

**Students' motivation in physical education sessions at
Addis Ababa selected governmental
Preparatory schools**

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This is to certify that the thesis prepared by **Yirgalem Tadese**, entitled: *Students motivation in Physical Education Sessions at Addis Ababa Selected governmental Preparatory Schools* and submitted in partial fulfillment of the requirements for the degree of masters of education (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

Students' motivation in physical education session at Addis Ababa selected government preparatory schools

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The study was initiated to explore students' motivation and unwillingness to participate in Physical Education (PE) session in selected government preparatory schools of Addis Ababa. It attempted to access the level of students' motivation, participation, investigate the major challenges that hindered the motivation and suggest possible solutions. To realize the purpose of the study, descriptive survey design was employed. The study was carried out in Lafto sub city which encompasses three government preparatory schools, particularly at selected preparatory "school 0002" selected using simple random sampling techniques. The study involved 25% (90) students from the total population of 360 students and 4 PE teachers (selected by simple random sampling technique). Frequency count and percentage were used to analyze all the closed-ended questions of the questionnaires and the interview and observation were analyzed qualitatively served as supportive for quantitative data. Based on the analyses, it was found out that, students motivation in physical education session in the preparatory schools was not satisfactory; active students participation were not recorded properly. Additionally, shortage of sport materials, less students' interest and participation, insufficient teachers utilizing different methods, were found as the highest problems. Moreover, shortage of budget to fulfill those materials that are very important and less attention was given to PE sessions from the administrative body, were also pointed out as the highest problem that influenced students motivation in PE practical session. Accordingly, it is concluded in this study that the students actively participation in PE practical session in the preparatory schools under consideration was less than the expectation and problematic. Finally, the study recommended that; concerned bodies such as Government, school principals, and PE teachers as well, should play the active roll to motivate students and actively participate during PE session.

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Acronyms and Abbreviations

PE- Physical Education

PA- Physical Education

Chapter One

Introduction

1.1. Background of the study

Physical education as one of the total school instructional program provides students a well-rounded opportunity to develop their bodies and minds to gain skills that will propel them to success in both the physical and academic aspects of education and life. The lessons also contribute to the overall goals of education by making the learner active.

Physical education aims not only physical development but also with education of the whole person through physical activities. Physical education develops physical fitness and maintains a healthy body and mind. As V.K.Rao, (2007) stated physical education develops a wide range of activities to individual needs and interests. The most fundamental functions of school physical education are recognized as man must reaffirm and preserve his desire for movements. The movement, in whatever form, must be satisfying and attractive. Physical education develops different games, special skills and physical fitness.

In every opportunity, encouraging students to progress in their learning have a good value to visualize their success. The important educational goals are for student is to motivate them to learn, to value learning for its own sake, and to engage on a task to master the content (Brophy, 1983; Corno and Mandinach, 1983). However, apart from the problems which arise from students ability to understand concepts, organize and express ideas, comprehend what has been learned in the class, playground, there exist some problems which may emanate from students self-concepts, level of performance and specially *motivation* that keeps several students from improving overall efficacy and achieving suitable level of quality.

Motivation should be necessary for the successful completion of the school physical education course of study. In schools teaching physical education classes are motivating and help the learners to develop skills and confidence according to their individual ability. According to Alderman et.al (2006), a major objective of a quality physical education program is to empower students with the skills needed to enjoy the benefits of regular physical activity for the rest of their lives. They specified that a willingness to try new experiences and continued involvement

in physical activities that often depend on students' perceived competence taken as a participation. Schools have an important role in supporting student participation in qualitative physical activities. Every student has an opportunity to participate during physical education session. However, there are many problems associated with students' participation in physical education. Billy H.Barker (2013), the participation rate of adolescents in physical activity is declining drastically in America. Student's self- motivation during physical education (PE) classes is declining, leading to heightened rates of obesity. So, the researcher decided to study the students' motivation in physical education session at Addis Ababa selected governmental preparatory schools and its effect on their achievement.

Physical education classes help children to develop healthy life styles, encourage students to eat healthy and get the recommended duration of physical activities daily suggested by the centers for disease control and prevention Physical Activity Council (2012) USA. If students do not have self- motivation to participate in physical activity while they are young in schools, how will they be motivated to exercise outside of schools? Being physical active has the ability to keep down heart disease and high blood pressure. Beyond this, or in addition to this, Beets and Pitetti (2005) reported that PE promotes muscle training and healthy weight management. According to the Physical Activity Council (2012) USA recent study, an adult who participated in PE at school is four times more likely to participate in a racquet sport and above three times more likely to participate in a team sport, outdoor activity, or golf. This is why; the researcher was curious enough to discover the students' participation in selected government preparatory schools in Addis Ababa selected sub-city. The research study focused on students' participation in physical education sessions at Nefas Silk Lafto sub-city governmental preparatory schools and the research indicated some areas for further research and suggested interventional strategies based on the result found from the study conducted at selected schools of Nefas Silk Lafto sub-city.

The study was done only in students' *Motivation*. Physical education teachers and students were selected as participants in the study.

The study is designed to; investigate the delivery of active teaching methods, the application of motivational techniques of teachers, the active participation of students in classes of physical education at Nifaf silk lafto sub city preparatory schools of grade 12. To collect pertinent data for the study, the researcher used questionnaire, interviews and observation as instruments (tools).

The procedure to be followed was on a sequent by giving priority to questionnaires and then conducting interviews to collect the essential data from the respondents.

In the study, the qualitative and quantitative methods were used to analyze the information collected using different instruments. In order to gain detailed information, the data received through questionnaires were organized in tables and the data received through interviews were analyzed in narration through coding, categorizing and interpreting the transcribed variations.

As a high school physical education teacher with more than five years teaching and observational experiences, the researcher observed low participation in some physical education sessions, and these were directly linked to the students' motivation, besides, Physical education was supposed to be used as a way to teach children about establishing lifelong fitness goals and skills in sports, but what if the current students want something more from PE? What choices can there be for the researcher provide a new techniques to motive students and equip teachers with better motivational methods? These and other questions were what inspire the researcher to conduct the research.

1.2 Statement of the problem

Students can be motivated to learn and participate in varieties of ways. While motivational techniques may be used at any point during a lesson, teachers are particularly encouraged to begin in lessons with some ways of capturing students' attention and interest. Some students seem naturally enthusiastic about learning but many need or expect their instructors to inspire, challenge, and stimulate them. Effective learning in the classroom depends on the teachers' ability to maintain the interest that brought students to the course in the first place (Ericksen, 1978). Many factors affect a given students' motivation to work and to learn (Bligh, 1971; sass, 1989); interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self- esteem, as well as patience and persistence. According to Rosenk (2012) physical inactivity is one of the leading modifiable causes of death and disease in Australia. Regular physical activity (PA) decreases the risk of developing cardiovascular diseases, diabetes, some cancers, obesity, osteoporosis, and other chronic conditions. But many children and adolescents in Australia are not sufficiently active to accrue associated health benefits.

As an example, many Australia youth are not physically active enough to obtain the associated health benefits. The Australian government-commissioned, Crawford report (2009) described the central role of physical education programs for increasing the physical activity levels of youth. PE lessons reach the majority of school-aged youth, and there are promotion of physical activity through PE and has far-reaching health amplifications for millions of Australian youth. Students' physical activity levels in PE lessons, however, are often very low. Similarly, here in our country, there are many challenges in learning PE, especially in Addis Ababa schools. From the researchers regular classroom observations and interviews, the students and teachers have many problems associated with students' motivation level in the schools.

Some of the problems are: students' lack of interest towards learning PE, lack of facilities for teaching and practicing in PE lessons, which can make difference in arousing students' interest, the physical environment which is less attractive to facilitate the instructional process, especially for physical education lessons. Since no safety measures are planned and prepared, most of the students are forced to perform the skills at high risk in PE classes; some students are leading to an alarming stage of obesity and other health related conditions. As an example experience taken from America; the obesity rate for students aged 12-19 was 18% as Johnson, Delva, and D'Malley (2007) reported, and between the grades of 8-12, participation rates in PE were on the decline.

Ethiopian students and schools could not be exceptional, the researcher then was highly inspired to study this brief condition of sub-city schools' and students' motivational status towards PE classes. Therefore, the focus of this study was to explore the students' motivation and participation in physical education learning environment. Hence, studying students' motivational status in a physical education learning realm makes it worthy research and very important time and energy investment.

1.3. Objective of the study

The over-arching objective of this study is to explore the students' motivational status towards PE and provide accurate picture of the interest of students with its related learning environment.

1.3.1 General objective

The general objective of this study is to explore students' motivation and unwillingness to participate in PE session.

1.3.2 Specific objective

The specific objective of the study is to:

- Find out major factors affecting the students' motivation in physical education.
- Identify some problems that face both students and teachers during the teaching or learning of physical education.
- Discover the types of activities that the teacher can be used during physical education session.
- Identify the attitude of students in learning and practicing physical activities.
- Propose possible solution and take corrective measures for improvement

1.4 Research question

The research study was guided by the following questions:

- What is the motivational status of students in selected preparatory schools of Nefas silk lafto sub-city?
- What pedagogical strategies do the physical education teachers use to motivate their students?
- What is the level of accessibility of the teaching material to motivate students learning in the selected schools?
- What are the major factors that influence students' motivation to learn physical education?

1.5 Significance of the study

The current problem in the physical education class is observed lacking students' participation and motivation. Then, it was a concern of the researcher to solve the problem that ambushed in the preparatory schools. The researcher was keen to do his part to help students realize the importance of physical activity and provoke their interest. It is known that motivation in PE is directly linked to motivation in other classes.

The findings of this study are hoped to have the following contribution:-

- ❖ The research will help the students to motivate in taking part physical education.
- ❖ This research may aid other PE teachers in making adjustments to their PE program that would encourage students to motivate and participate in PE.
- ❖ Students may identify the activities with which they would have success. If students can achieve success with one of the physical activities, it is possible that students will participate in the activity both inside and outside of school or throughout adulthood.
- ❖ It will help to the teachers to identify the student's problem and use appropriate strategies and methods to cop up with the problems of physical education.
- ❖ It will initiate students to have good feeling towards different participation during physical activities.
- ❖ This research may use as a reference to a person how wishes to investigate a problem with similar content.

1.6 Delimitation of the study

This study focuses only at the students' motivation in physical education sessions at Nefas Silk Lafto sub-city government preparatory school "0002" and for its manageability it was delimited to only grade 12. The research was conducted on the problems of student's participation in learning and participation. In order to come up with some good motivational skills that can provide them better health as a result their participation, appropriate reversing measures were suggested, so that, students attend their lesson with great enthusiasm in the schools. The scope of this study focuses on the major factors that affect students' motivation during the teaching learning process at the practical and theoretical session of physical education sessions, and the

impact of this affection on the students' achievement. In addition, the how to improve students' participation in physical education class was part of the focus of the research.

1.7 Limitation of the study

In the process of this study, the researcher was encountered with the following problems that may influence the results of the study;

- Shortage of time since the researcher is in- service and students and teachers the whole day he did not obtain enough time.
- Lack of experience of the researcher.
- Lack of materials in the schools.
- Financial constraints.
- Lack of research instrument and reference for the topic and demands the researcher forced to limit the study of the challenges in students' motivation in the schools.

1.8. Operational definition of terms

Motivation: force that creates the energy for a goal holds that energy or desire throughout the task and channels a particular behavior towards that goal .

Physical education: is the study, practice, and appreciation of the art and science of human movement .

Expectancy: the individual's conviction concerning the probability that a specific act will result in a specific and desired outcome ..

Participation: the act of sharing in the activities of a group.

Extrinsic motivation: the motivation inspired by external rewards or a tangible result.

Intrinsic motivation: the motivation from within, where the enjoyment of the task is the actual reward, without the promise of a tangible reward.

Chapter Two

Review of related literature

2.1. Over view of physical education

Education is a purposeful process that effectively involves in all interest of man or human being. It has wide perspectives and subject disciplines incorporated in it. One of the school disciplines under the big umbrella of Education is *physical education*. Physical education is an academic discipline by which changes in the individual and groups are brought through movement, experience, and prowess. It is an academic discipline, because it qualifies by contributing to the body of knowledge by using a conceptual framework, scholarly procedures and methods of inquiry, theoretical processes, discovery and analysis of the end results. The aim of physical education to increase every individual's physical, mental, and social benefits from physical activities and develop health lifestyle skills and attitude (Lumpkin A., 1994)

Physical education not only describes by analyzing and facilitating, but also examines the effect of movement. As Mosby (1980) stated, physical education is a profession which focuses on the human movement. Central to the profession is an attention to motor skills. Motor objective provides people with increasing control of their own motor performance capabilities. The program of physical education focuses on the teaching children and youth in the school. The basic concept of physical education should reflect the objective clearly to transfer the thoughts in to applicable practice. The aim of a given education is important of physical develops capacity of man and is critical for such improvement, as the health condition and working capacity of man that create longer life for all the people that participate in active body movements.

Physical education is a part of physical culture which brings positive effect on man. It is an old concept which appeared first in the system of physical culture 1966. Physical culture is a concept of every day activity; it is also a very wide content. It includes the organizational management, sport pedagogical material technical and spiritual level of development of society in variation of physical development, instruction and health of people.

The aim of physical education can be reveled in the following task; educational task, instructional task, and health task.

