Motivation of Grade 11th Students towards Learning Physical Education (A case of Eastern Shoa Zone, Oromia Regioal State)

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This is to certify that the thesis prepared by Alemu Kitesa entitled; **The M otivation of grade 11thStudents towards the learning of physical education in Eastern Shoa Zone Oromia Regional State** and submitted in partial fulfillment of the Degree of Masters of Education in Teaching Physical Education complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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ABSTRACT

The motivation of grade 11th students towards the learning physical education

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The purpose of this study was about the motivation of students towards the learning physical education of Eastern Shoa.Data were collected through questionnaire, interview, focus group discussion and observation checklist. Purposively 310 respondents participated as the source of data thus;300students, 5 physical education teachers and 5 school directors were participated in the study. To analysis the collected data, both qualitative and quantitative methods such as frequency counts, percentage, and pilot-test were used. There was a significant of AmotivationF(4,245), P<.05, intrinsic motivation F (4,245) =10.381, 6.588, 2.676, 4.280, 5.004 P<.05 and extrinsic motivationF (4,245) =4.534, 5.329, 7.206, 3.475, P<.05,teacher F(4,245)=1.974, 2.815,3.468, P<.05, school F (4,245) =4.068, 4.446, 19.292, P>.05 and family F (4,245) =6.875, 7.020, 7.390, P<.05 related factors on students' motivation to learn physical education.And also there is a problem ofschool administration service provision for physical education, family and teacher related factors on students' motivation to learn physical education.To overcome these problems, the following recommendations have been forwarded: Students' should be motivated to learn physical education, Physical education teachers should also improve the way of instruction delivered to the students during physical education classes and School administration should work hard and support to increase students' motivation to learn physical education.Family should be encouraging students to learning physical education.

Key Words: physical education, amotivation, extrinsic motivation, intrinsic motivation

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LIST OF ACRONOMICES

APE: Adapted Physical Education

CBM: Cognitive Behavior Modification

EM: Extrinsic Motivation

GO: Government Organization

HP: Health and Physical Education

IM: Intrinsic Motivation

NGO: Non Government Organization

PE: Physical Education

SDT: Self Determination Theory

SIMS: Situational Intrinsic Motivation Scale

SPSS: Statistical Package for Social Science

CHAPTER ONE: INTRODUCTION

1.1 Introduction

This chapter examined the research conducted on motivationandthe motivation of students towards the learning physical education. Motivation of the student is very important for learning and teaching process. So these research studies in depth on motivation of students during physical education. This chapter contain;- back ground of the study, statement of the study, research question, objective of the study, significance of the study, delimitation and limitation of the study, organization of the study and definition terms.

1.2 Back Groung of the Study

According to Lirgg (2006), the largest and probably most significant psychology research has made to physical educationover the past 30 years has been in relation to motivation. Self- Determination Theory (Deci& Ryan, 2000) has been the most widely used theoretical framework applied when investigating student motivation in physical education (Ntoumanis&Standage, 2009), as Self- Determination Theory provides an excellent fit for physical activity and physical education settings (Boiche et al., 2008). The purpose of this review is to present a brief overview of the empirical evidence regarding student motivation in physical education. The review has been organized according to topics that run through the large body of research.

Previous studies have indicated a decline in youth physical activity through childhood into adolescence Nader et al, (2008), continuing to decline Dumith et al, (2011). In this context, student motivation in physical education arises as an important construct, since intra-individual motivation towards physical education has been acknowledged to be a major determinant of youth physical educationStandageetal, (2012).

Cox et al.(2007) demonstrated the mediating role of enjoyment in explaining students' experiences in physicaleducationand leisure-time. Students' autonomous self motivation towards physical education predicts their autonomous motivation towards physical activity outside school. In a study conducted by Ning et al.(2012), Physicaleducationenjoyment also emerged as predictor of youth physical activity

behavior. In line with the premiseof a positive influence of students' motivation towards physical education, several studies have found a significant relation of students' engagement in physical education intrinsic motivation, enjoyment, challenge and excitement to students'out-of-school physical activity levels (Aelterman et al., 2012). Flipping this effect, a recent study by Viira and Koka (2012) showed that participation inafterschool physical activity programs have a positive effect on students' self-determinedmotivation in physical education.

Motivation is related to a number of other academic factors, including several so-called 21st century skills identified as important in preparing students for college, the workforce, and lifelong learning. Physical education motivation can be seen as attitudes or habits of mind, including factors such as open and fair-mindedness, a propensity to seek reason, inquisitiveness, a desire to be well-informed, flexibility**,** and respect for and willingness to entertain diverse viewpoints (Bailin et al., Paul, 1992).

1.3 Statement of the Problem

Physical education is a vital arena for promoting student's physical activity participation. It has potential to encourage health benefits in students by helping them meet current physical educationrecommendations. Moreover, positive physical education experiences may be important in encouraging lifelong physical activity habits, which can have an impact on future public health. However, in order to positively influence physical activity behaviors in physical education, it is important to address what motivates children and adolescents to continue and sustain their levels of activity.Harter's (1981) theory of competence motivation proposes that the quality of an experience is the critical determinant for the development of perceived competence. Furthermore, the significance of perceptions of competence is dependent on the importance attached to particular achievement domains. In sport and physical activity contexts, gender differences in perceived competence have been observed consistently, with boys possessing more positive perceptions of their physical competence than girls. However, among physically active girls and boys differences in perceived competence are negligible (Lintunen, 1999).

As per the school serving currently the researcher has selected the subject of motivation towards the learning of physical education based on the problems that encountered him, to propose the problems observed as; school administration service provision for physical education, teacher related, lack of sport materials and equipments, lack of awareness on the subject course at all level and family related impact in learning physical education. Based on the above listed problems andadditional issues the study of this researcher to see as farin depth to forcast better paths for the future by working and giving same high lights on the subject.

1.4 Objective of the Study

1.4.1 General Objective of the Study

The generalobjective of these studies is to know the motivation of grade 11^{th} students towards the learning of physical education in Eastern Shoa Zone of Oromia Regional State.

1.4.2 Specific Objective of the Study

This study specifically designed to:-

1. Identify the difference between grade 11^{th}school students level of motivation in physical education.
2. It amplifies the level at which the instructors should impose a certain influence towards learning physical education.
3. It tries to sort out family attitude to physical education and social norms that would affect physical education learning amongest the students.
4. It shows theunprecedentedeffort the school is making and the impact of towards school administration towards motivating the students for physical education class.

1.5 Research Questions

The following question was the most important research question in order to bridge the current study with its objective.

1. What is a difference among grade 11th school students' level of motivation to learn physical education?"
2. What is the impact of physical education teachers in encouraging students to get involved in physical education class?
3. Is there family and social norm that hinders stundents to get involved in physical education activities?
4. Is there schools administration support towards encouraging physical education?

1.6 Significance of the Study

The significance of this study is important to; - identify the problems encounterd, to observe the problems encounterd in depth, to get solution for the research question raised, to show gaps created in school administration service on physical education and to propose the way forward to solve all problems encounterd.

The current problem in my physical education classes is the lack of participation and self-motivation by grade 11th students. This problem is worth researching because obesity, inactivity, health problem is on the rise, especially among young people. The researcher has been helping students to realize the importance of physical activity. Through participation in this research, students may find an activity with which they can have success. If students could find success with one physical activity, it is possible that students are participated in the activity.These studies are designed to contribute in the identification of the motivation of grade 11th students towards physical education.

It was also designed to contribute in discorvies and analyze the impact of motivation on the physical education. On the other hand, this studywasalso designed by the hope that the result of this study has been used full to the students, physical education teachers and researcher, who would be interested to study the society of these area and thus who have responsibility to motivate the students while teaching physical education. This study is also used by the beliefe that, it would be the secondary document and the reference for the future generation who are interested to know and study about motivation.

1.7 Delimitation of the Study

The study focuses on the motivation of grade 11th Students of Physical Education in Eastern Showa zone of Oromia Regional State. Eastern Shoa has 11 Governmental of preparatory schools from these only 5 preparatory schools have been choosingfor this study. Those preparatory schools were;-Bulbula,OdaBokota, Bora, Koka and Wonji preparatory schools.

1.8 Limitation of the Study

During conducting the study there are some constraints that limited the researcher at the specific area of the zone. Due to limited time,computer,budget,unwillingness of participants fulfilling the questionnaire's on time and other factors.

1.9 Organization of the Study

This research paper contained ;-Chapter one deals with the introductions, background of the study, statement of the problem, research question, objective of the study, significance of the study, delimitation of the study, limitation of the study, organization of the study and definition terms. Chapter two has literature review, Chapter three deals with methodology and Researchdesign, source of data, sampling techniques and sample size, data collections instruments, questionnaire, interviews, focus group discussion and observation, focus group discussion, pilot test, ethical consideration and method of data analysis.Chapter four deals with Data Analysis and Interpretation, Results of questionnaire analysis, And the last Chapter five deals with summary, Conclussionand Recommendations.

1.10 Definition Terms

Amotivation; - individuals lack both intrinsic and extrinsic motivation. When individuals experience amotivation, they tend to believe that it is a consequence of something out of control of their own behaviors (Vallerand&Bissonette, 1992).

Intrinsic motivation: - "Intrinsic motivation occurs when we act without any obvious external rewards. We simply enjoy an activity or see it as an opportunity to explore, learn, and actualize our potentials." (Coon &Mitterer, 2010)

Extrinsic Motivation:-Motivation can come from the outside, such as the motivation to win medals, receive financial rewards, and attract attention from the media. This is known as external, or extrinsic, motivation because it involves participation in sport for some kind of reward that is external to the process of participation."

Motivation: - refers to "the reasons underlying behavior" (Gray et al., 2010, p. 712). Broussard and Garrison (2004) broadly define motivation as "the attribute that moves us to do or not to do something" (p. 106).

Physical education;-define what students should know and be able to do as a result of participation. Physical education is unique to the school curriculum as it is the only program that provides students with opportunities to learn motor skills, develop fitness, and gain understanding about the importance of physical activity.

Self-confidence:-is one of the most important psychological prerequisites for success in sport. Self confident athletes believe in their ability to develop the knowledge, skills and attitudes to succeed.

Sport; - is generally recognized as activities which are based in physical athleticism or physical dexterity.It is all forms of usually competitivephysical activity which,through casual or organized participation, aim to use, maintain or improve physical ability and skills while providing entertainment to participants.

CHAPTER TWO:REVIEW OF THE LITERATURE

2. 1 INTRODUCTION

The review of literature examined the research conducted on motivation and participation of students in physical education. The studies were located by searching Google scholar and Referenced book. The literature is organized into research onphysical education on education, Physical education gender differences, type of motivation and theorioes of motivation.

2. 2 Definition of Motivation

Educational psychologists have long recognized the importance of motivation for supporting student learning. More recently, the Partnership for 21st Century Skills has identified initiative as one of the life and career skills necessary to prepare students for post-secondary education and the workforce. However, many educators may be unfamiliar with methods for evaluating and encouraging motivation, particularly at the elementary level.

Gredler, Broussard and Garrison (2004) broadly define motivation as "the attribute that moves us to do or not to do something" (p. 106). Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. As Deci et al. (1999) observe, "Intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards" (p. 658). Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to be more desirable and to result in better learning outcomes than extrinsic motivation (Deci et al., 1999).

Motivation involves a constellation of beliefs, values, interests, and actions that are all closely related. As a result, various approaches to motivation can focus on cognitive behaviors (such as monitoring and strategy use), non-cognitive aspects (such as

perceptions, beliefs, and attitudes), or both. For example, Gottfried (1990) defines academic motivation as "enjoyment of school learning characterized by a mastery orientation; curiosity; persistence; task-endogen; and the learning of challenging, difficult, and novel tasks" (p. 525). On the other hand, Turner (1995) considers motivation to be synonymous with cognitive engagement, which he defines as "voluntary uses of high-level self-regulated learning strategies, such as paying attention, connection, planning, and monitoring" (p. 413).

2.3 Type Motivation

Motivation plays a key role in any given activity or task, stated by "Sage states as the direction and intensity of one's efforts" (cited by Sewell, Watkins and Griffin, p.355), referring to the drive to take part in some form of activity and persisting in that activity. Weiss (1992) and Weinberg (1995) argued that this definition is too simplistic (cited by Wesson, and Wiggins, p.576). This essay aims to define and evaluate the three main types of motivation and their consequences in terms of participation within sport and physical activity. Motivation itself can be categorized into three types: amotivation, extrinsic motivation and intrinsic motivation. Self-determination theory (SDT) (Deci& Ryan 2000) was developed in order to differentiate between intrinsic motivation, extrinsic motivation and amotivation, and works by observing behavior and distinguishing a level of self-determination in tandem with the "degree to which people's actions are influenced by internal and external forces" Lewis and Sutton (2011, p.86). Conceptualizing SDT as a continuum helps to relate motivation to self-determination thus presenting the self-determination continuum, which can be used to locate the types of extrinsic motivation (Cox. 2007: Biddle & Mutrie. 2008).

2. 3. 1 Intrinsic Motivation in Physical Education

Intrinsic motivation (IM) has been studied since the early 1970s. Intrinsic motivation is the self-desire to seek out new things and new challenges, to analyze one's capacity, to observe and to gain knowledge. It is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on external pressures or a desire for

reward. The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behavior. In these studies, it was evident that the organisms would engage in playful and curiosity driven behaviors in the absence of reward. Intrinsic motivation is a natural motivational tendency and is a critical element in cognitive, social, and physical development. Students who are intrinsically motivated are more likely to engage in the task willingly as well as work to improve their skills, which will increase their capabilities. Students are likely to be intrinsically motivated if they:

- Attribute their educational results to factors under their own control, also known as autonomy.
- believe they have the skills to be effective agents in reaching their desired goals,
- are interested in mastering a topic, not just in achieving good grades

Malone and Lepper define activities as intrinsically motivating if "people engage in it for its own sake, rather than in order to receive some external reward or avoid some external punishment. We use the words fun, interesting, captivating, enjoyable, and intrinsically motivating all more or less interchangeably to describe such activities." Hassandra, M., Goudas, M., and Chroni, S. (2003).

2. 3. 1. 1 Strategies to increase Intrinsic Motivation

1. Allow sudents the freedom to make choices; - practical examples, Engage students in the decision making process.

2. Modify skills and activities and allow students to modify activities; - modify the space, equipments , or rules to help students find success. Also, allow students creativity and flexibility to modify activities to suit their individual needs.

3. Provide optimal challenges for every student; - match the activities to the students and have various difficulties of a task for youngsters to choise from. For instance, in a jugging lesson, provide both scarves and balls of various shapes for youngsters to choose from Hassandra, M., Goudas, M., and Chroni, S. (2003).

2. 3. 1. 2 Promoting Intrinsic Motivation

One of the primary reasons youngsters participate in physical activity and sports is for the sheer enjoyment they experience while moving and interacting with their peers. Young students have an innate desire to be active, and it is the responsibility of the physical education specialist to fuel these desires. The concept of promoting intrinsic motivation- The motivation to engage in an activity for sheer pleasure and satisfaction has often been examined in the context of physical education (Biddle, 2001,).

