The relationship between academic, athletic and career athletic motivation on Academic Performance of Student Athletes of Teppi Preparatory School in focus

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Investigation of academic and athletic motivation on academic performance of student athletes of Teppi Town, (Teppi Preparatory School in focus)

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Abstract

The main purpose of the study was to examine the three motivation factor models and identify which factor determines the academic performance of the student athletes in Teppi town preparatory school. The study examined motivation based on non-traditional measure adopting a scale to measure both academic and athletic motivation. To collect data the researcher adopted Student Athletics Motivation for Sports and Academics Questionnaire (SAMSAQ) in order to examine the academic and athletic motivation on academic performance. The total population size of the study were 500 preparatory school student athletes, among which 100 athlete students (60 male and 40 female) were selected by using simple random sampling technique in lottery method in order to provide equal and independent chance to the population to be involved in the study. In addition to the students, the 3 physical education teachers were selected using cluster sampling to be involved in the study. The data derived from these three motivational scales were evaluated in statistical package for social sciences (SPSS) 20 software through descriptive statistics (mean, standard deviation), independent sample t-test ($p<0.05$) and Pearson Product moment correlation ($p<0.01$) Chronbach's alpha was calculated respectively for Academic motivation (AM), Student athletic motivation (SAM) and Career Athletic Motivation (CAM). Therefore, Chronbach's alpha indicator of the three motivation factor sub scales suggested that the items have relatively high internal consistency. Further, it showed there is a significant trend in student athletic motivation as a function of both father educational qualification and mother educational qualification. This study also proved that there are strong relations between the academic and athletic motivation according to gender and suggested to adopt Student Athletics Motivation for Sports and Academics Questionnaire (SAMSAQ) in order examine the academic and athletic motivation on academic performance of student athletes.

Key Terms;- *Academic motivation, Athletic motivation, Academic performance, career motivation, physical education and sport.*

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ACRONYMS

AM;- Academic Motivation

APR :- Academic Progress Report

CAM;- Career Athletic Motivation.

GPA:- Grade Point Average

NCAA : The National College Athletic Association

NCCAA: The National Christian College Athletic Association

NCQ : Non-Cognitive Questionnaire

PE ; Physical Education

SAM;- Student Athletic Motivation.

SAMSAQ;- Student Athletic Motivation for Sport and Academics Questionnaire

SNNP:- South Nation, Nationalities and Peoples

SPSS :- Statistical Package for Social Science

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

A number of research studies have been undertaken to predict the academic performance of students. During the last decade some research has also been carried out on the performance of student athletes. These studies assume importance because they have an important impact and influence on the academic performance of students. It is also important to identify the factors that motivate the students to improve their academic performance and also ascertain the reasons for athletic motivation. This assumes importance because Sports Administrators at universities and colleges are faced with the difficulty of encouraging students to participate in sports, in spite of the benefits and scholarships that have been provided. Over a period of time, educators and administrators have taken up the challenge of improving the academic performance of students. However, there is a common misconception that only academic performance matters. Consequently, students who excel in academics tend to give a low priority to athletic performance.

A majority of studies that have been conducted on the motivational factors that affects academic performance are conducted in the western countries and their focus is mainly on grade school or secondary school students [Stevenson & Baker, 1997 and Steinberg, et al., 1992, cited in [2]], and [2].

Other several studies were also conducted to determine the performance of female and male student athletes in their sports and academic performance. The results of research undertaken by these researches showed conflicting results. Their findings showed that female athletes perform better academically than male.

However, few studies have investigated academic and athletic motivation as nontraditional variables and their relevance as factors in predicting academic

performance and limited number of studies considered sports motivation as a significant predictor of academic performance (Snyder (1996), Gayles considered academic motivation and career motivation as factors in predicting academic performance among university athlete students. The result showed that academic motivation was a significant factor.

Interestingly, female athletes had a higher academic motivation scores than their career and athletic motivation score. The result further supports existing literature female athletes can perform academically better than male counter parts and suggested further research pertaining to motivation and impact or relation to academic achievement that needs to be conducted to confirm the findings.

Physical Education plays role in academic achievement including the development of useful skills, wise use of leisure time, improvement of work efficiency and vocational placement. Physical education activities are valuable in the intellectual development. Academic achievement mainly depends on the state of our physical and mental well-being.

Throughout history, philosophers and educators have stressed the importance of a sound mid and good health as a frame work for optimum mental effectiveness. As physical exercise contributes to physical fitness and social and emotional adjustments, it is also preparing the ground for better academic achievement. In we are well adjusted socially and emotionally we will have a better understanding of ourselves: we will be self-assured and we will further be stimulated to work and study ward. When students are at their best they are able to work toward their full potential. So, the quality of physical education program organized and carried out to improve students physical and social fitness and health are necessary components to their education and quality of academic performance" (from 9th grade PE text Book, page 10).

Athletics is an activity in which millions of people throughout the world participate and in which many its functions what to watch on television. Running, Jumping and throwing

exercise in truck and field can develop a sound health body as well as strong and co-ordinate movements and build a positive attitude towards life.

Athletics is also as one of the most popular sports have its own contribution to improve a variety of qualities related to development of power, alertness, speed, co-ordination and sense of competitiveness. Individual sport that can be performed in different forms can bring multilateral benefits.

Outcomes were related to psychological health, well-being, effective performance, and problem solving, and learning (Deci and Ryna, 2008) When people are motivated, their motivation is aligned between autonomous and controlled types of motivation is aligned autonomous motivation consists of both types of motivation. An autonomous motivation consists of both intrinsic and extrinsic motivation properties between their-self and that activity or task's value (Deci and Ryan, 2008). In other words, people feel volition and self-endorsement of their behavior. People who are autonomously motivated are predicted to be psychological healthy and persist for longer to complete a task (Deci and Ryan, 2008).

In spite of this fact of research findings, the purpose of the study was to investigate academic and athletic motivation on academic performance of student athletes' in Teppi Town preparatory school. To measure the student athlete's academic and athletic motivations and other motivation related tasks, the researcher was adopted the student athlete's motivation toward sports and academics questionnaire (SAMSAQ). The researcher hypothesized that all items would be grouped in to three factors such as; Academic Motivation (AM), Student Athletics Motivation (SAM) and Career Athletics Motivation (CAM). To test the hypothesis, the three factors were confirmed, by initially using the SPSS for factor analysis as a data reduction to identify a small number of factors that explain most of the variance observed the survey questions. Therefore based on the research findings, the researcher forwarded certain possible solution for the existed problem in the course of the study.

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1.2 STATEMENT OF THE PROBLEM

Motivation on academic performance is the key determinant behind every action taken and every effort exerted or not, (Deci and Ryan, 2000). Understanding the dynamics of motivated behavior in sport and academic performance is arguably vital. Although important aspects of individuals' motivation are determined by their own beliefs, cognitions, and values, significance influences can also be exerted by key social agents (Deci and Ryan, 2000).

Student athletes are under significant pressure to perform both inside and outside the classroom. Unlike the non-student athletes, student athletes who compete in sports at the school level must face an additional and unique collection of challenges and sport (Brought on and Neyer, 2001) carodine, Almond, & Gratto, 2001).

Student Athletes must learn to balance both academic and athletic responsibilities. They must dedicate countless hours to predicting their sport and staying fit, while keeping up with the rigors of school level course work and regular academic commitments.

At the school level, athletic administrators and teachers tend to be isolated from the intellectual life of the high school Student athletes may also feel isolated from the other students as they spend so much time and energy participating in athletics with their athletic peers. Efforts need to be made to help student athletes see themselves as legitimate students as well as athletes.

Without having clear understanding of the factors that can influence a student athlete's academic performance, athletic program administrators and student affairs professionals cannot effectively provide services to support and encourage student athletes adequately. However, predicting future academic performance presents a challenge.
The self-worth theory of achievement motivation (Covington, 1992: Covington & Beery, 1976) provides a motivational explanation that can contribute to our understanding of this discrepancy between academic and athletic motivation.

Shuman's (2009) study assessing 275 student athletes' academic, athletic, and career athletic motivation as a non-cognitive predictor of academic performance. The results of this study also indicated that female student athletes were more likely to be more academically motivated and have higher grade point averages than male athletes. The results are reinforced by several other studies that have found female student athletes to be more academically motivated than male student athletes (Gaston,2002; Hood, Craig, & Ferguson, 1992; Miller & Kerr, 2002). One reason for this may be due to the fact the female student athletes are less likely to attend the school purely for athletic reasons (Simons, Rheenen, & Covington, 1999).

Research in motivation has the potential to shed light on preparatory school student athletes' academic performance and has the ability to help researchers understand why some student athletes perform better or worse academically throughout their college career (Gaston, 2002).

A new dimension to the discussion is looking into how academic motivation changes throughout a time period, particularly within a preparatory school student athletes' competition and non-competition semesters.

Pascarellaand Terenzini (2005) suggested it is necessary to examine the time requirements of high profile sports "to understand just why football players are not deriving the same knowledge acquisition and academic skill benefits from college as other men" (p. 128 as cited in Young, 2010). As discussed above, there is traditionally a difference in the amount of time spent on sport related activities during their competition semester NCAA Football Players' Academic Motivation compared to their non-competition semester. Exploring academic motivational changes among preparatory school student athletes within these two periods brings a new dynamic to the discussion. What is also important to this current study is creating an understanding of the concept of academic motivation in terms of interrelated motivational theories and models of motivational research.

Therefore, taking advantage of the three specific motivational factor models named as academic, career and student athletic motivations altogether: the researcher was honestly attempted to survey the existed phenomena and suggested a solution in due. This study thus, fills the gaps in the previous literature and also extends the analysis by including the non-cognitive variables previously used by some researchers. and also suggested further research pertaining motivation and its impact along with the relationship to academic performance where it needed to conduct further inquiry and set findings at last. Generally, even if predicting future academic performance in the aforementioned school appears to be a challenge, both athletic program administrators of the town and student affair professionals could remarkably provide a support to satisfy the need for student athletes' interest at the desired level.

1.3 RESEARCH QUESTIONS

The present study was made a humble attempt to examine the following basic research questions in the course of the study.

1. Is there any relationship between both academic and athletic motivations with students' academic performance?
2. Which of the three motivation factor models contribute highest degree of motivational level for students' academic performance improvement?
3. Do the identified factors determine the athletic performance of students to the desired level?

1.4 OBJECTIVE OF THE STUDY

1.4.1 General objective

- To find out the academic and athletic motivations of student athletes in relation to their academic performance.

1.4.2 Specific objectives

- To determine the relationship between academic and athletic motivations on academic performance
- To examine the impact of the three motivation factor models on learners' academic performance, and other related tasks (if any)
- To identify factors that determines the athletic performance of student athletes.

1.5 SIGNIFICANCE OF THE STUDY

The purpose of this study was to examine both the academic and athletic motivations of students' and thereby identify the factors that determine their academic performance that are selected from Teppi town Preparatory School.

Moreover, the study was committed to examine motivation based on nontraditional measure via adopting a scale to measure both academic as well as athletic motivation.

The results of this study would help for Physical Education (PE) teachers by using motivational factor models such as academic motivation, student athletic motivation and career athletic motivation for teaching students on how to achieve their academic performance. Consecutively, it would also contribute to the existing literature about the effectiveness of the above mentioned motivational factor models to improve academic performance of students.

This study was supposed to have the following significances:

It would provide opportunity for teachers how to determine the relationship between academic performance and athletic performance of the study

It would help teachers to examine factors that motivate their students on improving academic performance and realize the reasons for athletic motivation

It was supported teachers to identify factors that determine athletic performance of their students

It would be of help to teachers in using appropriate academic and athletic motivation strategies and method to cope up with challenges of academic performance in teaching physical education.

It was paved the way for the concerned bodies to realize the magnitude of the problem and an attempt to take action on it.

In general, the ultimate purpose of this research study was to provide answers to the research questions. By doing so, it aims to act as a spring board for other researchers' further need of findings over same area of interest.