The systematic participation in physical education can bring quantitative as well as qualitative change in the development on small school children and adults. The following are definition of physical education according to some physical educators;

- Physical education is that phase of education that deals with big muscle activities and their related response. (J.B Nush)
- Physical education is the sum the change in the behavior of the human organism originating primarily from the stimulus of social big muscle play and related activities (CC.Cawell)
- Physical education is the social process of changes on the individual caused by experience centering in motor activity (cassdly)
- Physical education is an integral part of the total education process and has its own aim, the development of physically, mentally, emotionally and socially fit citizens through the medium of physical activities which have been selected with a view to realize their outcomes. (Charles A. Bucher).
- physical education is the sum of man physical activities selected as to kind and conducted as to outcomes (Williams)
- Physical education is the phase of education which is concerned, first with organization and leadership of children, in muscle activities, to gain standards, so that the educational process may go without growth handicaps. (Clark W. Heathernington)

2.1.1 Objectives of physical education

The objectives of physical education and sport programs are often stated more specifically that purpose because they consist of particular outcomes. Physical education states five major objectives (Lumpkin M., 1994).

1. To help children move in a skillful and effective manner in all the selected activities in which they engage, in physical education program, and also in those situations that they will experience during their life time.

2. To develop an understanding and appreciation of certain scientific principles concerned with movement that relate to such factors as time, space, force, and mass-energy relationship.
3. To develop an understanding and appreciation of movement in children and youth so that their lives will become more meaningful, purposeful, and productive.
4. To develop through the medium of games and sports better interpersonal relationships.
5. To develop the various organic systems of the body so they will respond in a healthful way to the increased demands placed on them.

2.1.2 Philosophy of physical education

Philosophy can be defined as a love of wisdom or more broadly as the pursuit of truth, and is an attempt to understand the meaning of life by analyzing and synthesizing why: simply having a purpose and objectives is not sufficient. One must know why these are of value both to him to others, and you need to be able to articulate their importance.

Regarding philosophy for physical education Lumpkin M., (1994) stated that:

What is the worth of physical education to a school child? What is the value of learning life time exercise? What constitutes a healthy lifestyle? What is the role of play in children physical education classes? These are just a few of the questions that your philosophy can help answer. Developing a personal philosophy can improve teaching effectiveness, influence one's behavior, provide direction in program development, contribute to society's awareness of the value of physical activity, and encourage a feeling of commonality among co-workers
(P.33-34)

2.2 Physical education as academic discipline

Academic discipline is an organized body of knowledge collectively embraced in a formal course of learning. Siedntpop,(1998) state that physical education is a field of action and movements are really a planed exercise in a growth and awareness not possible in the other areas of learning. The facts are theoretically known to many people but are not explicitly expressed them or teach them to other.

3. 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. The purpose of this literature review is fourfold: (a) to explore the ways in which motivation has been defined by researchers, (b) to investigate how motivation develops, (c) to learn how teachers can encourage development of motivation in their students, and (d) to review best practices in assessing motivation.

3.1 Definition of Motivation

Motivation refers to “the reasons underlying behavior” (Guay et al., 2010, p. 712). Paraphrasing 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, perceptions, 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-endogeny; 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).

3.2 Theoretical Approaches

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 reinforcers. Positive reinforcers, or rewards, are consequences that increase the probability of a given behavior they were made contingent on, whereas negative reinforcers 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 metacognitive 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 & Tharp, 1980; Wall, 1983, as cited in Stipek, 1996).

These limitations, coupled with changing perspectives on motivation, ultimately led to yet another transformation of the literature on motivation emerging in the late 1960s and 1970s. This third-wave literature is characterized by the belief that behavior is affected by cognition rather

than the consequences of one's actions (Stipek, 1996). Broussard and Garrison (2004) observe that contemporary motivation research tends to be organized around three questions: Can I do this task? Do I want to do this task and why? What do I have to do to succeed in this task?

As Broussard and Garrison note, those pursuing the first question developed a range of new theories regarding self-efficacy, attributions, and self-worth. Bandura (1982) defines perceived self-efficacy as "judgments of how well one can execute courses of action required to deal with prospective situations" (p. 122). Eccles and Wigfield (2002) elaborate on Bandura's description, defining self-efficacy as an individual's confidence in his or her "ability to organize and execute a given course of action to solve a problem or accomplish a task" (p. 110). According to Bandura's (1982) self-efficacy theory, efficacy is the major determinant of effort, persistence, and goal setting. Empirical research supports this notion, suggesting that individuals with higher self-efficacy tend to be more motivated and successful on a given task (Pintrich&DeGroot, 1990). Self-efficacy has also been associated with the use of cognitive strategies, and self-efficacy perceptions predict achievement over and above actual ability levels (Pintrich&DeGroot, 1990).

Another line of inquiry in the field of motivation explores the issue of locus of control. According to this theory, individuals should be more motivated to the extent that they feel they are in control of their own successes and failures (Eccles&Wigfield, 2002). In fact, in one formulation of control theory, autonomy is one of three basic psychological needs, along with competence and relatedness. Within this framework, individual differences in the extent to which these basic needs are fulfilled correspond to variation in levels of motivation (Connell & Wellborn, 1991, as cited in Eccles&Wigfield, 2002). Locus of control is closely related to the concept of attributions. Attributions refer to an individual's beliefs regarding causes of successful or failing performance. There are several types of attributions, including ability, effort, task, and luck. According to attribution theory, the types of attributions a person holds determine his or her level of motivation according to whether the cause is perceived as something that is changeable and within the person's control (Weiner, 1985, as cited in Eccles&Wigfield, 2002). For example, native ability is a relatively stable characteristic that is difficult to affect. On the other hand, effort is within a person's control and entirely manipulable. Both task characteristics and luck are outside one's control and tend to be variable. Thus, poor

performance on a task is more likely to contribute to reduced effort and motivation for those holding ability attributions than for those holding effort attributions because failing performance for the former group communicates a lack of ability that may be difficult to change, whereas failure for the latter group communicates that success is within reach if more effort is expended. Empirical research suggests that those holding effort attributions tend to exhibit more positive learning behaviors, such as goal-setting that focuses on learning rather than performance (Miller & Meece, 1997), use of strategies, and persistence at difficult or challenging tasks (Stipek, 1996). However, teachers should frame successful performances in terms of ability rather than effort because success communicates positive information about competency to students (Schunk, 1983).

Finally, self-worth theory is somewhat related to both self-efficacy and locus of control. According to this theory, students need to believe they are competent in academic domains to feel they have self-worth in the school context (Covington, 1992, as cited in Eccles & Wigfield, 2002). This line of research suggests that students attempt to maximize their self-worth and will protect a sense of competence by making causal attributions that enhance their sense of competence and control. For example, empirical research suggests that the most common attributions among both college-level and younger students are ability and effort, and the most preferred attribution for failed performance is a lack of effort. According to this theory, students may also engage in negative learning behaviors, such as procrastination, making excuses, avoiding challenging tasks, and not trying, in an attempt to avoid negative ability attributions for tasks they are not confident they can perform (Covington & Omelich, 1979, as cited in Eccles & Wigfield, 2002).

A separate body of research within the study of motivation has focused on answering the question, Do I want to do this task and why? Under this category, Broussard and Garrison (2004) include expectancy-value theories, intrinsic motivation theories, and self-determination theory. One strand of this literature focuses on the values individuals hold for participating in various types of activities (Eccles & Wigfield, 2002). Values are incentives or reasons for engaging in an activity. The value of a given task or activity has four components: attainment value, which refers to the personal value of doing well on a task; intrinsic value, which refers to subjective interest or enjoyment of performing a task; utility value, which refers to the extent to which task

completion is perceived to facilitate current or future goals; and cost, which refers to the negative aspects of engaging in a given task, such as anxiety and fear of failure (Eccles&Wigfield, 2002; Stipek, 1996).

The notion of intrinsic motivation is closely related to intrinsic value. Intrinsic motivation refers to motivation that is animated by personal enjoyment, interest, or pleasure, and is usually contrasted with extrinsic motivation, which is manipulated by reinforcement contingencies (Guay et al., 2010). Typically, manipulation of extrinsic motivation is effected by the provision of rewards, which can be either tangible (e.g., money, grades, privileges, etc.) or intangible (e.g., praise). However, extrinsic motivation can come about by other means. For example, self-determination theory distinguishes several different types of regulatory mechanisms that can act as reinforcement. External regulation corresponds to the lowest level of self-determination, where behavior is motivated by a desire for reward or punishment avoidance. Interjected regulation occurs when behavior is driven by internal pressures such as obligation or guilt. Under identified regulation, individuals identify with or find personally important the reasons for performing an activity. Finally, under integrated regulation, the regulator is actually consistent with an individual's other values and needs and becomes part of one's self-identity. This latter type of regulation is the closest to intrinsic motivation (Guay et al., 2010). Educators typically consider intrinsic motivation to be more desirable than extrinsic motivation, and some research suggests that the learning outcomes of intrinsic motivation are better than those obtained under extrinsic motivation (Ryan, Connell, & Plant, 1990). Closely related to values are interests, which refer to an "interactive relation between an individual and certain aspects of his or her environment" (Hidi&Harackiewicz, 2000, p. 152). Interests are content-specific, can be viewed as both a state and a trait, and entail both cognitive and affective components. There is a wealth of empirical evidence that connects interest with performance or achievement (Hidi&Harackiewicz, 2000). The literature on interests distinguishes between individual, or personal, interest and situational interest. Individual interest refers to a relatively stable trait developed with respect to a particular subject or topic. This type of interest leads to persistence at a task over long periods of time, closer attention, ability to focus, and increased learning and enjoyment, even among young children. Situational interest, on the other hand, is more immediate, affective, and transitory, depending on the task environment (Hidi&Harackiewicz, 2000). Thus, some have used the metaphor of "catch" to refer to situational interest and "hold" to

refer to individual interest. Task features likely to encourage greater interest include personal relevance, novelty, activity level, and comprehensibility (Hidi & Baird, 1986, as cited in Eccles & Wigfield, 2002).

Finally, an individual's goals are related to his or her reasons for engaging with tasks. Goals can be subdivided into mastery goals (which can be compared with intrinsic values) and performance goals (which can be compared with extrinsic motivation) (Broussard & Garrison, 2004). Mastery goals focus on learning for the sake of learning, whereas performance goals emphasize high achievement. Mastery goals are associated with high perceived ability, task analysis and planning, and the belief that effort improves one's ability. On the other hand, performance goals are associated with judgments about achieving, grades, or external rewards. An alternative framework for categorizing goals is to compare ego-involved goals (similar to performance goals) with task-involved goals (similar to mastery goals). Ego-involved goals focus on maximizing favorable impressions of competence. Those with ego-involved goals are preoccupied with questions like, Will I look smart? Or Will I outperform others? Ames (1992) argues that students with ego-involved goals are more likely to select tasks they know they can complete. In contrast, task-involved goals focus on task mastery and increased competence. Students with task-involved goals are preoccupied with the questions, How can I do this task? and What will I learn? Such students are more likely to choose challenging tasks. As Eccles & Wigfield (2002) observe, mastery goals are associated with the strongest empirical evidence to date and have been linked to self-competence, self-concept, effort attributions, increased persistence at difficult tasks, and use of cognitive strategies related to monitoring, problem solving, deep processing of information, and self-regulation.

A third strand of contemporary motivation research has focused on the question, what do I have to do to succeed in this task? Broussard and Garrison (2004) argue that this strand of research led to the development of self-regulation and volition theories, which both share an attempt to connect motivation with cognition. For example, self-regulated learners have been shown to use a variety of strategies, have high self-efficacy, and set goals for themselves. Self-regulated learners also monitor their own activities, evaluate their performance, and experience reactions to evaluation outcomes. The valence of a person's reaction to evaluation depends on the way that successes and failures are framed, with positive reactions more likely to spur increased

motivation than negative ones. Thus, self-regulation theory postulates that individuals can fortify their own motivation by engaging in a number of self-regulatory strategies, such as setting appropriate and achievable goals, applying learning strategies, and monitoring and evaluating progress toward goals (Schunk & Zimmerman, 2007).

Similarly, Linnenbrink and Pintrich (2002) offer a model of the relationship between motivation and cognition that incorporates students' prior achievement, social aspects of the learning setting, motivational variables (e.g., expectancies and values), and cognitive variables (background knowledge, learning strategies, metacognition, and self-regulation). This model depicts motivation as both affecting and being affected by cognition, and both of these are, in turn, affected by social context. The model also portrays cognition and motivation as affecting academic engagement and achievement. Finally, Corno (1993) proposes volition theory, defining volition as strength of will, akin to conscientiousness, discipline, self-direction, resourcefulness, and striving. Corno argues that the effect of motivation on behavior is mediated by volition. In other words, motivation may lead to a decision to act, but volition is what determines whether those decisions are implemented. Whereas motivation helps to determine goals, volition supports management and execution of those goals.

3.3 Empirical Evidence on motivation

A wealth of empirical evidence on motivation exists, including research substantiating basic characteristics of the trait (such as domain specificity and the existence of gender differences), as well as research linking motivation to other types of learning outcomes. First, although it seems reasonable to suppose that an individual's levels of motivation will vary across domains depending on his or her specific interests, there is some evidence that motivation in one domain may generalize to other domains. For example, Gottfried (1990) found that motivation in reading predicted later motivation in reading, science, and social studies. At the same time, motivation in math appeared to relate more strongly to other math constructs (e.g., students' perceptions of math competence and teachers' ratings of math achievement) than to motivation in other subject areas, suggesting that motivation to learn math among lower elementary students may be less generalizable to other subjects. In general, research suggests that the domain specificity of motivation and self-concept tends to increase with age, particularly as students accrue more educational experiences and as the curriculum begins to reflect departmentalization of academic

subjects (Gottfried, et al., 2001). Some evidence also supports the presence of gender differences. For example, Lange and Adler (1997) report that teachers rated girls significantly higher than boys on intrinsic motivation and mastery-oriented behaviors, although achievement and class grades for these two groups were the same. Guay et al. (2010) found girls to have higher intrinsic motivation for reading and writing than boys did. However, boys had higher intrinsic motivation for math than girls did.