Experts, agree that intrinsically motivated youngsters are more likely to perceive their physical activity experiences as positive, thus leading them closer to a physically active life style (Weiss, 2000). One of the fundamental aspects of intrinsic motivation is the perception of choice or control. Students who feel that they have more than one activity to choose from are more likely to be moyivated to perform the activity. Providing a choice of several task is also likely to be more developmentally appropriate, since some youngsters have more difficulty than others performing similar tasks.there are numerous opportunities for promoting students choice in physical education. For example, allowing students to choisebetween either a drive or a pass shot in a hockey unit achieves the desired out come or having them practice striking skills while providing them freedom in which striking skill to practice (Pangrazi, 2001).

2.3.2 Extrinsic Motivationin Physical Education

Extrinsic motivation (EM) refers to the performance of an activity in order to attain a desired outcome and it is the opposite of intrinsic motivation. Extrinsic motivation comes from influences outside of the individual. In extrinsic motivation, the harder question to answer is where do people get the motivation to carry out and continue to push with persistence. Usually extrinsic motivation is used to attain outcomes that a person wouldn't get from intrinsic motivation. Common extrinsic motivations are rewards (for example money or grades) for showing the desired behavior, and the threat of punishment following misbehavior Baker, S.R. (2004).

Competition is an extrinsic motivator because it encourages the performer to win and to beat others, not simply to enjoy the intrinsic rewards of the activity. A cheering crowd and the desire to win a trophy are also extrinsic incentives. Social psychological research has indicated that extrinsic rewards can lead to over justification and a subsequent reduction in intrinsic motivation. In one study demonstrating this effect, children who expected to be and were rewarded with a ribbon and a gold star for drawing pictures spent less time playing with the drawing materials in subsequent observations than children who were assigned to an unexpected reward condition Baker, S.R. (2004).

2. 3. 3Amotivation in Physical Education

Amotivation is amotivation occurs when an individual has very low levels of motivation towards any given task. The individual will display neither intrinsic nor extrinsic based behavior (O'Connor &Talleyrand 1989). From a sporting perspective, an amotivated athlete will not know why they participate in their sports. In addition they won't find any benefits from participation in their sport or physical activity. Behavioral outcomes that relate to the feeling of amotivations, lack of fealing competence and commitment towards participation Deci& Ryan. (1985)

In terms of the self-determination continuum, amotivation falls on the far left. Indicating it has low if any self-determination towards sport and physical activity. Lack of motivation in physical education may result from different reasons. The multifaceted nature of Amotivation in physical education must be considered and instructionally addressed during teaching and learning. The area of motivation has been one of the most prolific areas of research in physical education literature (Solomon, 2003).

A number of theoretical frameworks have been implemented to examine the influence of various motivational factors on learning and physical activity (Chen, 2001). Although the investigations are extensive, the fact remains that many students lack motivation in physical education, especially during their high school years. One of the most evident phenomena is that high school students do not have the desire to choose physical education courses after increasingly urgent for physical educators to design effective strategies to enhance students' enrollment in physical education and prevent sedentary

lifestyles toward adulthood. According to Self-Determination Theory (SDT; Deci& Ryan, 2002), an individual's behavior can be effectuated through intrinsic motivation (enjoyment and interest-related motives), extrinsic motivation (instrumental motives), and A motivation (an absence of motivation). These three broad theoretical types of motivation can be located at some point on a representing the relative degree of self-determination of behavior (Ryan & Connell, 1989).Individuals become more self-determined as they internalize to a greater extent their reasons for executing a given behavior, while they become less self-determined as they engage in inactivity as a means to an end. On this amotivation comprises the other extreme with the least amount of self-determination and represents a complete lack of volition with respect to the target behavior (Deci& Ryan, 2002).

Amotivationhas been associated with bored and poor concentration in class (Valerian et al., 1993), poor psychosocial adjustment, high perceived stress at school (Baker, 2004), and school dropout (Pelletier et al., 2001).In physical education, some researchers have also examined Amotivation. For example, Carlson (1995) used the term alienation to describe middle and high school students' Amotivation. Through interviews with students and conducting class observations, the author found that alienated students felt that physical education was not personally important. Such students had low perceptions of competence and adherence.As a result, they were more likely to be passively participating in class, faking illness/injury, or missing classes. Similarly, Ntoumanis, Pensgaard,Martin, and Pipe (2004) explored British school children's perception of amotivation in physical education using semi structured interviews. They found that motivation resulted from learned helplessness beliefs and was often displayed by Nonattendance, low involvement in the class, and low intention to be physically active outside school. Although previous studies in SDT have enhanced our understanding of motivation, most of them treated Amotivation as a one-dimensional constructor feeling of general helplessness.Given the complexity of school subjects and context, Shen, McCaughtry and Martin (2008) argued that domain specificity and different learning environments can influence students' motivation status significantly. Because students may lack motivation for many different reasons with distinct forms, conceptualization of Amotivation as general helplessness was not sufficiently revealing the whole picture of

motivational deficits in school settings. Green-Demers and Pelletier proposed "...A motivation is itself an entity, a complex and multifaceted process, which is not so much an absences a broad effect of unmet needs". The authors suggest that investigating motivation using a multidimensional framework may enrich our understanding of the nature of lack of motivation and potentially facilitate educators to design effective motivational strategies to enhance students' involvement.(Legault, Green-Demers, and Pelletier (2006). According to Stipek (1996), early approaches to the study of motivation were rooted in the literature on extrinsic reinforcement. Within this literature, all behavior, including achievement, was believed to be governed by reinforcement contingencies. Proponents of this approach included B.F. Skinner, who identified different types of reinforces. Positive reinforces, or rewards, are consequences that increase the probability of a given behavior they were made contingent on, whereas negative reinforces are consequences that increase the probability of a given behavior by removing or reducing some negative external stimulus. Punishment, on the other hand, refers to unpleasant consequences that decrease the probability of a given behavior.

Under this framework, the teacher's job is clear: to use good grades and praise to reward desired behavior and bad grades or loss of privileges as punishment. As Stipek notes, this approach is limited to the extent that rewards and punishments are not equally effective for all students, and desired behaviors (such as paying attention) are difficult to reinforce. Moreover, the benefits of extrinsic rewards tend to decay over time (Stipek, 1996)

As Stipek (1996) explains, the limitations of extrinsic reinforcement led to the development of new approaches to motivate people, including cognitive behavior modification (CBM). This approach recognizes that the effects of reward contingencies are mediated by cognitive variables, such as verbal ability. Thus, the goal of CBM is to change overt behavior by manipulating cognitive processes. Under this approach, students take more responsibility for their own learning by monitoring their behavior, setting goals, deploying met cognitive strategies, and administering their own rewards. Giving students such control over their own learning is believed to result in maintenance of learning behaviors over time, the transfer of learning behaviors to new contexts, and more independence in the exercise of such behaviors. There are, however, several

disadvantages to this approach, including the fact that in empirical studies, researchers observed children "cheating," either by setting low performance standards for themselves or rewarding themselves undeservedly (Speidel, 1980; as cited in Stipek, 1996).

2.4Role of Physical Education Teachers in Motivation of Students

One physical education curriculum that has been designed to be used in sport-based activities, and has recently shown the potential to increase students' positive motivational responses to physical education, is the Sport Education model (Siedentop, 1994).The Sport Education curriculum model was designed to provide positive motivational sport experiences for all students in physical education by simulating key contextual features of authentic sport (Siedentop, 1994). In addition to helping students improve their sport skills, sport education encourages them to fulfill other sport related roles such as referee, team coach, captain, and serving on a sports management board or as part of a duty team.

Within the instructional structure of this curriculum the students gradually assume greater responsibility for learning while teachers relinquish traditional up-front direct teaching roles. The teacher, after moving off center stage, often acts as facilitator to student social knowledge and skill learning through a range of student-centered learning strategies. Although not designed to be prescriptive in its implementation, the Sport Education model has key organizational structures that differentiate it from the traditional teacher-led physical education curricular model. Students work in the same small group throughout the extended length curriculum/season and are given responsibility for teaching each other skills within a cooperative group structure.

The teacher facilitates this process by helping students with their decision-making for choice of practices, which must be inclusive for all members in the small group structure. This instructional organizational structure has many similarities with the contextual features of a task-involved climate (Ames, 1992)

A number of studies in the pedagogy domain (Alexander, 2001; Carlson& Hastie, 1997; Grant, 1992) have reported the positive effect that Sport Education has on student enthusiasm for physical education. Grant (1992) foundthat Sport Education promoted

enhanced relationships among teammembers, and elevated enthusiasm among many students who previously seemed to dislike physical education and sport. Grant suggested that this student enthusiasm could be attributed to the fact that much of the decision-making and control of the experience was determined by the studentsthemselves. Also, the students perceived the teacher to be less dominant than in traditional curricular approaches (Carlson & Hastie, 1997).

Finally, educators should be aware that students do think about the causes of their own successes and failures. Teachers can engage students in conversation to learn about their students' attributions and to monitor potentially inaccurate and harmful beliefs. Teachers may be surprised by some of their students' beliefs; one-on-one conversations may provide insight to teachers and provide opportunities for shaping students' beliefs about their performance.

2. 5 Selecting Enviromental Condition during field practice

It is becoming increasingly clear that the way the physical activity environment is structured, often reffered to as the motivational climate (Ames, 1992), has important implications for students success in physical education (Duda and Treasure, 2001). Experts have identified salient features of physical education environment that can be manipulated to enhance the motivation of children.the Acronym targeted (Epstein, 1988) has been suggested as a possible way to create a climate that fosters motivation among children in physical education (Todoro-vich, 2001, Valentini et al., 1999).The acronym stands for task, authority, recognition, grouping, evaluation, and time dimensions. Thes dimensions can be used effectively by providing avariety of tasks and optimal challenges, choices of activities and shared decision-making, recognition of effort and self improvement, partener, and small-group activities as well as they way groups are formed and sufficient time for children to learn and practice movement skills(Weiss, 2000).

The extent and manner in wich each dimension is implemented will vary depending on the age of students progress though a physical education program. It is important that the strategies used to motivate them change as the students change. For example, in the elementary school, physical eduction students may choose one activityies from several

related activities provided by the teacher. At the middle school or high school level, while students may still be allowed to choose specific activities during a lesson, even more of the decision-making responsibility is given to them.

2.6 The Role of School Directors in Motivation Physical Education

The work of Leadwood and Montgomery (1984) is especially helpful in understanding therelationship of motivation to effective leadership and school goals because it addresses theprincipal's motivation to become a more effectiveleader as well as the student's motivation tolearn. They describe four stages that principe also through in the process of becoming more andmore effective as school leaders.The first, and least effective, stage, administratoris characterized by the principal's desiresimply to run "a smooth ship." At the secondstage, humanitarian, principals focus primarilyon goals that cultivate good interpersonal relations, especially among school staff Principaleat the third stage, program manager, perceiveinterpersonal relations as an avenue for achievingschool-level goals that stress educational achievement.At the fourth and highest stage, systematicproblemsolver, principals become devoted to "alegitimate, comprehensive set of goals for students,and seek out the most effective means fortheir achievement" (p. 51).One of the chief characteristics of highlyeffective principals at the systematic problemsolverstage is the ability to transfer their owndesire and motivation to achieve valued goals tothe other participants in the educational process. They strive toward consensus about these goals and actively encourage the use of such goals in departmental and divisional planning. Such behavior can be explained by the principal's knowledge of human functioning and the actions consistent with such knowledge.

Highly effective principals appear to understand that school improvement goals will only direct the actions of staff, students and others to the extent that these people also adopt them as their own. Increases in principal effectiveness can be explained as increases in opportunities, provided by the principal, for all relevant others to agree upon and internalize approximately the same setoff school improvement goals. (p. 31)According to Leadwood and Montgomery,as principals become more and more effective,they come to understand that people will not bemotivated unless they believe in the value of acting to

achieve a particular goal: People are normally motivated to engage in behaviors' which they believe will contribute to goal achievement. The strength of one's motivation to act depends on the importance attached to the goal in question and one's judgment about its achievability; motivational strength also depends on one's judgment about how successful a particular behavior will be in movingtoward goal achievement. Motivation on the part of the principal translates into motivation among students and staff through the functioning of goals, according to Leigh wood and Montgomery. "Personally valued goals," they say, "are a central element in the principal's motivational structure a stimulus for action". In a related study, describes a measurement-based approach for analyzing the effectiveness of instructional leaders and provides a convenient model for understanding the principal's influence on student achievement and motivation Klug (1989)

2.7The Role of Parent's Motivation in Physical Education

The of parent's role are of the maximum importance for personality development of the children. Basic traditional roles of being a parentare; nurture and educate children, discipline them, manage home and financially support family. Modern roles brought an active participation of fathers in children care. The main ideas is that parents must be centered mind should aim to optimal growth and development of their children, to help them have satisfactory biological, social, psychological and emotional growth.Theparent's role are to be support and motivate the children;- to be successful and to achieve his goals,encourage and motivate him. Positive motivation encouragement is a must, love your kids both when they succeed and when they fail. Provide emphatic encouragement as a reward for an achievement, but also to minimize the frustrations of failure. Teach the child to lookat failure as asituation of learning and not as a tragic situation Mangal (2008)

Motivation may be regarded as something, which prompts, compels and energizes an individual to act or behave in a particular manner at a particular time for attaining some specific goal or purpose. But what exactly is responsible for the motivation of an individual? What are the real activating forces that push and pull an individual to move

for achieving a specific goal? Psychologists have tried to provide the answer by identifying these activating forces as needs, drives and motives.According to Steers (1996) in the early twentieth century researchers began to examine other possible explanations for differences in individual motivation. Some researchers focused on internal drives as an explanation for motivated behavior. Others studied the effect of learning and how individuals base current behavior on the consequences of past behavior. Still others examined the influence of individuals' cognitive processes, such as the beliefs they have about future events. Over time, these major theoretical streams of research in motivation were classified into two major schools: the content theories of motivation and the process theories of motivation. In general, such theories regard motivation as the product of internal drives that compel an individual to act or move (hence, "motivate") toward the satisfaction of individual needs. McClelland (1962) learned needs or three-need theory. Process (or cognitive) theories of motivation focus on conscious human decision processes as an explanation of motivation. The process theories are concerned with determining how individual behavior is energized, directed, and maintained in the specifically willed and self-directed human cognitive processes. Process theories of motivation are based on early cognitive theories, which posit that behavior is the result of conscious decision-making processes. What can be done to increase parent involvement? Pape (1999) provides four strategies for teachers in working toward this goal.

These include meeting parents on their own turf, making schools parent-friendly, covering all languages, and involving parents in the school's decision making process. Home visits are explained as a great Asian Social Science Vol. 6, No. 4; April 201095 ways to build parent trust. Schools can take steps to create a welcoming environment for parents, through friendly staff. Therefore in the recent trend, it has become essential to understand what is meant by the parental involvement and in what ways it has influence on children education.A comprehensive view of involvement is presented by Epstein's model. Epstein (1997) discussed how children learn and grow through three overlapping spheres of influence. Family, school and community, these three spheres must form partnerships to best meet the needs of the child.He defined six type of involvement based on the relationships between the family, school and community. Parenting (skills), communicating, volunteering, learning at home, decision making and collaborating with

the community. Epstein stressed that all of these six types of involvement need to be included to have successful partnerships. Children often remain with parents in their home, so it is the responsibility of the parents to fulfill the basic needs/educational needs of their children. Moreover parents are always in the favor of controlled life of their children.

