JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

THE EFFECT OF STUDENT MOTIVATION ON LEARNING PHYSICAL EDUCATION ACADAMICAL ACHIEVEMENT IN JIMMA ZONE SOME SELECTED SECONDARY SCHOOLS

BY: GETACHEW BUTILE

A RESEARCH THESIS SUBMITTED TO JIMMA UNIVERSITY, COLLEGE OF NATURAL SCIENCE DEPARTMENT OF SPORT SCIENCE FOR PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE MASTERS DEGREE IN PHYSICAL EDUCATION TEACHER

FEBRUARY, 2020

JIMMA, ETHIOPIA

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BIOGRAPHIES

My name is GetachewButuleHayile. I was born in 1973 in West Walaga zone, in Horrowareda, inDoyyoKeabale from my mother DadituRaji and My father ButuleHayile I have 2 brothers and 1 sisters. I am the second son of my family and I was attend primary education in 1981-1988that was grade 1-8 in Didibe School and also help my family at free time. I have been attendmy secondary school since 1989 – 1992 from grade 9 to 12 in Shambu secondary and preparatory school then I have join Nakemet college Upon successful completion of his high school studies, in 1994 E.C he joined Jimma University and graduated with BscDegree in sport science in 2006 E.C and served as physical education teacher at different schools in Jimma zone. The author joined Jimma University in 2007 E.C with PGDT program and in 2008E.C to pursue his postgraduate study in the field of Sport science respectively.

DECLARATION

I, undersigned, declare that this paper is my original work; prepared under theguidance of **TesfayeDamana (Ass.prop) andMekoyaMengesha**. Also races of materials used for the manuscripts have been duly acknowledged.

Name: ---------- Number ---------- Center: ----------Signature----------Date of Submission of submission_____

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ABSTRACT

The study was conducted to assess the effect of students' motivation learning physical education on academic achievement in Jimma zone some selected secondary schools. Its Experimental method. From 4 secondary schools of GumayWoreda, only one (1) available secondary school was selected. From this selected secondary school30 students are selected from grade 9 by using simple random sampling technique and five (5) PE teachers was selected purposively. Questionnaire, interview and document analysis was used to collect the data then, quantitative data was analyzed by frequency count, percentage, mean and standard deviation. The qualitative data was analyzed by explanation methods. The result indicates that the students' achievement in the experimental group significantly improved by integrating different motivational techniques with teaching learning process of physical education

There was significant difference between the experimental and control groups at alpha level of 0.05 for a two tailed t-test, degree of freedom =110 in their academic achievement.

Based on the findings of this study the researcher recommends that:

Integrating motivation with learning in fostering students' academic achievement should be extended to other secondary. Teachers should be diligent in their duties and should try to employ the different methods of motivational technique and teaching method in their teaching-learning process. Schools should give awards to students, who perform well, as this will help to motivate students. Academic awards and trophies should be displayed in school trophy case. Students should be consociations and empowered to realize that no matter what anybody does motivate them; they play the most important role of motivating themselves. Students should be made know and understand that their destiny lies in their hands. Students should be made to understand that education is first for their own benefit as they are beneficiaries of their academic pursuit before any other person. Local government education section or local government executive should organize awards for best performed schools as this will help both teachers and students to improve in their academic work. The different individuals, private and public enterprises and companies should be encouraged to take up some educational projects.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Societies all over world have used education as an instrument for the achievement of their national interests and objectives. Education is an instrument per excellence for effective national development. It fosters the worth and development of the individual for the individuals' sake and for the general development of the society NPE (2004) as sited in oriahi C., 2009 All these call for functional education for the promotion of a progressive and united (oriahi,2009).

Identifying and understanding factors that associate with children's physical activity participation are critical to promote current and lifelong physical activity participation of children (Sallis*et al*., 2000). Among many factors, children's attitudes are considered to be a key element influencing physical activity participation (Solmon(, 2003). Children who have more positive attitudes toward physical activity are reported to be more likely to participate in physical activity outside of school (Portman, 2003) and demonstrate higher physical activity amounts (Hagger*et al*., 2002) than those with less positive attitudes. According to a review of literature on children's attitudes toward physical education/activity by Solmon (2003), child characteristics and contextual factors are two major factors that related to children's attitudes.

Child characteristics refer to chi1ldren's age, gender, and sports skill relative factors include the quality of physical education programs and accessibility of after school physical activities etc.