Those working in the field of motivation argue that its importance as an educational outcome stems from its relationship to achievement and performance in a variety of domains. First, researchers argue that encouraging motivation in children is critical because it predicts motivation later in life (Broussard & Garrison, 2004; Gottfried, 1990). Gottfried (1990) found that academic intrinsic motivation at ages 7 and 8 predicts subsequent motivation, even after controlling for IQ, achievement, and socioeconomic status. Further, the stability of this relationship increases from ages 8 to 9. Thus, highly motivated 7- and 8-year-olds tend to grow into highly motivated 9-year-olds. Motivation is also related to achievement and IQ. Research demonstrates a relatively consistent relationship between motivation and achievement in reading and math (Broussard & Garrison, 2004; Gottfried, 1990; Lange & Adler, 1997). Intrinsically motivated first-grade students tend to have higher achievement in these subjects than extrinsically motivated students, and mastery (or intrinsic) motivation predicts reading and math achievement, whereas judgment (or extrinsic) motivation does not. In third grade, both types of motivation predict reading achievement, whereas intrinsic motivation alone predicts math achievement. Moreover, the relationship between motivation and achievement appears to strengthen with age. By age 9, students with high levels of motivation consistently exhibit higher achievement and class grades than students with low motivation (Broussard & Garrison, 2004). Similarly, Lange and Adler (1997) report that intrinsically motivated students in third grade through fifth grade tend to have higher academic self-efficacy, exhibit higher levels of mastery behavior, and have higher reading and math achievement. Indeed, Lange and Adler found that motivation contributes to the prediction of achievement over and above the effects of ability. Typically, researchers have used such findings to support the conclusion that motivation leads to achievement.

Gottfried (1990) also found a relationship between motivation and achievement, but she maintains that the causal relationship works in the opposite direction. Similar to results from other studies, Gottfried found that elementary-age children with higher academic intrinsic motivation tend to have higher achievement and IQ, more positive perceptions of their academic competence, and lower academic anxiety. However, in Gottfried's study, early achievement more strongly predicted later motivation than the reverse. Whereas motivation was mildly correlated with later achievement, the strongest correlations were between achievement at ages 7 and 8 and motivation at age 9, such that high achievement at an early age was associated with high motivation at a later age. Similarly, high IQ at ages 7 and 8 is predictive of high motivation at age 9. However, Gottfried speculates that motivation may be predictive of achievement in the longer-term through one of two possible mechanisms. First, motivation is strongly related to contemporaneous achievement, which is highly predictive of later achievement. Second, early motivation is predictive of later motivation, which is strongly related to contemporaneous achievement.

4. The relationships of motivation to Other Concepts

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. For example, motivation has been linked to critical thinking. Definitions of critical thinking vary widely, but common elements of most definitions include the following component skills:

- > Analyzing arguments (Ennis, 1985; Facione, 1990; Halpern, 1998; Paul, 1992),
- > Making inferences using inductive or deductive reasoning (Ennis, 1985; Facione, 1990; Paul, 1992; Willingham, 2007),
- > Judging or evaluating (Case, 2005; Ennis, 1985, Facione, 1990; Lipman, 1988; Tindal & Nolet, 1995), and
- > Making decisions or solving problems (Ennis, 1985; Halpern, 1998; Willingham, 2007).

In addition to skills or abilities, critical thinking also entails dispositions. These dispositions, which can be seen as attitudes or habits of mind, include factors such as open- and fair-

mindfulness, 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., 1999; Ennis, 1985; Facione, 1990; Halpern, 1998; Paul, 1992). The disposition to think critically has been defined as the “consistent internal motivation to engage problems and make decisions by using critical thinking” (Facione, 2000, p. 65). Thus, student motivation is viewed as a necessary precondition for the exercise of critical thinking skills and abilities. Similarly, Halonen (1995) notes that a person’s propensity or disposition to demonstrate higher-order thinking relates to his or her motivation. Halpern (1998) argues that effort and persistence are two of the principle dispositions that support critical thinking, and Paul (1992) maintains that perseverance is one of the “traits of mind” that render someone a critical thinker. Thus, motivation appears to be a supporting condition for critical thinking in that unmotivated individuals are unlikely to exhibit critical thought.

On the other hand, a few motivation researchers have suggested the causal link goes the other way. In particular, motivation research suggests that difficult or challenging tasks, particularly those emphasizing higher-order thinking skills, may be more motivating to students than easy tasks that can be solved through rote application of a predetermined algorithm (Turner, 1995). Pintrich’s framework holds that cognition and motivation affect one another, that both affect academic achievement, and that both, in turn, are affected by the social context of learning (Linnenbrink&Pintrich, 2002; Pintrich, 2003).

Motivation is also related to met cognition, which is defined most simply as “thinking about thinking.” Other definitions include the following:

- > “The knowledge and control children have over their own thinking and learning activities” (Cross & Paris, 1988, p. 131).
- > “Awareness of one’s own thinking, awareness of the content of one’s conceptions, an active monitoring of one’s cognitive processes, an attempt to regulate one’s cognitive processes in relationship to further learning, and an application of a set of heuristics as an effective device for helping people organize their methods of attack on problems in general” (Hennessey, 1999, p. 3).
- > “The monitoring and control of thought” (Martinez, 2006, p. 696).

Metacognition entails two components: metacognitive knowledge and metacognitive regulation. Metacognitive knowledge includes knowledge about oneself as a learner and about the factors that might impact performance (declarative), knowledge about strategies (procedural), and knowledge about when and why to use strategies (conditional). Metacognitive regulation is the monitoring of one's cognition and includes planning activities, monitoring or awareness of comprehension and task performance, and evaluation of the efficacy of monitoring processes and strategies. Insights experienced while monitoring and regulating cognition play a role in the development and refinement of metacognitive knowledge. In turn, cognitive knowledge appears to facilitate the ability to regulate cognition. The two are empirically related and may be integrated in the form of metacognitive theories, which are formal or informal frameworks for representing and organizing beliefs about knowledge.

In the context of metacognition, motivation is defined as “beliefs and attitudes that affect the use and development of cognitive and metacognitive skills” (Schraw et al., 2006, p. 112). Metacognition entails the management of affective and motivational states, and metacognitive strategies can improve persistence at challenging tasks (Cross & Paris, 1988; Martinez, 2006). As Turner (1995) observes, “because strategy use is effortful and time-consuming and because it requires active monitoring and evaluation, it is an indicator of students’ cognitive engagement in literacy” (p. 419). Effortful control, which refers to the ability to monitor and regulate the impact of emotions and motivational states on one's performance, is one aspect of the executive functioning inherent in metacognition. Research suggests that effortful control among preschool- and elementary-age children is associated with better social relationships at school, higher academic engagement, and improved achievement (Eisenberg, 2010).

4.1 Development of Motivation

This section reviews the empirical literature on the motivation levels of elementary-age children, followed by an investigation of how motivation develops and fluctuates over time with age.

4.2 Appearance of Motivation

Conducting research in 1990, Gottfried concluded that little was yet known about the intrinsic motivation of elementary-age children. Subsequent research has uncovered a few insights concerning the development of motivation over time. First, researchers generally appear to agree that intrinsic motivation in children is initially quite high (Broussard & Garrison, 2004; Stipek, 1996). For example, Entwisle et al. (1986) found that first-grade children have very positive self-concept and high academic expectations for themselves. However, research suggests that motivation tends to decline over time once children leave elementary school (Broussard & Garrison, 2004; Guthrie, 2000). For example, Miller & Meece (1997) observe that students' interest in reading and writing for pleasure declines with age. There are a few apparent exceptions to this line of thought. First, Guthrie (2000) found no differences in terms of intrinsic motivation between third and fifth graders. Second, Gottfried (1990) found that students' preference for difficult tasks (an indicator of motivation) appears to increase between 7 and 8 years of age, and domain-general motivation increases between third and fourth grade.

4.3 Differentiation of Motivation

Some research suggests that motivation becomes increasingly differentiated both within and across school subjects with age. For example, Eccles & Wigfield (2002) note that children attach more value to activities at which they excel over time, suggesting they will increasingly be more motivated to learn in subjects in which they experience success. In a longitudinal study of children's motivation and achievement in reading and math, motivation for learning math was found to be almost uniquely predicted by prior math achievement and prior math motivation (Gottfried, 1990). Guay et al. (2010) reviewed the literature on differentiation of motivation, concluding that children aged 5–7 typically do not differentiate between subject areas, whereas children age 8–11 tend to have more accurate self-perceptions of their relative strengths and weaknesses across subject areas. In a study of the development of motivation in 425 students in first grade through third grade, Guay et al. found that differentiation between school subjects did increase with age, with intrinsic motivation especially likely to vary between subjects for older students. In addition, motivation was found to become increasingly differentiated within reading over time. In particular, students appear to distinguish multiple types of motivation within reading as they progress through school, including intrinsic, identified, and regulated motivation. In other words, although young children may not be able to distinguish between engaging in an

activity because they enjoy it and performing a task because they have been told to do so, older students appear to make this distinction (Guay et al., 2010).

5. Instructional Implications

This section reviews the empirical evidence on whether motivation is teachable, followed by a summary of specific instructional recommendations for fostering the development of motivation.

5.1 Empirical Evidence on Fostering Motivation

A wealth of empirical evidence on the manipulability of motivation exists. However, these studies demonstrate positive and negative effects, suggesting that instructional strategies and classroom contexts can either increase or decrease students' motivation.

Guthrie et al. (2000) describe an intervention that attempted to enhance the intrinsic motivation for reading of students in third and fifth grade. Instruction included autonomy support through self-directed learning, competence support in the form of strategy instruction, relatedness support in the form of student collaboration, learning goals, and the use of hands-on science activities like observation and data collection. Teachers emphasized learning goals and provided evaluative feedback on student work, but performance was not emphasized as a goal of learning. Students exposed to this instruction scored significantly higher with respect to curiosity and strategy use than students receiving traditional reading instruction, but did not significantly differ in terms of extrinsic motivation indicators.

Miller and Meece (1997) report the results of a study in which 187 students in third grade were exposed to instruction focused on providing students more opportunities to write, collaborate with peers, and monitor their own progress. Teachers were observed and categorized as "high" implementers and "low" implementers depending on the fidelity with which they delivered the intervention. Students in both high- and low-implementing classrooms scored uniformly high on task mastery goals and low on work avoidance. Similarly, students in high- and low-implementation classrooms did not vary in terms of their use of general cognitive strategies. However, students in high-implementation classrooms exhibited decreased ego-social goals relative to students in the low-implementation group. Thus, the intervention is believed to have decreased students' tendency toward extrinsic reinforcers.

Stipek et al. (1995) examined the impact of preschool and kindergarten instruction that is didactic (i.e., a structured program with a focus on basic skills) compared to a more child centered approach on students' motivation and achievement. Classroom types were distinguished along six dimensions: (a) child initiative (reflecting the degree of child autonomy and independence), (b) teacher warmth (reflecting teacher acceptance and nurturance), (c) positive control (reflecting the extent to which teachers used positive rather than negative reinforcement or punishment to establish control), (d) basic skills focus, (e) performance pressure (reflecting the extent to which the classroom featured performance goal orientations), and (f) evaluation stress (reflecting the extent to which teachers made normative comparisons). Child-centered classrooms scored significantly higher than didactic classrooms on measures of program quality and developmental appropriateness. Further, although there were no differences between program types in terms of students' enjoyment of school, children in child-centered programs rated their own abilities significantly higher and had higher expectations for success on a particular task than children in didactic programs. Moreover, children in child-centered programs were more likely to select challenging tasks, took more pride in academic accomplishments, and had less academic anxiety than their peers in didactic classrooms. Deci et al. (1999) meta-analyzed 128 studies that documented the effects of extrinsic rewards on intrinsic motivation represented by free-choice behavior and self-reported interest in the activity or task. The authors found that the use of extrinsic rewards significantly affected free-choice behavior, with an effect size of -0.24. There was no significant effect on students' self-reported interest. Thus, when students received extrinsic rewards in exchange for task participation, they were less likely to persist in the task once the reward conditions were removed, although their levels of self-reported interest did not decline. Overall, the authors concluded that the negative effects of tangible rewards were more dramatic for children than they were for college students. The effect of such rewards varied depending on the type of reward (i.e., whether it was tangible or intangible) and the context in which the reward was given. Such moderators have implications for the types of rewards that should (or should not) be used in schools, as well as the instructional contexts in which they should (or should not) be provided.

5.2 Specific Instructional Strategies

Researchers have made several recommendations for educators interested in supporting students' motivation, including the limited use of rewards, using rewards to provide information about competence, increasing student autonomy and choice, using collaborative or cooperative learning methods, and creating a supportive classroom environment with respect to goal structures, attributions, and external evaluation (Deci et al., 1999; Guthrie, 2000; Hidi and Harackiewicz, 2000; Pintrich, 2003; Stipek, 1996; Turner, 1995).

For example, the empirical literature on the effects of extrinsic rewards on student motivation suggests that teachers should sparingly and carefully use these types of rewards in the classroom (Deci et al., 1999). In particular, tangible rewards (such as grades, candy, cash, or special privileges) have significant negative effects on both free-choice behavior and self-reported interest compared to intangible rewards (such as verbal feedback), although when rewards are unexpected, they tend not to have this dampening effect. When rewards are contingent on engagement or participation in the activity, regardless of whether the student completes or excels at the task, the negative effect of tangible rewards on free-choice behavior is significantly greater for children than for college students. Verbal rewards (such as praise or performance feedback) enhance the free-choice behavior of college students, but not children. However, negative performance feedback significantly attenuates intrinsic motivation for both groups of students. Moreover, even positive feedback, if administered in a controlling tone, can diminish intrinsic motivation. Thus, a comment such as "keep up the good work," can be experienced as controlling, which can attenuate students' sense of autonomy and negatively impact intrinsic motivation. The negative effect of rewards on intrinsic motivation was observed for tasks that were interesting or novel only. In other words, the use of extrinsic rewards has no effect on motivation for participating in "boring" tasks (Deci et al., 1999).