They also produce such atmosphere at home which does not affect the growth and Education of their children. Therefore, parents always engage themselves to motivate their children for their better success through;

- Discuss their children about the benefits of education.
- Discuss their children about their family background.
- Discuss their children about the lower income community go abroad for earning.
- Parents always engage themselves in giving such other examples to their children about school related topics. A parent can offer many of these beneficial, extrinsic, and motivational factors, but one important part is the context and manner in which the motivation is given /received. Mainly, an underlying self-efficacy must always be present because if a child believes she can do well, then she wills (Pint Rich, 2004).

If a student believes that a goal is unattainable, then there is really no need to attempt to achieve that goal.Extrinsic motivation causes students to perceive more goals as unattainable, whereas and intrinsically motivated student will see very few goals as unattainable because that student believes that anything is possible with effort. This is where parental involvement becomes crucial. Encouragement rather than reward will cue a child in to intrinsic motivation. Furthermore, encouragement can be a form of reward because it displays one of the most basic forms of reward: attention. Children, of course, need more than pats on the back and positive sayings to encourage them and many other forms of encouragement exist. "Curiosity killed the cat" is a clich? That could not be farther from the truth because curiosity is one of the strongest motivators with regards to the constant need for satisfaction. This need will intrinsically motivate children to

discover and understand new concepts that otherwise would remain foreign territory. The most difficult aspect of helping a child is having the patience to allow discovery.

Telling a child the answer helps them complete the assignment, but severely decreases their understanding (Sansone, 1989). Woolfolk (2001) describes intrinsic motivation as involving internal, personal factors such as needs, interests, curiosity, and enjoyment. A student who is intrinsically motivated undertakes an activity "for it's own sake", because the activity itself is rewarding. In contrast is extrinsic motivation, in which the student engages in an activity in order to obtain a reward, or to avoid a punishment. This student is not really interested in the activity for its own sake, but rather for what it will gain them. In teaching, both intrinsic and extrinsic motivation is important. Intrinsic motivation increases the effectiveness of learning, and is therefore more desired (Fulk, 1994). Lumsden (1994) notes that when students are intrinsically motivated, they tend to use strategies that require more effort and involve processing of information on a deeper level. Students with an intrinsic orientation also tend to prefer tasks that are moderately challenging. In contrast, students who are extrinsically motivated tend to put forth a minimum of energy in less difficult tasks.Realistically, not every educational activity will be intrinsically motivating. When students exhibit minimal motivation, extrinsic motivation can be utilized to foster the development of intrinsic motivation. Teachers can enhance intrinsic motivation by using strategies such as praise and goal setting (Fulk, 1994).

2.8 Motivation Theory

2. 8. 1 Incentive Theory of Motivation

Incentive theory is a specific theory of motivation, derived partly from behaviorist principles of reinforcement, which concerns an incentive or motive to do something. The most common incentive would be a reward. Rewards can be tangible or intangible, and is presented generally after the occurrence of the action or behavior that one is trying to correct or cause to happen again. This is done by associating positive meaning to the behavior and or action. Studies show that if the person receives the reward immediately, the effect is greater, and decreases as delay lengthens. Repetitive action-reward combination can cause the action to become a habit.Motivation comes from two sources: oneself, and other people. (Refer to Intrinsic and Extrinsic motivation for more information)"Rein forcers and reinforcement principles of behavior differ from the hypothetical construct of reward." A reinforcer is anything that follows an action, with

the intentions that the action will now occur more frequently. From this perspective, the concept of distinguishing between intrinsic and extrinsic forces is irrelevant Deci and Ryan (1985).

Incentive theory in psychology treats motivation and behavior of the individual as they are influenced by beliefs, such as engaging in activities that are expected to be profitable. Incentive theory is promoted by behavioral psychologists, such as B.F. Skinner. Incentive theory is especially supported by Skinner in his philosophy of Radical behaviorism, meaning that a person's actions always has social ramifications: and if actions are positively received people are more likely to act in this manner, or if negatively received people are less likely to act in this manner. Incentive theory distinguishes itself from other motivation theories, such as drive theory, in the direction of the motivation. In incentive theory, stimuli "attract", a person towards them, and push them towards the stimulus. In terms of behaviorism, incentive theory involves positive reinforcement: the reinforcing stimulus has been conditioned to make the person happier (Deci & Ryan,1985).

As opposed to in drive theory, which involves negative reinforcement: a stimulus has been associated with the removal of the punishment the lack of homeostasis in the body. For example, a person has come to know that if they eat when hungry, it will eliminate that negative feeling of hunger, or if they drink when thirsty, it will eliminate that negative feeling of thirst. There are a many different reasons why we do things. Sometimes we are motivated to act because of internal desires and wishes, but at other times our behaviors are driven by a desire for external rewards. The incentive theory is one of the major theories of motivation and suggests that behavior is motivated by a desire for reinforcement or incentives (Ntoumanis and Duda, 2005).

2. 8. 2 Humanistic Theory of Motivation

Although discussed last, humanistic theory is perhaps the most well know theory of motivation. According to this theory, humans are driven to achieve their maximum potential and will always do so unless obstacles are placed in their way. These obstacles include hunger, thirst, financial problems, safety issues, or anything else that takes our

focus away from maximum psychological growth.The best way to describe this theory is to utilize the famous pyramid developed by Abraham Maslow (1970) called the Hierarchy of Needs. Maslow believed that humans have specific needs that must be met and that if lower level needs go unmet, we cannot possible strive for higher level needs.

The Hierarchy of Needs shows that at the lower level, we must focus on basic issues such as food, sleep. Throughout our lives, we work toward achieving the top of the pyramid, self actualization, or the realization of all of our potential. As we move up the pyramid, however, things get in the way which slow us down and often knock us backward. Imagine working toward the respect and recognition of your colleagues and suddenly finding yourself out of work and homeless. Suddenly, you are forced backward and can no longer focus your attention on your work due to the need for finding food and shelter for you and your family.According to Maslow; no body has ever reached the peak of his pyramid. We all may strive for it and some may even get close, but no one has achieved full self-actualization. Self-actualization means a complete understanding of which you are a sense of completeness, of being the best person you could possibly be. To have achieved this goal is to stop living, for what is there to strive for if you have learned everything about yourself, if you have experienced all that you can, and if there is no way left for you to grow emotionally, intellectually and spiritually Ntoumanis and Duda,2005).

2. 8. 3 Self Determination MotivationTheory

Deci and Ryan (1985) proposed that different types of motivation according to their level of self-determination. The most self-determined motivation is intrinsic motivation, which refers to partaking in an activity because of interest and/or enjoyment. Next, extrinsic motivation is generally defined as the participation in an activity because of a goal distinct from the activity itself and is conceptualized according to four behavioral regulations. Integrated regulation, the most self-determined form of extrinsic motivation, refers to the pursuit of an activity because it is consistent with one's values and sense of self. Identified regulation refers to participating in an activity because one values its outcomes, whereas introjected regulation refers to doing an activity because of internal pressures such as guilt, shame, or ego protection/enhancement. The least self-determined

form of extrinsic motivation is external regulation, which refers to the pursuit of an activity because of external coercive pressures or rewards. Finally, amotivation is defined as the absence of intrinsic or extrinsic motivation and, thus, the absence of self-Ntoumanis and Duda, 2005).

The situational level refers to motivation towards a specific activity at a particular point in time; for example, one's motivation to play basketball during a given PE class. Contextual motivation refers to one's reasons for participating in a more diverse set of related behaviors across a period of time; for example, one's motivation to take part in physical education lessons more generally. Global motivation refers to an individual's tendency to be motivated in an intrinsic, extrinsic, or amotivated way across different life contexts. Contextual and situational motives are most often measured in physical educationresearch to assess stable and more transient motivation in PE, respectively. If the importance of self-determination across different cultures is to be explored within the context of PE, then it is clear that measurement instruments must produce reliable and valid scores in different cultures. The self-determination theory is one of the theories on the subject of motivation that have been developed so far (Deci et al., 1991; Rayn&Deci, 2000). Self-determination, different from capacity, is a need, and the most basic propensity related to being self determining is the one that leads organisms to engage in interesting behaviors (Deci& Ryan,1985). The objective of the self-determination theory is to define the conditions that ensure the healthy development of individuals, groups and societies, and to clearly define the factors affecting the processes of development, integration and well-being (Ryan &Deci, 2000).

When self-determined, people experience a sense of freedom to do what is interesting, personally important, and psychologically vitalizing (Deci& Ryan, 2006).According to the self-determination theory, individual behaviors might be motivated intrinsically and extrinsically, or they can remain unmotivated (Deci et al., 1991). Intrinsically motivated behaviors are the ones triggered by the satisfaction and pleasure provided by the activities being done. For example, students feel satisfaction and pleasure when they learn something (Talleyrand et al., 1992)**.** Three types of intrinsic motivation have been defined (Deci& Ryan, 1985; Talleyrand et al., 1992). Intrinsic motivation to know is the

intrinsic motivation that stems from satisfaction when an individual experiences after learning something new. Intrinsic motivation to accomplish is the motivation derived from the pleasure an individual experiences after accomplishing or creating something.Intrinsic motivation to experience is the motivation stemming from the good feelings that arise after participating in an activity. Therefore, intrinsic motivation is the motive that drives a person to experience (Talleyrandetal, 1992).Unlike intrinsically motivated behaviors, extrinsically motivated behaviors are not performed because of intense interest to engage in particular activity (Cokley, Bernard, Cunningham&Moroak, 2001). External regulation implies the behaviors that are regulated for an external outcome. These behaviors emerge through external means such as rewards and constraints. A motivation is considered the lowest level of autonomy on the continuum of motivational styles. Individuals who are amotivated are neither intrinsicallynorextrinsicallymotivated.Amotivated individuals lack both intrinsic and extrinsic motivation. Whenindividuals experience Amotivation, they tend to believe that it is a consequence of somethingout of control of their own behaviors (Talleyrand & Bassinette, 1992).Individuals who are not incited by a motive (who are in the condition of amotivate) generally lack aims or dreamsabout their future. Those who believe that actions or behaviors are formed beyond their control cannot feel strong or competent on shaping their future; therefore, they lack of self concept and self-esteem (Fiber and Hale 1978; 1995).

2. 8. 4 Achievement Motivation Goal Theories

The Achievement Goal Theory is one of the main approaches among the social cognitive theories that offer an explanation for the motivation for success in sports and physical exercise environments. (Weinberg, 1995). The Achievement Goal Theory approach emphasizes the importance of examining the fundamental goals of success in determining the behavior of the individual. According to the Achievement Goal Theory approach there are two fundamental styles of goal achievement and success (Nicholls, 1992). These two goal orientations called “task” and “ego” oriented goal orientations are related to the self-judgment of individuals in terms of their level of abilities. An individual who has task-oriented goals focuses on such factors as development of skills, learning new

skills,demonstrating one's mastery in performing his/her task and working hard while ego oriented individual focuses on demonstrating his/her superior abilities and wants to defeat his/her rivals with a less degree of effort (Duda, 1993). Among these goal orientations, those sportsmen who have task oriented goals consider the competitions as a chance factor to develop their sportive skills, if their task orientation is high. The better the competitor, the more theperformance of the sportsman shows (Duda, 2005).

Stephens and Bredemeier (1995) have stated that the sportsmen who have a high task orientation see themselves as skillful and are happy to participate in a branch of sports. Sportsmen who adopt task-oriented goals attribute priority to the development of skills, learning, gaining mastery in the performance of tasks, team harmony and cooperation. Some researchers have stated that task related goal orientation has a positive relationship with the sense of satisfaction, enjoyment and being internally interested in sports (Dudaand colleagues, 1992,Ntoumanis and Duda, 2005). There are ego oriented goals in the second dimension of goal orientation. Such aspirations like being the best, being superior to others and pursuing the results are basic features of thisgoals.It may be said that such internal factors as sense of superiority and inferiority complex direct the behavior of individuals in this context. For that reason individuals consider it as a disaster to be less successful than the superior and consequently attribute a basic priority to personal success. Not the process itself but the result of the process is important for individuals who attribute priority to the goals directed towards ego. Motivational climate contains various features like level of competition, styles of directives, and the influence of prominent persons on the team culture. Motivational climate means how the coaching environment is perceived. There are two different motivational climates in a sports environment. The first one is the mastery climate that supports learning and making physical exercises involving development of skills. The second one is the performance climate that facilitates focusing on the abilities and achievements of the competitor and reinforces such features as being a star and defeating the competitor.

It is a feature which is to be examined from the point of view of the perceived motivational climate whether the character and structural characteristics of the team experiences are effective in structuring the motivation of the sportsman. The

environments in which the sportsmen learndeveloped skills and evaluate their activities must be taken up. Related research studies show that although the individual and situational factors have been examined separately, strong ties have been observed between the two areas and both of these factors had a significant influence on motivation. Solmon (1996) has stated that the perceived motivational climate is a factor in explaining the goal orientation of the sportsman. According to the two factors theory about the form in which the sportsman defines and perceives success, a sportsman achieves success either by comparing his/her abilities with those of other sportsmen or by comparing his/her actual performance with his past performance. A comparison is made in each of these cases. In the first case the sportsman uses the sportsmen who are his/her equivalent as a criterion of comparison while in the second case his/her own past performance values are used as a criterion of comparison. Goal orientation of the sportsman may affect his/her perception of the motivational climate. According to the results of a study carried out with 148 students from the physical training and sports department of the University of Norway, the sportsmen who are task oriented in the first instance perceive the motivational climate as mastery goal oriented and likewise the students who are ego-oriented in the first instance perceive the motivational climate as performance task-oriented (Dudaand colleagues, 1992,Ntoumanis and Duda, 2005).

2. 8. 5 Goal Orientation Motivation Theories

The study of individual motivation is centered on "goal orientation theory," a way of understanding motivation that provides a framework for the students' motivational orientations as well as for the learning environment and all three types of outcomes cognitive, affective, and behavioral. Goal orientation theory also provides a framework for discussions on pedagogy, both in terms of direct instruction and constructivism.

Thus, motivation can be discussed in terms of frequency, intensity, and duration, as teacher and student strive to attain goals. Goals are critical because they organize, encourage control, and direct action. A goal to reduce one's indebtedness requires organizingsetting priorities. A student's goal to have a "perfect" lesson requires him or her to organize practice schedule, to control it by staying focused on the most difficult

material, and to direct action into daily practicing. When the goal is attained, the student experiences a sense of competence and avoids all of the negatives that accompany a feeling of incompetence. The prevalent motivational theories based on goal orientation theory and designed to explain competence incompetence and achievement are termed self-theories and self-efficacy (Deci& Ryan, 1985; Talleyrand et al., 1992).