1.6. DELIMITATION OF THE STUDY

The present study was planned to be conducted in the region of Southern Nation Nationalities and People (SNNP) of Teppi town Preparatory School Students. Teppi is far away by 610 km from the capital city of Ethiopia.. The study was restricted to the investigation of both academic and athletic motivations in relation to those selected students' academic performance from the already aforementioned school in Teppi town.

1.7 LIMITATION OF THE STUDY

The limitation of the study was that most of the data were self-reported by the participants, so it may not all be completely accurate. This study also includes 20 subscale items, eight (8) interview questions and the demographic and background information survey. Hence participants were gotten tired to answer the questions and start to make the answers. To control fatigue the questionnaire and survey would be given on

separate days to be answered. This would also take less time for participants to complete each day.

In addition to the above mentioned limitations, the researcher faced the following Challenges through the extent to which the information generation processes;

- Lack of budget to broad the research and comprehensive data on the list of students in Teppi preparatory school
- Insufficiency of sport materials for student athletes during training and competition period regarding to gather appropriate data for the study
- Lack of transportation services to collect extra data and validate pilot tests to compare with other nearby preparatory schools.
- Shortage of documents, text books, references etc.

Therefore, due to the above mentioned problems the researcher was limited the research study.

1.8 ORGANIZATION OF THE STUDY

This study have five chapters that chapter one incorporates introduction, statement of the problem, significance of the inquiry, delimitation of the study, and definition of terns respectively while chapter two deals with review of related literature. The research methods and design includes under chapter three. Chapter four is where final discussion and analysis of the data collected was made. The last chapter five present with summary, conclusions and recommendations of the study.

1.9. OPERATIONAL DEFINITION OF TERMS

1. **Academic motivation;** - refers to person's desire (as reflected in approach, persistence, and level of interest) regarding academic subjects. When competence is judged against standard of performance or excellence.
2. **Academic performance:-** refers to the outcome . . . (linked to effort and Achievement motivation) tend to achievement highly in academic settings.

3. **Achievement Motivation:** – these athletes wish to engage in competition or social comparison. All things equal between two athletes, whoever has the higher achievement motivation will be the better athlete because of the desire for competition.
4. **Athletics:** - is considered to be one aspect of the broad concept of physical education program. It refers to the competitive activities, organized games and Sports, either on a team or on an individual bases.
5. **Gender** – refers to the social and psychological aspects of being a female or male
6. **Motivation-** Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal.
7. **Performance-** The accomplishment of a given task measured against preset known standards of accuracy, completeness, cost and speed. In a contract, performance is deemed to be the fulfillment of an obligation, in a manner that releases the performer from all liabilities under the contract.
8. **Physical education-** is a standard course for primary and secondary schools all over the world. The activities of the course traditionally consist of aerobics, anaerobic exercise (like strength training and sprinting), flexibility training, gymnastics and a wide range of competitive games
9. **Sports-** are all forms of usually competitive physical activity or games which, through causal or organized participation, aim to use, maintain or improve physical ability and skills while providing enjoyment to participants, and some cases, entertainment for spectators

CHAPTER TWO
2. REVIEW OF RELATED LITERATURE

2.1. MOTIVATION

Motivation- is broadly defined as all factors that cause humans and animals to behave the way study do. Scientists believe that the hypothalamus provides the physical basis for pleasure in humans, which plays a large part in motivation.
Motivation is also defined as the choice that a person decides on in regards to what they will experience or goals will be approached, and how much effort will be sufficient to satisfy themselves (Dickinson, 1995).

People who are motivated for other reasons that are external to them (Extrinsic) Dickinson, 1995).The term motivation to learn to has a slightly different meaning among several scholars. It is defined by one author like for example as "meaningfulness, value, and benefits academic tasks to the learner- regardless of whether or not they are intrinsically interesting" (Herminie Marshal 1987). Others note that motivation to learn is characterized by long term, quality involvement in learning and commitment to the process of learning. (Carole Ames 1990)

According to Jere Brophy (1987), Motivation to learn is a competence a required "through general experience out stimulated most directly through modeling communication of expectations, and direct instruction or socialization by significant other (especially parents and teachers) Children's home environment shapes the initial constellation of attitudes they develop toward learning.
Research in motivation has the potential to shed light on college student athletes' academic performance and has the ability to help researchers understand why some student athletes perform better or worse academically throughout their college career (Gaston, 2002). A new dimension to the discussion is looking into how academic motivation changes throughout a time period, particularly within a college student athletes' competition and non-competition semesters. Gaston-Gayles (2004) suggested that assessing student' motivation over a period of time could provide a better

understanding on academic performance among college student athletes. One of the limitations in much of the existing research examining academic motivation among college student athletes is that it's analyzed at a single point in time rather over a time period. Due to this limitation, perhaps previous studies are limited to the interpretation of the results because the survey represented only one single point in time (Gaston-Gayles, 2004). Pascarellaand Terenzini (2005) suggested it is necessary to examine the time requirements of high profile sports "to understand just why football players are not deriving the same knowledge acquisition and academic skill benefits from college as other men" (p. 128 as cited in Young, 2010). As discussed above, there is traditionally a difference in the amount of time spent on sport related activities during their competition semester *NCAA Football Players' Academic Motivation 62* compared to their non-competition semester. Exploring academic motivational changes among college student athletes within these two periods brings a new dynamic to the discussion. What is also important to this current study is creating an understanding of the concept of academic motivation in terms of interrelated motivational theories and models of motivational research.

2.2 THEORIES OF MOTIVATION

Specific motivational theories exist that apply psychological concepts to sports for increased drive and performance. The study of motivation in physical activity and sport has played an important role among researchers in the field of sport psychology, since it represents the force that determines whether a person starts and commits themselves to a specific activity, as well as the effort invested in it (Deci & Ryan). Motivation theories may be viewed as being on a continuum ranging from deterministic to mechanic to organism to cognitive, (Schunk, D.H., & Pagares, F. 2009).

Deterministic and **mechanistic** theories view humans as passive and driven by psychological needs or drives.

Organism theories acknowledge innate needs but also recognize that dialectic occurs between the organism and the social context.

Cognitive theories view humans as active and initiating action through subjective interpretation of the achievement context.

Contemporary theories tend to be organism or social cognitive and are based on more dynamic and sophisticated conceptions that assume the human is an active participant in decision making and in planning achievement behavior.

A large number of investigations have supported two important motivation theories; the achievement goal theory (Nichols, 1989) and the self-determination theory (Deci & Ryan, 1985, 1991; Ryan and Deci, 2007), with the aim of finding motivational strategies focused on the achievement of more positive consequences in the sport environment.

2.2.1 Achievement Motivation

Those athletes wish to engage in competition or social comparison. All things being equal between two athletes, whoever has the higher achievement motivation will be the athletes because of the desire for competition.

Herbert D. Simons is Associate Professor of Education; Derek Van Rheenen is a lecturer of Education; Martin V. Covington is Professor of Psychology, each at the University of California, Berkeley. MARcH/APRIL 1999 VOL 40 o 2 151 Sirnons, Van Rheenen. & Covington Self-worth theory builds upon the work of Atkinson (1964) and Weiner (1974). In his need Atkinson (1964) and Weiner (1974). In his need achievement theory, Atkinson postulated that the motivation to achieve is a learned drive that is the result of two opposing forces: the need to approach success and the need to avoid failure. These drives are fueled by hope and pride for those who desire to approach success and shame and humiliation for those attempting to avoid failure. Weiner reinterpreted Atkinson's theory by focusing on rational cognitive thought processes rather than emotions as providing motivation for achievement. He proposed attribution theory, which focuses on people's beliefs about the causes of their successes and failures.

According to attribution theory, those individuals who are motivated to achieve success attribute failure to insufficient effort and success to ability and effort. These attributions,

which are under the individual's control, lead to greater effort following both successes and failures. On the other hand, failure-avoiding individuals attribute failure to lack of ability and they attribute successes to luck, chance, and so forth. Because these reasons are not under their control, neither successes nor failures provide motivation to expend greater effort in attempting future tasks. Self-worth theory further elucidates these previous conceptions of achievement motivation.

2.2.2 Understanding Motivation

The understanding and utilization of types reinforcement and punishment will help teachers motivate their students' as far as which type of motivation is used that depends on the teacher's ability to understand the student, his/her emotions, and personality.

2.3 MOTIVATION AND SELF-DETERMINATION THEORY

The concept of motivation can be defined as <<the hypothetical construct used describe the internal and/or self-determination theory (Deci& Ryan, 2000) has pursued the work of early need theorists. It posits that competence, autonomy, and relatedness are universally essential for optimal human development, motivation, and integrity, that is, a need serviced the function of promoting psychological, heath, conversely, when needs are not met, psychological, health is undermined.

Motivation will not be determined by the amount of displayed, but more the specific type of motivation displayed by a person to predict an outcome of behavior outcomes will related to psychological health, well-being effective performance, and problem solving and learning (Deci and Ryan, 2007) When people are motivated, their motivation is aligned between autonomous and controlled types of motivation.

An autonomous motivation consists of both intrinsic and extrinsic motivation properties between their self and that activity or task's value (Deci and Ryan, 2008). In other words, people feel volition and self-endorsement of their behavior. People who are autonomously motivated are predicted to be psychologically healthy and persist for longer to complete a task (Deci& Ryan, 2008).

Controlled motivation is the opposite of autonomous motivation. Where one's behavior is influenced by external regulation reward or punishment, interjected regulation (approval or shame), controlled by external pressure in order to think and behave in certain way (Deci and Ryan, 2008) overall, autonomous and controlling motivations both energies behavior in a particular direction (Deci and Ryan, 2008)

If athletes do in fact perform well in school, in comparison to their non-athlete counterparts, what motivates them to do so? This key question about motivation is a large part of what the current study investigated. Motivation has many types and these types have many components, as described by Vansteenkiste, Lens, and Deci (2006) in their review of academic motivation. Controlled motivation, one component of motivation, was defined by Vansteenkiste et al. (2006) as "involve[ing] the experience of being pressured or coerced" (p. 19).This component of motivation falls under extrinsic motivation, defined as participating in an activity to reach an outcome that is separate from the activity itself (Vansteenkiste et al., 2006.). This being said, one could argue student athletes do well in academic endeavors, not for the sake of education, but rather to reach an outcome that is separate from academics altogether -- sports eligibility.

As concluded by researchers Schafer (1969 & 1971), Phillips (1971), and Chambers (1991), coaches and teammates highly encourage/influence academic success in fellow athletes. Since the goal of doing well in school is to live up to the high standards set for them by these external influences, athletes are, by definition extrinsically motivated. The self-determination theory (SDT) states "that the social environment can quite easily trigger [internal and external] controlling processes that reside within individuals and can regulate their behavior" (Vansteenkiste et al., 2006, p.22). Simply stated, SDT says that a social group can influence a member's behavior; and by this definition Schafer (YR), Philips (YR), and Chambers (YR) claimed sports teams to be the social group and success in academics to be the regulated behavior.

Another point which can be derived from the notion of extrinsic motivation linking academics to athletics is sports eligibility. "It is likely that the self-identity of athletes

who have a high degree of psychological investment in sport participation changes in response to events that threaten their involvement in sport[s]" (Brewer et al.,1999, p. 150). One such threat is poor grades, which result in a person being ineligible to play a sport. Through their research, Brewer et al. (2006) found that athletes have better lifestyle management to maintain their roles/identities as athletes. Brewer et al. (2006) conclude that athletes maintain good grades to ensure their continuation in sport, which overall maintains their self-identity. Since there are grade requirements to participate in high school sports, it can be argued that success in school is achieved to attain permission to play sports, not solely for learning.