Although results such as these suggest that rewards should be avoided whenever possible, other researchers argue that extrinsic rewards may have a place in the classroom, particularly for certain types of students. Hidi and Harackiewicz (2000) dispute the claim that extrinsic rewards always damage intrinsic motivation. They argue that the value of intrinsic versus extrinsic motivation may depend on the length of involvement and complexity of the task. For very long and complex tasks, a combination of intrinsic motivation and extrinsic rewards (particularly in the form of performance feedback) may be most effective. In addition, although intrinsic

motivation is highly desirable, not all students will find school to be intrinsically motivating and even motivated students will feel unmotivated some of the time. In such cases, a combination of extrinsic rewards and environmental factors spurring situational interest may be most successful in engaging academically challenged students who tend to have low academic motivation.

The context in which rewards are made may also affect how they are experienced by students. In particular, rewards can be administered controlling or information ally. Rewards used to control people's behavior tend to reduce their sense of self-determination (Deci et al., 1999). On the other hand, rewards used to convey information about competence can serve a valuable function. Deci et al. (1999) maintain that rewards should minimize authoritarian and controlling tones, acknowledge good performance, provide choice about how to complete the task, and emphasize the interesting or challenging aspects of the task. Stipek (1996) notes that task-contingent rewards, which include rewards for task participation or completion, are almost always experienced as controlling. On the other hand, performance-contingent rewards, which are based on the quality of performance, vary in their effects depending on whether the student performed well, students' personal histories with rewards, and whether the reward is experienced as controlling or informational with respect to competence (Deci& Ryan, 1985, as cited in Stipek, 1996). Deci et al. (1999) argue that teachers can use unexpected rewards on occasion with little harm, although they should not be given so frequently that students come to expect them.

Another strategy for increasing student motivation in the classroom is to give students more autonomy (Guthrie, 2000; Hidi&Harackiewicz, 2000; Pintrich, 2003; Stipek et al., 1995; Stipek, 1996; Turner, 1995). Hidi and Harackiewicz (2000) argue that providing students with more control over their own learning can be a way of enhancing situational interest that may develop into more long-term and stable interest. Similarly, Turner (1995) notes that when teachers allow students to make decisions about their own work, students are more likely to be interested in the work. Students who are given choices tend to exhibit more persistence, goal setting, and other self-regulated learning behaviors. Stipek et al. (1995) compared didactic preschool and kindergarten programs with those based on more child-centered approaches emphasizing self-directed learning. Children in the child-centered programs rated their own abilities significantly higher and had higher expectations for success than children in didactic programs. In addition, children in self-directed learning programs selected more difficult tasks, took more pride in their

academic accomplishments, were less dependent on authority figures, and had less academic anxiety than their peers in didactic programs. These results suggest that instructional approaches emphasizing student choice in the learning process may be especially effective in spurring motivation.

As Stipek (1996) argues, increased student choice can come in many forms, including devolving responsibility for determining when students will complete assignments, allowing students to score their own work and chart their progress over time, establishing “work contracts” with students that negotiate deadlines and deliverables for long-term assignments, setting up independent learning centers, and allowing students to select the particular task they will perform. Similarly, Guthrie (2000) recommends giving students autonomy in selecting texts to read, subtopics to pursue, and modes of expressing their learning. Turner (1995) identifies a number of dimensions on which students can exercise their autonomy, such as sequencing the task to be accomplished, selecting their own partners during group work, deciding which books to read and what topics to write about, and identifying which personal interests to pursue when given opportunities in the classroom.

Another strategy for fortifying student motivation is the use of collaborative or cooperative learning methods (Guthrie, 2000; Hidi&Harackiewicz, 2000; Pintrich, 2003; Stipek, 1996; Turner, 1995). In fact, Bossert (1988) argues that motivation is one of the potential mediating processes whereby cooperative learning affects achievement. According to Bossert, peer encouragement may improve task engagement, and the novelty of collaborative learning tasks causes students to shift attention resources. Hidi and Harackiewicz (2000) frame the issue in terms of situational interest. According to this perspective, working with others is a way of enhancing situational interest that can ultimately trigger personal or individual interest. As Turner (1995) notes, collaboration provides opportunities for students to experience disequilibrium, which can spur curiosity and interest. Second, collaboration provides opportunities for peer modeling, and models of successful student performance can be more motivating to students than models of teacher performance. Finally, working with others promotes academic engagement through the added responsibility of group performance, which causes individuals to persist at difficult tasks longer than they normally would.

Although generally a proponent of collaborative or cooperative learning methods, Stipek (1996) observes that certain types of student groupings may attenuate motivation to the extent that they disclose information about student competence. For example, one common instructional method is to group by student ability, both within and between classrooms. The effect of tracking or grouping by ability depends on the frame of reference used for making performance comparisons. Of particular importance is whether homogeneous ability groups are formed within the classroom or students are pulled out and blended with other students of similar ability to form homogeneous ability classes. For example, high-ability students may benefit more from the former arrangement, because they can compare their performance to lower-ability groups, which enhances their own sense of competence. On the other hand, low-ability students may benefit more from being placed in a special “pull-out” class because their performance will compare more favorably in this context than in a classroom where they are compared with other higher-ability groups (Stipek, 1996). Possibly because of the complexities associated with homogeneous ability grouping, Stipek (1996) recommends the use of mixed-ability groupings, with the goal of creating groups that are roughly equivalent in terms of mean ability. Moreover, tasks should be structured so that each student’s reward is contingent on the success of all other group members. These practices help to focus students’ attention on effort and reward for group and individual accomplishments. Competitive learning environments are sometimes contrasted disparagingly with cooperative learning settings, and to the extent that competition focuses attention on external control, it can diminish motivation (Deci et al., 1981, as cited in Stipek, 1996). However, creating mixed-ability groups that are able to compete (on roughly equal footing) against one another can actually improve student motivation. The important point is that all teams have an equal likelihood of succeeding (Stipek, 1996).

The literature on collaborative learning tends to support the value of mixed-ability groups over homogeneous groups. For example, Webb (1991) found that in homogeneous high-ability groups, students often assumed they all knew how to solve the problem, tended to provide fewer explanations, and performed worse than high-ability students placed in mixed-ability groups. Similarly, in homogeneous low-ability groups, students could not give correct explanations to one another because they lacked sufficient skills, and they performed worse than their counterparts in mixed-ability groups. The only homogeneous ability grouping found to enhance student motivation was the homogeneous moderate-ability group, in which moderate-ability

students participated more actively, gave and received more explanations, and demonstrated higher achievement than moderate-ability students in heterogeneous groups. When mixed groups featured a wide ability range, comprising high-, moderate-, and low-ability students, high- and low-ability students tended to form teacher-student relationships and leave the moderate-ability students out. Thus, Webb recommends using mixed groups that represent a narrow range of ability, pairing high-ability students with moderate-ability students, or moderate-ability students with low-ability students.

Another method for improving students' motivation is through the classroom environment, which includes goal orientations and attributions. Researchers have argued that when teachers embrace mastery or learning goals as opposed to performance or achievement goals for their students, students may appropriate and internalize these goals. Ames (1992) summarized the research on goal orientations, concluding that learning goals are associated with moderate risk-taking, willingness to engage in difficult tasks, desirable attributions, higher effort, effective problem-solving strategies, and more enjoyment of learning activities. Performance goals, on the other hand, can lead people to challenge-avoidance behaviors, and the negative effects of such goals may be especially severe for individuals with low self-efficacy. Summarizing across several studies, Stipek (1996) observes that classroom environments likely to stimulate students to hold mastery or learning goals tend to do the following: define success in terms of improvement and progress; emphasize effort, learning, and working hard on challenging tasks; focus on how students are learning rather than on how they perform; and treat errors and mistakes as a natural part of learning. In addition, the criteria for success in the classroom communicate goal structures to students. For example, in competitive classrooms, success is defined as performing better than classmates, whereas in classrooms that foster individual or mastery goal structures, success is defined as personal improvement or reaching a predetermined standard. These criteria affect students' attributions. Under competitive goal structures, for example, students are more likely to emphasize ability and luck attributions, whereas under mastery or individual goal structures, students prefer effort attributions (Ames, 1992).

Finally, the use of external evaluation in the classroom may impact students' motivation. For example, when classroom assignments are used for grades rather than providing evaluative feedback, motivation tends to diminish (Ames, 1992). Moreover, this effect may be strongest for

very difficult tasks (Hughes, Sullivan, & Mosley, 1985, as cited in Stipek, 1996). In fact, Stipek (1996) argues that challenging tasks will only stimulate intrinsic motivation to continue if the threat of external evaluation is minimized. Similarly, the more information is provided by an evaluation, the less likely it will be perceived as controlling. Research tends to support this view, as students assigned to “comments only” grading categories report more interest, hold more desirable attributions, and exhibit higher performance on subsequent tasks than students who receive grades (Butler & Nisan, 1986, as cited in Stipek, 1996). The effect of external evaluation also depends on the criteria used to judge performance. For example, Stipek (1996) notes that criterion-referenced comparisons tend to support motivation, whereas normative comparisons decrease motivation. There is also an indirect effect, as children are more likely to select easy tasks under threat of evaluation, and tasks that are too easy can undermine motivation (Harter, 1978, as cited in Stipek, 1996).

6. Assessment Implications

This section reviews challenges in evaluating motivation, describes extant methods of assessing or measuring motivation, and identifies specific recommendations from the literature for measuring motivation.

6.1 Challenges in Assessing Motivation

Turner (1995) has noted several challenges in assessing motivation, particularly in children. First, cognitive aspects of motivation, such as achievement affect, interests, and goals, are not directly observable. Second, self-report measures of motivation tend to produce generalized responses rather than responses relating to specific instructional events or tasks. For example, children may be asked to respond to a statement such as I like work that is hard. Children often have difficulty providing the type of generalized response that is commonly sought in self-report instruments. Children tend to instead interpret just-experienced events rather than summarize across a range of situations and content areas. Third, self-report measures may be developmentally inappropriate for children, who have a tendency toward positive response bias because they are more inclined than older students to be optimistic. As Turner explains, children have difficulty separating their efforts and intentions from their actual behavior. Thus, children who intend to exert a lot of effort may mistakenly believe that they have actually done so.

Children are also highly susceptible to social desirability, another source of positive response bias.

6.2 Extant Assessment Methods

Motivation is frequently assessed using either self-report measures or rating scales completed by teachers or parents (Broussard & Garrison, 2004; Deci et al., 1999; Gottfried, 1990; Lange & Adler, 1997; Miller & Meece, 1997). Such instruments usually include questions organized under several subscales, such as interest, attributions, self-perception and self-efficacy, preference for challenge, curiosity, mastery orientation, persistence, and enjoyment of learning. Examples of published instruments include Harter's Scale of Intrinsic Versus Extrinsic Motivational Orientation in the Classroom (1981), the Children's Academic Intrinsic Motivation Inventory (Gottfried, 1986), and the Instrumental Competence Scale for Children (Lange & MacKinnon, 1987). When using these instruments with early elementary-age children, researchers have made modifications to the instruments, such as reducing the language load, simplifying rating scales, and reading items aloud to students.

Other researchers use behavioral indicators of motivation. For example, most of the empirical studies included in the Deci et al. (1999) meta-analysis used free-choice persistence, which is typically a measure of the amount of time spent on the activity once reward conditions have been suspended. Turner (1995) constructed a behavioral measure that included aspects related to effective strategy use, persistence, and volitional acts. Turner defines strategies as "intentional, deliberate actions that learners invoke to solve a specific problem or meet a particular goal" (p. 419). Effective strategy use behaviors include the use of general strategies, such as rehearsal, elaboration, and organization, and task-specific strategies, such as decoding and comprehension during reading. Behavioral indicators of persistence include asking for help, asking oneself questions, or talking oneself through a task. Students who are highly motivated will persist at even difficult or challenging tasks, whereas low-motivation students will tend to decrease their effort or engagement with tasks when presented with unexpected challenges.

Finally, behavioral indicators of volition are acts that students perform to control their own or others' intentions or impulses during learning. Examples include spontaneous talk, inner speech, asking others in the room to be quiet, moving to a less distracting place so as to more fully

concentrate, and changing the challenge level of a task to make it either more manageable or more interesting.

6.3 General Suggestions for Assessing Motivation

Educators interested in assessing motivation in the context of classroom learning will need to identify or design tasks with characteristics designed to optimize the likelihood of observing students' motivation. An important point to note is that because the expression of motivation is so strongly related to the classroom assessment environment (through self-efficacy, goals, attributions, and the effect of evaluation on students' willingness to approach challenging tasks), suggestions for measuring or assessing student motivations tend to mirror the suggestions for fostering motivation in the classroom. In other words, many of the recommendations for assessing motivation described below are intended to help remove the perceived threat of evaluation and to maximize the likelihood of actually observing students' real motivation levels. Thus, in large part, methods for encouraging the expression of motivation in the classroom overlap with methods for measuring it.