2.9 Sport Facilities and Equipment in the School Sports

Sport facilities and equipment are all classes of physical education apparatus. Physical education apparatus can then be defined as implements required enhancing the performance of the users. (Ogundairo,2010). Facilities and equipment therefore are different concept altogether. Their meaning and examples can be highlighted separately below: -According to Ogundairo (2010) facilities connote permanent structures built for the sporting activities. Ogundairo (2010) therefore identify sport facilities to include the following:-Athletic track, Soccer pitches, Basket ball court, Lawn tennis court, Gymnasium, Badminton courts and Volley ball courts, Anejo and Okwori (2004) state that, the existence of sport facilities is of vital importance in the conduct of physical education, intramural sports and other sport programmers'. They further say that, the facilities available in a school for the conduct of sports and games programmers' determine to a considerable extent the type of sports programme that can be offered.Sports equipment is different from sport facilities though they are all classes of physical education apparatus. Ogundairo (2010) also define sport equipment as those disposable items used in sports. Ogundairo (2010) identified sport equipment as follows:-Horizontal bars, Weight-lifting materials, Basket ball posts and Hockey posts. Just like sport facilities, sport equipment also play fundamental roles in the conduct of physical education, intramural sports and other sports programmers' (Anejo and Okwori, 2010). Their availability in the school can determine the type of sport programmers' that can be offered in the school.

One of the most important areas of administrative concern of the sports administrators involves the management of facilities and equipment in physical education and sport programmers. The existence of sports facilities and equipment is of vital importance in the conduct of physical education, intramural sports and other sport programmers. The

facilities and equipment available in a school for the conduct of sports and games programmers determine to considerable extent the type of sports programmers that can be offered. Ekanem (1995) observed that standard facilities and equipment are essential pre-requisites to good and impressive performances in sports at all levels of participation. Different types of activities require different facilities and equipment. Consequently therefore any limitation of these facilities and equipment create difficulties in presenting the desired variety of sports activities.

For proper management and care of sport equipment, inventories of all equipment should receive the undivided attention of every sports director and coach. This is necessary if the funds used to purchase the equipment are to be employed efficient. Healey and Healey (1986) maintained that by listing each piece of sport equipment, it is possible to know at all times exactly how much equipment is available, what it is, and the condition it is in. A good inventory system will help eliminate loss of equipment. It can be done on monthly, yearly or for a three-year period depending on the kind of equipment that is being invented (Healey and Healey, 1986).

Collins (1971) views that, the numbering and marking of equipment will make it easier for the equipment officer to care for it. Therefore, administrative management of facilities and equipment in physical education, sport and recreation represents a large undertaking involving huge sums of money. The administrator has a task to recognize his obligation in management of public property (facility) entrusted to his care in a manner, which substantiate the public trust placed in his executive office (Anejo and Okwori, 2004). His responsibility as they relate to facilities and equipment encompasses planning, procurement, policy making, scheduling orientation, maintenance, record keeping and evaluation. According to Anejo and Okwori (2004) the administrator should determine carefully in priority order, if necessary, those facility areas and items of equipment most needed to enable the various programmers' to function at optimum levels of educational efficiency.

2. 10 Gender Differences in Physical Education Participation

One of the many issues facing physical education is gender differences in preference of activity. Constantine, Manson, and Silverman (2009) posed the following question: Are girls affected by their gender during physical education class? The problem seen by the researchers was that females are participating less than males during practical exercise classes. Consequently, the researchers wanted to see if the girls were affected by their gender, and they also aimed to discover how girls perceive themselves compared to boys during class. This was an action research study. Seventh and eighth grade girls from a Midwestern school were participants in this study; 98% of the students were Caucasian, thereby eliminating ethnicity from the study as an important factor. The study also included two teachers as participants. Formal and informal interviews were conducted with the teachers and the female students. In addition to interviews, the authors took field notes on the girls' actions during class. After transcribing the interviews, Constantine et al. (2009) developed themes. These themes included: (a) the teachers' primary expectations were the same for both boys and girls, (b) girls hold gender-role stereotypes, and (c) a competitive atmosphere and behavior influence girls' participation in and attitude toward physical education. Traditional physical education curriculum was being taught including basic team sports such as volleyball, soccer, and basketball.Regardless of gender, both males and females were expected to participate and improve their skills for all activities taught (Manson, and Silverman, 2009).

CHAPTER THREE: METHEDOLOGY AND RESEARCH DESIGN

3.1 Introduction

The purpose of this study was to investigate students' motivation to learn physical education. The researcher administered a survey design to identify student's motivation towards physical education. This survey also identifies how students can motivate in physical education. Survey data wouldindicatethat both male and female students were involved during physical education.

3.2 Research Design

In these studies the researcher haveused both qualitative and quantitative survey design. The qualitative survey design would be used by focused investigation of the motivation of grade 11thstudents in physical education. In order to carry out relevant research, this study has also implemented survey design.

3.3 Source of Data Collection of the Study

The subjects of the study were selected from government preparatory schools of Eastern Shoa Zone and total 300 students, 250 students from questionnaires, 50 students from focus group were participated, 5 physical education teachers and 5 school directors were participated in this research. In order to achieve its objective, these study comprised both primary and secondary data, the primary data have been collected from the sample of grade 11th students of Eastern Shoa Zone Preparatory Schools depending on the motivation of the students towards learning physical education by using questionnaire, interviews, observation, and check list. On the other hand, the secondary data of these studieshavebeen collected from the review of literature including books and Google search.

3.4 Sample Size and Sampling Techniques

This study has been carried out lottery method, by using simple probability sampling method. In this sudy different kinds of survey design sampling techniques have been implemented to collect the real data from different catagories of the researcher

respondents (grade11th students, physical education teachers and school directors). These techniques and from which category of respondents they have applied are about to get explained in detailed method of data collection part (3.5). In addition the selections of 5 governmental preparatory schools out of total 11 governmental preparatory school's in Eastern Shoa Zone of Oromia Regional State has been carried out by lottery method of probability sampling.

3.5 Method of Data collection

Data of this studywasable to gather the motivation of grade 11thstudents towards learning physical education in eastern Shoa zone of Oromia regional state. To achieve this data collection, the researcher has usedthe questionnaire, interviews, focus group discussion and observation.

3.5.1 Questionnaire

A questionnaire was set to obtain information from grade 11th students and physical education teachers about their motivation and how they are practicing it. To satisfy the need for confidentially respondents were not asked to put their names on the questionnaire and the researcher has prepared coffee tea ceremony. Instead, they were kindly requested to indicate their sex, age and soonasfar as background information is concerned.

3.5.2 Interviews

The interviews were clearly told about the purpose of the study, which is to attain a clear information about the motivation of the students, its objective and that it whould have no bias towards their education, for they were involved in the study program. It was then intended to interview from each preparatory schooland from the sample schools which the researcher selected as 5 preparatory school administrators. To make the communication more effective all interviews were made using the respondents' vernacular language, i.eAfanOromo and English language. During interviews, in the main session, the interviews were informed about the purpose of using it. Interestingly, they all

agreed without any complain. Eventually, the responses that were obtained from the interviews were analyzed and incorporated in to the final report.

3.5.3 Observation

According to Best and Kahan (1989), observation gives the firsthand account of situations under study. When it is combined with other data collection tools, it allows for a holistic interpretation of the situation which is being studied. Moreover, Robson (2002:310) further states "Data from direct observation can often usefully complement information obtained by virtually any other techniques." The researcher himself believes that the data obtained through observation is much more relevant and has potential role for the findings of the study as it gives more objective account of the events. The researcher prepared classroom observation in order to collect additional data and substantiate the results obtained through the aforementioned techniques. To this end, researchers haveused observation method in order to gather information by observingthe physical education class of students.

3.5.4 Focus Group Discussion

The focus group discussion was held in all the sample preparatory schools. The purpose was to supplement and enrich the information that was drawn by the questionnaire and interview. A group which comprises five members from each sample took part in. Generally, 50 students were participated by focus group discussion.The discussion was followed by probing questions and a mobile phone recording.Additional comments were given by group members after they heard the questions posed by the researcher and the responses of others. From each focus group, then, responses were collected in mobile recording and writing. All the focus group discussions were held in comfortable rooms and calms situations, so that there was no problem encountered. Finally, discussions were recorded, transcribed and analyzed. The questionnaire, interview schedule and focus group discussion were set and administered in Oromifa and English language for information clarity on the part of the respondents.

3.6 Ethical consideration

During the collection of this data, the researcher has received this data from the targeted groups ethically by encouraging and refreshing them; especially the students. As a means of these, the researcher invited the respondents to coffee-tea ceremony before and after filling the questionnaire and explain overall objective of the study.In addition, the researcher also invited and practiced different sport activities such as; basket ball game and volley ball game with these respondents. And the school directors approvalasan educator at a state public school, obtaining permission for the focus group discussion, questionnaire andinterviewswas only a matter of informing administrators, the intentions of the researcher and objectives of the program. There were no possible ethical concerns regarding the confidentiality of student data.

3.7 Pilot test

A pilot test was conducted as a preliminary step to avoid errors. To do this the pilot study was conducted in one school bulbula preparatory schools. 50 randomly selected students were used. To achieve the validity in the instruments of data collection the instruments initially prepared were checked by the advisor in order to comment the extent to which the items are appropriate in securing relevant information to the research.

Additionally, to address the issues of reliability, the pre-testing of all instruments were made. To determine the reliability of the evidences gathered through the scalar cronbach alpha, one of estimating test's reliability was used in this research. The reliability of this research on the motivation of students on learning physical education has been measured depending on the data collected from both the grade 11^{th} students and physical education teachers. The researcher has used the ethics of the physical education.

3.8 Method of Data Analysis

The data collected during this study analyzed instrument would be constructed by the researcher on the bases of the motivation of grade 11^{th}students towards physical education, its related literature and its relevance to acquire the necessary data after the developing the data and collecting instruments of questionnaires and interviews of

collected data for valid information by SPSS. The researcher has checked and examineddata for valid information on the problem under the study. In addition to this method, this study would be analyzed by using statistical tools such as ANOVA,percentage and tables and others.

CHAPTER FOUR:ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

In this section, the results obtained from the questionnaire, interview, focal group discussions and documents were analyzed using different and appropriate statistical instruments. One-way ANOVA was employed to present and analyze the structured questionnaire. To supplement and enrich the information that was drawn using a questionnaire, the data from open questionnaires, interviews, observation and focus group discussions were analyzed and described qualitatively.

4.2 Results of Questionnaire Analysis

A one-way between subjects ANOVA was conducted to compare the effect of amotivation, extrinsic motivation, intrinsic motivation teacher, school and family related factors on students' motivation to learn physical education at five selected schools.

Table 1; Cronbach's Alpha (α) values for reliability of item

No	Items	Cronbach's alpha	Cronbach's alpha based on standard items	Number of items
1	A motivation	.834	.741	7
2	Intrinsic motivation	.972	.976	10
3	Extrinsic motivation	.715	.327	6
4	Teachers related factors	.812	.810	3
5	School related factors	.938	.940	5
6	Parent related factors	.940	.941	3

Table 1, shows the reliability coefficients of the instruments of each variable. The results indicated that the reliability coefficients are high and the instruments were reliable. The pilot study also checked for reliability at **Appendix F**

4.3 Amotivation

Respondents were asked to give information about Amotivationstudents towards the learning of physical education. Information was gathered on five schools.

Table 2; Respondents views concerning on the Amotivation students towards the learning of physical education, between students and aswell as with the schools.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
A1	Between Groups	68.824	4	17.206	8.180	.000
	Within Groups	515.340	245	2.103		
	Total	584.164	249			
A2	Between Groups	70.920	4	17.730	9.579	.000
	Within Groups	453.480	245	1.851		
	Total	524.400	249			
A3	Between Groups	109.096	4	27.274	2.124	.048
	Within Groups	3145.400	245	12.838		
	Total	3254.496	249			
A4	Between Groups	70.024	4	17.506	8.871	.000
	Within Groups	483.500	245	1.973		
	Total	553.524	249			
A5	Between Groups	21.736	4	5.434	2.745	.029
	Within Groups	485.000	245	1.980		
	Total	506.736	249			
A6	Between Groups	172.184	4	43.046	33.393	.000
	Within Groups	315.820	245	1.289		
	Total	488.004	249			
A7	Between Groups	30.584	4	7.646	5.407	.000
	Within Groups	346.460	245	1.414		
	Total	377.044	249			

*. The mean difference is significant at the 0.05 level and A= Amotivation question

A one-way between subjects ANOVA was conducted to compare the effect of Amotivation related factors on students' to learn physical education at five schools. There was a significant effect of amotivation related factors on students' motivation to learn physical education; $F(4,245)$, $P<.05$. Amotivation do have a significant effect on their students' level of motivation to learn or attend their subject. As the knowledge of

students towards subject matter, students' readiness to learn physical education or school subjects will also increases.

Table 3;Amotivation students towards the learning of physical education using percent

NO	ITEMS		Frequency	Percent
1	No matter how much I like or dislike a class, I still try to learn from it.	Strongly Agree	70	28.0
		Agree	59	23.6
		Neutral	20	8.0
		Disagree	50	20.0
		Strongly disagree	51	20.4
		Total	250	100.0
2	I have the impression that it's always the same thing in PE everyday	Strongly Agree	52	20.8
		Agree	16	6.4
		Neutral	45	18.0
		Disagree	74	29.6
		Strongly disagree	63	25.2
		Total	250	100.0
3	I feel embarrassed during sporting activities.	Strongly Agree	53	21.2
		Agree	29	11.6
		Neutral	42	16.8
		Disagree	43	17.2
		Strongly disagree	82	32.8
		Total	250	100.0
4	Do you think falling in practical and theoretical exam is lack of your ability?	Strongly Agree	62	24.8
		Agree	62	24.8
		Neutral	27	10.8
		Disagree	49	19.6
		Strongly disagree	50	20.0
		Total	250	100.0
5	Do you ashamed when your change your sport wearing during practical session of physical education class	Strongly Agree	36	14.4
		Agree	37	14.8
		Neutral	42	16.8
		Disagree	57	22.8
		Strongly disagree	78	31.2
		Total	250	100.0
6	participating in PE is not important for me	Strongly Agree	109	43.6
		Agree	61	24.4
		Neutral	21	8.4
		Disagree	32	12.8
		Strongly disagree	27	10.8
		Total	250	100.0
7	I have no good reason to participate in PE	Strongly Agree	23	9.2
		Agree	18	7.2
		Neutral	39	15.6
		Disagree	93	37.2
		Strongly disagree	77	30.8
		Total	250	100.0

According to the data in the above table 3, from item 1 the majority 70(28%) and 59(23.6%) of respondents respectively replied strongly agree and agree, 50(20%) and 51

(20.4%) of students respectively replied disagree and strongly disagreeto no matter how much students like or dislike a class, and try to learn from it.

From item 2 the majority, 20.8% and 6.4% of the respondents respectively, they have impression always the same thing in physical education every day and 18.0% of respondents were neutral. Whereas 29.6% and 25.2% number of them replied do not have impression always the same thing in physical education every day. Thus, this would indicate that most respondents replied that do not have impression always the same thing in physical education every day.