Education is one and the necessity for socioeconomic development of nation. A country is said to be developed the quality and quantity of trained man power as well as proper utilization of resources. The primary purpose of teaching learning process is to bring significant changes in behavior through active participation and critical thinking of learners (ogusaju, 1998). Therefore, school programs need to be relevant, Practical and comprehensive, while interest and ability determines the individuals' direction in education. Effective learning involves the competence of the pupil to learn and high standard of performance

Physical education now a day is regarded as critical part of general education. It would develop strong, courageous, dependable citizens, aware of their role in the society we as teachers must help students to do better things they will do any and way and teach them to do these things.

According to Nasere (2004) as sited in oriahi 2009, physical education is an importance part of secondary school curriculum, and it contributes in many ways to the overall goal of education. And its goal is to develop physically educated individuals who have the knowledge, skill and confidence to enjoy leisure time activities. Physical education classes have, as their principle objectives, the gift in the pupil of knowledge, ability and attitude necessary to carry out physical activity outside school hours and for the rest of their lives (sallies &McKenzie, 1991).

Physical education offers a whole range of opportunities for intensive social interactions that first need to be organized telama&polvi (2007) as sited on Benjamin N.*et al* .,2015. Awareness of social interaction in the classroom can help physical education teachers to manage the classroom and reach the particular important curricular goal of enhancing motivation (p.57).

A fundamental requirement of good physical education teaching learning process is that the children have a clear mental picture and understanding the task that they are faster or later asked to execute. Children need to be motivated to encourage mental activity to it is from this spring board of stimulation to carry out one or other class room tasks (maslow, 1987).Motivation has generally been defined as an internal process that activates, guides, and maintains behavior over time (Ecclees, 2002). It plays a key role in students learning process and achievement (Givvin, 2001). With respect to academic achievement. The general goal behind the motivation strategies is to increase students' academic performance by increasing their motivation to learn (Ander man &maehr, 1994). The definition of motivation varies among psychologists. However, there is a consensus in most definition. Motivation is described as force that determines behavior (olujide, *et al*., 2012). Motivation plays a key role in students' learning processes and achievement. Traditionally, two basic types of motivation are recognized-intrinsic and extrinsic (Barbuto& school, 1998). These types of motivation are based on different reasons or goals that give rise to an action (Ryan &Deci, 2000). Intrinsic motivation refers to doing something because it naturally interesting or

Enjoyable, while extrinsic motivation refers to doing something because it leads to separate, external outcome (Hanrahan, 2000).

Motivated students in physical education are more likely to pay attention and try to understand the material instead of simply going through the motion of learning in a superficial manner (stipec,

1998). They tend to engage in activities that help the to learn and achieve high in academic setting, instance, and they are likely to take time to use effective learning and study strategies and seek help from other when needed (schunk, *et al*.,2008).

The self-control of motivation is more and more understood as a subset of emotional intelligence; a person may be highly intelligent according to a more traditional definition (as measured by many intelligence tests), yet unmotivated to dedicate this intelligence to certain everyday jobs

Motivating students has a great role in improving and developing the aim of physical education and providing teaching learning process as well vallerand*et al*., (2004) as sited on Benjamin N.*et al* ., 2015. School climate as social learning environment is an important aspect of student experience and particularly powerful predictor of motivational factors Weigand and Burton, (2002) as sited on (p. 231). Motivation has been viewed as a key factor influencing student leaning outcomes (Chen, 2001). Furthermore, motivation is strong determinant of achievement in the classroom (Anderman&Anderman, 2013). Dweek (1986) as sited on oriahi C, (2009) describes how motivational processes influence a child's acquisition, transfer and use of knowledge and skills. Recent research within the social cognitive framework illustrate adaptive and maladaptive motivational processes is presented that shows, how the particular performance or learning goals children pursue on cognitive tasks shape their reactions to success and failure and influence the quality of their cognitive performance.

However, motivating students to learn requires a very challenging role on the part of the teacher. It requires a variety of teaching styles and motivational techniques just to student'interestnot all students motivated by the same values, needs, desires and wants. Some students are motivated by approval of others or by overcoming challenges (Erickson, 1978). And also different motivation orientations appear to need different directions requirement for an effective learning environment (Mares, 1998

Motivation generate by the teacher will a determining factor in the perception of the usefulness and important of physical educations by students. Effective learning involves the competence of the pupil to learn and high standard of performance (Gallegos A, (2014)).