A number of researchers note task characteristics that help to elicit student motivation (Hidi&Harackiewicz, 2000; Lange & Adler, 1997; Stipek, 1996; Turner, 1995). First, task difficulty level affects students' engagement, with most researchers arguing that difficulty or challenge level impacts motivation through students' sense of competence. That is, tasks that are perceived as too easy can diminish students' engagement because completion of the task does not promote a sense of competence (Lange & Adler, 1997). On the other hand, tasks that are perceived as too challenging may prompt challenge-avoidance behaviors, such as disengagement and low effort, if students are not confident that they can excel at the task (Covington, 1992, as cited in Stipek, 1996). Thus, several researchers recommend using tasks of moderate difficulty (Stipek, 1996; Turner, 1995). Tasks of moderate difficulty have been associated with increased student persistence; more varied strategy usage, greater task interest, and increased task performance (Turner, 1995). Tasks that are appropriately calibrated will be within reach of most students, but only with some effort. As Stipek (1996) notes, however, tasks that are achievable for most students in a classroom will be too challenging for a small proportion of the lowestability students. Thus, instructional approaches concerned with observing student motivation suggest using tasks that can be differentiated according to student ability and student

interest. Differentiation means that the difficulty level of the task can be manipulated, either by tailoring student goals to ability level or by changing the nature of the task (Turner, 1995).

Differentiation also suggests that students may work on several different types of tasks during the course of instruction, and at any given moment, not all students will complete the same tasks (Stipek, 1996). Other characteristics of tasks believed to elicit evidence of student motivation include task novelty, structure, and authenticity. First, people tend to perceive novel tasks as more interesting. For example, Lepper and Cordova (1992) note that even minor task embellishments, such as providing a fantasy context, can increase task engagement. However, the authors caution that novelty for the sake of novelty is not valuable, and novelty that distracts from the learning goals should be avoided. Turner (1995) points to level of task structure as a source of motivation, with students more likely to engage in open-ended tasks than highly structured tasks. According to Turner, “open” or ill-structured tasks allow students to decide what relevant information to use or how to use the information to solve the problem. These types of tasks require more metacognition and decision-making. In contrast, “closed” tasks are characterized by more teacher control and structure. With closed tasks, teachers indicate both the information to be used and what the expected solution will look like, and tasks typically emphasize a single, correct solution. Finally, Hidi and Harackiewicz (2000) recommend the use of “authentic” tasks or tasks that have personal meaningfulness and relevance to students. As Turner (1995) points out, authentic tasks tend to be more extended, more complex, and more student-directed or individualized, and require integration of multiple skills, feature student autonomy and choice, and “make deliberate use of real-world social and physical contexts” (p. 416).

7. Student motivation and physical education

Motivating students is one of the essential tasks physical education (PE) teachers have to face in regular PE classes. PE teachers have to apply motivational strategies to engage unmotivated students and to sustain motivation in already engaged students. However, to achieve successful teaching that implements evidence-based practices, PE teachers need to know scientific foundations and research findings in the area of student motivation in PE. For instance, a negative trend of decline has been indicated to be evident in student’s motivation towards PE (Jacobs et al, 2002) research findings suggest that there are significant decreases in students

motivation to participate in school PE (papaioannou et al, 2006). Previous studies have indicated a decline in youth physical activity through childhood in to adolescence (Nader et al, 2008), continuing declining during adolescence (Dumith et al, 2011).

7.1. Motivational factors

Factors that impact student's motivation in PE may be divided in to internal and external aspects. Internal factors contain individual characteristics (e.g. age, gender, school grade level, ability level, physical attributes), dispositional variables (e.g attitude, perceived competency, task and ego orientation, goal orientation intrinsic motivation) and individual situational variables (e.g. sport practice during leisure time, motives for sport participation, perceptions of success) (Blanchard et al, 2007; Cloes, 2005). External factors include environmental situational variables (e.g. motivational climate of the class, teachers' expertise, school characteristics, social environment, parents involvement, providing choice), and contextual variables.

7.1.1 Internal motivational factors

In regard to individual characteristics, previous results examine age- related changes in student physical activity and motivation towards PE indicated that there is a trend of decline when students get older (Yli-piipari, 2011). Results on gender differences in students motivation and motivational change have been discussed controversial (Fairclough et al, 2012; Xiang et al, 2006; Yli- piipari, 2011) however, boys tend to demonstrate higher levels of enjoyment, expectancy-related beliefs, perceived competence, physical self- perceptions, and expectations for success than girls (Johnston et al, 2011). Findings by Hagger et al, (2005) suggest that cultural differences in PE students' motivation towards PE may occur.

7.1.2 External motivational factors

Fitting in to the category of environmental situational variables, Hassandra et al, (2013) identified social- environmental factors that have been shown to influence students' intrinsic motivation in PE. Those are the motivational climate, teaching style, lesson content, and adult encouragement. Previous research indicates that the mastery dimension of perceived climate (Biddle et al, 1995; Cury et al, 1996) and perceived learning environment (Mitchell, 1996) are predictors of intrinsic motivation in PE.

7.1.3 Motivational profiles

In PE, Understanding the motivational profiles of students may influence the PE teachers teaching strategies and approaches, being able to penalize teaching efforts according to students individual motivational proposition. (Moreno –murcia, et al, 2013_, and show highest achievement outcomes (Boiche et al, 2008).

8. Summary

Motivation refers to those reasons that underlie behavior that is characterized by willingness and volition. Intrinsic motivation is motivation that is animated by personal enjoyment, interest, or pleasure. 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. Motivation involves a constellation of closely related beliefs, perceptions, values, interests, and actions. For example, self-efficacy is an individual's perceived competence in a given area, and people tend to be more motivated to participate in activities at which they excel. A person's perceptions of control over their own successes and failures are known as attributions, with certain types of attributions more likely to stimulate motivation than others. In particular, attributing failure to lack of effort is more motivating than attributing failure to lack of ability, whereas the opposite is true for successful performance. Values are incentives or reasons for engaging in certain activities, with intrinsic values more likely to foster persistence and effort than attainment values or values focusing on costs. Interests are "interactions between an individual and certain aspects of his or her environment." Interests are content-specific and come in two forms: individual interest and situational interest. Individual interest is a relatively stable trait developed with respect to a particular topic or subject. Situational interest, on the other hand, is immediate, affective, and transitory, and reflects certain environmental factors, such as task characteristics. Individual interest is believed to foster greater long-term persistence than situational interest. Finally, a person's goals are related to his or her reasons for engaging with a task. Mastery goals focus on learning for the sake of learning, whereas performance goals are concerned with excelling in relation to others. Students holding mastery goals are more likely than those holding performance goals to have high self-efficacy, to prefer effort attributions, to

persist at challenging tasks, and to use cognitive strategies associated with self-regulated learning. Such strategies involve setting achievable goals, monitoring one's performance, evaluating progress, and framing successes and failures with respect to effort and ability.

A wealth of empirical evidence on motivation exists, suggesting several conclusions. First, motivation within individuals tends to vary across subject areas, with this domain specificity increasing with age. At the same time, however, motivation in reading may predict later motivation in other subjects. Second, there may be gender differences in motivation, although evidence is mixed regarding the direction of such differences. Third, motivation in children predicts motivation later in life, and the stability of this relationship strengthens with age. Similarly, early achievement and IQ predict later motivation, and these relationships also tend to stabilize with age as motivation is consolidated. Finally, motivation is related to a number of other important educational outcomes, including critical thinking and metacognition. Metacognition and motivation both reinforce critical thinking skills in that students who are motivated and/or possess strong metacognitive abilities are more likely to think critically. Learning activities and assessment tasks that call for critical thinking may, in turn, improve student motivation. Moreover, motivation underlies the development and expression of metacognition. Self-regulation includes the ability to manage and regulate affective states, and its effect on academic success is mediated by motivation. Children with better self-regulation of emotion experience more positive social relationships at school, which in turn increases their level of engagement and academic motivation.

In general, children appear to enter school with high levels of intrinsic motivation, although motivation tends to decline as children progress through school. Motivation also becomes increasingly differentiated over time, both within and between school subjects. Thus, as students grow older, they are increasingly capable of accurately perceiving relative strengths and weaknesses across subject areas. In addition, children increasingly develop a more nuanced perception of different types of motivation so that by the age of 8 or 9, children can distinguish between engaging in an activity for enjoyment and performing a task because they have been told to do so.

Empirical research suggests that motivation is subject to manipulation through certain instructional practices, although studies demonstrate both positive and negative effects. In particular, extrinsic rewards should be used sparingly and cautiously, especially with elementary age children. Tangible rewards can be especially damaging to intrinsic motivation, as can negative performance feedback and positive feedback when it is administered controlling. Educators should administer any rewards informational and unexpectedly, as these types of rewards do not appear to diminish motivation. Teachers should also attempt to give students more autonomy or control over their own learning by allowing them to make choices regarding learning and assessment activities.

Collaborative or cooperative learning methods may increase student motivation and task engagement. Teachers interested in using such approaches should form mixed-ability groups that represent a narrow range of ability and structure tasks so that student roles are interdependent. Another method for affecting students' motivation is through the classroom environment, particularly with the use of goal-oriented classroom structures, promotion of appropriate attributions, and the use of external evaluation for informational purposes, rather than to control behavior or compare students to one another.

There are several challenges to assessing motivation, especially in children, who may not be capable of providing unbiased, generalized responses regarding their goals, values, interests, and effort. In addition, cognitive aspects of motivation are not directly observable. Motivation is most commonly assessed using self-report measures or rating scales completed by teachers or parents. Several published instruments exist, but these typically have to be modified for administration to young children. Other researchers have used behavioral indicators, such as free-choice persistence, use of strategies, persistence at challenging tasks, and acts of volition. Because of the link between the classroom evaluation environment and the expression of motivation, recommendations for designing assessments of motivation tend to overlap with recommendations for fostering motivation in the classroom. Several task characteristics are likely to elicit evidence of student motivation. In general, researchers recommend using tasks of moderate difficulty that can be differentiated according to student ability and interest. In addition, novel and authentic tasks stimulate engagement and interest, and tasks that are open ended, as opposed to tightly structured, and are more likely to promote motivation.

Chapter Three

Research methodology

Methodology is a systematic way to solve a problem. It refers to the methods employed, so that the researcher proceeds with his study. It involves utilizing various techniques to conduct research such as surveys, tests and other experiments. Methodology employs the correct procedures to find out solutions and paves the way for research methods to be employed properly. This methodology chapter was organized by sections consisting of: research design, research site, research resources, population & sampling, instrumentation, procedure and data analysis technique.

3.1. The research design

A research design is the end result of a series of decisions made by the researcher concerning how the study will be conducted. In social and behavioral studies, a method that is often used to obtain information and the relationship between the variables is survey research. In this type of research the researcher selects samples or representatives of population and asks questions about issues related to the problem under investigation. The answer from the informants to these questions is then regarded as a description identifying the opinions and attitudes of the whole population from which the sample was taken (Unissa, 2000). According to Kappa (1998), the most basic function of a survey is description.

This study used across-sectional descriptive survey design. Descriptive cross sectional survey method helps to gather a large variety of data related to a problem under the study and it is also effective for providing a snapshot of the current behavior, attitudes and beliefs in a population. Description can be a measure purpose of a survey study. With descriptive survey design, the researcher plans to gain information about a phenomenon within a particular field of study. A mixed-strategy research approach with both quantitative and qualitative approach was used to investigate the motivational status of the preparatory students towards physical education classes. This is because the researcher found it logical to use and follow the mixed approach for more reason that the mixed research method approach brings together the benefits of both the qualitative and quantitative to the particular research.

3.2. Research Site and resources

This research was conducted in one of the ten sub-cities (Nifas silk lafto) under the administration of the Addis Ababa city-Administrations. The sub-city for the study was selected with purpose to make the research manageable and to tackle the time and finance constraint of the researcher. The site of the study is was convenient for transportation and to economize time to ensure the researcher's functionality as scheduled. The sampling technique used to select the participating school was a simple random sampling using 25% of the sample size. Accordingly, among the three schools: Frehiwot preparatory school, Ginbot 20 preparatory school, and higher 23 preparatory school, a school which was selected and named as "school 0002", (a code given to the selected schools) throughout the study. The preparatory grade twelve students of school 0002 and the physical education teachers assigned to grade twelve were the core informants and participants of this research.

3.3. Sampling technique and sampling size

This study was carried out, at selected preparatory school "0002" (Frehiwot preparatory school). The participant students were selected among the four sections of the grade twelve of "school 0002" using 25% of students selected randomly. The population of grade twelve students was 360. 25% were selected to participate out of the 360 which makes it 90 students ready for participation. These 90 students were selected by the systematic sampling technique using the student name list. This was done by taking every 4TH student in the list. Among the Eight physical education teachers in the preparatory school 0002, four physical education teachers who were assigned to teach physical education to grade twelve students were taken or selected using the "Census sampling". A census sampling is an attempt to gather information from each and every person of interest and it is an attempt to contact all of them to gain deeper and wider information for the study. So, all four teachers assigned for grade twelve were selected for the study.

3.4. Data gathering instruments

Data gathering instrument refers to entire process of collecting data in a research investigation. There are various procedures to gather data. The instruments used in this mixed-method study to

gather data consists of closed-ended and open-ended questionnaires, interviews and classroom observations. These different ways of gathering information can supplement each other and hence boost the validity and dependability of the data. An important consideration is the choice of instruments for the validity of the research; the extent to which results from it permits researchers to draw a wanted conclusions about the characteristics of the phenomenon studied.

3.4.1 Questionnaire

Questionnaire is a popular research tool it can be used at a place of research and it offers the researcher considerable, flexibility in the administration of data. The researcher was prepared two sets of questionnaires to obtain information from teachers and students. The nature of responses were scale type (5 points scale) strongly Agree-strongly Disagree. Both sets contained three open ended and one close ended question the Amharic versions were used to collect data from respondents. This was due to the fact that it avoids language problems in understanding the questions that helps to find clear and pertinent information. This is because questionnaire is not only better accurate factual information about opinion and views but also serve as an appropriate instrument to obtain a variety of opinions with in relatively short period of time.