From item 3 the majority, 21.2% and 11.6% of the respondents respectively, they feel embarrassed during sporting activities and 16.8% of respondents were neutral. Whereas 17.2% and 32.8% number of them replied they do not feel embarrassed during sporting activities. Thus, this would indicate that most respondents replied that they do not feel embarrassed during sporting activities.

From item 4 the majority, 24.8% and 24.8% of the respondents respectively, students think falling in practical and theoretical exam is lack of ability and 10.8% of respondents were neutral. Whereas 19.6% and 20.0% number of them replied students think falling in practical and theoretical exam were do not lack of ability.

From item 5 the majority, 14.4% and 14.8% of the respondents respectively, they ashamed when change sport wearing during practical session of physical education class and 16.8% of respondents were neutral. Whereas 22.8% and 31.2% number of them replied they do not ashamed when change sport wearing during practical session of physical education class.

From item 6 the majority, 43.6% and 24.4% of the respondents respectively, were agree on participating in PE is not important and 8.4% of respondents were neutral. Whereas 12.8% and 10.8% number of them replied were disagree on participating in physical education is not important.From item 7 the majority, 9.2% and 7.2% of the respondents respectively, were they have no good reason to participate in physical education and 15.6% of respondents were neutral. Whereas 37.2% and 30.8% number of them

replieddisagree on students no good reason to participate in physical education.

4.4 Intrinsic Motivation

Respondents were asked to give information about intrinsic motivationstudents towards the learning of physical education. Information was gathered in different issues.

Table 4; Respondents views concerning on the intrinsic motivation students towards the learning of physical education, between students and aswell as with the schools.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
I1	Between Groups	64.504	4	16.126	10.381	.000
	Within Groups	380.600	245	1.553		
	Total	445.104	249			
I2	Between Groups	53.984	4	13.496	6.588	.000
	Within Groups	501.920	245	2.049		
	Total	555.904	249			
I3	Between Groups	8.344	4	2.086	1.193	.314
	Within Groups	428.300	245	1.748		
	Total	436.644	249			
I4	Between Groups	14.000	4	3.500	2.676	.033
	Within Groups	320.400	245	1.308		
	Total	334.400	249			
I5	Between Groups	9.864	4	2.466	1.542	.191
	Within Groups	391.820	245	1.599		
	Total	401.684	249			
I6	Between Groups	10.504	4	2.626	2.144	.076
	Within Groups	300.140	245	1.225		
	Total	310.644	249			
I7	Between Groups	6.256	4	1.564	1.660	.160
	Within Groups	230.880	245	.942		
	Total	237.136	249			
I8	Between Groups	11.960	4	2.990	2.071	.085
	Within Groups	353.640	245	1.443		
	Total	365.600	249			
I9	Between Groups	13.456	4	3.364	4.280	.002
	Within Groups	192.580	245	.786		
	Total	206.036	249			
I10	Between Groups	30.456	4	7.614	5.004	.001
	Within Groups	372.760	245	1.521		
	Total	403.216	249			

*. The mean difference is significant at the 0.05 level and I= question for intrinsic motivation

A one-way between subjects ANOVA was conducted to compare the effect of intrinsic motivation students towards the learning of physical education. Intrinsic motivation students towards the learning of physical education was significant; F (4,245) =10.381,

6.588, 2.676, 4.280, 5.004 P<.05 and F (4,245) =1.193, 1.542, 2.144, 1.660, 2.071P>.05 insignificant or no effects.

Table 5; Intrinsic motivation students towards the learning of physical education by using percent

items	Valid	Frequency	Percent
When faced with a different exercise, I expect to fail before. I expect to do well.	Strongly Agree	81	32.4
	Agree	91	36.4
	Neutral	22	8.8
	Disagree	27	10.8
	Strongly disagree	29	11.6
	Total	250	100.0
My quality of performance is dependent on my grade in the class.	Strongly Agree	55	22.0
	Agree	78	31.2
	Neutral	14	5.6
	Disagree	50	20.0
	Strongly disagree	53	21.2
	Total	250	100.0
I have high expectations myself by learning physical education.	Strongly Agree	104	41.6
	Agree	79	31.6
	Neutral	27	10.8
	Disagree	10	4.0
	Strongly disagree	30	12.0
	Total	250	100.0
I feel good about myself when I learn in PE class	Strongly Agree	100	40.0
	Agree	79	31.6
	Neutral	31	12.4
	Disagree	31	12.4
	Strongly disagree	9	3.6
	Total	250	100.0
During class time I often miss important points b/c I am thinking of other things	Strongly Agree	24	9.6
	Agree	21	8.4
	Neutral	41	16.4
	Disagree	82	32.8
	Strongly disagree	82	32.8
	Total	250	100.0

		Frequency	Percent
I asked myself questions to make sure, I understand the material I have been studying in this class.	Strongly Agree	85	34.0
	Agree	92	36.8
	Neutral	39	15.6
	Disagree	23	9.2
	Strongly disagree	11	4.4
	Total	250	100.0
I would be more likely to participate during the practical period.	Strongly Agree	149	59.6
	Agree	76	30.4
	Neutral	5	2.0
	Disagree	12	4.8
	Strongly disagree	8	3.2
	Total	250	100.0
I feel PE improved my overall health	Strongly Agree	151	60.4
	Agree	58	23.2
	Neutral	10	4.0
	Disagree	12	4.8
	Strongly disagree	19	7.6
	Total	250	100.0
Do you have high interest to wards on PE class	Strongly Agree	128	51.2
	Agree	93	37.2
	Neutral	16	6.4
	Disagree	6	2.4
	Strongly disagree	7	2.8
	Total	250	100.0
Is there health problem protects the students to have motivation in PE class	Strongly Agree	113	45.2
	Agree	74	29.6
	Neutral	17	6.8
	Disagree	28	11.2
	Strongly disagree	18	7.2
	Total	250	100.0

According to the data in the above table 13, from item 1 the majority, 32.4%and 36.4% of the respondents respectively, agree on faced with a different exercise, expect to fail before and to do well and 8.8% of respondents were neutral. Whereas 10.8% and 11.6% number of them replied disagree on faced with a different exercise, expect to fail before and to do well.

From item 2 the majority, 22.0 % and 31.2% of the respondents respectively, student's quality of performance is dependent on grade in the class and 5.6% of respondents were neutral. Whereas 20.0% and 21.2% number of them replied students quality of performance were not dependent on grade in the class.

From item 3 the majority, 41.6% and 31.6% of the respondents respectively, agree on satisfied and work best in a group and 10.8% of respondents were neutral. Whereas 4.0% and 12.0% number of them replied disagree on satisfied and work best in a group.

From item 4 the majority, 40.0 % and 31.6% of the respondents respectively, agree on feel good when learn in physical education class and 12.4% of respondents were neutral. Whereas 12.4% and 3.6% number of them replied they do not agree on feel good when learn in PE class.

From item 5 the majority, 9.6% and 8.4% of the respondents respectively, agree on during class time students often miss important points because thinking of other things and 16.4% of respondents were neutral. Whereas 32.8% and 32.8% number of them replied disagree on during class time students often miss important points because thinking of other things.

From item 6 the majority, 34.4% and 36.8% of the respondents respectively, students asked themself questions to make sure, understand the material have been studying in the class and 15.6% of respondents were neutral. Whereas 9.2% and 4.4% number of them replied students does not asked themself questions to make sure, understand the material have been studying in the class.

From item 7 the majority, 59.6% and 30.4% of the respondents respectively, agree on students likely to participate during the practical period and 2.0% of respondents were neutral. Whereas 4.8% and 3.2% number of them replied disagree on students likely to participate during the practical period.

From item 8 the majority, 60.4 % and 23.2% of the respondents respectively, agree on physical education improved students overall health and 4.0% of respondents were neutral. Whereas 4.8% and 7.6% number of them replied they do not agree on physical

education improved students overall health. From item 9 the majority, 51.2% and 37.2% of the respondents respectively, agree on students have high interest to wards on physical education class and 6.4% of respondents were neutral. Whereas 2.4% and 2.8% number of them replied students does not have high interest to wards on physical educationclass. From item 10 the majority, 45.2% and 29.6% of the respondents respectively, to protect health problem the students have motivation in physical educationclassand 6.8% of respondents were neutral. Whereas 11.2% and 7.2% number of them replied to protect health problem the students do not have motivation in physical educationclass.

4.5 Extrinsic Motivation

Respondents were asked to give information about extrinsic motivation students towards the learning of physical education. Information was gathered in different issues.

Table 6; Respondents views concerning on the extrinsic motivation students towards the learning of physical education, between students and aswell as with the schools.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
E1	Between Groups	2.144	4	.536	.299	.878
	Within Groups	439.300	245	1.793		
	Total	441.444	249			
E2	Between Groups	8.216	4	2.054	1.397	.235
	Within Groups	360.120	245	1.470		
	Total	368.336	249			
E3	Between Groups	12.296	4	3.074	4.534	.002
	Within Groups	166.120	245	.678		
	Total	178.416	249			
E4	Between Groups	35.944	4	8.986	5.329	.000
	Within Groups	413.160	245	1.686		
	Total	449.104	249			
E5	Between Groups	19.544	4	4.886	7.206	.000
	Within Groups	166.120	245	.678		
	Total	185.664	249			
E6	Between Groups	12.336	4	3.084	3.475	.009
	Within Groups	217.440	245	.888		
	Total	229.776	249			

*. The mean difference is significant at the 0.05 level and E=Question for Extrinsic motivation

A one-way between subjects ANOVA was conducted to compare the effect of extrinsic motivation students towards the learning of physical education. Extrinsic motivation students towards the learning of physical educationwas significant; F (4,245) =4.534, 5.329, 7.206, 3.475, P<.05 and F (4,245) =.299, 1.397, P>.05 insignificant or no effects.

Table 7;Extrinsic motivation students towards the learning of physical education by using percent.

NO	ITEM		Frequency	Percent
1	I get enough physical activity outside of school	Strongly Agree	60	24.0
		Agree	63	25.2
		Neutral	60	24.0
		Disagree	34	13.6
		Strongly disagree	33	13.2
		Total	250	100.0
2	I feel that I should be recognized when I demonstrate my abilities in the physical education class.	Strongly Agree	85	34.0
		Agree	87	34.8
		Neutral	34	13.6
		Disagree	27	10.8
		Strongly disagree	17	6.8
		Total	250	100.0
3	I have high expectations myself by learning physical education	Strongly Agree	123	49.2
		Agree	108	43.2
		Neutral	7	2.8
		Disagree	6	2.4
		Strongly disagree	6	2.4
		Total	250	100.0
4	May disability affects motivation on PE class	Strongly Agree	91	36.4
		Agree	66	26.4
		Neutral	39	15.6
		Disagree	28	11.2
		Strongly disagree	26	10.4
		Total	250	100.0
5	What you feel if you win the game during the competition time	Strongly Agree	128	51.2
		Agree	85	34.0
		Neutral	27	10.8
		Disagree	7	2.8
		Strongly disagree	3	1.2
		Total	250	100.0
6	If you awarded because of your score good mark on PE, what do you fill for the future of PE learning	Strongly Agree	144	57.6
		Agree	68	27.2
		Neutral	21	8.4
		Disagree	12	4.8
		Strongly disagree	5	2.0
		Total	250	100.0

According to the data in the above table 13, from item 1 the majority 24.0%and 25.2% of the respondents respectively, agree on students get enough physical activity outside of school and 24.0% of respondents were neutral. Whereas 13.6% and 13.2% number of them replied disagree on students get enough physical activity outside of school.

From item 2 the majority, 34.0 % and 34.8% of the respondents respectively, students feel that recognized when demonstrate abilities in the physical education class and 13.6% of respondents were neutral. Whereas 10.8% and 6.8% number of them replied students does not feel that recognized when demonstrate abilities in the physical education class.

From item 3 the majority, 49.2% and 43.2% of the respondents respectively, agree on high expectations by learning physical education and 2.8% of respondents were neutral. Whereas 2.4% and 2.4% number of them replied disagree on high expectations by learning physical education.

From item 4 the majority, 36.4 % and 26.4% of the respondents respectively, agree on disability affects motivation on physical education class and 15.6% of respondents were neutral. Whereas 11.2% and 10.4% number of them replied they do not agree on disability affects motivation on physical education class.

From item 5 the majority, 51.2% and 34.0% of the respondents respectively, agree on good feeling when win the game during the competition time and 10.8% of respondents were neutral. Whereas 2.8% and 1.2% number of them replied disagree on good feeling when win the game during the competition time.

From item 6 the majority, 57.6% and 27.2% of the respondents respectively, students awarded because of score good mark onphysical education, having good fill for the future of physical education learning and 8.4% of respondents were neutral. Whereas 4.8% and 2.0% number of them replied students awarded because of score good mark onphysical education, disagree on having good fill for the future ofphysicaleducationlearning.

4.6 Teachers Related Factors

Respondents were asked to give information about teachers' related factorsstudents towards the learning ofphysical education. Information was gathered in different issues.

Table 8; Respondents views concerning on the teachers related factors students towards the learning of physical education, between students and aswell as with the schools.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
T1	Between Groups	15.104	4	3.776	1.974	.009
	Within Groups	468.660	245	1.913		
	Total	483.764	249			
T2	Between Groups	18.056	4	4.514	2.815	.006
	Within Groups	392.920	245	1.604		
	Total	410.976	249			
T3	Between Groups	27.240	4	6.810	3.468	.009
	Within Groups	481.160	245	1.964		
	Total	508.400	249			

*. The mean difference is significant at the 0.05 level and T= Question for teachers

A one-way between subjects ANOVA was conducted to compare the effect of teacher related factors on students' motivation to learn physical education at five schools. There was a significant effect of teacher related factors on students' motivation to learn physical education; $F(4,245)=1.974, 2.815, 3.468$, $P<.05$. Teachers do have a significant effect on their students' level of motivation to learn or attend their subject. As the knowledge of teacher towards subject matter, teaching style, class room management and other constraints increases, the students' readiness to learn physical education or school subjects will also increases. High level of teacher's skill of teaching resulted in increased motivation of students to learn physical education.

Table 9; Teachers related factors students towards the learning of physical education by using percent

NO	ITEMS		Frequency	Percent
1	A PE teacher helps me to gain valuable knowledge.	Strongly Agree	104	41.6
		Agree	75	30.0
		Neutral	16	6.4
		Disagree	24	9.6
		Strongly disagree	31	12.4
		Total	250	100.0
2	I get enough motivation from my teacher to participate in PE class.	Strongly Agree	106	42.4
		Agree	89	35.6
		Neutral	13	5.2
		Disagree	17	6.8
		Strongly disagree	25	10.0
		Total	250	100.0
3	The poor instruction of the teacher which is given to students may affect the motivation of students on physical education class	Strongly Agree	83	33.2
		Agree	69	27.6
		Neutral	28	11.2
		Disagree	35	14.0
		Strongly disagree	35	14.0
		Total	250	100.0

According to the data in the above table 13, from item 1 the majority 41.6%and 30.0% of the respondents respectively, agree on physical education teacher helps students to gain valuable knowledge and 6.4% of respondents were neutral. Whereas 9.6% and 12.4% number of them replied disagree on physical education teacher helps students to gain valuable knowledge.