Since there has been no research made on this issues about the situations of in this schools, it intention and also the study should be very important to point out the possible way and method of

how to minimize the problem of reduced motivational effect and its impact on students academic achievement in jimma zone some selected secondary school. Finally, the main focus of the study at this time is to assess the effect of motivation on students' academic achievement in the study area. It describes the specific characteristics of motivational effects on students' academic achievement in case Jimma zone some selected Secondary schools

A learning environment in a typical classroom is characterized by active interactions between learner and instructor or between learner and other learners. In contrast to distance learning environments and normal classrooms, Physical Education (PE) offers a whole range of opportunities for intensive social interactions that first need to be organized (Hascher, 2004; Telama&Polvi, 2007). Therefore, learning in PE classes is always about controlling these social interactions and entailed emotions. Awareness of interaction patterns in the classroom can help PE teachers to manage the classroom and reach the particular important curricular goal of enhancing motivation (Roberts, Treasure, &Conroy, 2007; Vallerand, 2007). School climate as social learning environment is an important aspect of student experience and a particularly powerful predictor of motivational factors (Hamre&Pianta, 2010; Weigand& Burton, 2002; Wang, Haertel, &Walber, 1993). A comprehensive understanding of students' behavior on learning patterns has to include the structur and processes of classroom interactions. Furthermore, motivation is a strong determinant ofachievement in the classroom (Anderman & Anderman,2013). This makes PE a fascinating research field for achievement motivation (Heckhausen, 1971). Therefore, it is important to determine which environmental factors influence motives in school classes in general and in PE. In order to obtain findings about mechanisms the motivation of students in general as well as in PE classes needs to be promoted.

1.2 Statement of the problem

Academic motivation is close to the term ´motivation to learn`. Following Krapp (1993, p. 188) motivation to learn deals with psychological processes which explain the appearance and evolvement of learning activities and its effects. Classical research fields are classroom settings and instruction. Obviously it is also part of academic learning. Learning as well as achieving play certainly a role for motivation to study; learning processes are naturally a part of university education and of academic motivation. A whole body of literature from school and educational psychology exists on learning motivation with emphasis on learning and instruction. Many studies deal with students' motivation regarding their learning aspirations and their psychological processes of learning (e.g. Murton et al. 2008, Paulsen & Feldman, 2005; Valle et . 2003, Salili et al. 2001, Bures et al. 2000). Nevertheless, learning motivation is not to be confused with academic motivation for the latter focuses exclusively on reasons why individuals

However, these will limit success, if students are not motivated. According to Ryan &Deci (2009) as sited on Gallegos A, 2014, motivation has a greater role in improving students' academic achievement. If there is lack of motivation the students are not able to acquire the knowledge that is essential One of the major objectives of the current education and training policy is to develop the physical and mental potential of the students, so that they can perform and achieve better in their learning (MOE, 1994). According to Orihai (2009), physical education is an important part of secondary school curriculum in Ethiopia, and it contributes in many ways to the overall goal of education. And its goal is to develop educated individuals who have the knowledge, skill and confidence. for their academic achievement. To this interrelated, majority jimma zone some selected secondary schools students show a problem of motivation towards their achievements. Therefore, as Jimma selected Secondary School, the researcher would be access the information about a motivation which results in a reduced students' academic achievement related to motivation. Because of these ideas the researcher would be mandatory to study on the effect of motivation on students' academic achievement in jimma zone selected Secondary Schools

Due to these problems, the students cannot do well in their studies and excel in their education which then calls for research to examine the motivating factors that enhance students‟ academic performance.

The study aimed at helping students to manage these challenges that hinder them in achieving their academic excellence

Based on this the research result would be answer the **following basic questions**.

1. Are there the differences between motivated and demotivated students in learning physical education?

2. What was the effect of motivation on students' academic achievement?

3. What was the possible solution for the motivational factors that affects students learning?

1.3 Objectives of the study

1.3.1. General objectives

The general objective of the study would be to assess the effect of students' motivation learning physical education on academic achievement in Jimma zone some selected secondary schools.

1.3.2 Specific objectives

- To examine the significant difference between motivated and de motivated students in learning physical education
- To assess the effect of motivation on students' academic achievement
- To indicate thepossible solution for the motivational factors that affects students learning.