3.4.2 Interview

Interview is one of the tools that help to know other people's feelings, attitude, perception etc. Patton (1980) cited in Arnold (1996) states that "the purpose of interviewing is to find out what is in and on someone else's mind".

In addition, Arnold (1996) says, "We interview people to find out things we cannot directly observe". Based on its importance, interview questions were prepared for both teachers and students.

The setting of interview were considered to create suitable conditions for interviewees and there by collect data for the study. Regarding this Martial and Rossman (1989) cited in Jerboa (1999) addresses "the researcher should identify the place and time which is comfortable for both interviewer and interviewees". Thus the researcher fixed the setting of the interview based on the interviewees' interest.

Semi structured interview questions were employed as an instrument to collect the significance and relevant information. The reason for using semi structured interview is that it can permit the exploration of issues, which is flexible for the interview, and interview has better chance to explain more explicitly what he or she knows about the issue. The interview was conducted a face to face with the PE teachers and students.

In the teachers interview; 4 PE teachers were selected for the interview. All questions are open-ended. This is used to access other important additional questions during the interview. Thus, interviews were asked additional questions to prove further.

In the students interview; 6 students were involved in the interview. Four semi structured interview questions were prepared for those chosen interviewees. All the five questions are open-ended as that of teachers interview questions. To this end, a set of unstructured open-ended interview questions were asked in Amharic, where detailed information was needed, and distributed finally, it was translated in to English. The interview items were mainly focused on students' participation, their interest, teachers motivating their students, necessary materials, family contribution for the students' active participation regarding to the teaching and learning process in PE, to improve and facilitate for the effective students participation. To make the study more concrete, persuasive the realistic data obtained the researcher from the interviewees consists of responses of PE teachers, about their knowledge, experience, opinions and intervention concerning the development and improvement of PE.

3.4.3. Observation

The researcher believes that observation can provide substantial details of obtained and acquired information about how the teacher implements and transmits the knowledge, skills and attitude to students during physical education classes contextually. Observational sessions were held as supportive tools to gather the information about the present status of students' motivation, the teachers' perception of the students' motivational extent and availability of sport materials and facilities to ignite the zeal of the students to learn physical education. Observation has crucial role to support to investigate the "what is going on in the classrooms and field activities" of the physical education programs for grade twelve students of the school 0002.

3.5. Data gathering procedure

Permission to conduct the study was obtained from Addis Ababa University, the department of Science and Mathematics Education. Consent for data collection was provided by the ‘school 0002” principal and teachers, while assent was granted by the participant students prior to data collection. After acquaintance with participant teachers, the teachers confer the students and discuss on the honesty and the rights of the students on the presence of the researcher. Then the distribution of questionnaires began according to the schedule agreed with the participants.

The questionnaires were prepared based on research questions and findings discussed in review of literature. To collect the necessary data, questionnaires were prepared in Amharic language and translated into English. Therefore, the researcher gave priority to the distribution of the questionnaires. The respondent students completed the questionnaires before the start of their class and after their classes were ended. The researcher also prepared observation check list.

3.6. Method of data analysis

After carrying out the collection of data through questionnaires, semi-structured interview, and observation, based on the available data, the process of tabulation was carried out. The items then were first classified into different tables according to the nature of issues raised in questionnaires and interview and the data were analyzed.

In analyzing the data both quantitative and qualitative method were used. Accordingly, all the close ended questions of the questionnaires were analyzed quantitatively using frequency count and percentage.

The data obtained from open ended questions of the questionnaires, interviews and observation were analyzed qualitatively and served as supportive for quantitative data.

3.7. Ethical Considerations

The research would be conducted by an individual with a postgraduate for the fulfillment of master of Physical education thesis in Addis Ababa University. The people whom they are used for the sample would not inanimately mention and were confidential for the information they would give in a respondent would be done in a right, ethical and responsible procedure. The

study would be free from any sort of political, religious and personal bias but their genuine and frank responses is only valuable for the achievement of the objectives of this thesis.

Chapter Four

Presentation, Analysis, and Interpretation of the data

The primary objective of this chapter is to find out the appropriate responses for the basic questions raised under the statement of the problem from the data gathered through questionnaires distributed to the students and physical education teachers, semi-structured interview designed for both PE teachers and students, observation conducted on the theoretical and practical period of PE.

The researcher was set 90 questionnaires for the sample students and 4 questionnaires for physical education teachers to gather reliable information in breadth. Regarding the return rate, all the questionnaires distributed for both sample students and PE teachers, all of them were properly filled in and returned. Consequently based on the responses obtained from respondents through questionnaires, interviews and observation of the data are presented as follows:

Characteristics of the respondents

Description of the characteristics of the respondents gives some basic information about the sample population. Thus, the following two tables show the general characteristics of the respondents involved in the study.

Table.1.profile of physical education teachers

Description		Sex		Total	Qualification		Total
		M	F		BA	MA	
Number of service year	1-5	1	-	1	1	-	1
	6-9	2	1	3	2	1	3
	10-14	-	-	-	-	-	-
	More than 15	-	-	-	-	-	-
	Total	3	1	4	3	1	4

Table.2.Characteristics of students by age and grade

Description		Age				
	Grade 12	Under 17	18-20	21-25	Above 25	Total
Preparatory Schools	M 51	14	26	11	–	51
	F 39	8	28	3	–	39
	T 90	22	54	14	–	90

4.1 Analysis of information gathered from students

Questionnaires were distributed for students in the selected preparatory schools and their responses are summarized in this section.

Table. 3. Student's motivational status in physical education session.

N o	Item	Numbe r of respond ents	Percentile (%)				
			SDA	DA	AV	AG	SA
1	Students attends well in PE sessions equally the same as to other subjects	90	17.77	50	14.44	10	7.77
2	I can do better work than I am doing now concerning PE subject	90	11.11	41.11	20	17.77	10
3	I enjoyed the time I participated in different physical activities	90	22.22	27.77	21.11	28.33	–
4	I always want to actively participate in PE regular classes	90	13.33	51.11	–	25.55	10
5	Students interest towards PE session is high	90	26.66	53.33	20	–	–
6	Students dress sport wears always during PE practical classes	90	15.55	42.22	30	12.22	–

Key: SDA = Strongly Disagree

DA = Disagree

AV = Average

AG = Agree

SA = Strongly Agree

The students response to item 1 of table 1 indicates that they were not well attended in PE sessions equally the same as to other subjects. Because of their wrong views towards PE. For instance, 16(17.7%) learners responded strongly disagree, 45(50%) reported disagree, 13(14.44%) responded averagely agree, 9 (10%) reported Agree and the rest 7(7.77%) responded Agree from the whole sampled students.

In item 2 on table 3, 710(11.11%) of the students were responded strongly disagree, 37(41.11%) of the respondents responded Disagree, 18 (20%) of the students were responded that averagely agree, 16(17.77%) of them were responded that Agree and the rest 9(10%) of them were saying strongly agree.

Table 3 item 3 suggests that students seemed to have lack of motivation to participate in different physical activities. This is because the students might not have a clear picture of what Physical activities means and it is used for. For instance, as indicated in the data, 20 (22.2%) of the respondents strongly disagreed, 25(27.77%) Disagreed, 19(21.11%) averagely agreed and the rest 26(28.88%) reported Agree.

According to the above presented table 3 item 4 indicates that 12(13.33%) of the students were responded that strongly disagree, 46(51.11%) of them were said that disagreed, 23(25.55%) of the students were responded that agreed and 9(10%) of them responded strongly agree. This result indicates that the students were not in needed to actively participate in PE classes.

In item 5 on the above presented table 3 the interest of the students towards PE session is high, 24(26.66%) of the students were responded strongly disagree, 48(53.33%) of the students were said that disagree and the rest 18(20%) of them were said that averagely agree. This result indicates that most of the students were not interested towards Physical education session.

In a similar way, the majority of the students, 38(42.22%) of the students disagreed, 27(30%) averagely agreed, and 14(15.55%) of the respondents were strongly disagreed but only 11(12.22%) of them were reported agreed for item number 6, which attempts to asses if the students dress sport wears in PE session could be a reason or not for t heir lack of motivation towards physical education practical classes.

Table. 4. Students respond on Teachers motivational practice during physical education classes.

No	Item	Number of respondents	Percentile (%)				
			SDA	DA	AV	AG	SA
1	PE teachers teach their students by relating the lesson with real life activity	90	–	20	12.22	40	27.77
2	Teachers know about their students lives outside of the school	90	32.22	53.33	14.44	–	–
3	PE teachers utilize different teaching methods to help students perform classroom activities	90	17.77	35.55	25.55	13.33	8.88
4	Disciplinary problems are observed during PE session	90	–	10	16.66	44.44	28.88
5	PE teacher encourages students to participate in PE session	90	17.77	57.77	17.77	6.66	–
6	PE teacher start the lesson on time	90	–	12.22	20	43.33	28.88
7	PE teacher demonstrates the skills well during practical session	90	51.11	24.44	26.66	11.11	–
8	PE teacher makes his PE classes fun or enjoyable	90	17.77	44.44	26.66	11.11	–
9	PE teacher gives equal opportunities for all students in PE classes	90	8.88	12.22	45.55	15.55	22.22
10	PE teacher follow systematically the match of his teaching to the learning style of each student	90	55.55	21.11	13.33	10	–
11	High absentee students are observed during PE classes	90	–	11.11	22.22	40	26.66

The students response to item 1 of table 4 indicates that the physical education teachers were teach their students by relating the lesson with real life activity. For instance, 36(40%) learners responded agree, 25(27.77%) of them reported strongly agree, 11(12.22%) reported averagely agree but the rest 18(20%) responded disagree from the whole sampled students.

The datum presented in table 4, item 2 indicates teachers know about their students lives outside of the school. Based on this, 48(53.33%) of the students disagreed, 29(32.22%) of them strongly disagreed and 13(14.44%) averagely agreed respectively to the idea of teachers having information about their students outside of the school. This result indicates that the teachers do not have information about their students' lives outside school.

According to item 3, 32 (35.55%) of the students disagreed that PE teachers may not utilizing different teaching methods to help students perform activities. similarly, 16(17.77%) have stated that strongly disagree. On other hand, 23(25.55%) of the students stated that averagely agreed, 12(13.33%) and 7(8.88%) claimed that they agree and strongly agree with the idea stated in item 4, table 4, respectively.

As indicated in table 4 item 4, students were also asked about disciplinary problems observed during physical education session. The results show that 40(44.44%) of the students responded disagree, 26(28.88%) of them reported strongly agree, 15(16.66%) of the students responded averagely agree and the rest 9(10%) responded disagree respectively. This result implies that there were disciplinary problems during PE session.

In item 5, students were asked whether the physical education teacher encouraged the students to participate in PE session or not. Regarding this, 52(57.77%) and 16(17.77%) of the students have reported that PE teachers were not encouraged their students saying disagree and strongly disagree, 16(17.77%) of the student respondents responded averagely agreed, and 6(6.66%) of the students were saying agree. This result indicates that the majority of the respondents said that disagreed and strongly disagreed for the PE teacher students' encouragement in physical education session.

Based on the above table 4 item 6, 39(43.33%) of the students responded that agree, 26(28.88%) of the students responded strongly agree, 18(20%) of the respondents respectively replied

averagely agreed, but 11(12.22%) of the respondents response disagree. This indicates that the majority of the students said or agreed that their PE teacher starts the lesson on time.

In table 4, item 7, students were also asked regarding their physical education teacher demonstrating skills well during the practical session. Based on the question, 46(51.11%) and 22(24.44%) of the students responded that they strongly disagree and disagree,13(14.44%) students averagely agreed and the rest 9(10%) have responded agree.

The datum presented in table 4, item 8 indicates that, the PE teacher makes the physical education classes fun or enjoyable. Based on this, 40 (44.44%) of the students disagreed,16 (17.77%) strongly disagreed,24(26.66%) of the students were averagely agreed, and 10(11.11%) agreed, respectively to the idea of PE teachers make their physical education lessons enjoyable.

In item 9, students asked whether a PE teacher gives equal opportunities for all students to participate in physical education classes or not. Regarding this,37(45.55%) of the students have reported that PE teachers give equal opportunities for all students saying averagely agreed, and20(22.22%) of the student respondents responded strongly agree, 14 (15.55%) of the students responded agree. On the other hand, 11(12.22%) and 8(8.88%) have responded that disagree and strongly disagree, respectively.

Table 4 item 10, presents PE teacher follow systematically the learning style of each student. With reference to item 10,50(55.55%) of the respondents responded that strongly disagree,19(21.11%) of the students responded that disagree, 12(13.33%) of the students averagely agreed, and 9(10%) of the students have responded agreed. Therefore, physical education teachers did not follow systematically the learning style of each student or the teacher did not help his students according their needs and interest.

In similar way, in table 4, item 11 students were asked whether or not High absentee students are observed during PE classes. Based on the data in the table above, 36(40%) of the students responded that they are agreed with the idea while 24(26.66%) of them even strongly agreed with the required absentee, and20(22.22%) of them responded that they are averagely agreed. In converse to this, only 10(11.11%) of the students have refused the idea by reporting disagree, respectively.

Table 5: The major influencing factors in motivating students to learn physical education

No	Item	Number of respondents	Percentile (%)				
			SDA	DA	AV	AG	SA
1	I feel emotionally safe in my PE classes	90	20	46.66	15.55	15.55	—
2	The time allocation for physical education for a single session is less than other subjects	90	41.11	42.22	16.66	—	—
3	The parents support their students by providing the necessary materials	90	57.77	23.33	10	8.88	—

Table 5, item 1 indicated that the majority of the students 42(46.66%) were disagreed and 18(20%) strongly disagreed that students did not feel emotionally safe during physical education sessions, and 14(15.55%) of the students responded they are averagely agreed, 14(15.55%) students insisted with the idea they are saying agree. This result implies that most of the students feel not emotionally safe during physical education practical classes.