From item 2 the majority, 42.4 % and 35.6% of the respondents respectively, students get enough motivation from teacher to participate in physical educationclass and 5.2% of respondents were neutral. Whereas 6.8% and 10.0% number of them replied they do not agree on students get enough motivation from teacher to participate inphysical education class.

From item 3 the majority, 33.2% and 27.6% of the respondents respectively, poor instruction of the teacher which is given to students affect the motivation of students on physical education class and 11.2% of respondents were neutral. Whereas 14.0% and 14.0% number of them replied poor instruction of the teacher which is given to students

do not affect the motivation of students on physical education.

4.7 School Related Factors

Respondents were asked to give information about school related factors students towards the learning of physical education. Information was gathered in different issues.

Table 10; Respondents views concerning on the school related factors students towards the learning of physical education, between students and aswell as with the schools.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
S1	Between Groups	27.016	4	6.754	4.068	.003
	Within Groups	406.760	245	1.660		
	Total	433.776	249			
S2	Between Groups	34.000	4	8.500	4.446	.002
	Within Groups	468.400	245	1.912		
	Total	502.400	249			
S3	Between Groups	3.400	4	.850	.471	.757
	Within Groups	442.200	245	1.805		
	Total	445.600	249			
S4	Between Groups	108.480	4	27.120	19.292	.000
	Within Groups	344.420	245	1.406		
	Total	452.900	249			
S5	Between Groups	57.536	4	14.384	8.479	.000
	Within Groups	415.600	245	1.696		
	Total	473.136	249			

*. The mean difference is significant at the 0.05 level and S= Question for school

A one-way between subjects ANOVA was conducted to compare the effect of school related factors on students' motivation to learn physical education at five schools. The effect of school factors on students' motivation to learn physical education was significant; F (4,245) =4.068, 4.446, 19.292, P>.05 and F (4,245) =.471, P>.05 insignificant or no effects. According to this analysis, school related factor has effect on students' motivation to learn physical education.

Table 11; School related factors students towards the learning of physical education using by percent

Valid			Frequency	Percent
1	I don't like the physical education in our school because there is no sport material.	Strongly Agree	86	34.4
		Agree	74	29.6
		Neutral	33	13.2
		Disagree	34	13.6
		Strongly disagree	23	9.2
		Total	250	100.0
2	The support and motivation in our school made me to have enough motivation to this physical education	Strongly Agree	58	23.2
		Agree	75	30.0
		Neutral	43	17.2
		Disagree	27	10.8
		Strongly disagree	47	18.8
		Total	250	100.0
3	Do your school society support the motivation of student towards physical education	Strongly Agree	66	26.4
		Agree	76	30.4
		Neutral	38	15.2
		Disagree	42	16.8
		Strongly disagree	28	11.2
		Total	250	100.0
4	Is there discussion among parents and school principals concerning the motivation of students on PE class	Strongly Agree	21	8.4
		Agree	32	12.8
		Neutral	38	15.2
		Disagree	49	19.6
		Strongly disagree	110	44.0
		Total	250	100.0
5	Do you think the falling of physical education exam is lack of the teaching material of the subject?	Strongly Agree	86	34.4
		Agree	74	29.6
		Neutral	27	10.8
		Disagree	34	13.6
		Strongly disagree	29	11.6
		Total	250	100.0

According to the data in the above table 13, from item 1 the majority 34.4%and 29.6% of the respondents respectively, agree on students doesn't like the physical education in school because there is no sport material and 13.2% of respondents were neutral.

Whereas 13.6% and 9.2% of them replied disagree on students doesn't like the physical education in school.

From item 2 the majority, 23.2 % and 30.0% of the respondents respectively, schools support and motivation made enough motivation to students in physical education and 17.2% of respondents were neutral. Whereas 10.8% and 18.8% number of them replied disagree schools support and motivation made enough motivation to students in physical education.From item 3 the majority, 26.4% and 30.4% of the respondents respectively, agree on school society support the motivation of student towards physical education and 15.2% of respondents were neutral. Whereas 16.8% and 11.2% number of them replied disagree on school society support the motivation of student towards physical education.

From item 4 the majority, 8.4 % and 12.8% of the respondents respectively, agree on discussion among parents and school principals concerning the motivation of students on PE class and 15.2% of respondents were neutral. Whereas 19.6% and 44.0% of them replied they do not agree on discussion among parents and school principals concerning the motivation of studentsonphysical education class.

From item 5 the majority, 34.4% and 29.6% of the respondents respectively, school administration think the falling of physical education exam is lack of the teaching material of the subject and 10.8% of respondents were neutral. Whereas 13.6% and 11.6% number of them replied school administration does not think the falling of physical education exam is lack of the teaching material of the subject.

4.8 Parent Related Factor

Respondents were asked to give information about parent related factor students towards the learning of physical education. Information was gathered in different issues.

Table 12; Respondents views concerning on the parent related factor students towards the learning of physical education, between students and aswell as with the schools.

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
P1	Between Groups	59.424	4	14.856	6.875	.000
	Within Groups	529.380	245	2.161		
	Total	588.804	249			
P2	Between Groups	52.144	4	13.036	7.020	.000
	Within Groups	454.980	245	1.857		
	Total	507.124	249			
P3	Between Groups	60.856	4	15.214	7.390	.000
	Within Groups	504.380	245	2.059		
	Total	565.236	249			

*. The mean difference is significant at the 0.05 levels and P= question for parent

A one-way between subjects ANOVA was conducted to compare the effect of parent related factors on students' motivation to learn physical education at five schools. There was a significant effect of family related factors on students' motivation to learn physical education; F (4,245) =6.875, 7.020, 7.390, P<.05. Family supports do have a significant effect on students' level of motivation to learn physical education class both practical and theoretical. A student with high level of family support towards physical education and activities resulted in increased students' involvement in both physical education class as well as physical activity.

Table 13; Parent related factor students towards the learning of physical education by using percent

NO	ITEMS	VALID	Frequency	Percent
1	My parents do not want if I participate in PE class. Because I am a female.	Strongly Agree	68	27.2
		Agree	28	11.2
		Neutral	42	16.8
		Disagree	53	21.2
		Strongly disagree	59	23.6
		Total	250	100.0
2	I like getting out of the class room and interacting in my parents in a PE setting.	Strongly Agree	38	15.2
		Agree	47	18.8
		Neutral	48	19.2
		Disagree	48	19.2
		Strongly disagree	69	27.6
		Total	250	100.0

3	My parents encourage me to participate more in physical education	Strongly Agree	51	20.4
		Agree	54	21.6
		Neutral	34	13.6
		Disagree	45	18.0
		Strongly disagree	66	26.4
		Total	250	100.0

According to the data in the above table 13, from item 1 the majority 27.2%and 11.2% of the respondents respectively, agree on parents do not want when female participate in physical education class and 16.8% of respondents were neutral. Whereas 21.2% and 23.6% number of them replied disagree on parents do not want when female participate in physical education class.

From item 2 the majority, 15.2 % and 18.8% of the respondents respectively, they like getting out of the class room and interacting with parents in a physical educationsetting and 19.2% of respondents were neutral. Whereas 19.2% and 27.6% number of them replied they do not they like getting out of the class room and interacting with parents in a physical educationsetting.

From item 3 the majority, 20.4% and 21.6% of the respondents respectively, parents encourage students who participate in physical education and 13.6% of respondents were neutral. Whereas 18.0% and 26.4% number of them replied parents do not encourage students who participate in physical education.

4.9Interpretation of Physical Education Teachers' Questionnaires

A six items questionnaire was conducted for physical education teachers. Based on results from the physical education teachers, several reasons were given the motivation students towards learning in physical education class. Giving student choices in physical education has the ability to increase motivation in students (Pagnano& Griffin, 2001; Treasure &Pangrazi, 2004).

What is the motivation of your students toward the physical education course during you have been teaching this course at this school? The physical education teacher's respons, the motivation of the students during the physical education class is middle. Because

some of the students have no interest to learn, and the other is have interest.If they have low motivation toward this subject, what do you realize as the factors of their low motivation? The physical education teacher's respons, to give the additional class for the low motivation students both for the practical class and theoretical class, to create the good climate condition that means, if the sunchine to change the time of practical class and to fulfill the sport materials.

Are all of your students having the same motivation toward your courses? If no what is their degree of motivation? The physical education teacher's response that, there is difference motivation level between the students depends on the individual difference.

Is the motivation of students toward physical education class is varied according the gender of students? If ''yes'' who have more motivation? The physical education teacher's responded that, the male students have more motivation than female students. Because, the male students most of the time participate different kinds of sport out of the class than girls.As the teacher of physical education in this school, what do you think as the solution of low motivation of students toward this course? The physical education teacher's response that, the solution of low motivation students to ward physical education class is; - to add the period as the other subject, these course must be given in the enterance exam as the other courses, you must fulfill the student text books and referances in the schooland to buy the sport materials as much as possible. The last question is,do all students learning physical education have longer vision and mission for learning physical education? The physical education teacher's response that,

Depending on the the individual difference there are very few who do not like physical education course, some do not have interest but lack conducive environment such as lack of sport materials and equipment, lack of awerness..etc, some of student retard due to the fact that physical education contains to much physical exercise, and doing hard exercise such as gyminasticall exercise, would influence to quit their subject.

4.10 Interpretationof Focus Group Discusioon

This focus group discussion is guided by the research question and it is important to understand that there are external factors and internal factors that can be associated with lower motivation students. Teacher‟s curriculum development and enthusiasm of physical education has the ability to positively or negatively influence a student‟s motivation towards physical education (Bibik, Goodwin & Omega-Smith, 2007). Students are more likely to take interest and experience success in an environment which allows students to be comfortable and feel confident (Subramaniam& Silverman, 2007).

As, discussion made between focuss group, even if there is differences between individuals concerning their interest towards physical education, most of the students have interested in practicing practical exercise during physical education. According to tofocuss group discussion, students in this study responded that, although there is competition between classes' and neighbour schools is not satisfactory. Because of there is no enough support from school concerning materials and necessary budgets. In addition theirisno the same motivation between teachers towards physical education. Again as the researcher collected information from the focuss group discussion the female students do not participate equally with male students. Because of the culture the society around the school area, no past experience of practicing freely during practical exercise, fearing of changing sport wearing clothes, and new practicing exercises, lower motivation towards practical exercise, and no sport club for girl students which motivate them to exercise in school.

4. 11 Interpretation of School Director's Interviews

A five items interview was conducted with school directors to supplement the results from the analysis the questions during class observation in light of specific objectives. **(atappendix-C**). Based on results from the interviews, several reasons were given the motivation students towards learning in physical education class. Giving student‟s choices in physical education has the ability to increase motivation in students (Pagnano& Griffin, 2001; Prusak, Treasure, Darst&Pangrazi, 2004; Ward et al., 2008).

School directors interview also, as the research tool that helped me to discuss or describe the results of motivation grade 11^{th} students toward learning physical education. So, the followings are the description of teachers interview conducted from the School administrations'.

After the questionnaire was registered, for school directors interviews were conducted. These interview questions were designed to gain insight into what activities the students wanted offered, their enjoyment, their reasons for not participating, the benefits of PE, what they has been like to see eliminated, and overall safety during class.

Do you think that students have the same motivation to physical education with other subjects? The school directors responds some of the students think as physical education as inferior subject when compare to the others subject. Becouse of the do exercise on the field out of the class, some students have mis understanding about the physical education course,the reference which concern about the physical education is not much availablethe sport equipments and facilities is not fulfill in the prepearatory schools. Such as;-the gymnastics materials,spongi, horse bar ,parallel bar, as well as lack of foot ball, vooley ball, basket ball and hand ball. And the other one is most of the students come from rural area .the female students who came from rural area were ashamed to participate the practical class as much as boys do. Especially when changing the sport clothes. And another case is the sharia participatsMuslim female students have no interest to do any performance because of the religion interference which needs to conduct a lot awerness building in the future.

What is the role of school directors in encouraging students' motivation in physical education? The school directors responds the role of school directorsto ward the motivation of students to physical education class is;-the role of schooldirectors is to prepare the sport materials and equipments such as sport wearing for sport teacher and for sport club in preparatory school, to release budget for competition and prepare competition among the neibour schools, to promote about the benefits of physical education and the competition and the last is to give awerness for the parents os students about the physical education.

Is there a communication with parents to encourage student's motivation toward physical education in your school? The school directors responds there is no communication with parents and school administration about the motivation of the students depending on the physical education. And the last interview is, do you think that the time allocated once in a week to physical education class is effective and enough?The school directors respond the time allocatedfor the physical educationclass is not enough, Becouse, In order to make the students effective and efficient in these subject the time allowed is not enough and These PE course is given as the course in the higher levels.

Do some of physical education teachers teaching physical education have longer vision and missions for their students the school administration responds, few do have longer vision and missions, and some lack these. Due to lack of materials, due to not get energetic student physical education, due to the fact that physica education course is not considered as the other subject during the enterance exam. Some times people look at subject that gives actual immediate result in physica education.

4. 12 Interpretation of Observation Data

In addition to questionnaire and interview,classroom observation also used as the research tool that helped the researcher to discuss or describe the results of motivation grade 11^{th} of students towards learning physical education. In this part of observation, 20 item of checklist format were used. Using the observation checklist **(Refer to Appendix-D**), 5 Preparatory schools were observedduring the gathered questionnaires and the results were analyzed in the following ways

According to the analysis of observation checklist gathered from 5 preparatory schools of Bulbula, Koqa, OdaBoqota, Bora, and Wonji, the expressive similarities of all schools are as listed here under.

The shortage of sport materials and equipments such as;- foot ball, volley ball, hand ball, basket ball,gymnastic materials, tennis table..Etc and not properly prepared sport fields.this indicates the school administration and physical education teacher's lack of awearness on physical education courses. This situation created the students interest decrease based on the above stated reasons.

The schools surrounding climatic conditions are harshy since they are located in lowland areas where their temperatures are high, which forces most of the students lack of motivation and most of the students to show different behaviors, the students not timely attending the practical class exercises; and lack of the modified exercise for dis abilities, for pregnant female students and for those students having health related problems.

Even though, Wonji Preparatory Schools when compared with Bulbula, Koqa, OdaBoqota and Bora preaparatoryscools is better condition, due to that it has ful materials such as foot ball, volley ball, hand ball, basket ball, tennis table and gymnastic materials it owns.this is due to the fact that it gets sport materials of equipments from school, Government, NGOs and others. Additionally the physical education teacher selects and used confortable weather condtion for his students during practical exercise. Due to these facilities students at wonji preparatory school have better feelings for physical education than the other four preparatory schools.

4.13 Discussion

Physical education is the most important subject that is impotance was hidden for longer times and currently on its infant stage of growth. There are so many reasons for the attention given to this subject as high lighted here. Lack of condecive condition creation both for students and physical education teachers repressed it. In the case of sport materials such as; lack of sport wearing, balls, gymnastic materials and sport fields. Additionally, there is no different inter school competition between students and neibouring school which also hidden the motivation towards this subject.