1.4. Significant of the study

The common learning difficulties of secondary schools students' academic achievement need to be addressed by using a variety of appropriate learning materials and motivational techniques. Among others integrate motivation in teaching physical education has been found important in improving students' academic achievement problem which was encountered in. jimma zone some selected Secondary Schools. Hence, the overall research process conclusion and recommendation of the study would have significant for teachers and students, as well as the concerned bodies. The physical education teacher would be get important information about the effect of motivation on students' academic achievement. All concerned bodies like teachers' supervisors' students and families and other stakeholders would be get significant lesson on motivational factors that affect students' academic achievement, motivation which can reduce students' academic achievement.

It enable to make a research based intervention and to motivation effect related factors which hinder students' academic achievement in jimma zone some selected secondary schools

1.5Delimitation of the study

The boundary of the study was delimited geographically to jimma zone selected secondary schools, which was found in Oromia Region. The researcher has chosen Gummay woreda secondary schools for the study site because it was the working place of the researcher. Besides, this research focused on the effect on motivation on students' academic achievement in the year 2011(2018/19). And the study was delimited to grade 9, 30 students (15 male and 15 female) and their age between 15-20. The study can widespread and reliable when it was done in other grade level and schools, but because of time and budget constraint that the researcher may face, the study was restricted to the above mentioned school and grade level. So that based on the selected participants, the researcher can determine the effects to motivation on student's academic achievement. Academic achievement means students results out of 100% in theoretical class of physical education.

1.6. Limitation of the study

In conducting the research, the limitations were related to insufficient literatures on similar topic Magazines, Internet, financial problem and shortage of time that the researcher faced when conducting the research.

1.7. Operational definition of terms

Motivation is concerned with the strength and direction of behavior and the factors that influence people to behave in certain ways:An interaction of internal and external factors within which are combined a varietyof drivers that can go forward and change over time

Academic achievement: means students result out of 100.

Intrinsic motivation refers to doing something because it is naturally interesting or enjoyable occurs when students participate I class because they enjoy learning and experiencing the different learning activities, which is the most self-determined form of motivation Gonzale-Cutre*et al.*,(2011)

Extrinsic motivation refers to ones participation in an activity that is attached to the presence or absence of external rewards Ryan &Deci (2000)

Result: the point that is obtained from the learning process.

Success: the achievement of something desired, planned, or attempt.

1.8. Organization of the study

The study would be organized on the basis of the common scientific procedures. The study consists of five chapters. Chapter one deals about introduction consisting background of the study, statement of the problem, research questions, objective of the study, significance of the study, delimitation of the study Limitation of the study, operational definition of key terms, and organization of the study. Chapter two is all about the review of related literature: the third population and sampling technique, objective of the study, data gathering instruments, procedure of data collection, and method of data analysis. Chapter fourdealt with result and discussion of the study .finaly based on the analyzed data and cited in chapter five summery .conclusion .and recommendation were made

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

High performance is achieved by well-motivated people who are prepared to exercise discretionary effort. Even in fairly basic roles, Hunter *et al* (1990) found that the difference in value added discretionary performance between 'superior' and 'standard' performers was 19 per cent. For highly complex jobs it was 48 per cent. To motivate people it is necessary to appreciate how motivation works. This means understanding motivation.

2.2Motivation

Motivation is concerned with the strength and direction of behavior and the factors that influence people to behave in certain ways. The term 'motivation' can refer variously to the goals individuals have, the ways in which individuals chose their goals and the ways in which others try to change their behavior. Motivating other people is about getting them to move in the direction you want them to go in order to achieve a result. Motivating yourself is about setting the direction independently and then taking a course of action that will ensure that you get there. Motivation can be Achievement motivation is considered to be one of the essential determinants of students' achievement and academic success (Anderman & Anderman, 2013). Studies in general school settings have shown that predicts students' task and activity choice, persistence in performance situations, and attitude towards the subject to a high extent (Wigfield& Cambria, 2010). Success-motivated people (people with a higher extent of HS) want to improve their own ability, acquire new skills, and improve their skills in tasks. They attribute success to effort and talent and failure to insufficient effort (Weiner, 1974). Even in failure, their personal skill is never in question. Success triggers joy and pride in their achievements and acknowledgement of their own ability. Success-motivated people do not allow detrimental reviews and feelings of pride about success outweigh their feelings of shame about failure.