Students were asked in item 2 regarding the time allocation for PE is less than other subjects. Based on the question,38(42.22%) students disagreed, 37(41.11%) responded that they strongly disagreed, and 15(16.66%) students responded that they are averagely agreed. Therefore, the time allocation for physical education single session was equal to the time sited to other subjects.

As indicated in table 5 item3, students were also asked about their parents support their students by providing the necessary materials to motivate them and participate in PE classes. The results show that 52(57.77%) of the students responded strongly agree,21(23.33%) reported agree, 9(10%)Of them responded that they are averagely agreed, and the rest (%) responded agreed, respectively.

4.2 Analysis of information gathered from PE teachers

Questionnaire were distributed for the sample physical education teachers who are teaching in the selected preparatory schools in nifas silk lafto sub city and their response is summarized in this section.

Table 6:The physical education teachers' motivational status in PE classes

No	Item	Number of respondents	Percentile (%)				
			SD A	DA	AV	AG	SA
1	I am interested in my profession	4	—	—	25	50	25
2	I feel effective with my teaching	4	—	50	25	25	—

According to Table 6, in question number 1, regarding to the teachers interest towards their profession shows that, 2 (50%) of the PE teachers were responded that they are interested, saying agree, 1(25%) of them were responded that strongly agree and 1(25%) of the teachers were responded averagely agree. As the result indicates the PE teachers were interested towards their profession.

Table 6 presents physical education teachers feeling effective with their teaching. With reference to item 2, 2(50%) of the respondents responded that they feel not effective with their teaching, saying disagreed and 1(25%) of them responded that they were averagely agreed, 1 (25%) of the respondents said that agree.

Table.7.Teachers’ response on questions concerning their motivational practices in physical education classes.

No	tem	Number of respondents	Percentile (%)				
			SDA	DA	AV	AG	SA
1	I am sensitive enough in diagnosing students learning problems	4	–	25	50	25	–
2	I am committed to support unmotivated students in my classroom	4	–	25	50	25	–
3	I usually direct my students to read additional materials from libraries and other sources	4	25	50	25	–	–
4	Students treat their PE teacher with respect	4	–	50	25	25	–
5	Teaching individual students according to their different needs and abilities is practiced	4	–	75	25	–	–
6	The rate of load I teach in a week is high	4	–	–	25	50	25
7	I manage students behavior appropriately	4	–	50	25	25	–

According to the above presented table 7question number 1, the sensitivity of PE teachers in diagnosing learning problems shows, 1(25%) of the respondents were said agreed, 2 (50%) of them said averagely agree, and 1(25%) of the respondents were responded disagree, respectively

For item 2 table 7 which was about asking for teachers commitment to support unmotivated students in their classroom. Based on the question, 2(50%) of the respondents were averagely agreed,1(25%) of them were responded agreed. On the other hand, the rest 1(25%) of the

respondents were claimed disagree. This result implies that the majority of the PE teachers were averagely agreed in their commitment.

Item 3 were concerned with PE teachers usually direct their students to read additional materials. 2(50%) of them responded that they did not usually direct their students to read additional materials, 1(25%) of them were saying strongly disagree, and 1(25%) of the respondents were averagely agreed, respectively. From the above response most of the PE teachers said that, they did not direct their students to read additional materials from libraries and other sources.

According to item 4, 2(50%) of the PE teachers disagreed that they may not respected by their students. on the other hand, 1(25%) and 1(25%) claimed that they averagely agree and agree with the idea stated in item 4 table 7, respectively. This result implies that the majority of the PE teachers may not treated by students with respect.

The datum presented in table 7, item 5 indicates teaching individual students according to their different needs and abilities were practiced. Based on this, 3(75%) of the PE teachers disagreed, and 1(25%) of the respondents were averagely agreed, respectively. From the above responses most of the physical education teachers were not teach individual students according to their individual needs and abilities.

For item 6, 2(50%) and 1(25%) of the PE teachers reported that they agree and strongly agree, respectively, and the rest 1(25%) responded that they were averagely agree, respectively regarding the rate of load they teach in a week is high.

As indicated in table 7 item 7, PE teachers were also asked about managing students' behavior appropriately. The result shows that 2(50%) of the teachers responded disagree, 1(25%) reported averagely agree and 1(25%) responded agree, respectively. This result indicates that most of the PE teachers were not managing their students appropriately specially during physical education practical sessions.

Table 8: the accessibility of physical education teaching materials in the school

No	Item	Number of respond ents	Percentile (%)				
			SDA	DA	AV	AG	SA
1	The school have not enough materials to help the teaching and learning of PE	4	–	–	–	50	50
2	I used the available sport materials during physical education session effectively.	4	–	25	50	25	–

In question number 1, according to the above table 8, 2(50%) of the PE teachers were responded that strongly agree, 2(50%) of them also reported that they agree, respectively to the idea the school have not enough materials to help PE practical classes. From the above response, most of the physical education teachers said there are not enough materials to help the teaching and learning of PE in the school.

In a similar way, the majority of the PE teachers, 2(50%) averagely agreed and 1(25%) agreed but only 1(25%) responded disagree for item number 2, which attempts to assess if PE teachers were used the available physical education materials effectively in PE session. This result indicates that the majority of the teachers were averagely agreed in using the available PE materials effectively during PE practical sessions.

Table 9: Factors influencing in motivating students to learn PE

No	Item	Number of respondents	Percentile (%)				
			SDA	DA	AV	AG	SA
1	The size of the students per class have affected the quality of learning in my classes	4	–	–	25	25	50
2	The school environment is safe for both students and teachers	4	–	25	25	50	–
3	School support for PE department is good	4	50	25	25	–	–

The PE teachers' response to item 1 of table 9 indicates that the size of the students per class have affected the quality of learning in my classes. For instance, 2(50%) of the teachers responded strongly agree, 1(25%) of them reported agree and 1(25%) responded from the whole sampled teachers.

Teachers were also asked in item 2 regarding the safeness of the school environment. Based on the question, 2(50%) responded that they agreed, 1(25%) of the teachers averagely agreed and the rest 1(25%) have claimed disagree. From the above response of the PE teachers the majority of the respondents reported that the school environment is safe for both teachers and students.

In question number 3 on the above table 9, 2(50%) of the respondents were said strongly disagree, 1(25%) of them were said disagree and the rest 1(25%) responded they are averagely agreed. This result indicates that the majority of the teachers were said that the school support for physical education department is not good, respectively.

4.3 Responses from the open-ended items

The aim of comprising open-ended items in the questionnaire was to strengthen the data found from closed-ended items. The researcher believes that the open-ended item might help to gain adequate information on the given issues. In this section, the students were asked 3 questions and for PE teachers 3 questions. Out of 90 students, 24 of them have tried to give answers and there were 4 PE teachers, 4 of them have given answers for the open ended items. The analysis of these questions is presented below.

4.3.1 Teachers responses

For the first question which was about the factors that affect students' participation in PE classes, out of 4 teachers, 2 of the respondents responded that less attention is given to PE practical classes by the administrative body. 2 of the teachers reported that, the school has lack of sport materials, even family of the students were not help their Childs to motivate and participate actively during physical education session.

For question number 2, which was about having any alternative strategy for students active participation in the school, 2 of them reported that government should be better to equip preparatory schools with the needed PE equipment and sport fields even at woreda level. 2 of the teachers said special efforts must be made to ensure that every student is included in physical activities, regardless of ability or any other characteristics.

4.3.2 Students responses

Question 1 was about the methods frequently used by the teacher to motivate the students to participate actively. From the respondents, 6 of them said that the teachers created supportive atmosphere in the classroom, 8 of them said that their teachers encouraged them to participate freely in PE to motivate them. 10 of them said that the teachers tried to present the available teaching material logically and helping students to explain their ideas.

Question number 2 was about opinions on the ability of the teacher in managing his students. 16 of them reported that the teacher would manage all the students effectively during PE classes especially in the practical session. 8 of the students responded that, the teacher should give

freedom for the students to play, enjoy and participate on their opinions during physical education session.

4.4 Results from the teachers interview

The-questionnaire interview with 4 PE teachers tried to assess the students' motivation used by the teachers in physical education classes. The teachers were interviewed and recorded individually. The analysis falls under issues given below.

Regarding the first question, which required about the important of using motivation in PE session; all the 4 interviewees responded that without using motivation, it is difficult to teach physical education. Besides, teaching PE needs active interaction between teachers and students, as a result it is difficult to arouse students' interest without motivation.

The second question which was meant for what the PE teachers say about the view of the learners towards the important of physical education; the first, third and fourth interviewees have reported that, the majority of the students may perceive that PE is not as important as other subjects, they may assume that the PE course do not appear in national examinations, consequently, they seemed to have a little participation and interaction in the PE practical classes. The second interviewee has reported that students have partially good understanding towards the important of PE.

Regarding to question number 3, which was about to what extent the students participate during PE session, almost all the interviewees reported that the students were moderately participated in PE session.

The fourth question which inquired about how the teacher explains the relationship among peers; the first and fourth interviewees have reported that the peers have moderately good relationship. The second and fourth interviewees reported that there is a good relationship among peers.

The last question was about how to increase the participation of students during PE period; they have reported that, learning materials for PE would be fulfilled in the school, school administrators should give attention and support for PE, physical education teachers should use best methods in teaching PE and help the students according their needs and abilities in order to increase students active participation.

4.5 Results from the students interview

The researcher interviewed 6 students by preparing semi-structured questions. The students were interviewed and recorded individually. The analysis falls under five issues given below.

Regarding the first question, which inquired about students enjoyment in PE session and reasons for not enjoyed in PE; for this question, 5 students were not enjoyed in PE session, their reasons was not similar but they were not motivated in PE classes. From these 6 interviewees only one student was responded that he enjoyed PE because he was a football player out of the school so he enjoyed by himself even inside of the school.

The second question which was about the reasons that make students do not participate during PE session; about the reasons that make students do not participate in PE classes; 3 of the students responded that PE teachers did not make enjoyable the PE lesson, we are less interested because our view is reading or studying the subjects that are included in entrance examination. 2 of the respondents also responded that school have not good atmosphere to motivate us, even our teacher did not encourage us, so we are chosen not to participate in PE.

The third issue was about choice of activities students like to participate in during classes; all of the respondents responded that they liked the opportunity to get out the regular classroom setting to socialize with their peers while walking, a physical activity they seemed to enjoy. When discussing activities to offer, students frequently suggested volleyball, football like games.

Regarding the fourth question, which asked about things students liked to be eliminated from PE classes; for this question one student said that nothing could be eliminated from PE classes. But five students responded that classroom lecture and some difficult physical exercises given by the teachers could be eliminated from PE.

The last question was about the benefits of PE; for this question the respondents listed the benefits of PE as follows: it makes us healthy, active, help to have a good relationship with classmates, helps to build big muscles and having smart physical appearance and know or learn about balanced diet that help our health.

In general, the interview data showed that the teachers have good knowledge about the term motivation and they said that without using motivation, it is difficult to teach PE. Using the techniques assist the students to have good result and to attain their individual goals.

4.6 Analysis of information gathered through observation

Table 10: Observation result analysis

N o	Item	Very Good	Good	Partially Sufficient	Insufficient/ Poor	Very poor
1	Students participation				×	
2	Methods or techniques used			×		
3	Resource utilization				×	
4	Class size				×	
5	Classroom management and guidance of the teacher				×	
6	Feedback provision				×	
7	Text book availability			×		
8	Status of facilities				×	
9	First aid or clinic in the school					×
10	Additional supportive materials			×		
11	Students show willingness to do physical activities				×	
12	Water facility				×	
13	Room for changing cloth					×

According to table 10; observation check list, analysis result in the preparatory schools shows that there is no first aid or clinic and room for changing cloths during PE practical session in the school, very poor; however, the methods used by PE teachers, textbook availability and additional supportive materials were partially sufficient in the schools. students participation, resources utilization, class size, classroom management and guidance by PE teachers, feedback provision, status of facilities, students willingness to do physical activities, and water facility in the schools were also insufficient or poor. From the above observational check list presentation, the researcher conclude that availability of facilities and materials for physical education can be factors that influence the participation of students in physical education classes at nifas silk lafto.

Chapter Five

Summary, conclusion and recommendations

The chapter summarizes the study. In addition, it draws conclusions based on the study and the major findings. Finally, recommendations are based on key findings and their implications.

5.1 Summary

The main purpose of this study was to explore students' motivation to participate in PE sessions at Nifas-Silk Lafto sub-city preparatory "school 0002". The study also attempted to assess major factors affecting the students' motivation in physical education classes and suggests the ways for effective participation in PE classes.

In order to achieve the objectives, the following basic research questions were raised and answered in the course of the study:

1. What is the motivational status of students in selected preparatory schools of NifasSilk Lafto sub city?
2. What pedagogical strategies do the physical education teachers use to motivate their student?
3. How is the availability of teaching materials and facilities to motivate students learning PE in the selected school?
4. What are the major factors that influence students' motivation to learn physical education?

The researcher wrote the related literature regarding students' motivation in PE classes, and motivational factors like; internal motivational factors and external motivational factors.

In order to find out the answer for the above basic questions, the researcher utilized variety of data gathering instruments such as: questionnaires, interviews and observation. The selected samples of the study were students and PE teachers of the selected school 0002. The data gathered from questionnaires was analyzed quantitatively and the open-ended questions, semi-structured interview questions and observations were analyzed qualitatively. Finally, the analyses of the data lead to the following findings.