Due to schools enforcing such rules, athletes are more motivated to do well in school, so as to be eligible to play (i.e., rewarded for their good grades). The pressure of teammates and coaches to keep grades high enough to be eligible to play a sport, also known as controlled motivation, and the goal of being rewarded with the eligibility to play a sport, also known as extrinsic motivation, are therefore both key aspects to athletic academic success. Vansteenkiste et al. (2006) state "when people are able to foresee the personal relevance of an activity for themselves, they are likely to identify with its importance, so they will engage in the activity quite willingly" (p. 21). In the athletic perspective, as stated above, good grades in school directly affect whether a person can participate in sports. Therefore, from Vansteenkiste et al.'s (2006) viewpoint student athletes will engage in academics willingly.

Research supports this crucial hypothesis with students (Reis, Sheldon, Gable, Rosco, and Ryan, 2000) and athletes (Gagne, Ryan, Bargman 2003) in different cultures (Sheldon, Elliot, kim, &Kasser, 2001). Thus, clearly needs do matter with respect to people's well-being and motivation. However, needs mater for at least two other reasons. First, from a motivational perspective, needs represent the energy underlying people's behavior. That is, people engage in certain activities in order to satisfy their needs. To the extent that their needs are satisfied, people will be motivated to engage in such activities out of their own choosing without any prodding (self-determined motivation). The origin of motivation is a person's attitude that enforces that person in to action (Ryan and Deci, 2000).

2.4 THEORETICAL FRAMEWORK MOTIVATION.

Before beginning the discussion on academic motivation, however, it is important to conceptualize motivation and the theoretical foundation that forms academic motivation.

There are two basic theories of motivation: cognitive theories of motivation and behavior theories of motivation (Pedescleaux, 2010). The most significant early cognitive theorists were Lewin (1938) and Tolman (1932). Both believed that the actions of individuals were determined by the rewards that could be attained and the outcome that one is looking to have (Pedescleaux, 2010). Twoof the most esteemed behavioral theorists were Hull (1943) and Skinner (1953). They both believed that actions were being conditioned through reinforcement; however, Hull's theory ignored intrinsic motivation and Skinner's theory ignored motivational factors (Deci, 1980).

"The key to motivation is choice. Behavioral theories ignore motivational factors, and cognitive theories ignore human needs and emotions that establish the foundation for the choice process successful. The choice to be academically successful can be greatly influenced by their level of motivation to academically succeed. Analyzing motivational theories and research on *NCAA FOOTBALL PLAYERS' ACADEMIC MOTIVATION* can identify factors that may contribute to college student athlete's academic performance (Pedescleaux, 2010). Furthermore, analyzing academic motivation among college student athletes in particular may shine a light on reasons why some student athletes academically outperform and graduate at higher rates than other college student athlete populations. There have been several definitions of academic motivation used by researchers over the years. Althouse (2007) defined it as "the degree to which college student athletes devote energy toward attending their academic tasks and roles" (p. 9).

2.5. ACADEMIC MOTIVATION

Gaston (2002) defined academic motivation as "the degree to which a student athlete is energized toward excelling in academic tasks" (p. 11).

Other researchers have defined it a continuous dependent variable that relates to the college student athletes' desires to achieve academically (Rasmussen, 2009). For the present study, academic motivation is defined as the underlying causes of students' behaviors and desires to excel in academic activities (Vallerand, et al, 1992). Researchers have started to explore academic motivation through various theoretical lenses to explain the connection it has with academic performance. The following section provides a brief overview of the available literature related to academic motivation and college student athletes. . " (Pedescleaux, 2010, p.6). In this sense, college student athletes have a choice to not only attend college and participate in sport but also choose to be academically.

2.6 ACADEMIC MOTIVATION PREDICTING ACADEMIC PERFORMANCE

A number of early studies examined the importance of traditional variables in predicting academic performance of students such as high school GPA, SAT scores, high school class rank and GMAT.

Likewise, a few researchers have attempted to study the relationship between motivation such as academic motivation, student athletic motivation, career athletic motivation, and study time and academic performance. In addition to this relationship, some researchers have explored the impact of demographic variables such as socio-economic status, gender, parents' education qualification and ethnicity. However, few students investigated academic and athletic motivation as nontraditional variables and their relevance as factors in predicting academic performance and limited number of studies considered sports motivation as significant predictor of academic performance (Snyder, 1996).

A number of research studies have been undertaken to predict the academic performance of students. During the last decades, some research has been carried out on the performance of student athletes. Those students assume importance because they have an important impact and influence on their academic performance.
Universities and colleges have a number of students from countries all over the world.

Those students have come from diverse cultural background and social traits. It is therefore important to identify the factors that motivate the students to improve their academic and also ascertain the reasons for athletic motivation. This assumes importance because sport administrators at universities and colleges did face challenges against the difficulty of encouraging students to participate in sport. In spite of the benefits and scholarship that have been provided. Over a period of time, educators and administrators have taken up the challenges of improving the academic performance of students. However, there is a common misconception that only academic performance of students. Consequently, students who excel in academics tend to give a low priority to athletic performance..

Likewise, few researchers have attempted to study the relationship between motivation (academic motivation, student athletic motivation, career athletic motivation, and study time) and academic performance. In addition to this relationship, some researchers have explored the impact of demographic variables such as socio-economic status, gender, parent's education qualification, ethnicity in predicting academic performance and investigation of academic and athletic motivation on academic performance among university students. (Pauline carolyne Fortes, Gwendolyn Rodrigues and Abdellafif Jehantchane, member, IAENG).

However, few studies have investigated academic and athletic motivation as nontraditional variables and their relevance as factors in predicting academic performance and limited number of studies considered sports motivation as a significant predictor of academic performance (Snyder (1996), Gayles considered academic motivation and career motivation as factors in predicting academic performance among

university athlete students. The result showed that academic motivation was a significant factor. Interestingly, female athletes had a higher academic motivation scores than their career and athletic motivation score. The result further supports existing literature female athletes can perform academically better than male counter parts and suggested further research pertaining to motivation and impact or relation to academic achievement that needs to be conducted to confirm the findings. Other several studies were also conducted to determine the performance of female and male student athletes in their sports and academic performance. The results of research undertaken by these researches showed conflicting results.

Their findings showed that female athletes perform better academically than male. The study of Cheese, Pino and smith, suggested that the factors associated with GPA differ by gender whereas, peiperl, and Travelyan found that gender is not significantly correlated with students. Performance and that there was no indication of either men or women performance better in the MBA program. It is interesting to that the study of Chee, pino and Smith identified race an important factor that affects academic race an important factor that affects academic ethics as well as academic achievement for women. Moreover, nonwhite women are more likely to have academic ethics compared to their white counterparts, but on the country, white women had higher GPAS than nonwhite women. In this case of men, this research showed that race does affect the academic achievement.

Numerous studies attempted to analyze the influence of family variables (educational level of parents, socio-economic status, and family structure) on academic performance through the results were inconclusive, there are conflicting results on students' academic performance. Some studies showed that socio-economic status is weekly corrected to achievement while recent study done by casa nova, Linares, Dela, Torre and Carpio, show that socio-economic variables are better predictors of academic achievement.

According to this study, students with normal achievement seem to indicate that the principal predictors of academic achievement were socio-economic demographic

variables. College student athletes are under significant pressure to perform both inside and outside the classroom. Unlike the traditional college student population, student athletes who compete in sports at the collegiate level must face an additional and unique collection of challenges and sport (Brought on and Neyer, 2001) carodine, Almond, &Gratto, 2001). Students of Athletics must learn to balance both academic and athletic responsibilities. They must dedicate countless hours to predicting their sport and staying fit, while keeping up with the rigors of college level course work and regular academic commitments. Athletic programs at colleges and universities are governed by a number of different national agencies, including the national junior college athletic association (NCCAA) the national Christian college athletic association (NCCAA) the national association of intercollegiate athletics (ACCA). Like many of these governing agencies, the national colligate athletics associations (NCAA) which governs the remainder of the nation's collegiate athletics programs, is committed to supporting and enhancing the athletic educational experiences of college student athletes within their member in situations. Because the athletic educational experiences college student athletes within their member in situations. Because the integration is a core valve of the NCCA, the NCCA adopted an academic perform package in 2003 designed to improve the academic performance and graduation rates of college student athletes (Hosick, 2008). This academic reform package, or academic progress report (APR) aims to improve the academic performance of college student's athletes by holding campuses accountable for the academic progress of their student athletes. In other words, if colleges and universities cannot maintain high academic performance of their student athletes, as measured by GPA, retention, and graduation rates, they receive penalties including scholarship restrictions and decreased recruiting opportunities (National colligate athletes association, 20082) although these night motivate college athletic programs to improve the academic performance of their student athletes, they do not necessarily motivate individual student athletes toward academic success .

Some research asserts that the potential academic success of college student athletes can be determined through cognitive means (Ervin) a sunders, Gillis, &Hogrebe, 1985: Hood, Craig, Ferguson 1992) where as other research affirms the use of non-cognitive variables

(Simons, Van Rheine, & Covington, 1999, 1996; Tracey &Sedlacke, 1985). Only recently has research begun to focus on the specific non cognitive variables of academic athletic, and career athletic motivation as predictors of academic performance (Gaston – Gayles, 2004).

As researchers continued investigating motivation as it relates to college student athletes, one of the most influential studies tested the influence of academic motivation on academic performance among college student athletes. Sedlacek and Adams-Gaston (1992) used the Non-Cognitive Questionnaire (NCQ) scale on incoming freshman college student athletes at a large eastern university. They used the results of the NCQ and the SAT scores to predict academic success of college student athletes. The findings indicated that non-cognitive variables were better predictors of grades than the SAT scores were for college student athletes. Years later, Gaston-Gayles (2004) conducted quantitative study to measure college student athletes' motivation toward sports along with academic using the SAMSAQ. After controlling for background characteristics, high ACT scores and academic motivation were found to be the highest predictors of GPA.

Yielding similar results was Shuman's (2009) study assessing 275 college student athletes' academic, athletic, and career athletic motivation as a non-cognitive predictor of academic performance. From the results, a hierarchical linear regression was conducted o determine if motivation scores were predictors of academic performance, as measured by cumulative GPA, for the total sample of college student athletes.

The findings suggested that academic motivation could serve as a predictor of academic performance NCAA Football Players' Academic Motivation *60* in college student athletes. In fact, motivation scores showed a higher impact than all of the other 48 background variables, which included SAT scores (Shuman, 2009). The results of this study also indicated that female student athletes were more likely to be more academically motivated and have higher grade point averages than male athletes. The results are reinforced by several other studies that have found female student athletes to be more academically motivated than male student athletes (Gaston, 2002; Hood, Craig,

& Ferguson, 1992; Miller & Kerr, 2002). One reason for this may be due to the fact the female student athletes are less likely to attend the school purely for athletic reasons (Simons, Rheenen, & Covington, 1999). Given that female student athletes do not have as much of an opportunity as male athletes to pursue professional sports, it is likely that females place a greater importance on academics (Althouse, 2007).

Although most research shows a connection between academic motivation and academic performance, some early research did not always show motivation as being a significant predictor of student-athletes' academic performance (Sellers, 1992). Sellers (1992) study surveyed 409 male basketball players and 917 football players at 42 different Division I institution focusing on predictors of academic performance among various races. Even though Seller's study found that academic motivation was not an accurate predictor of academic success, Gaston-Gayles (2004) believes that "academic motivation is useful when predicting academic performance for college student athletes"(p. 76). Additionally, past research investigating student athlete motivation and academic achievement suggest that significant differences exist between revenue and non-revenue sport student athletes (Astin, 1993; Howard-Hamilton &Sina, 2001).

The contradictory NCAA Football Players' Academic Motivation 61 results provide a glimpse of why more research is needed on academic motivation among college student athletes. Following this line of inquiry, research is beginning to reveal that academic motivation can have both positive and negative impacts on academic performance among college student athletes (Althouse, 2007; Gaston-Gayles, 2004; Pedescleaux, 2010; Rasmussen, 2009; Shuman, 2009; Simons, Reheenen, & Covington, 1999).