Effects in the form of self-assessment emotions enhance the performance motivated behavior (Heckhausen & Heckhausen, 2010). However, the entire directive is amplified, not only one individual element. Only positive self-affirmation explains why this directive is relatively constant despite the number of failures. In contrast, failure-motivated people (people with a higher extent of FF) attribute failure to a lack of talent and have no clear preferences in their

explanation of success (Weiner, 1972). They see failure as shameful and disheartening and interpret it as a sign of a lack of skills. Like success-motivated people, they take stock of their performance, but their emotional assessment is determined by detrimental and stressful emotions. Further, failure-motivated people avoid self-assessment (Brunstein&Heckhausen, 2010). They consider protecting their self-esteem more important than the task in which they are currently engaged. As a consequence, they do not choose tasks with moderate difficulty, because otherwise the negative assessment would constantly increase. The only self affirming element of failure avoidance is the reduction of negative reinforcement. Possible actions are choosing extremely easy or extremely difficult tasks or low stamina and this behavior suggests an appropriate means of excluding or minimizing the probability of failure. This behavior seems to be a functional and comprehensible way to preserve one's self-worth. Nevertheless, some authors suggest that failure avoidance in school is disadvantageous for the improvement of competence because it suggests defensive and sporadic overall efficiency (Brunstein&Heckhausen 2010; Covington, 1999, 2000; Martin & Marsh, 2003; De Castella, Don Byrne, & Covington, 2013). AM strongly depends on a persons' age and

2.3 Type of Motivation

The two types of motivation are intrinsic motivation and extrinsic motivation. Intrinsic motivation can arise from the self-generated factors that influence people's behavior. It is not created by external incentives. It can take the form of motivation by the work itself when individuals feel that their work is important, interesting and challenging and provides them with a reasonable degree of autonomy (freedom to act), opportunities to achieve and advance, and scope to use and develop their skills and abilities. Deci and Ryan (1985) suggested that intrinsic motivation is based on the needs to be competent and self-determining (that is, to have a choice)

Motivation is defined as the act or process of motivating; the condition of being motivating; a motivating force, stimulus, or influence; encouragement; something (such as a need or desire) that causes a person or student to at (mrriam-webster,1997). Similarly slain (2006) as cited by brow and, access date (June 2016) suggested that, motivation is what gets one going, and determines where one is to go. Motivation is one of the factors that contribute to academic success. As noted by (Ehhen&kauchak, 1994), motivation is a force that energizes and directs behavior toward a

goal could certainly be perceived as one of the most important psychological concepts in education. According to Elliot &Dweck (2005) as sited on AdekeyeA.2012, motivation is a significantly important factor for academic learning and achievement across childhood through adolescence.

Intrinsic motivation occurs when students participate I class because they enjoy learning and experiencing the different learning activities, which is the most self-determined form of motivation Gonzale-Cutre*et al.,*(2011) as sited on Gallegos A, 2014 On the other hand, extrinsic motivation depends on the degree of internalization that can come from internal or external sources (Deci& Ryan, 2000) as sited on Gallegos A, (2014). Finally, when the students is not motivated, either intrinsically or extrinsically (pelletier, *et al.,*1995) as sited on prusak A. 2004), student does not understand why he or she has to have physical education classes. moreno and Llamas (2007) as sited on Gallegos A, 2014 showed that, motivation generated by the teacher was a determining factor in the perception of the usefulness and importance of physical education y students In whatever method the usefulness and importance of physical education by students. In whatever method the teacher will apply in order to make learning easy and fun should not be overlooked. Effective learning involves the competence of the pupil to learn and High Standard of performance. Motivation has been viewed as a key factor influencing student learning outcomes. Moreover, individual characteristics such as intelligence. Cognitive styles and personality play an important role in learning and instruction as does the context of learning. Other research findings have shown that individual students' characteristics variables such as motivational orientations, self-esteem and learning approaches are important factors influencing academic achievement (chen, 2001).