- ✓ The interest of the students to participate during physical education classes was less.
- ✓ Most of the students were not carried to wear sport wears during physical education practical session.
- ✓ Most of the students replied that the PE teachers do not have information about their students' lives outside of the school.
- ✓ PE teachers utilizing different teaching methods to help students perform classroom activities in PE were insufficient.
- ✓ 28 (46.66%) of the students said that there was a disciplinary problems during physical education session.
- ✓ 36(60%) of the students replied that physical education teachers did not encourage students to participate during PE session.
- ✓ Shortage of demonstration by physical education teachers during practical session.
- ✓ PE teachers were not follow systematically match of their teaching to the learning style of individual students.
- ✓ The parents of the students do not support their students by providing necessary materials to participate in physical activities in the school.
- ✓ Lack of feeling effective by PE teachers with their teaching.
- ✓ Lack of helping individual students according to their different needs and abilities.
- ✓ Poor management by PE teachers for their students during physical education session.
- ✓ Lack of enough materials to help physical education classes.
- ✓ Shortage of treatment by the teachers for the unmotivated students in PE classes.
- ✓ Students low interest towards physical education classes.
- ✓ All of PE teacher respondents replied that the school principals did not fulfill the sport materials and facilities because of financial constraints.

5.2 conclusions

Based on the major findings of the study, the following conclusions were drawn.

- ❖ The result of the study indicates that interest of the students to participate during physical education classes was low, because of lack of motivation, poor teachers' approach and scarcity of materials.
- ❖ According to the results achieved from the study, the students do not enjoy their physical education classes, and are not motivated to participate in physical activities. The students do not seriously take and consider physical education as an academic discipline. They miss-understand PE regular class for leisure or they only participate for amusement purposes. This is because appropriate class management was not practiced by the teachers themselves and the school managements are not serious about physical education issues, and do not give proper attention. Even though it may not be deliberately done, they encourage students to give less attention by in sighting students that the physical education is not included in the national examination. All those miss-leading concepts and in sights by teachers and school managements pushed students to conceive very low and poor motives towards physical education classes and towards the discipline itself as an academic subject. On times, practical classes were slowed and spend time with less time on task due to large class size and Teachers' poor management. On the side of students, instead of giving full attention they give low and divided attention during the progression of the lessons.
- ❖ The findings of this study indicated that physical education teachers do not utilize motivational strategies and encouragement techniques during the lessons. Besides, they do not provide equal chance for all students to participate in practical in physical education classes; rather, they give priorities to those students who already acquired certain skills and fitness earlier by them-selves in the topics the teachers engaged.
- ❖ The findings of the study indicate that the Nifas Silk Lafto preparatory school's teaching materials and facilities for physical education do not much to the number of students in class and to the whole students of the school quantitatively. Qualitatively, all the teaching materials are out dated, are not age related, and the fields for practical classes are shabby

and unattractively handled, poorly stored and managed. To the maximum, the already insufficient materials are hardly accessible.

- Students in Frehiwot preparatory school are less motivated to participate during physical education classes.

5.3 Recommendations

Motivation refers to reasons that underlie a behavior that is characterized by willingness and volition. This must be central concern in efforts to improve learning achievements, school effectiveness, and positive attitude for PE subject, teacher motivation, education management and issues to resource allocation and availability of good environment, where students can participate in physical education classes. As a result, the issue of students' participation of was not given due to attention. To resolve these problems, it would be advisable that concerned bodies have to consider the following recommendations:

- Physical education teachers have to aware of applying student centered teaching approach in order to motivate and encourage students in both practical and theoretical classes.
- Teachers should play an active role of facilitating motivation and encouragement up on their students in the teaching and learning process to sustain long term participation. The teachers' attitude towards their utilization of certain motivational strategies are of great importance in increasing students' motivation. The teachers' sense of friendliness as well as their interest towards their profession will attract students during the whole lesson.
- The time allotment for PE periods should be increase based on the finding on the field of study.
- During the observation time, the existing facilities in the schools were inadequate. These school should facilitate the meanness by which makes it maximally possible to use the government and the society's resource, so that, making it available enough sport materials, appropriate facilities, well tapped water supplies, construct comfortable cloth changing rooms and lockers.
- The PE teachers should discharge their responsibility in managing disciplinary problems while the class is in progress.

- Principals and school management bodies have to orient and encourage physical education teachers to produce locally and utilize the available relevant instructional materials in their fields of study to promote the teaching learning process since students are concerned, they should discuss with their teachers how to get help and be effective in their learning.
- The school principals and school managements should properly plan and allocate adequate budget physical education teaching materials prior to start of the annual school program.
- Ministry of education should evaluate the physical education curriculum at certain years interval for its relevance and alleviate the problem of class size, time allotment and frequency per week and some major problems.
- Furthermore and in depth studies should be conducted in this area with wider coverage of schools in side of Addis Ababa, if not all over Ethiopia.

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APPENDIX - A
ADDIS ABABA UNIVERSITY
EDUCATIONAL AND BEHAVIORAL STUDIES
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES
DEPARTEMENT OF SCIENCE AND MATHEMATHICS EDUCATION
QUESTIONNAIRE FOR STUDENTS

Dear students:

This questionnaire has been designed to gather relevant data for a study on the topic ‘student’s motivation in physical education session’. The findings of the study are hoped to contribute to the improvement of the motivation of learning physical education goal-oriented purposes. You are, therefore, kindly requested to provide true information in your responses.

I would like to let you know that any information you provide in this questionnaire will be kept secretly. It will be used only for this study. It is not necessary to write your name in the questionnaire.

Thank you for sparing your valuable time and effort to fill in the questionnaire.

Background information

Instruction: I

Please answer the question below by putting a tick inside the box like this "×" or fill in the blank space regarding your personal information.

1. Gender

Female ☐ Male ☐

2. Age

Part 1.

Closed ended questions

Instruction: II

Direction: Read each item carefully and indicate your degree of agreement or disagreement concerning the motivational status of students by putting a "×" mark in the boxes.

1= Strongly Disagree

2= Disagree

3= Average

4= Agree

5= Strongly Agree

No.	Item	Scales				
		1	2	3	4	5
1	Students attends well in PE sessions equally the same as to other subjects					
2	I can do better work than I am doing now concerning PE subject					
3	I enjoyed the time I participated in different physical activities					
4	I always want to actively participate in PE regular classes					
5	Students interest towards PE session is high					
6	Students dress sport wears always during PE practical classes					

Instruction: III.

Read each item carefully and indicate your degree of agreement or disagreement concerning the PE teachers use to motivate students by putting a "x" mark in the boxes.

No	Item	1	2	3	4	5
1	PE teachers teach their students by relating the lesson with real life activity					
2	Teachers know about their students lives outside of the school					
3	PE teachers utilize different teaching methods to help students perform classroom activities					
4	Disciplinary problems are observed during PE session					
5	PE teacher encourages students to participate in PE session					
6	PE teacher start the lesson on time					
7	PE teacher demonstrates the skills well during practical session					
8	PE teacher makes his PE classes fun or enjoyable					
9	PE teacher gives equal opportunities for all students in PE classes					
10	PE teacher follow systematically the match of his teaching to the learning style of each student					
11	High absentee students are observed during PE classes					
12	Disrupting is observed during PE session					
13	PE teacher makes clear explanation before practice					

Instruction: IV.

Read each item carefully and indicate your degree of agreement or disagreement concerning the major influencing factors in motivating students to learn PE by putting a "×" mark in the boxes.

No.	Item	1	2	3	4	5
1	I feel emotionally safe in my PE classes					
2	The time allocation for PE for a single session is less than other subjects					
3	The parents support their students by providing the necessary materials to participate in PA					

Instruction: V.

Part 2.

Open- ended questions

Read the following items and write your responses on the space provided below.

1. Would you please write the methods frequently used by the teacher to motivate the students to participate actively?

2. What is your opinion on the ability of the teacher in managing his students?

3. Please use this space for any comments or to express additional concerns;

APPENDIX - B
ADDIS ABABA UNIVERSITY
EDUCATIONAL AND BEHAVIORAL STUDIES
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES
DEPARTEMENT OF SCIENCE AND MATHEMATHICS EDUCATION
QUESTIONNAIRE FOR TEACHERS

Dear teachers:

This questionnaire is designed to gather relevant data for a study on the topic 'student's motivation in physical education session at lafto sub city preparatory schools. The findings of the study are hoped to contribute to the improvement of the motivation of learning physical education for various goal-oriented purposes. You are, therefore, kindly requested to provide accurate information in your responses.

I would like to let you know that any information you provide in this questionnaire will be kept confidential. It will be used only for this study. It is not necessary to write your name in the questionnaire.

Thank you for sparing your valuable time and effort to fill in the questionnaire.

Background information

Instructions: I

Please answer the question below by putting a tick "x" mark or fill in the blank space regarding your personal information.

1. Gender

Female ☐ Male ☐

2. Age ☐

3. Qualification

BA ☐ MA ☐

4. Work experience in teaching PE?

1-5years ☐ 6-9years ☐ 10-14years ☐ more than 15 years ☐

Part 1. Closed-ended questions

Instructions: II

Direction: Read each item carefully and indicate your degree of agreement or disagreement concerning the PE teacher's motivational status by putting a "×" mark in the boxes.

1= Strongly Disagree

2= Disagree

3= Average

4= Agree

5= Strongly Agree

No.	Item	1	2	3	4	5
1	I am interested in my profession					
2	I feel effective with my teaching					

Instructions: III

Read each item carefully and indicate your degree of agreement or disagreement concerning the PE teacher supports to motivate students by putting "×" mark in the boxes.

No.	Item	1	2	3	4	5
1	I am sensitive enough in diagnosing students learning problems					
2	I am committed to support unmotivated students in my classroom					
3	I usually direct my students to read additional materials from libraries and other sources					
4	Students treat their PE teacher with respect					
5	Teaching individual students according to their different needs and abilities is practiced					
6	The rate of load I teach in a week is high					
7	I manage students behavior appropriately					

Instructions: IV.

Read each item carefully and indicate your degree of agreement or disagreement concerning the accessibility of PE teaching materials in the school by putting "×" mark in the boxes.

No.	Item	1	2	3	4	5
1	The school have not enough materials to help the teaching and learning of PE					
2	I used available sport materials effectively during PE session					

Instructions: V.

Read each item carefully and indicate your degree of agreement or disagreement concerning the major influencing factors in motivating students to learn PE by putting a "×" mark in the boxes.

No.	Item	1	2	3	4	5
1	The size of the students per class have affected the quality of learning in my classes					
2	The school environment is safe for both students and teachers					
3	School support for PE department is good					

Instructions: VI

Part II. Open-Ended questions

Read the following items and write your responses on the space provided below.

1. Would you please write the factors that affect student's participation in PE CLASSES?

2. If you have any alternative strategy for students active participation in the preparatory schools?

3. Please use this space to express any additional concerns.

APPENIX - C
.ADDIS ABABA UNIVERSITY
EDUCATIONAL AND BEHAVIORAL STUDIES
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES
DEPARTEMENT OF SCIENCE AND MATHEMATHICS EDUCATION
INTERVIEW FOR TEACHERS

The main purpose of this interview is to collect information regarding to the students motivation in physical education class at nifas silk lafto sub city preparatory schools. Thus, your direct participation has been found essential and you have been selected for the interview. So, you are kindly requested to provide information needed objectively and honesty. It is assured that the collected information will be kept confidential and used for research purpose only.

Thank you

I. General information

- Name of the school.....
- Date of interview.....
- Time.....
- Name of the interviewee.....
- Sex.....
- Qualification.....
- Number of service year.....

II. Interview questions

1. Is it important to use motivation in PE?
2. What can you say about the view of the learners towards the important of PE?
3. To what extent the students participate during PE period?
4. How do you see the relationship among peers?
5. How to increase the participation of students during PE period?

APPENDIX-D
.ADDIS ABABA UNIVERSITY
EDUCATIONAL AND BEHAVIORAL STUDIES
SCHOOL OF GRADUATE STUDIES
COLLEGE OF EDUCATIONAL AND BEHAVIORAL STUDIES
DEPARTEMENT OF SCIENCE AND MATHEMATHICS EDUCATION
INTERVIEW FOR STUDENTS

The main purpose of this interview is to collect information regarding to the students motivation in physical education class at nifas silk lafto sub city preparatory schools. Thus, your direct participation has been found essential and you have been selected for the interview. So, you are kindly requested to provide information needed objectively and honesty. It is assured that the collected information will be kept confidential and used for research purpose only.

Thank you

I. General information

- Name of the school.....
- Date of interview.....
- Time.....
- Name of the interviewee.....
- Sex.....
- Section.....

II. Interview questions

1. Do you enjoy PE? Why or why not?
2. When you choose not to participate in classes what are your reasons?
3. If you could have your choice of any activities to participate in during classes, what would they be?
4. What would you like to see eliminated from PE?
5. What do you think are the benefits of PE?

APPENDIX-E

Classroom and outdoor observational check list objectives

Purpose:

To assess the students participation during PE class and to scrutinize then availability of certain physical settings in sample schools.

Name of the school-----

Name of observer-----

Date of observation-----

N o	Item	Very Good	Good	Sufficient	Insufficient/ Poor	Very poor
1	Students participation					
2	Methods or techniques used					
3	Resource utilization					
4	Class size					
5	Classroom management and guidance of the teacher					
6	Feedback provision					
7	Text book availability					
8	Status of facilities					
9	First aid or clinic in the school					
10	Additional supportive materials					
11	Students show willingness to do physical activities					

Declaration

I the under signed, declare that this thesis is my original work under the guidance of my advisor.
All relevant sources of materials used for the thesis are fully acknowledged.

Name-Yigalem Tadesse

Signature_____

Place and date of submission_____

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

Name-Ato Mulgeta Hagos

Sign_____

Date_____