2.7. ACADEMIC MOTIVATION AND THE STUDENT ATHLETES

High school student athletes present an apparent motivational contradiction. Most are highly motivated to succeed in the athletic domain, having been selected to participate in inter school athletics because of their proven ability and desire to succeed. However, many of the most visible student athletes seem to lack such motivation in the classroom.

Although these individuals are expected to maintain their athletic motivation at the university, they are likewise expected to demonstrate a similar motivation to succeed in the classroom. The maintenance of this academic motivation and achievement is made more difficult because of the institutional demands of their sport. Female athletes are less likely to come to the school primarily to play sports because of the lack of extrinsic rewards and the limited possibility of a professional athletic career. The greater emphasis that females place on academics is also shown by the higher percentage of Success-Oriented student athletes. When comparing females to revenue males, the more positive academic motivation of females is reflected in females' higher high school GPAs.
Student athletes are also required to put a great deal of time and effort into their sport which brings prestige to the school, revenues from athletic events, and donations to the university by alumni. March/April 1999 • voL 40 NO 2 155 Simons, Van Rheenen, & Covington

Participation in inter school athletics requires a substantial commitment of time and energy. While a sport is in season, student athletes generally spend between 20 and 30 hours per week, attending meetings and practices. Depending upon the sport, and the coach's expectations or requirements, the time demands during the off—season can also be considerable. Because athletic participation is physically strenuous, there exists the problem of fatigue that makes concentration during studying more difficult. In addition to the pain and physical discomfort that may interfere with full concentration while studying or attending class, extra time is required for the rehabilitation of both minor and major injuries.

Student athletes often decide in favor of athletics when there exist conflicts between the demands of athletics and academics (Adler and Adler, 1991; Simons et al., 1997). Missing a practice or part of a practice because of an unexpected academic commitment is generally frowned upon.

Studies have consistently shown that female student athletes are superior to male student athletes and that nonrevenue athletes are superior to revenue athletes in high school

GPAs, Scholastic Aptitude Test (SAT) scores, as well as college GPAs (AIR, 1989 Purdy. Eitzen & Hufnagel, 1985; Simons, Van Rheenen, & Covington, 1997).

Differences in intrinsic motivation, external rewards, and social influences favoring athletics provide some of the explanation for this seeming paradox. Adler and Adler (1991) have shown, in their longitudinal study of a Division I men's basketball team, how the pressures and rewards associated with school, sport, and peer culture lead student athletes to allow intercollegiate athletics to engulf their lives at the expense of their academic identification The self-worth theory of achievement motivation (Covington, 1992: Covington & Beery, 1976) provides a motivational explanation that can contribute to our understanding of this discrepancy between academic and athletic motivation.

According to Covington (1992), self-worth theory "assumes that the search for self-acceptance is the highest human priority, and that in schools self-acceptance comes to depend on one's ability to achieve competitively" (p. 74). Self-worth is determined by an individual's own, and others', perceptions of one's ability, perceptions that are mainly tied to successful achievement. Success indicates competence or ability and thus enhances one's self-worth. In competitive situations, where few succeed, the first priority for those who fear they may not be successful is the avoidance of failure and its implication that one lacks ability or competence. Trying hard and failing leads to the questioning of one's ability, which in turn diminishes self-worth. On the other hand, failure following a lack of effort does not reflect negatively on one's ability and self-worth as this lack of effort provides an excuse for failure that leaves the perceptions of ability and self-worth intact. This lack of effort can be disguised and rationalized by self-handicapping excuses such as procrastination, test anxiety. Last-minute or inadequate study, and so forth.

2.8 MOTIVATION IN SPORT

Sport psychology provides information that coaches needs to help athletes to build mental toughness and achieve excellence in sport and in life. As a coach you will gain a big picture perspective on the mental side of sport by examining how athletes act, think,

and feel when they practice and compete. You will also see how assisting your athletes in developing mental skills such as motivation, energy management, focus, stress management, and self-confidence leads to increased enjoyment, improved life skills, and enhanced performance, (Burtone, & Raedeke, 2008). Since motivation in sports can be described in many different ways, it can be confusing. To put it simply, motivation includes all causes of behavior. Understanding and enhancing motivation is one of the most popular areas of research in psychology, as well as sport and exercise psychology. In psychology and sport psychology, this this research has primarily addressed the role of motivation in individual lives, especially when addressing motivation in achievement contexts, (Glyn, Darren and David, 2007).

Keeping players motivation and focused throughout an entire season can be a very challenging task for a coach. Indeed successfully keeping players motivated throughout the season can make the difference between winning and losing (Neil, 2013). A motivation sequences are coaches' personal orientation towards coaching, the context within which they operate, and their perceptions of their athletes' behavior and motivation influence their coaching behaviors. In turn, coaches' behaviors in the form of autonomy supportive behaviors, provision of structure and involvement have a beneficial impact on athletes' needs to for autonomy, competence relatedness (Schunk, & Pajares, 2009).

Without motivation athletes would not desire to excel in their sport, coaches' would no longer strive to unify the team, and the player's drive to set and reach goals would end.

Motivation is an internal energy force that determinates all aspects of our behavior, it also impacts on how we think, feel and interact with others. In sport, high motivation is widely accepted as an essential prerequisite in getting athletes to fulfill their potential. However, given its inherently abstract nature, it is a force that is often difficult to explain fully. Some coaches, appears to have a "magic touch" being able to get a great deal more of a team than the sum of its individual parts; others find motivation to be an elusive concept they are forever struggling to matter. Motivation is a dynamic and multifaceted phenomenon that can be manipulated, to some degree at least in the pursuit of superior sporting performance (Moran, 2014).

2.9 TYPES OF MOTIVATION

2. 9.1 Intrinsic Motivation

Intrinsic motivation is defined as an individual's propensity to approach a task for its inherent challenge and interest. "Intrinsic motivation also refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure". In other words, this is motivation that is triggered by personal interests. Intrinsic motivation also refers to doing an activity for the pleasure and satisfaction derived from engaging in the activity (Deci and Ryan, 2000). Because the activity is pleasant, intrinsically motivated athletes will engage in sport will a strong sense of volition. Robert, (2001). Intrinsically motivated athletes are more likely to maintain effort and consistency across practice and competition.

Behaviors related to intrinsically motivation

- Fewer changes (ups and down) in motivation
- Less distraction
- Less stress when mistakes are made
- Increased confidence and self-efficiency
- Greater satisfaction (Stephanie hatch, Danielle, and Jenifer Waldron,

2. 9.2 Extrinsic Motivation

Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition is general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentive (Seifert, et, al, 2012)

Behavior controlled the extrinsic rewards motivation based on:

- Extrinsic rewards
- Avoiding punishment or guilt
- Avoiding should do something
- Less interest, value, and effort towards achievement
- Difficulty coping with failure (StephanicHetch, Danielle Tomson, &Jennifer.J Waldron, 201

2.10 REINFORCEMENT

There are two types of reinforcement. These are positive reinforcement and negative reinforcement

2.10.1 Positive reinforcement

It is the act of increasing the probability of occurrence of a given behavior (a target behavior such as correct (foot work). It is termed as the operant, by following it with action, object or event such as praise.

2.10.2 Negative reinforcement

It also increases the probability of occurrence of a given operant by proving the act, object or event that is typically aversive. For example, if we have a cross fit competition team we want to get to regional's and they do well on the clean and Jerk, you don't add additions to their woo on that day (such as a miserable cash out like 100 double under or 100 pull ups.

2.11 PUNISHMENT

Aversive stimulus that follows an undesirable behavior, and is intended to decrease or eliminate the occurrence of their behavior. It may be triggered either due to the performance of an undesirable act (negligence) or the nonperformance of a desirable act (disobedience). Punishment takes the form of presentation of an unpleasant stimulus (criticism or warnings) or withdrawal of a pleasant one (employment or promotion) Treatment of punishment usually also constitutes a punishment.

Some researchers assert that the potential; academic success of a college student athlete can be determined through cognitive means (Ervin, Saunders, Gillis, Hogrebe, 1985; Hood, Craig & Ferguson 1992), whereas other research affirms the use of non-cognitive variables (Simons, van Redlacet, 1995).

CHAPTERTHREE

3. RESEARCH METHODOLOGY AND DESIGN

3.1 RESEARCH DESIGN

In order to investigate academic and athletic motivation on academic performance of student athletes' at Teppi preparatory school, the researcher gathered data from different sites and different point of views. Therefore descriptive survey design was be best closely related to the current study.

Participants in this study were 100 preparatory school student athletes enrolled at the South Western region of Sheka zone at Teppi town during the 2008 E.C academic year. Participants were those student athletes who attended team meetings arranged between the researcher of this study and the physical education teachers of 3 Varsity teams. Almost 3 in 5 of those surveyed were male (60%). On the other hand (40%) were female student athletes. Both the male and female student athletes participated in 3 sports competition inclusive of football, valley ball and sprint running. At the time of the study, 50% of the participants were 11 grades while 50% 12 grades.

3.2 RESEARCH METHOD

The present study employed descriptive survey design by incorporating both qualitative and quantitative methods with more emphasis were given to the quantitative approach. In addition, quantitative research method is useful for this study because it provides opportunities for observing motivations in the students based on the quality and kind of motivation. Furthermore, qualitative research method likewise provides to gather information using interview and document analysis. The study mainly focused on the three specific motivations: academic motivation, student athletic motivation and career athletic motivation. Demographic as well as other motivation related data were collected through structural questionnaire including 20 question items, the initial scale of academic motivation had 7 items, the second subscale that was student athletic motivation also consisted of 7 items and the last sub scale, career athletic motivation

consisted of 6 items. All these question items were measured by using 5 points Likert – type scale, ranging from very strongly disagree (1) to very strongly agree (5). Thus, specifically descriptive survey was employed to conduct this study.

3.3 SUBJECT OF THE STUDY

Student athletes, School directors and physical education teachers those who are involving Teppi town preparatory School were the subject of the study.

3.4 AREA OF THE STUDY

The present study was planned to be conducted in the region of Southern Nation Nationalities and People (SNNP) of Teppi town Preparatory School Students. Teppi is far away by 610 km from Addis Ababa, the capital city of Ethiopia. The study was restricted to the investigation of both academic and athletic motivations in relation to those selected students' academic performance from the already aforementioned school in Teppi town.

3.5 POPULATION OF THE STUDY

The population of the study was obtained from Teppi preparatory school student athletes. This school consists of 1860 students and 76 teachers. When we specify about the students there are 20 classes with average number of 50 students. From those all students of Tepi preparatory school the researcher conduct his research from 500 preparatory students; he used samples of 100 student's athletes' for this study. Totally 1936 students and teachers were the population of the study.

3.6 SAMPLE AND SAMPLING TECHNIQUE

The selection of students was based on their gender and sporting participation according to their academic and athletic motivation on academic performance and other motivation related tasks. The total population size of the study were 500 preparatory school student

athletes, among which 100 athlete students (60 male and 40 female) were selected by using simple random sampling technique in lottery method in order to provide equal and independent chance to the population to be involved in the study. In addition to the students, the 3 physical education teachers were selected using cluster sampling to be involved in the study. The reason why the researcher prefers grade 11^{th} and 12^{th} is that, they were less motivated in academics and athletics related tasks. Likewise, this idea could be supported by several studies that have found female student athletes to be more academically motivated than male student athletes (Gaston, 2002; Hood, Craig, & Ferguson, 1992; Miller & Kerr, 2002). One reason for this may be due to the fact the female student athletes are less likely to attend the school purely for athletic reasons (Simons, Rheenen, & Covington, 1999). Given that female student athletes do not have as much of an opportunity as male athletes to pursue professional sports, it is likely that females place a greater importance on academics (Althouse, 2007).

Thus, both male and female student athletes were participated in three different kinds of sport competitions such as football, volley ball and sprint running (100m-400m) respectively. Participants were asked to fill out the SAMSAQ question items and the demographic and background survey. Each survey would be administered each day at the team's meetings.

