forms, such as verbal praise, certificates, or public acknowledgment, while rewards can include incentives like stickers, stars, or special privileges. These strategies not only motivate students to work harder and strive for excellence but also help build their confidence and self-esteem, encouraging them to take on new challenges and develop a growth mindset. Furthermore, recognition and rewards can reinforce positive behaviours, such as completing homework, participating in class, or demonstrating good study habits, ultimately driving academic success and promoting a positive learning environment. By leveraging recognition and rewards, educators can create a culture of achievement and motivation, helping students reach their full potential and develop a lifelong love of learning (Zhang & Hyland, 2022).

Self-Efficacy Strategies

Goal Setting

Goal setting is a highly effective self-efficacy strategy for promoting academic motivation, enabling students to take ownership of their learning and develop a sense of purpose and direction (Onwubiko, 2024). By setting specific, achievable, and measurable goals, students can enhance their motivation, build confidence, and develop problem-solving skills, as they identify obstacles and develop strategies to overcome them. Effective goal setting involves setting clear and challenging objectives, receiving regular feedback, and demonstrating commitment to achieving those goals. As students work towards their goals, they develop self-regulation skills, prioritizing tasks, managing time, and monitoring progress, which in turn fosters persistence and resilience in the face of challenges. By achieving their goals, students experience a sense of accomplishment and reinforcement, which enhances their self-efficacy and confidence in their academic abilities, ultimately driving greater academic success and promoting a growth mindset. Through goal setting, students can develop a sense of agency and control over their learning, cultivating the skills and strategies necessary to overcome obstacles and achieve their full potential. By incorporating goal setting into their academic routine, students can unlock their motivation, build their confidence, and achieve greater academic success (Amida *et al.,* 2021).

Positive Self-Talk

Positive Self-Talk is a highly effective self-efficacy strategy for promoting academic motivation, as it enables students to cultivate a supportive and encouraging inner dialogue that enhances their

confidence, resilience, and overall academic performance. By using affirming and encouraging language, students can boost their self-perception and confidence in their academic abilities, manage stress and anxiety, and develop a growth mindset that embraces challenges and learning (Amida *et al.,* 2021). Positive self-talk helps students to focus on their strengths, accomplishments, and progress, rather than dwelling on weaknesses or setbacks, and fosters a sense of control and agency over their learning. To cultivate positive self-talk, students can identify and challenge negative thoughts, use affirmations to reinforce confidence and motivation, and practice self-compassion by treating themselves with kindness and understanding. By incorporating positive self-talk into their daily routine, students can develop a more optimistic and resilient mindset, better equipping themselves to overcome obstacles, persist in the face of challenges, and achieve their academic goals. Ultimately, positive self-talk is a powerful tool for promoting academic motivation and self-efficacy, enabling students to unlock their full potential and reach new heights of achievement (Zhao *et al.,* 2023).

Self-Reflection and Feedback

Self-Reflection and Feedback are highly effective self-efficacy strategies for promoting academic motivation, enabling students to develop a deeper understanding of their learning, identify areas of strength and weakness, and set realistic goals for improvement. Through regular reflection and feedback, students can monitor their progress, celebrate successes, and adjust their learning strategies, fostering metacognition, self-awareness, and self-regulation. By analysing their own learning and receiving constructive feedback, students can identify areas for growth and development, build confidence in their abilities, and cultivate a growth mindset that is essential for overcoming challenges and achieving academic success. Ames (1990) in Adeyemi and Uwakwe (2014). notes that motivation contributes to self-regulation action. Ultimately, self-reflection and feedback empower students to take ownership of their learning, develop a sense of agency and control, and unlock their full potential, leading to enhanced self-efficacy, motivation, and academic achievement (Wei *et al.,* 2022). Strategies like online group discussions, gamification and real-time feedback systems can boost students' sense of connection and motivation (Wahid, 2024 cited in Omokhabi *et al.,*2025). Additionally, providing adequate support networks and ensuring consistent internet access can significantly boost students interest in online education (Omokhabi *et al.,* 2025).

Mastery Experiences

Mastery Experiences are a powerful self-efficacy strategy for promoting academic motivation, enabling students to build confidence, enhance motivation, and develop resilience through achieving success and mastering challenging tasks. By experiencing a sense of accomplishment and pride, students foster a growth mindset, develop a strong sense of self-efficacy, and reinforce their beliefs in their ability to succeed. Mastery experiences provide opportunities for students to develop and refine skills, overcome obstacles, and persist in the face of challenges, ultimately leading to greater academic success and a lifelong love of learning. By incorporating mastery experiences into their educational journey, students can unlock their full potential and achieve their academic goals (Zhao *et al.,* 2023).

Self-Regulation

Self-Regulation is a vital self-efficacy strategy that enables students to manage their learning effectively by setting goals, planning strategies, monitoring progress, and evaluating outcomes. By developing self-regulation skills, students can prioritize tasks, control emotions, and focus attention, leading to enhanced motivation, improved performance, and increased confidence. Effective self-regulation empowers students to take ownership of their learning, build resilience, and adapt to challenges, ultimately driving academic success and fostering a lifelong love of learning. By cultivating self-regulation skills, students can unlock their full potential and achieve their academic goals (Iqbal & Modood, 2023).

Conclusion and Recommendations

In conclusion, the interplay among social factors, self-efficacy, and academic motivation plays a pivotal role in shaping secondary school students' academic motivation and over all outcomes. Understanding the complex relationships between these variables can inform strategies to enhance students' motivation and self-efficacy, ultimately leading to improved academic performance and achievement. By fostering supportive social environments and promoting self-efficacy beliefs, educators and policymakers can help students develop the motivation and confidence needed to succeed academically. Hence, the following recommendations are raised for the concerned stakeholders.

For Students: Students should cultivate a supportive social network by building positive relationships with peers and teachers, participating in extracurricular activities, and seeking help when needed. By surrounding themselves with encouraging and motivated individuals, students can develop a sense of belonging and motivation to achieve their academic goals.

For Parents: Parents should foster academic motivation by creating a supportive home environment that encourages learning and socialisation. By engaging with their child's teachers, attending parent-teacher conferences, and showing interest in their child's academic progress, parents can demonstrate the value of education and provide emotional support to their child.

For Educators: Educators should foster academic motivation by creating a positive and inclusive classroom environment that promotes social interaction and collaboration among students. By being approachable, empathetic, and supportive, teachers can build strong relationships with their students and help them develop a sense of belonging and motivation to learn.

For Policymakers: Policymakers should support academic motivation by developing policies that promote social support and community engagement in schools. By providing resources and funding for programmes that foster positive relationships between students, teachers, and parents, policymakers can help create a supportive social environment that encourages academic motivation and achievement.

Students can boost their academic motivation by setting achievable goals and celebrating small successes to build self-efficacy, while parents and educators can support this by providing positive feedback, encouragement, and opportunities for autonomy and self-directed learning.

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