The social communities have low attitudes towards physical education course, due to the fact that physical education subject is not under goingscreaning of students by through the written National and Enterance exam.

Physical education enhances a person's life both socially and psychologically. The Factors that impact student' motivation in Physical education may be divided into internal and external aspects. Internal factors contain individual characteristics such as age, gender, school grade level, ability level, physical attributes, dispositional variables

and attitude, perceived competence, task and ego orientation, goal orientation and intrinsic motivation.

Physically active children typically demonstrate more favorable perceptions of competence than their sedentary counterparts (Biddle and Armstrong, 1992). As girls tend to be less physically active than boys, this may reflect their lower perceived physical competence. In the physical education setting female students' perceived competence has been observed to decline with age, while for boys it remained stable (van Wersch, Trew and Turner, 1990). Moreover, the conditions of the school facilities their adequacy or in adequacy, the level of the students desire to learn. Identifying the factors that affect the work motivation of students is an important step in the process of raising the grade 11^{th} students.

The self determination theory (Deci& Ryan, 1985) emphasizes the importance of relatedness as a basic need for children of all ages. And it is important that physical educators design tasks and work structures that foster students' engagement and autonomy. There are many ways in which the physical education teacher can develop meaningful tasks to facilitate everyday school work. One of the most widely adopted models in the physical education context is the target model by Epstein (1989).This model aims to enhance students' intrinsic motivation, task orientation, and interaction by providing them with meaningful tasks, shared authority, recognition, meaningful grouping, individual evaluation, and a sufficient amount of time for learning.

Physical education teachers should offer students rationales that include discussion of the utility value and importance of physical education and physical activity. Increasing awareness of the benefits of an activity at the beginning of the lesson may be more effective for children, especially when the outcomes of the activity are highly valued. For example, teachers can talk to the class about the likely outcomes and possible benefits of the activity (e.g., learning team work, decreasing stress, and enhancing self-esteem) to children and help students to experience these and other positive outcomes, feeling competence and developing relationships.

CHAPTER FIVE:SUMMARY, CONCLUSIONS AND RECCOMENDATIONS

5.1 Introduction

The following chapter is divided into three main sections. The first section discusses a Result of the research, the next section reviews the conclusions based on the research questions, and the final section detail the recommendations for current and further research.

5.2 Summary

The main objective of this study is to examine the motivation of grade 11th preparatory school student's toward learning physical education.This study took place at Eastern Shoa Zone, Oromia Regional State. Physical education enhances a person's life both socially and psychologically.

To meet the objective in detail, the following research questions were raised.

What is a difference among grade 11thschool students' level of motivation to learn physical education?"

What is the impact of physical education teachers in encouraging students to get involved inphysical education class?

Is there family and social norm that hinders stundents to get involved in physical education activities?

Is there schools administration support towards encouraging physical education?

In order to answer these questions, the descriptive survey research method was employed. The relevant data to the study was gathered through the questionnaire, interview, observation and focal group discussion. In general, 310 nominees were involved in the study. These are 300 students, 5 physical education teachers, 5 school directors to give genuine information for the successful completion of the research under study. The data were analyzed using Frequency Counts, Percentage, and One way ANOVA and descriptive statements were used to analyze the items of the questionnaire.

In analyzing the data both qualitative and quantitative methods were applied. Based on the data gathered, the following major findings were obtained from the study.

From questionarries

- The study discovered that,there was a significant effect of Amotivation related factors on students' motivation to learn physical education; F(4,245), P<.05
- The study discovered that,intrinsic motivation students towards the learning of physical education was significant; F (4,245) =10.381, 6.588, 2.676, 4.280, 5.004 P<.05
- The study discovered that,extrinsic motivation students towards the learning of physical educationwas significant; F (4,245) =4.534, 5.329, 7.206, 3.475, P<.05
- The study discovered that,there was a significant effect of teacher related factors on students' motivation to learn physical education; F(4,245)=1.974, 2.815,3.468, P<.05
- The study discovered that,the effect of school factors on students' motivation to learn physical education was significant; F (4,245) =4.068, 4.446, 19.292, P>.05
- The study discovered that,there was a significant effect of family related factors on students' motivation to learn physical education; F (4,245) =6.875, 7.020, 7.390, P<.05.

From interview

- The study has showed that,the physical education teacher's response, the motivation of the students during the physical education class is middle.
- The physical education teacher's responded that, there are difference motivation level between the students depends on the individual difference.
- The physical education teacher's responded that, the male students have more motivation than girl's students and depending on the the individual difference there are very few who do not like physical education course, some do not have interest.
- The school directors respond some of the students think as physical education as irrelevant subject when compare to the others subject in that it doesn't have significant impact on grade.
- The school directors responds the role of school directors toward the motivation of students to physical education class as;-the role of schooldirectors is to prepare the sport materials and equipments such as sport wearing for sport teacher and for sport

club in preparatory school, to release budget for competition and prepare competition among the neibouring schools, to promote about the benefits of physical education and the competition and the last is to give awarness for the parents of students about the physical education.

- The school directors responds there is no communication with parents and school administration about the motivation of the students depending on the physical education and although the time allocatedfor the physical education class is not enough

From focus group discussion

- The study exposed that, there is differences between individuals concerning their interest towards physical education and although the competition between inter school and neighbour schools is not satisfactory.

5.3 Conclusions

The following conclusions presented about the motivation of Grade 11th preparatory schools student's toward learning physicaleducation.

- The study discovered that, there was a significant effect of Amotivation,intrinsic and extrinsic motivationrelated factors on students' motivation to learn physical education.What is causing of students' unwillingness and lack of motivation to participate in physical education classes and practical field exercise is;- That schools surrounding climatic conditions are harshy since they are located in lowland areas where their temperatures are high, the students are not timely attending the practical class exercises, and the lack of sport materials and modified exercise while learning physical education.This study has demonstrated that if a physical education student instills the belief that ability can improve and motivated, this was associated with an increase in intrinsic motivation and extrinsic motivation. In addition, this inducement of an incremental ability belief and increase in intrinsic motivation could result, in the medium to long term in better performance.
- The study discovered that, there was a significant effect of teacher related factors on students' motivation to learn physical education. Such as poor performance of

instructiors of the teacher which is given to students affect the motivation of students on physical education class

- The study has discovered that, the effect of school factors on students' motivation to learn physical education was significant in giving awarness for the school community and creating suitable situation. Most of the girl students have low motivation; Because of the culture and religion of the society, fearing of practical exercise and changing sport wearing clothes, family support and no sport club for girl students which motivate them to exercise in school.Agree on students doesn't like the physical education in school because there is no sport material. Schools support and motivation made enough motivation to students in physical education. Agree on school society support the motivation of student towards physical education. They do not agree on discussion among parents and school principals concerning the motivation of students on physical educationclass.school administration think the falling of physical education exam is lack of the teaching material of the subject

- The study discovered that, there was a significant effect of family related factors on students' motivation to learn physical education. The respondents respectively, agree on parents do not want when female participate in physical education class. They do not like getting out of the class room and interacting with students in a physical education setting.Parents do not encourage students who participate in physical education.

  Finally, this study showed that different developmental patterns of students'expectancy-related beliefs and task values toward physical educationwere related to different physical activity. The most negative aspect of physical activity was found among the students with the lowestlevels and most negative decline in their physical education motivation.On the contrary, students' who valued physical education highly andgrew to believe that they can succeed in school physical education becamemore physically active across the school years.

5. 4 Recommendations

On the bases of the findings obtained the following points are recommended.

- Students' should be motivated to learn physical education class and improve motivation, incase of effect of Amotivation, intrinsic and extrinsic motivation related factors on students' motivation to learn physical education.

- Physical education teachers required to improve the way of instruction delivered to the students during physical education class and must be prepared himself by wearing in appropriate way and guide to do effect of teacher related factors on students' motivation to learn physical education.

- Dedication of school administration and support to increase students' motivation to learn physical education by giving awarnes for the school community, creating suitable situation and to improve sport materials problems, to design different in come generation scheme in consultation with the school and school community participation. Therefore establishing good and productive relationships requires a considerable amount of effort, patience and co-operation for the successful of the same goal.

- Family should be encouraging students who participate, learn in physical education, increase motivation of students participate in physical education class and allow for students to engage in activities.

- Lastly the researcher recommends those interested individuals to conduct a detail and further investigation on the issue under the study

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APPENDIX-A

ADDIS ABABA UNIVERSITY

COLLEGE OF NATURAL SCIENCE ANDMATHEMATICS

DEPARTEMENT OF PHYSICAL EDUCATION

Questionnaires to be filled by grade 11th Students.

Dear student!!

This questionnaire is designed to collect information for the research purpose only. Its objectives is to assess your opinions a study on the motivation of grade 11th Students towards the learning of physical education in selected preparatory school Eastern Shewa Zone, Oromia Regional State. I kindly request you to give your genuine response to each of the questions. All information and data you provide will be used only for the purpose of this academic study.

It is not necessary to write your name in this paper advance kindly cooperation.

Part I. General Information and Personal Data

INSTRUCTION; -Write your own background in the space provided.

Name of the school- Bulbula preparatory

Sex Male ☑ Female ☐

Age 17-18 ☐ 19-20 ☐ 21 and above ☐

Part II; -Questionnaires that focused on the main issue of research problems for investigationed the motivation of the preparatory school students.

Direction; - please mark with a thick ( ) your response in only one of the five alternatives by assessing the motivation of the preparatory school students. Read each question carefully and choose the number that best describes you. There is no right and wrong answers, simply choose 1, if the sentences strongly describe you at all; 2, if the sentence describes you. 3, if the sentence you describe you describe yourself as somewhere in the middle. 4,if the sentence you describe you describe yourself disagree.5,if the sentence you describe you describe yourself strongly disagree. Please rate yourself accordingly.



NO	Ideas about the motivation on physical education	Strongly agree	Agree	Neutral	Disagree	Strongly disagre
1	No matter how much I like or dislike a class, I still try to learn from it.	✓				
2	When faced with a different exercise. I expect to fail before. I expect to do well.		✓			
3	A PE teacher helps me to gain valuable knowledge.	✓				
4	My quality of performance is dependent on my grade in the class.	✓				
5	I am satisfied and I work best in a group environment.				✓	
6	I feel good about myself when I learn in PE class				✓	
7	I have the impression that it's always the same thing in PE everyday			✓		
8	During class time I often miss important points b/c I am thinking of other things	✓				
9	I asked myself questions to make sure, I understand the material I have been studying in this class.				✓	
10	I would be more likely to participate during the practical period.	✓				
11	I get enough physical activity outside of school	✓				
12	My parents do not want if I participate in PE class. Because I a0m a female.	✓				
13	I get enough motivation from my teacher to participate in PE class.		✓			
15	I feel embarrassed during sporting activities.			✓		
16	I feel PE improved my overall health				✓	
17	I have no good reason to participate in PE					✓

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18	participating in PE is not important for me				✓	
19	I like getting out of the class room and interacting in my parents in a PE setting.	✓				
20	My parents encourage me to participate more in physical education.		✓			
21	I feel that I should be recognized when I demonstrate my abilities in the physical education class.		✓			
22	I have high expectations myself by learning physical education.			✓		
23	I don't like the physical education in our school because there is no sport material.				✓	
24	The support and motivation in our school made me to have enough motivation to this physical education.		✓			
25	The weather condition your environment may affect your motivation on physical education	✓				
26	Do your school society support the motivation of student towards physical education	✓				
27	The poor instruction of the teacher which is given to students may affect the motivation of students on physical education class		✓			
28	Do you think falling in practical and theoretical exam is lack of your ability?				✓	
29	Do you ashamed when your change your sport wearing during practical session of physical education class				✓	
30	May disability affects motivation on PE class				✓	
31	Do you think the falling of physical education exam					

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	is lack of the teaching material of the subject?					
32	Is there discussion among parents and school principals concerning the motivation of students on PE class					
33	What you feel if you win the game during the competition time					
34	If you awarded because of your score good mark on PE, what do you fill for the future of PE learning					
34	Do you have high interest to wards on PE class					
35	Is there health problem protects the students to have motivation in PE class					



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Yuunivarsitii Finfinnee

Muummee Saayinsii Uumamaa fi Herregaatti

Muummee Barnoota Guddinaa fi Jabeenya Qaama

Gaaffillee Qorannoo Barattootaan guutaman.

Barattootaaf

Gaaffannoon kun kan dhiyaate dhimma qorannoof jedhameeti. Kaayyoon isaas miira barattootni kutaa 11^{ffa} mana barumsaa Godina Shawaa Bahaa Aanaa adda addaa keessaa jiraan, Barnoota Guddinaa fi Jabeenya Qaamaa irratti qaban walitti qindeessuun cimminoota fi hanqinnoota gama adda addaattiin jiru adda baasuuf qorannoo geggeessuuf yaadameti. Isinis carra argattan kanatti faayyadamuun qorannoo kanaaf gummaacha isin irra egamuu akka gootan kabajaan isiin gaafadha.

Hubachiisa; Maqaa keessan waraqicha irratti barreessuun hin barbaachiisu.

Kutaa 1ffaa Ragaa waliigalaa fi kan dhunfaa

Ajaja;- Waa'ee kee bakka duwwaa kanarratti guuti

Maqaa Mana Barumsaa- Qopha'ina Bulbula

Saala dhiira [✓] dubara [ ]

Umurii 17 -18 [ ] 19-20 [ ] 21 fi isa ol [ ]

Kutaa 2^{ffaa} Gaaffilee kallattiidhaan dhimma qoranichaaf qophaa'an.

Kallattii;-Gaaffilee dhiyaatan sirriitti irra deddeebi'uun erga qalbeeffattee dubbiftee booda, filannoolee dhiyaatan shan (5) keessa kan yaada kee ibsu qofa irratti mallattoo (-)tikii gochuudhaan guuti.