3.7 SOURCES OF DATA COLLECTION

In the present study, the researcher was used both primary and secondary sources. The primary data were collected from the student athletes, teachers and the preparatory school directors through structured questionnaire and interview. The secondary sources of data were obtained from document analysis. Additionally the researcher looked other published literatures as well as web sites in the area of investigation.

3.8 INSTRUMENTS OF DATA COLLECTION

The main instruments of data collection in due investigation of the study was the Student Athletics' Motivation toward Sports and academics Questionnaire (SAMSAQ), was adopted previously used by Gaston-Gayle's (2005), which are consisted of 20 sub scale

items which provides to examine the extent to which students were motivated towards their academic and athletic related tasks. The SAMSAQ items also measures the structure and reliability the three motivation factor models. Structured interview, observations check list and document analysis also prepared. Demographic and back ground information such as gender, age, grade level, lower GPA, sport they play and parents education qualification such as qualification of mother's and father's was recorded on single sheet prepared to collect those data.

3.8.1 Questionnaire

The Student Athletics 'Motivation toward Sports and academics Questionnaire (SAMSAQ) item questions.

The **SAMSAQ** item questions measured the three motivation sub scale models **such as; AM, SAM and CAM,** which provides to examine the extent to which students were motivated towards their academic and athletic related tasks. The SAMSAQ items also measures the structure and reliability of the three motivation factor models. The study was focused on the above mentioned three specific motivations. Demographic as well as other motivation related data were collected through SAMSAQ items. In this study twenty (20) item questions were included; the initial scale of academic motivation had 7 item questions while the second type of sub scale; student athletic motivation was also consisted of items and the third motivation sub scale; career athletic motivation was consisted of 6 items. These 20 item questions were measure by using 5 point Likert scale that are ranging from very strongly (1) to very strongly (5). Since the study was mainly focused on the influence of the three specific motivations on academic performance. The researcher was treat the non-cognitive variables such as gender, age, grade level, father's education qualification as well as mother's education qualification controlled variables.

Scoring

The purpose of the study was to find out the relationship between academic, athletic and career athletic motivation on academic performance of student athletes and to find out if some differences existed between them. The chapter presents the analyses of data obtained from Teppi preparatory school of student athletes.

To score the SAMSAQ items on the Likert scales the items that form the sub scale are added up and the average was taken of those items giving the score for that sub scales. The researcher was repeated this all subscales, also made revers scored items before scoring subscale that contain revers items, revers scored items that are first revers items.

Table 1 Results that was obtained from Teppi preparatory school student athletes for the three motivations factor through SAMSAQ items were as follows in the table below.

Motivation factors	Range	Gender	Frequency	Percent	Cumulative percent	
Academic Motivation	1.strongly disagree	M F	58 24	58.0 24.0	58.00 24.00	
	2.disagree	M F	60 36	60.0 36.0	60.00 36.00	
	3.neutral	M F	113 72	113.0 72.0	113.00 72.00	
	4.agree	M F	99 96	99.0 96.0	99.00 96.00	
	5.Strongly agree	M F	92 56	92.0 56.0	92.00 56.00	
Student Athletic Motivation	1.strongly disagree	M F	19 28	19.0 28.0	19.00 28.00	
	2.disagree	M F	60 44	60.0 44.0	60.00 44.00	
	3.neutral	M F	110 52	110.0 52.0	110.00 52.00	
	4.agree	M F	108 44	108.0 44.0	108.00 44.00	

	5.Strongly agree	M F	111 52	111.0 52.0	111.00 52.00	
Career Athletic Motivation	1.strongly disagree	M F	21 36	21.0 36.0	21.00 36.00	
	2.disagree	M F	47 44	47.0 44.0	47.00 44.00	
	3.neutral	M F	99 36	99.0 36.0	99.00 36.00	
	4.agree	M F	105 92	105.0 92.0	105.00 92.00	
	5.Strongly agree	M F	100 76	100.0 76.0	100.00 76.00	

3.9 RELIABILITY OF THE TEST

In adopting the student athletics' motivation toward sports and academics questionnaire (SAMSAQ), the researcher hypothesized that all items would be grouped in to three factors such as AM, SAM, and CAM. To test the hypotheses, the three factors were confirmed, by initially using the SPSS for factor analyses as a data reduction to identify a small number of factors that explain most of the variance observed in survey questions.

A reliability analysis Cronbach's alpha was further conducted to determine if all item groupings are acceptable or reliable. Due to this the researcher intended to adopt the SAMSAQ question items that were previously used by Gaston-Gayles (2005). Therefore, the first motivation factor academic motivation (AM) which have been 7 items with reliability Cronbach's alpha of 0.980 while the second item student athletic motivation (SAM), which had also 7 items with a Cronbach's alpha value of .980. The third factor career athletic motivation (CAM), which have 6 items and a Cronbach's alpha value of 0.965. The Cronbach's alpha indicator of three motivation factors suggests that the items have high reliability internal consistency.

Table 2 A reliability analysis Cronbach's alpha for the three motivation factors. Scale- All variables

Variables	Cronbach's alpha	No of items
Academic motivation (AM)	.980	7
Student Athletic motivation (SAM)	.980	7
Career Athletic motivation (CAM)	.965	6
Total		20

3.10 INTERVIEW

Supplementary information was collected from Teppi preparatory school directors and physical education teachers through structural interview regarding to the three motivation factors on academic performance of student athletes. Seven structured interview questions were prepared by the researcher. Question items were specifically designed to obtain information about the relationship between academic, athletic and career athletic motivation on students' academic performance, and find out which motivation factors can influence their academic and athletic related tasks. Thus, to do this, about three (3) physical education teachers and 2 school directors, totally 5 participants were randomly selected and participated in the interviews. Three physical education teachers, who were familiar with the study, were conducted the interviews to avoid teacher bias. Interviews were conducted in a room that students were made sure to feel comfortable with the interviewer. Prior to starting data collection, Participants were given written and verbal instructions before answering the questions and they were encouraged to ask questions about any portion of the survey that they did not understand nor needed clarification for.

Data were collected at two intervals over two days. One during the team's competitive season, the researcher interviewed for the physical education teachers and once during

the non-competitive season, the researcher also interviewed the school directors in 2008E.C academic year. The demographic and background survey would be administered separated day for both participants. Finally the row data was compiled and the analysis of the data was made.

3.11 DOCUMENT ANALYSIS

3.11.1 Academic performance measurements

The students' academic achievement was measured during the first and the second semester mid-term exam prepared by the school department. From common subjects; mathematics and English, from natural science subjects; biology and chemistry, from social science subjects; geography and history were selected to be measured students' academic performance. For the purpose of the analysis, the researcher was taken the average scores of the above mentioned six subjects. Therefore independent sample t-test was computed to compare the mean scores of academic achievement between male and female student athletes'.

3.12 Data collection procedure

Data collection procedure was preceded through the following steps. After taking ethical approval from Addis Ababa University the researcher was progressed to the target area of the study. So that here it also persuade stakeholders, teachers, and student athletes of preparatory school, through detail and brief description of the objectives of the study. These made strong agreement and enhance their cooperativeness. Then after the researcher was directly skipped to select sample participants regarding to academic and athletic motivation on their academic performance and also sport they play. Therefore, by selecting both male and female student athletes, the Student Athletic toward Sports and Academics Questionnaire (SAMSAQ) item questions was administered, all the participants fill this the same 20 item questions in three motivation factor model sub scale items such as Academic Motivation (AM), Student Athletic Motivation (SAM) and

Career Athletic Motivation (CAM) that are ranging from strongly disagree (1) to strongly agree (5). Data were collected at two intervals over two days during tem meetings, one during the team's competitive season and once during the non-competitive season. Participants were asked to fill out the SAMSAQ question items and the demographic and background survey. Each survey would be administered separated day at the team's meetings. Finally the row data was compiled and the analysis of the data was made.

3.13. Method of Data Analysis

Demographic data of student athletes was analyzed using descriptive statistics thus based on the characteristics of respondents gender, age, grade level, lower GPA, sport they play, parents education qualification, and socio economic status were interpreted. After wards the 20 motivation sub scale item questions were analyzed by using statistical package for social science students (SPSS). The data collected was interred on the SPSS program.

The test instruments were interred first and then they were given codes along with gender in to male and female. Then the data were analyzed using the mean, standard deviation, standard error deviation, independent sample t-test, multiple linear regression and Pearson product moment correlation. Independent t-test used to find out whether any differences existed among the male and female student athletes regarding to their academic and athletic motivation while mean and standard deviation scores used to identify which of the three motivation factor models have highest degree to improve the academic performance of the student athletes (to answer ''Which of the three motivation factor models contribute highest degree of motivational level for students' academic performance improvement?'')

3.14 PILOT TEST

To insure the validity and reliability of the instrument a pilot test was carried out in Masha preparatory school of student athletes through SAMSAQ question items '. Then after, based on the pilot testing the test procedures was modified according to the material utilization, test environment and considerable conditions that affect test reliability.

3.15 ETHICAL CONSIDERATION

There are several ethical norms that researcher considered during research investigation. First, norm promotes the aim of research, thus prohibition against falsifying or misses representing research data promote the truth and avoid error. Second, norm promotes the values that are essential to collaborating work, such as trust, accountability, mutual respect, and fairness. Further more the norm of research promotes variety of important moral and social values. Such as keeping confidentially personal data of the participant responsibility and utilize that data for only the purpose of the study.

CHAPTER FOUR

4. ANALYSIS AND INTERPRETATION OF DATA

Introduction

The primary objective of this chapter is to find out the appropriate responses for the basic research questions raised under the statement of the research problem and the data gathered through the Student Athletic toward Sports and Academics Questionnaire (SAMSAQ) item questions, multiple correlation measure and determine the relationship between academic and athletic motivations on student athletes' academic performance. Independent sample t-test examined the impact of the three motivation factor models on student athletes' academic performance and other related tasks and explored gender difference factors that motivate the student athlete academic performance. Totally 100 student athletes were tested regarding to their academic and athletic motivation using the above test measures. Furthermore additional data was gathered through document analysis and structured interview from the side of physical education teachers and directors.

Therefore, after collecting relevant data using structured questionnaire, structured interview and document analysis from the sample group of the study, the next step followed by data analysis and interpretation. Demographic Characteristics of student athletes'. The data gathered from student athletes' for this investigation, in addition to measuring the academic and athletic motivation of student athletes' through the Student Athletics for Sport and Academics Questionnaire (SAMSAQ) item questions, demographic variables such as gender, age, grade level, lower GPA, current GPA, sport they play were included and the result of each variables were analyzed.

4.1. Background of Student Athletes'

Table.3 Descriptive result for student athletes' demographic characteristics

Demographic results for both male and female student athletes

Gender	Age	Frequency	Percent	Commutative %	Mean value
Male	17_19	24	24%	24.0	19.46 year
	20_22	36	36%	36.0	
	Total	60	60%	60.0	
Female	16_18	14	14%	14.0	18.54 year
	19_21	26	26%	26.0	
	Total	40	40%	40.0	

Table 4 Descriptive statistics of student athletes for their sporting participation and parent's education qualification

Demographic variables	Gender	N	Frequency	Percent	Cumulative percent
Football player	M	30	30	30.0	30.00
	F	20	20	20.0	20.00
Volley ball player	M	20	20	20	20.00
	F	15	15	15.00	15.00
Sprint runner	M	10	10	10.00	10.00
	F	5	5	5.00	5.00

Demographic variables		N	Frequency	Percent	Cumulative percent
Qualification of Father	Gender				
Educated	M	18	16	16.0%	16.00
	F	14	14	14.0%	9.00
Uneducated	M	12	12	12.0%	12.00
	F	10	10	10.0%	10.00

Qualification of Mother	Gender	N	Frequency	Percent	Cumulative percent
Educated	M	19	19	19.0 %	19.00
	F	9	9	9.0%	9.00
Uneducated	M	11	11	11.0%	11.00
	F	7	7	7.0%	7.00

The above table 1 & 2 illustrate descriptive result scores of the demographic characteristics of the student athletes in Teppi preparatory school participants. The sample for the present study was included a total of 100 student athletes. From those participants, 60 of them are male while the rest 40 of them are female student athletes. In the present study participants were participated in three different sporting competition including football, volley ball and sprint running. Hence the researcher was calculated and describes the student athletes demographic result scores in the following manner.

When we see on table 1, 30 (30%) of male and 20 (20%) female student athletes were participated in football activities while 20 (20%) of male athletes and 15 (15%) of female student athletes were participated in volley ball sport. On the other hand 10 (10%) of male and 5 (5%) of female athletes were participated in sprint running.

Similarly the above 2 illustrates that the demographic characteristics of student athletes parent's education qualification which was measured by educated and uneducated.

So that, the education qualification of father's result score for male 18 (18%) were educated while 12 (12%) were uneducated. Similarly the education qualification of father's result score for female14 (14%) were educated while 10 (10%) were uneducated. On the other hand the demographic characteristics of mother education qualification result scores shows that, for male 19 (19%) were educated while 11 (11%) were uneducated. For female student athletes 9 (9%) were educated while 7 (7%) uneducated. The student athletes' age mean value fall the range between 18.54-19.46 years.

4.2. Descriptive statist3ic values for academic performance by gender

Table 5 descriptive statistic values for academic performance of Teppi preparatory school student athletes' by gender.

Variable	Male (N=60)				Female (N=40)			
Academic performance	Min	Max	Mean	SD	Min	Max	Mean	SD
First semester	58	60	58.90	1.02	58	63	60.25	3.182
Second semester	78	79	85.2	.684	77	88	82.50	7.778
Cumulative GPA	68	69.5	67.42	1.704	65.5	75.5	71.75	5.480

The above table illustrate that the academic performance of student athletes, so that the first semester for male student athletes GPA mean value of 58.90, SD=1.02, for female mean 60.25, SD=3.182. On the other hand, the second semester GPA mean score and standard deviation for both male and female students shows that (mean 85.2, SD= .684, for female 82.50, SD=7.778). On the contemporary the cumulative GPA, shows that mean value of for male students was 67.42, SD=1.704 while for female mean 71.75, SD=5.480 respectively.

4.3. Analysis of the Student Athletics for Sport and Academics Questionnaire (SAMSAQ) item questions by Gender and parent's education qualification.

Table 6 Pearson product moment correlation result for the three motivation factor models by gender and parent's education qualification.

Correlations

		AM	SAM	CAM	Mother	Father	Gender
AM	Pearson Correlation	1	.944**	.939**	.822**	.760**	.112
	Sig. (2-tailed)		.000	.000	.000	.000	.265
	N	100	100	100	40	40	100
SAM	Pearson Correlation	.944**	1	.976**	.828**	.745**	-.153
	Sig. (2-tailed)	.000		.000	.000	.000	.127
	N	100	100	100	40	40	100
CAM	Pearson Correlation	.939**	.976**	1	.851**	.733**	-.099
	Sig. (2-tailed)	.000	.000		.000	.000	.327
	N	100	100	100	40	40	100
Mother	Pearson Correlation	.822**	.828**	.851**	1	.694**	.[b]
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	50	50	50	50	50	50
Father	Pearson Correlation	.760**	.745**	.733**	.694**	1	.[b]
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	50	50	50	50	50	50
Gender	Pearson Correlation	.112	-.153	-.099	.[b]	.[b]	1
	Sig. (2-tailed)	.265	.127	.327	.000	.000	
	N	100	100	100	40	40	100

**. Correlation is significant at the 0.01 level (2-tailed).

The above table illustrates the correlation between the three motivation factors and controlled (demographic) variables such as gender and parent's education qualification. Therefore, according to the pearson product correlation, there is a significant relationship of academic motivation (AM) with student athletic motivation (SAM) and career athletic motivation (CAM), ($r=0.944$, $p<0.01$) and ($r=0.939$, $p<0.01$). This indicated that there is a high relationship between the three motivation factors and students' academic performance. Interestingly there exists a significant correlation of the student athletic motivation (SAM) with career athletic motivation (CAM), ($r=0.976$, $p<0.01$). Similarly

there exist a significant relationship of academic motivation (AM) with the qualification of Mother's education and qualification of Father's education (r=0.822, p <0.01), and (r =0.760, p<0.01respectively). On the other hand there is a significant correlation of a student athletic motivation (SAM) with both qualification of Mother's education and qualification of Father's education (r=0.828, p< 0.01) and (r=0.745 p<0.01). Similarly there exist a high relationship of career athletic motivation with both Father's and Mother's education qualification at (r=0.851, p< 0.01) and (r= 0.733, p< 0.01 respectively). The researcher was tried to conclude the result obtained that from pearson correlation there was existed a high correlation ship between the three motivation factors and the controlled variables i.e with both father's education qualification and mother's education. And also there was a high relationship between father's and father's education qualification at (r=0.694, p<0.01).

Table.7 Pearson product moment correlation results for the three motivations factor models by gender and GPA

		GPA	Gender	AM	SAM	CAM
GPA	Pearson correlation	1	.943**	.115	-137	-.079
Sig(2taild)			.000	.253	. 174	.435
	N	100	100	100	100	100
	Pearson Correlation	.943**	1	.112	-.153	-.099
Gender	Sig(2taild)	.000		.265	.127	.327
	N	100	100	100	100	100
	Pearson correlation	.115	.112	1	.944**	.939**
	Sig(2taild)	252	.265		.000	.000
AM	N	100	100	100	100	100
SAM	Pearson correlation	-137	-.153	.944**	1	939**
	Sig(2taild)	.174	.127	000		000
	N	100	100	100	100	100

*Correlation is significant at the 0.05

**Correlation is significant at the 0.01 level (2-taild).

Depending on Pearson product moment correlation result of table 3, it indicates that GPA and gender had high significant correlation (r= .943, p<0.01), this indicate that it has high positive relationship. On other hand academic motivation (AM) had positive relationship with student athletic motivation (SAM) and career athletic motivation (CAM), (r=0.944, p <0.01). Similarly there is a significant relationship between SAM and CAM at (r= 0.939, p<0.01). But there was no significant relationship appeared or observed between the three motivation factors and the controlled variables such as GPA and gende

4.4 Descriptive values of the three motivation factors by gender

Table 8 Mean and standard deviation for the three motivation factors by gender

Variables		Academic motivation factor		Student Athletic motivation factor		Career Athletic motivation factor	
Gender	N	Mean	SD	Mean	SD	Mean	SD
Male	60	24.0	8.68	24.4	8.44	21.6	6.73
Female	40	25.7	5.86	21.9	7.62	20.2	7.48
Total	100	24.72	7.70	23.4	8.18	21.0	7.04

As shown the above table 7, the mean and standard deviation of the three motivation factors, the researcher was examined the mean scores and standard deviation of the three motivation factors by gender. Hence the respondents were predominantly male the average among the three factors between male and female student athletes were not much different. Female student athletes have high motivation scores on academic motivation (M =25.7, SD=5.86) when compared to males (M=21.0, SD=8.68). On the contrary, male student athletes have a higher athletic motivation (Mean=24.4, SD=8.44) than females. Also when we compared to the mean and standard deviation of the male and female

students career athletic motivation, male student athletes have high CAM scores (Mean =21.6, SD=6.73) than female student athletes (Mean= 20.2, SD=7.48).

Table.9 Comparisons of the three motivation factors by gender

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
AM	Between Groups	74.202	1	74.202	1.255	.265
	Within Groups	5795.958	98	59.142		
	Total	5870.160	99			
SAM	Between Groups	156.060	1	156.060	2.363	.127
	Within Groups	6472.450	98	66.045		
	Total	6628.510	99			
CAM	Between Groups	48.167	1	48.167	.972	.327
	Within Groups	4858.583	98	49.577		
	Total	4906.750	99			

*P<.05

The above table illustrates the comparisons of mean differences in the three motivation factors across gender. One way analysis of variance (ANOVA) indicated that there was a mean difference between male and female athletes for the three motivations test scores, to this female athlete was found better with motivation scores on academic motivation (M =25.7, SD=5.86) when compared to males (M=21.0, SD=8.68). On the contrary, male student athletes have better athletic motivation scores (Mean=24.4, SD=8.44) than females. Also when we compared to the mean scores and standard deviation of the male and female students career athletic motivation, male student athletes have high CAM scores than female student athletes (Mean =21.6, SD=6.73) (Mean= 20.2, SD=7.

Table.10 Comparisons of the motivation factors across demographic variables such as gender, education qualification of mother's as well as education qualification of father's

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Mother	Between Groups	8.667	14	.619	11.607	.000
	Within Groups	1.333	25	.053		
	Total	10.000	39			
Father	Between Groups	8.108	14	.579	21.719	.000
	Within Groups	.667	25	.027		
	Total	8.775	39			
gender	Between Groups	14.674	22	.667	5.507	.000
	Within Groups	9.326	77	.121		
	Total	24.000	99			

The above table illustrates that the comparisons of the mean differences in nontraditional variables across demographic variables. One way (ANOVA) indicates that there was a mean difference between the male and female student athletes both mother's and father's education qualification for the three motivations test score. Hence, female athlete's was better with mean score (M =25.7, SD=5.86) when compared to males (M=21.0, SD=8.68). On the contrary, male student athletes have a higher athletic motivation (Mean=24.4, SD=8.44) than females. Also when we compared to the mean and standard deviation of the male and female students career athletic motivation, male student athletes have high CAM scores (Mean =21.6, SD=6.73) than female student athletes (Mean= 20.2, SD=7.48).

4.5 Qualitative Analysis of Data

In addition to the quantitative which was gathered through the structured questionnaire (SAMSAQ) question items, the researcher looked the opinions of school teachers and directors along their feeling towards students' academic and athletic motivation and other related tasks through structured interview. A central theme of the transcribed verbatim was organized after deep understanding of similar concepts or opinions and those the same transcripts was categorized under the same group. Bogdan Biklen (1992) suggested that, analysis involves working with data organizing it, breaking it in to manageable unit & searching patters or themes to discover what is important to tell other. Therefore the data was analysed based on discovered themes; such as determining the relationship between academic motivation & student athletic motivation factors that inhibit the academic performance of student athletes' and what possible solution forwarded.

The participants offered inhibit the major factors and challenges that inhibit them, not to administer continuous assessment of academic and athletic motivation throughout the competition and non-competition session along with three sport and academic specific motivations test were, listed as follows.

- Lack of teachers' motivation
- Lack of facilities and equipment's to support students and facilitate sports competition.
- Low level of understanding about motivation factors that can influence student athletes' academic performance.

(Deci and Ryan, states that motivation on academic performance is the key determinant of behind every action taken and every effort exerted or not. Understanding the dynamics motivated behavior in sport academic performance is arguably vital. Although important aspects of individuals are determined by their own beliefs, cognitions and value, significant influence can also be exerted by key social agents.

Possible solution to overcome the problem

School directors and Teachers who were directly participated in this study suggested their opinion for possible solution could be considered for future.

Creating awareness about the value of motivations with implementation on student athletes' academic performance and understanding the dynamics of motivated behavior in sport and academics is important. Because without having clear understanding of the factors that can influence a student athlete's academic performance, athletic program administers and student affairs professionals cannot effectively provide services to support and encourage student athletes adequately. However, predicting future academic performance presents a challenge.

4.6 RESULTS AND DISCUSSION

Discussion

The purpose of the present study was to find out the academic and athletic motivation on academic performance of student athletes of Teppi preparatory school. The researcher was adopted the SAMSAQ items to investigate the academic and athletic motivation and other motivation related tasks. Total of 100 participants were selected among from the aforementioned school regarding on their gender and sporting participation. From those participants 60 of them are male while 40 of them are female student athletes and the result was displayed in the analysis part. This section provides detailed discussion on the basis of the obtained result. This chapter presents the analyses of data obtained from Teppi preparatory school of student athletes.