Biiroo Barnoota Oromiyaa Barumsaa Qophaa Bulbulaa
Oromia Educational Bureau
Bulbula Preparatory School

Yaadolee waa'ee barnoota guddinaa fi jabeenya qaama irratti jiran	Baay'een itti walii galla	walii gala	Kessa a hin qabu	Itti waliin hin galu	Baay'een itti walii hin gallu
1. Jaalladhus, jibbus barachaadhuman jira	✓				
2. Yeroo sochii qaama adda addaa nan kufa(miidhama) jedhee sababaan sodaadhuuf sirriitti hojechuun qaba.					✓
3. Barsiisan guddinaa fi jabeenya qaama dandeettii koo guddisuuf baay'ee na gargaara	✓				
4. Ciminni hojii koo qabxii daree keessatti argadhurratti kan hundaa'udha				✓	
5. Baay'ee waan toluuf garee koo waliin waan gaarii hojjedha		✓			
6. Yeroon barnoota guddinaa fi jabeenya qaama hordofu waa'een koo waan baay'ee gaariitu dhaga'ama.		✓			
7. Yeroo hunda barnoota guddinaa fi jabeenya qaama keessa waantuma waalfaakatu waan hojjetamuuf na nuffisisa			✓		
8. Yeroo wayitii barnoota guddinaa fi jabeenya qaama yeroo hunda qabxiin koo gad-bu'aadha. Sababni isaas yeroo sana ani waa'ee barnoota kan biroon yaada.					✓
9. Yeroo hundaa hubannoon waa'ee meeshaalee barnoota guddinaa fi jabeenya qaama irratti qaburratti sammuu koon of gaafadha		✓			
10. Yeroo hunda oggaa shaakallii dirree baay'ee baay'ee nati tola.	✓				
11. Mana barumsaan alatti yeroo hunda sochii ga'aan taasisa.					
12. Maatiin koo, dubartii waanan ta'eef akka ani sochii qaama barnoota guddinaa fi jabeenya qaama irratti taasisu hin fedhu			✓		
13. Yeroo hunda kaka'umsa barsisan koo naaf taasisuun barnoota guddinaa fi jabeenya qaama irratti sochii gaariin qaba	✓				
14. Sochiileen qaamaa yeroo wayitii barnoota guddinaa fi jabeenya qaama taasifaman baay'ee baay'ee natti tolu.	✓				
15. Yeroo hunda wayitiin barnoota guddinaa fi jabeenya qaama na jibbisiisa			✓		
16. Sochiileen qaamaa fayyuummaa qaama koof murteessoodha jedheen amana	✓				
17. Sababni sochii barnoota guddinaa fi jabeenya qaamatti na hirmaachisu hin jiru.					
18. Sochiilee qaamaa yeroo barnoota guddinaa fi					

Biiroo Barnoota Oromiyaatti Hojii Barumsaa Qophaa...
Oromia Education Bureau
School

jabeenya qaama taasisuun baay'ee baay'ee barbaachisa	✓				
19. Yeroo wayita barnoota guddinaa fi jabeenya qaama osoon dareedhaa ykn mooraa shaakallii keessa ba'ee deeme baay'ee baay'ee natti tola.			✓		
20. Maatiin koo faayidaa barnoota guddinaa fi jabeenya qaama natti kaasuun akkan sochii qaamaa sirriitti hojjedhu na kakaasu					✓
21. Yeroo hundaa dandeettii koo sochii barnoota guddinaa fi jabeenya qaama irratti agarsiisee hiriyoota koo biratti beekkamtii argachuun fedha.		✓			
22. Walumaa galatti sochii qaamaan dandeettii koo cimsachuuf murtoon qaba	✓				
23. Mana barumsa keenya keessa meeshaaleen ispoortii ga'aan waan hin jirreef barnootni guddinaa fi jabeenya qaama baay'ee baay'ee natti hin tolu	✓				
24. Deeggarsii fi beekkamtiin mana barumsa keenyaa kaka'uumsa koof bay'ee na gargaara					✓
25. Haalli qilleensa nannoo ati kessaa jiraatu akka barattoonnii barumsaa guddinaa fi jabeenya qaama daandeettii gaha hin qabnee ni godha		✓			
26. Hawaasni nannoo keetii akka barattootni miira gaariin barumsa guddinaa fi jabeenya qaama sirriitti baratanii deggaarsa ni kennu					✓
27. Hanqini qajeelcha barsiissan isiinif kennu, gahumsaa barataa irratti dhiibba ni fida					✓
28. Qormata dirree ta'e, qormaata daree kufuun hanqinna daandeettiti jette ni amanta			✓		
29. Oggaa sochii ispoortittiif gara dirreee deemtan hidhannoo ispoortii jjijiirachuu ni sodaatta					✓
30. Hanqini qaama miira barnoota guddinaa fi jabeenya qaama irraatti dhiibba ni fida jettee yaadda	✓				
31. Qormaata barnoota guddinaa fi jabeenya qaama kufuf sabaabni hanqinna meeshaalee ispoorti ta'uu ni mala		✓			
32. Maatii keetiif hoggaantoota mana barumsaa giddutti dhimmii miira barnoota guddinaa fi jabeenya qaama kakaasu irraatti ni mar'atama					✓
33. Yeroo wal doorgommii irratti hirmaatan moo'achuu keetiif waanti siitti dhaga'amuu jira	✓				
34. Yeroo wal doorgommii irratti hirmaatan moo'amuu keetiif waanti siitti dhaga'amuu jira		✓			
35. Osoo barnoota guddinaa fi jabeenya qaama qabxii olaanaa argatee badhaafamte gara fulduraatti kaaka'umsa si keessaatti ni uuma.	✓				

Biiroo Barnoota Oromiyaa
Education
Bulbula Prepa
School

APPENDIX-B

ADDIS ABABA UNIVERSITY

DEPARTEMENT OF SCIENCEANDMATHEMATICS

Questionnaire's to be filled by physical education teacher.

Dear Teachers!!

This questionnaire is designed to collect information for the research purpose only. Their objective is to assess your opinions a study on the motivation of the Students towards the learning of physical education in selected preparatory school Eastern Shewa Zone, Oromia Regional State. I kindly request you to give your genuine response to each of the questions. All information and data you provide will be used only for the purpose of this academic study.

It is not necessary to write your name in this paper advance kindly cooperation.

Part I.General Information and Personal Data

INSTRUCTION; -Write your own background in the space provided.

Name of the school----------

Level of education----------

Sex – Male Female

Part II; - Questionnaire that focused on the main issue of research problems for investigation the motivation of the preparatory school Physical Education teachers.

1. What is the motivation of your students toward the physical education course during you have been teaching this course at this school?----------

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2. If they have low motivation toward this subject, what do you realize as the factors of their low motivation?----------
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3. Are all of your students having the same motivation toward your courses? If no what is their degree of motivation?----------
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4. Is the motivation of students toward physical education class is varied according the gender of students? If ‘’yes’’ who have more motivation?----------
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5. As the teacher of physical education in this school, what do you think as the solution of low motivation of students toward this course?----------
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6. Do all students learning physical education have longer vision and mission for learning physical education? ----------
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THANK YOU

THANK YOU

APPENDIX-C

ADDIS ABABA UNIVERSITY

DEPARTEMENT OF SCIENCEANDMATHEMATICS

Interview Questions for school Administrations

These interview questions were designed to gain insight into what activities the students and teachers wanted offered, their enjoyment, their reasons for not participating, the benefits of physical education, what they has been to see eliminated, and overall safety during learning physical education.

1. Do you think that students have the same motivation to physical education with other subjects?
2. What is the role of school administration in encouraging students' motivation in physical education?
3. Is there a communication with parents to encourage student's motivation toward education in your school?
4. Do you think that the time allocated once in a week to physical education class is effective and enough?
5. Do all sport teachers teaching physical education have longer vision and mission for their students?

APPENDIX-D

ADDIS ABABA UNIVERSITY

DEPARTEMENT OFSCIENCE AND MATHEMATICS

Observation Check list

In addition to questionnaire and interview, classroom observation also used as the research tool that helped the researcher to discuss or describe the results of motivation grade 11^{th} of students toward during learning physical education. In this part of observation, 20 item of checklist format were used.

NO		Yes	No
1	Is there supporting materials and equipments for physical education such as ;-foot ball, volley ball, basket ball, hand ball—etc.		
2	Is there the sport field in the preparatory schools?		
3	Do the students have interest to learn physical education?		
4	Do the students wear the sport wears and exercise physical educayion?		
5	Does the teacher wear the sport wears during teaching the physical education?		
6	Do the students honour the time during exercise physical education?		
7	The students when exercising in the field do the follow their own or follow the teacher guide?		
8	Do the students fulling obey what is there teacher teaching them?		

9	Do the students exercising the physical education according to their talents?		
10	Do the both the female and male exercise physical education equally?		
11	Do those students have health problem get necessary support?		
12	Do dis abled students get favourable exercise that fits to there need?		
13	Does the teacher create favourable exercising situations for pregnant women?		
14	Do the girl students fill ashamed during changing there sport clothes?		
15	Do the students have equal fillings after examination, especially in practical exercise?		
16	Is there good participation, during learning physical education?		
17	Is the teacher capable of delivering the required knowledge to his students?		
18	Is acompitition program between the students with the same schools or between the neibouring schools		
19	Do the have record on their strenghs and weakens of their physical eduation exercise?		
20	Does the teacher select proper time for the physical education evaluating their situations?		

APPENDIX-E

ADDIS ABABA UNIVERSITY

DEPARTEMENT OFSCIENCEANDMATHEMATICS

Focus group discussion

In addition to questionnaire, interview and classroom observation;focuss group discussions also used as the research tool that helped the researcher to discuss or describe the results of motivation grade 11^{th} of students toward during learning physical education. In this part of focuss group discussion, 3 items of questions were used.

1. What your interest looks like towards physical education?

2. Do you perform sport competition between the classes and your neibour school?

3. Do girl students participate equally with male students?

APPENDIX-F

ADDIS ABABA UNIVERSITY

DEPARTEMENT OF NATURAL SCIENCE AND MATHEMATICS

Pilot study: reliability of the pilot test

Respondents views concerning the motivation of students towards the learning physical education in overall decision categories. N (50)

NO	Ideas about the motivation on physical education	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
	A motivation					
1	No matter how much I like or dislike a class, I still try to learn from it.	6	6	2	17	19
2	I have the impression that it's always the same thing in PE everyday	10	-	-	14	26
3	I feel embarrassed during sporting activities.	9	2	6	6	27
4	Do you think falling in practical and theoretical exam is lack of your ability?	4	10	2	20	16
5	Do you ashamed when your change your sport wearing during practical session of physical education class	12	6	5	8	19
6	participating in PE is not important for me	29	21	-	-	-
7	I have no good reason to participate in PE	-	-	6	23	21
	Intrinsic motivation					
1	When faced with a different exercise, I expect to fail before. I expect to do well.	8	12	4	12	14
2	My quality of performance is dependent on my grade in the class.	4	8	5	14	19
3	I am satisfied and I work best in a group	23	14	2	3	8
4	I feel good about myself when I learn in PE class	27	16	1	5	1
5	During class time I often miss important points b/c I am thinking of other things	5		7	19	19
6	I asked myself questions to make sure, I understand the material I have been studying in this class.	18	16	8	7	1
7	I would be more likely to participate during the practical period.	26	17	1	4	2
8	I feel PE improved my overall health	30	10	1	3	6

9	Do you have high interest to wards on PE class	23	23	2	2	1
10	Is there health problem protects the students to have motivation in PE class	20	15	2	9	4
	Extrinsic motivation					
1	I get enough physical activity outside of school	-	16	20	9	5
2	I feel that I should be recognized when I demonstrate my abilities in the physical education class.	16	21	5	8	-
3	I have high expectations myself by learning physical education.	22	20	-	3	5
4	May disability affects motivation on PE class	19	7	8	3	13
5	What you feel if you win the game during the competition time	28	22	-	-	-
6	If you awarded because of your score good mark on PE, what do you fill for the future of PE learning	32	18	-	-	-
	Teachers related factors					
1	A PE teacher helps me to gain valuable knowledge.	17	14	4	9	6
2	I get enough motivation from my teacher to participate in PE class.	26	16	2	2	5
3	The poor instruction of the teacher which is given to students may affect the motivation of students on physical education class	19	21	-	5	5
	School related factors					
1	I don’t like the physical education in our school because there is no sport material.	21	26	-	6	-
2	The support and motivation in our school made me to have enough motivation to this physical education.	21	15	8	2	4
3	Do your school society support the motivation of student towards physical education	15	17	8	5	6
4	Is there discussion among parents and school principals concerning the motivation of students on PE class	-	-	4	13	33
5	Do you think the falling of physical education exam is lack of the teaching material of the subject?	31	11	3	3	-
	Parent related factors					
1	My parents do not want if I participate in PE class. Because I am a female.	5	-	5	30	10
2	I like getting out of the class room and interacting in my parents in a PE setting.	8	9	13	16	9
3	My parents encourage me to participate more in physical education**.**	9	12	9	15	5

No	Items	Cronbach's alpha	Cronbach's alpha based on standard items	Number of items
1	A motivation	.834	.741	7
2	Intrinsic motivation	.972	.976	10
3	Extrinsic motivation	.715	.327	6
4	Teachers related factors	.812	.810	3
5	School related factors	.938	.940	5
6	Parent related factors	.940	.941	3

Figure 1. Wanji Preparatory Schools



Figure1.A. During the game

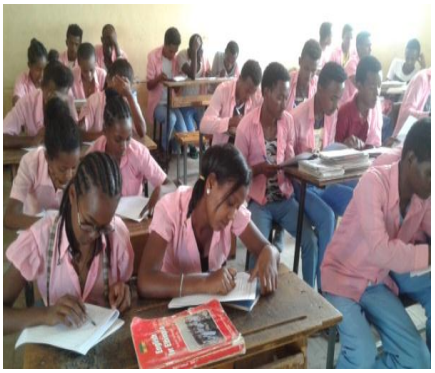




Figure1.B during the Student Filing the questionnaires







Figure1.C. during the Students discussions



Figure 1 .D during the PE teacher interview with

Filing the questionnaires



School directors

Figure2. Bulbula Preparatory School



Figure2.A during coffee tea ceremony



Figure 2.B during give correction for the students





Figure 2 .C during the students discussions

Filing the questionnaires



Figure2. D. During the Students



Figure 2 .E. during the PE teacher interview with

Filing the questionnaires



Figure 1.F during

School directors

Figure 3. Oda Bokota Preparatory Schools









Figure3.A. during the Student Filing the questionnaires



Figure3. B. giving correction For the students



Figure 3.C Basketball field



Figure 1.D during the PE teacher filling questionnaires

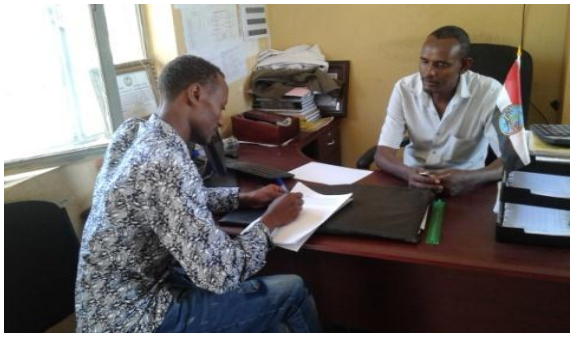


Figure 1.D during interview with School directors

Figure 4. Bora Preparatory Schools







Figure 4 A during the students filling the questionnaires





Figure4. B during the student's discussions



Figure 4 .C.Volleyball Field



Figure 4. D during PE teacher filling the questionnaires



Figure 4.E during interview with School directors

Figure5. Koka Preparatory School





Figure5. A. During the game questionnaires



Figure5. B.during the students filing the









Figure 5.C. during the student's discussions



Figure5. D. during teacher filing the questioner with school directors



Figure 5. E. during interview

Declaration

I here declare that thesis is my original work and has not been presented for a degree in any other university and that all sources of material used for the thesis have been duty acknowledged.

Name; _____

Signature, _____

Date; _____-

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

Name; _____

Signature; _____

Date; _____