Before directly going to discuss the result obtained from the research participants of the student athletes, demographic variables was discussed first based on gender and sporting participation.

According to demographic variables the results of the present study identify significant differences between male and female student athletes regarding to their academic and athletic motivation and other motivation related tasks. Though descriptive result scores of the demographic characteristics of the student athletes in Teppi preparatory school participants was , 30 (30%) of male and 20 (20%) female student athletes were participated in football activities while 20 (20%) of male athletes and 15 (15%) of female student athletes were participated in volley ball sport. On the other hand 10 (10%) of male and 5 (5%) of female athletes were participated in sprint running. Similarly the demographic characteristics of student athlete's parent's education qualification which was measured by educated and uneducated. So that, the education qualification of father's result scores shows that male 18 (18%) were educated while 12 (12%) were uneducated. Similarly the education qualification of father's result score for female14 (14%) were educated while 10 (10%) were uneducated. On the other hand the demographic characteristics of mother education qualification result scores shows that, for male 19 (19%) were educated while 11 (11%) were uneducated. For female student athletes 9 (9%) were educated while 7 (7%) uneducated. The student athletes' age mean value fall the range between 18.54-19.46 years.

Next the researcher was examined the mean scores and standard deviation of the three motivation factors by gender. The current research finding shows that the respondents were predominantly male the average among the three factors between male and female student athletes was not much different. Female student athletes had high motivation scores on academic motivation (M =25.7, SD=5.86) when compared to males (M=21.0, SD=8.68). On the contrary, male student athletes have a higher athletic motivation (Mean=24.4, SD=8.44) than females. Also when we compared to the mean and standard deviation of the male and female students career athletic motivation, male student athletes have high CAM scores (Mean =21.6, SD=6.73) than female student athletes (Mean= 20.2, SD=7.48). The present study findings showed that female athletes perform better academically than male. Gaston Gayles (2002) considered academic motivation and career motivation as a factor in predicting academic performance among college student athletes. Despite of this fact the present finding result showed that academic

motivation was a significant factor. Interestingly, female athletes had a higher academic motivation scores than their career and athletic motivation score. The result further supports existing literature female athletes can perform better academically than male counter parts and suggested further research pertaining to motivation and impact or relation to academic achievement that needs to be confirm the findings.

Other several studies were also conducted to determine the performance of female and male student athletes in their sports and academic performance. However, few studies have investigated academic and athletic motivation as nontraditional variables and their relevance as factors in predicting academic performance and limited number of studies considered sports motivation as a significant predictor of academic performance (Snyder (1996), Gayles considered academic motivation and career motivation as factors in predicting academic performance among university athlete students. The result showed that academic motivation was a significant factor. Interestingly, female athletes had a higher academic motivation scores than their career and athletic motivation score. The result further supports existing literature female athletes can perform academically better than male counter parts and suggested further research pertaining to motivation and impact or relation to academic achievement that needs to be conducted to confirm the findings. To examine the significant relationship between the three motivation factors and GPA by gender, the researcher used Pearson product correlation coefficient moment, so that the present study shows that GPA and gender had high significant correlation ($r= .943, p<0.01$), this indicate that it has high positive relationship.

The results of the current research findings showed conflicting result with the study of Cheese, Pino and smith, suggested that the factors associated with GPA differ by gender whereas, peiperl, and Travelyan found that gender is not significantly correlated with students performance and that there was no indication of either men or women performance better in the MBA program.

On other hand academic motivation (AM) had positive relationship with student athletic motivation (SAM) and career athletic motivation (CAM), ($r=0.944$, $p<0.01$). Similarly there is a significant relationship between SAM and CAM at ($r= 0.939$, $p<0.01$).

This study thus, fills the gaps in the previous literature and also extends the analysis by including the non-cognitive variables previously used by some researchers. In addition to the above mentioned findings, the researcher was also analyzed the student athletes GPA regarding the mean and standard deviation based on gender. The result showed that female student athletes had better academic performance than male (Mean= 69.5, SD=1.704) While male GPA was indicate that were we compared to female (Mean=71.75, SD=5.480).

The present study also examined the relationship between the three motivation factors and demographic (controlled) variables such as gender, education qualification of mother's as well as education qualification of father's Hence to analyses the nontraditional variables and controlled variables to investigate whether there is any significant association between the three motivation factors and the demographic (controlled) variables such as gender, education qualification of mother's as well as education qualification of father's, the researcher was used Pearson product moment correlation coefficient, so that the present study showed that there is a significant relationship according to of academic motivation (AM) with student athletic motivation (SAM) and career athletic motivation (CAM), ($r=0.944$, $p<0.01$) and ($r=0.939$, $p<0.01$). This indicated that there is a high relationship between the three motivation factors on students' academic performance. Interestingly there exists a significant correlation of the student athletic motivation (SAM) with career athletic motivation (CAM), ($r=0.976$, $p<0.01$). Similarly there exist a significant relationship of academic motivation (AM) with the qualification of Mother's education and qualification of Father's education ($r=0.822$, $p<0.01$), and ($r=0.760$, $p<0.01$respectively). On the other hand there is a significant correlation of a student athletic motivation (SAM) with both qualification of Mother's education and qualification of Father's education ($r=0.828$, $p< 0.01$) and ($r=0.745$ $p<0.01$). Similarly there exist a high relationship of career athletic motivation

with both Father's and Mother's education qualification at ($r=0.851$, $p< 0.01$) and ($r= 0.733$, $p< 0.01$ respectively). The researcher was tried to conclude the result obtained from pearson correlation there was a high correlation ship between the three motivation factors and the controlled variables i.e with both father's education qualification and mother's education. And also there is a high relationship between father's and father's education qualification at ($r=0.694$, $p<0.01$).

The findings indicated that non-cognitive variables were better predictors of grades than the demographic variable scores were for student athletes. Years later, Gaston-Gayles (2004) conducted quantitative study to measure college student athletes' motivation toward sports along with academic using the SAMSAQ. After controlling for background characteristics, scores and academic motivation were found to be the highest predictors of GPA. Yielding similar results was Shuman's (2009) study assessing 275 student athletes' academic, athletic, and career athletic motivation as a non-cognitive predictor of academic performance. The results of this study also indicated that female preparatory student athletes were more likely to be more academically motivated and have higher grade point averages than male athletes. The results are reinforced by several other studies that have found female college student athletes to be more academically motivated than male college student athletes (Gaston,2002; Hood, Craig, & Ferguson, 1992; Miller & Kerr, 2002). One reason for this may be due to the fact the female student athletes are less likely to attend college purely for athletic reasons (Simons, Rheenen, & Covington, 1999). Given that female student athletes do not have as much of an opportunity as male athletes to pursue professional sports, it is likely that females place a greater importance on academics (Althouse, 2007). Even though Seller's study found that academic motivation was not an accurate predictor of academic success, Gaston-Gayles (2004) believes that "academic motivation is useful when predicting academic performance for college student athletes"(p. 76). Research in motivation has the potential to shed light on college student athletes' academic performance and has the ability to help researchers understand why some student athletes perform better or worse academically throughout their college career (Gaston, 2002). A new dimension to the discussion is

looking into how academic motivation changes throughout a time period, particularly within a college student athletes' competition and non-competition semesters.

Gaston-Gayles (2004) suggested that assessing student' motivation over a period of time could provide a better understanding on academic performance among college student athletes. One of the limitations in much of the existing research examining academic motivation among college student athletes is that it's analyzed at a single point in time rather over a time period. Due to this limitation, perhaps previous studies are limited to the interpretation of the results because the survey represented only one single point in time (Gaston-Gayles, 2004). Pascarellaand Terenzini (2005) suggested it is necessary to examine the time requirements of high profile sports "to understand just why football players are not deriving the same knowledge acquisition and academic skill benefits from college as other men" (p. 128 as cited in Young, 2010). As discussed above, there is traditionally a difference in the amount of time spent on sport related activities during their competition semester NCAA Football Players' Academic Motivation compared to their non-competition semester. Exploring academic motivational changes among college student athletes within these two periods brings a new dynamic to the discussion. What is also important to this current study is creating an understanding of the concept of academic motivation in terms of interrelated motivational theories and models of motivational research.

CHAPTER FIVE

5. SUMMARY, CONCLUSSION AND RECOMMENDATION

5.1 SUMMARY

Motivation- is broadly defined as all factors that cause humans and animals to behave the way study do. Scientists believe that the hypothalamus provides the physical basis for pleasure in humans, which plays a large part in motivation.

Motivation is also defined as the choice that a person decides on in regards to what they will experience or goals will be approached, and how much effort will be sufficient to satisfy themselves (Dickinson, 1995). People who are motivated for other reasons that are external to them (Extrinsic) Dickinson, 1995). The term motivation to learn to has a slightly different meaning among several scholars. It is defined by one author like for example as "meaningfulness, value, and benefits academic tasks to the learner- regardless of whether or not they are intrinsically interesting" (Herminie Marshal 1987). Others note that motivation to learn is characterized by long term, quality involvement in learning and commitment to the process of learning. (Carole Ames 1990)

According to Jere Brophy (1987), Motivation to learn is a competence a required "through general experience out stimulated most directly through modeling communication of expectations, and direct instruction or socialization by significant other (especially parents and teachers) Children's home environment shapes the initial constellation of attitudes they develop toward learning.

The concept of motivation can be defined as <<the hypothetical construct used describe the internal and/or self-determination theory (Deci& Ryan, 2000) has pursued the work of early need theorists. It posits that competence, autonomy, and relatedness are universally essential for optimal human development, motivation, and integrity, that is, a need serviced the function of promoting psychological, heath, conversely, when needs are not met, psychological, health is undermined.

Motivation will not be determined by the amount of displayed, but more the specific type of motivation displayed by a person to predict an outcome of behavior outcomes will related to psychological health, well-being effective performance, and problem solving and learning (Deci and Ryan, 2007) When people are motivated, their motivation is aligned between autonomous and controlled types of motivation. The objective of the present study was to investigate the academic and athletic motivation on academic performance of student athletes. The study was mainly focused on the three motivation factors such as Academic Motivation (AM), Student Athletic Motivation (SAM) and Career Athletic Motivation (CAM) which provides to examine the extent to which students were motivated towards their academic and athletic related tasks.

The main instruments of data collection in due investigation of the present study was the Student Athletics' Motivation toward in Sports and academics Questionnaire (SAMSAQ), was adopted previously used by Gaston-Gayle's (2005), which consisted of 20 sub scale items SAMSAQ items and Structured interview and document analysis also prepared. Among from 100 student athletes, 60 of them were male while 40 of them are females. The student athletes were participated in three different sport competitions, 50 football players, 35 volley ball players 15 sprint runners and 2 physical education teachers and 1 school director were selected to be the participant of the investigation. After collecting the relevant data through structured questionnaire based on gender and their sport they play, and document analysis and interview the result was analyzed.

Q1. Is there any relationship between academic, athletic and career athletic motivations on academic performance of student athletes? Yes

- As obtained from the research findings, the results of the study academic motivation were found to be the highest predictors of GPA when compared to the other groups whereas according to the mean scores and standard deviation of the three motivation factors by gender female student athletes had high motivation scores on academic motivation when compared to males.

So that the present findings showed that female athletes perform better academically than male. On the contrary, male student athletes have a higher athletic motivation and CAM scores than female student athletes. The study supported by (Gaston, 2002; Hood, Craig, & Ferguson, 1992; Miller & Kerr, 2002). The study indicates that female student athletes were more likely to be more academically motivated and have higher grade point averages than male athletes. The results are reinforced by several other studies that have found female student athletes to be more academically motivated than male student athletes. One reason for this may be due to the fact the female student athletes are less likely to attend the school purely for athletic reasons (Simons, Rheenen, & Covington, 1999). Given that female student athletes do not have as much of an opportunity as male athletes to pursue professional sports, it is likely that females place a greater importance on academics (Althouse, 2007).

Q2. Which of the three motivation factors that have the highest degree of motivation level for students' academic performance improvement?

- The findings of descriptive data for Pearson product correlation scores were indicates that a high correlation ship between the three motivation factors and the controlled variables such as father's education qualification and mother's education. And also there was a high relationship between father's and father's education qualification.

Despite of this fact the present study finding result showed that academic motivation was a significant factor for student athlete's academic performance as compared to the other groups. The result further supports existing literature female athletes can perform better academically than male counter parts and suggested further research pertaining to motivation and impact or relation to academic achievement that needs to be confirmed the findings.

Q3.Do the identified factors determine the athletic performance of students to the desired level?

Further analysis based on one way analysis of variance (ANOVA) was performed to investigate whether there is any significant association between the three motivation factors and the controlled variables: gender, GPA, father's education qualification as well as mother's education qualification as controlled variables. Each of the controlled variables was treated as an independent variable (Anova Factor) and each of the motivation is low shows the lack of understanding about the career possibilities in athletic areas.

- The findings of the study confirm the findings of earlier studies that family variables particularly have an important impact on academic motivation of students. Unlike previous research this study shows that female students are more academically motivated than male student. On the other hand male students are highly motivated in athletic related tasks than female students. It is important to recognize the fact that unless students are educated on the career-orientation of sports activities and the fact those students who concentrate on sports activities can also excel academically.

The result supports the framework for measuring the academic and athletic motivation. Therefore researcher recommendation is that preparatory school directors, teachers and educational professionals should make students aware of the possibility of developing careers in the area of academics and athletics.

5.2 CONCLUSION

Based on the basis of the result obtained from the analysis of the researcher was made a conclusion to the following major findings.

The SAMSAQ scale resulted in a good internal consistency when measuring the three motivation factors: (1) Academic Motivation, (2) Career Athlete Motivation, and (3) Student Athletic Motivation. The findings showed important results for all subscales. On an average, female athletes had higher academic motivation scores than any other group. On the other hand, male athletes had higher athletic motivation scores than any other group. There is a significant relationship in academic motivation (AM) with student athletic motivation (SAM) and career athletic motivation (CAM), ($r=0.944$, $p<0.01$) and ($r=0.939$, $p<0.01$).There is a significant trend in student athletic motivation (SAM) with career athletic motivation (CAM), ($r=0.976$, $p<0.01$). -There is a significant trend in academic motivation (AM) as a function of the Mother's education qualification level ($r=0.822$, $p<0.01$).There is a significant trend in academic motivation (AM) Father's education level ($r=0.760$, $p<0.01$respectively). There is a significant trend in career athletic motivation as a function of Father's and Mother's education qualification at ($r=0.851$, $p< 0.01$) and ($r= 0.733$, $p< 0.01$ respectively).

There is no a significant pattern observed for all the three motivation factors as a function of both gender and GPA. There is very little relationship between academic performance and athletic performance because in Teppi town preparatory students are extremely academically motivated.

Generally, according to the above mentioned result findings the researcher was concluded that appropriate steps for corrective orientation should be taken. The main emphasis is on the possibility of athletic prospects and job orientation of academic courses. Students are motivated to improve academic performance when they realize that the academic courses improve their career prospects.

The researcher conclusions are consistent with earlier studies. The result is surprising because a majority of students in the preparatory school is being given a high priority to academic performance and tend to be motivated by the academic motivation. There is also a misconception that athletic activities are not career-oriented and therefore there is a low motivation for those activities. The result supports the framework for measuring the academic and athletic motivation.

5.3 Recommendation

Based on the findings of the study, the researcher would like to forwarded the following recommendations.

- Teachers need to see their student athletes' academic performance as part of their overall responsibility. They could be rewarded for the successful academic performance of their student athletes. Teachers also need to have more understanding of the academic demands on their athletes. They could go to some of their student athlete's classes, attend lectures, look over assignments and so forth. More interaction with the faculty through forums, lectures, and other activities would help them to see themselves as more a part of the academic community.
- The athletic program administers, student affairs professionals, should understand the factors that can affect the student athletes academic performance and they should also effectively provide services to support encourage student athletes adequately.
- Determining the relationship between the academic and athletic motivation and the actual performance of students is important, it generate the starting point and to know the specific motivation for improving student's academic performance. In addition to this which helps to identify the level of motivation factors in which students to motivate the academic and athletic related tasks.
- School directors, stalk holders as well as individuals who are working in teaching profession may recognize and develop motivated learning strategies along with specific motivation measurements for improving students' academic performance.

- Students of athletics must learn to balance both academic and athletic responsibilities. They must dedicate countless hours to predicting their sport and staying fit, while keeping with the rigors of school level course work and regular academic commitments.
- As educators, we believe that academic and athletic representatives of school administrators and teachers must make a concerted effort to provide a more balanced picture of school, life to student athletes. These efforts will require the systematic involvement of academic and athletic support staff to make clear to student athletes that they show academic, and not merely athletic, potential.

Generally, further research is needed to better describe the influence of motivation, the differences and relationship between the three motivation factors regarding to gender on their academic performance. It leads to better understanding for further researcher for pertaining on these similar findings.

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APPEDIX-A

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHEVIORAL STUDIES

DEPARTMENT OF PHYSICAL EDUCATION

Student Athletics Motivation toward Sports and Academics Questionnaire (SAMSAQ) for student athletes'

Dear students the purpose of this study is to investigate academic and athletic motivation on academic performance of Students' in Teppi preparatory school. Hence your response has great value for this study.

DIRECTION;- A number of statements which students have used to describe the student athletics and academic motivation question items when they have successful in sports. The SAMSAQ items are classified in to Academic Motivation (AM), Student Athletic Motivation (SAM), and Career Athletic Motivation (CAM). All this question items are stated in the following table below. The first 7 (seven) question items are describing the academic motivation (AM), while the next 7 item questions are Student Athletic Motivation (SAM) and the last 6 six items are the Career Athletic Motivation (CAM). Therefore, please read each statement carefully while give your response for each item questions regards to how you feel usually about your academic and athletic motivation. Then, put this sign (√) in to open space in line with each statements that are ranging from (1) strongly disagree to (5) strongly agree.

Demographic and Background Survey for Students

Grade Level -------

Age-----

Gender M---- F----

Parent's Education Qualification

Education qualification of father

A) Educated

B) Uneducated

2) Education qualification mother

A) Educated

B) Uneducated

.Kinds of sport they participate in; A) Football

B) Volley ball

C) Sprint running

Table 3. SAMSAQ result were obtained from male student athletes

No of male students= 60

No of female students=40

No	Questions	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Types of motivational factor models (subscales)
		1		2		3		4		5		
		M	F	M	F	M	F	M	F	M	F	
1	I am confident that I can achieve a high grade point average this year	4	4	6	_	20	8	16	24	14	4	Academic Motivation (AM) Subscales
2	It is important to me to learn what is thought in my courses	6	_	2	_	16	20	18	12	18	8	
3	I am willing to put in the time to earn excellent average points in all my subjects	4	-	11	-	12	8	16	24	17	8	
4	When I take a test I think about how poorly I am doing compared with other students	6	-	8	4	16	4	16	24	12	8	
5	If I study in appropriate ways, then I will be able to learn the material in all my subjects	6	-	12	-	8	12	18	16	16	12	
6	Getting a good rank in this class is the most satisfying for me right now	8	-	10	4	14	10	16	12	12	14	
7	It is not important for me to perform other than other students in my courses	7	8	11	12	13	8	17	8	12	4	
8	It is important to me to learn the skills and strategies to taught by my teachers	4	-	8	12	14	8	18	12	16	8	Student Athletes

9	Achieving a high level of performance in my sport is an important goal for me this year	3	4	9	-	24	16	12	12	12	8	Motivation (SAM) Subscales
10	The time I spend engaged in my sport is enjoyable for me	2	-	12	12	15	8	17	20	14	-	
11	It important for me to do better than other athletes in my sport	6	4	6	20	10	4	22	4	16	8	
12	Participation in my sport interferes with my progress toward earning a good academic performance	8	-	7	4	14	12	16	16	15	8	
13	It is worth the effort to be an exceptional athlete in my sport competition	4	4	12	16	10	12	17	4	17	4	
14	I get good satisfaction from earning class room rank than winning a game in my sport	4	12	12	12	8	4	21	4	15	8	
15	I have some doubt about my ability to be a star athlete on my team	-	8	4	8	16	8	16	8	24	12	
16	I choose to play my sport because it's something I am interested in as a career	7	4	13	16	18	8	12	8	12	4	Career Athletics Motivation (CAM) Subscales
17	I am confident I can be a star performer on my team this year	4	4	8	4	14	8	16	16	18	8	
18	My goal is to make it to the professional level in my sport	-	4	7	12	12	4	20	8	21	12	
19	I am confident that I can make it to an elite level in my sport	4	4	8	8	13	8	18	8	17	12	
20	The most important reason why I am in school is to develop skills for a job.	6	-	7	8	15	-	20	8	12	24	

APPENDIX B

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATTION AND BEHAVIORAL STUDIES

DEPARTMENT OF PHYSICAL EDUCATION

Report

Gender		AM	SM	CM
Male	Mean	24.0167	24.4500	21.6167
	Std. Deviation	8.68954	8.44208	6.73491
	Std. Error of Mean	1.12182	1.08987	.86947
	% of Total N	60.0%	60.0%	60.0%
	Variance	75.508	71.269	45.359
Female	Mean	25.7750	21.9000	20.2000
	Std. Deviation	5.86378	7.62519	7.48057
	Std. Error of Mean	.92715	1.20565	1.18278
	% of Total N	40.0%	40.0%	40.0%
	Variance	34.384	58.144	55.959
Total	Mean	24.7200	23.4300	21.0500
	Std. Deviation	7.70030	8.18258	7.04011
	Std. Error of Mean	.77003	.81826	.70401
	% of Total N	100.0%	100.0%	100.0%
	Variance	59.295	66.955	49.563

APPENDIX C

ADDIS ABABA UNIVERSITY

COLLEGE OFEDUCATTION AND BEHAVIORAL STUDIES

DEPARTMENT OF PHYSICAL EDUCATION

Comparisons of the three motivation factors by gender

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
AM	Between Groups	74.202	1	74.202	1.255	.265
	Within Groups	5795.958	98	59.142		
	Total	5870.160	99			
SAM	Between Groups	156.060	1	156.060	2.363	.127
	Within Groups	6472.450	98	66.045		
	Total	6628.510	99			
CAM	Between Groups	48.167	1	48.167	.972	.327
	Within Groups	4858.583	98	49.577		
	Total	4906.750	99			

*P<.05

APPENDIX D

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATTION AND BEHAVIORAL STUDIES

DEPARTMENT OF PHYSICAL EDUCATION

Structured Interview check list for Physical Education Teachers

Dear teachers, the purpose of this study is to investigate both academic and athletic motivation on academic performance of athlete students and identify factors the extent to which students motivate towards academic and athletic related tasks.

Questions

1.How do you motivate your athlete students of the school in relation to their academic performance? ----------

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2. How do rules of a school affect the motivational climate? ----------

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3. What are the motivational factors that affect students' academic performance?

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4. What changes did you notice in motivational climate over the past 2-3 years? Mention

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5. How student athletes treated as compared to the non-athlete ones in your academic year?

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6. How do student athletes view their educational experiences from the light of eligibility requirements to participate in selected sport activities? ----------

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7. How do student-athletes affect motivational climate when interacting with you and their teammates? ----------

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Declaration

I honestly declare that the thesis entitled investigation of academic and athletic motivation on academic performance Teppi Town, Teppi Preparatory school Students has been carried out by me under the guidance and supervision of Dr.Tesfaye Asgedom and Mr. Shimelis Assefa (PHD Candidate).

Researcher's Name	Date	Signature
Ahmed Jemal	03/10/2016	

This has been submitted for examination with my approval as university advisor

Name Tesfaye Asgedom

Signature

Date 03.10.2016