2.2.1 Intrinsic motivation

Intrinsic motivation refers to doing something because it is naturally interesting or enjoyable. It results in high-quality learning and creativity, and it is well documented that it is more effective to teach students (Hanrahan, 2000). The importance of intrinsic motivation in the learning process has led to an increasing number of studies that have examined factors affecting motivation phenomena in education setting (Aderman& young, 1994)

2.2.2 Factors influencing intrinsic motivation

Intrinsic motivation refers to being involved in an activity for a great pleasure that such involvement elicits Ryan &Deci (2000) as sited on Gallegos A, 2014. While some suggest that the focus of schools should be on enhancing the levels of intrinsic motivation in students, others suggest that due to the nature of most school-based tasks and activities the focus should shift toward the modification of the manner in which sources of extrinsic motivation are implemented are implemented (McGinnis, *et al*., 1999).

Furthermore, with respect to schools in urban settings those are often faced with diminished educational resources, sine fewer opportunities exist for teachers to pique student interest through the use of educational technology, motivation and innovative pedagogy, the focus should shift from the student and on to school based tasks, and methods of instruction as the sources of lowered intrinsic motivation (Michelli, 2001). Two critical features associated with intrinsic motivation are ones perceptions that one's Action are self-determined (including the opportunity to participate in environments that support autonomous activities) Ryan &Deci (2000) as sited on Gallegos A, 2014 and ones feelings of self-efficacy (Zimmerman, 2000). Give that issues of control and management and summative assessment have been identified as typical of many urban schools, concern, therefore, arises regarding the opportunities provide to students that allow for both greater autonomy and alternative routes for displaying their competence (Michelli, 2001).

2.2.3 The importance of understanding intrinsic motivation in schools

Intrinsic motivation is associated with high level of effort and task performance as well as preference for challenge (patall, *etal*.,2008), which are desirable attributes to cultivate among student who will eventually be competing in the most educated work force in history. Children who have well developed intrinsic motivation are more likely than others to demonstrate strong conceptual learning, improving memory and high overall achievement in school Gottfried (1992) as sited on Froil and J. 2010. Student with high levels of intrinsic motivation are more likely to experience flow, a state of deep task immersion and peak performance which is accompanied by the sense that time is flying by Sherrnoff & Csikszentmihaklyi (20090 as cited on Froiland J. 2010. The benefit f intrinsic motivation oto learn also include broader measure of school success like improved psychological, positive effect while doing homework, and less drug abuse.

On the other hand, maintaining and enhancing intrinsic motivation among students requires autonomy supportive home and school environments (froiland, 2010). When students are intrinsically motivate to learn they learn more, exhibit better behavior, are happier and aspire to contribute to the betterment of society. Intrinsically motivated learners have a greater sense of well being and are more engaged in the classroom because they understand the in hornet benefit of education Ryan & DECI (200) as cited on Froiland J. 2010. When children are intrinsically motivated to make the most of their learning opportunities and treat others well, thy are truly preparing to contribute to the betterment of society.

2. 2.4 Way of promoting intrinsic motivation in students

Autonomy supportive schools, classrooms, and home environments promote intrinsic motivation for students (Froiland, 2010). School psychologists an teach parents and teachers to promote academic motivation through the following components of academically supportive communication: empathic statements; allowing students to make their own choices when appropriate; letting students know that they value creative self-expression; giving students time to solve problems on their own and providing suggestions or hints only when needed; highlighting the interesting or meaningful features of a task or assignment; asking children what they learned after they receive a good grade, rather than solely celebrating the grade; and using motivational analogies, such as "spending time on homework is like sowing seeds, eventually you will reap a big harvest of precious knowledge and skills" (p 76).

A motivational teaching style can initiate cascading effects that enhance the classroom and school atmosphere. When teachers become more autonomy supportive and share their own passion for subject matter, they will not only enhance the intrinsic motivation to their peer in other lasses (p.102).

Furthermore, students who are intrinsically motivated elicit increased autonomy support from their teachers over the course of the school year, which leads to further increases in student intrinsic motivation skinner & Belmont, (1993) as sited on Froilad J. 2010. Radel, *et al.,* (2010) examined whether motivation can b spread from teachers to students, and, subsequently, from students to their peers. This was studied through exposing high school students to one of two guests physical education teachers; the students were told that either their teacher was a highly

motivated volunteer, or that their guest teacher did not want to participate and even requited a larg sum of money to come (p.56).

Moreover the motivated volunteer teacher encouraged intrinsic motivation in the students while the reluctant teacher fostered extrinsic motivation in the students (p. 75). Additionally, when the students of the motivated volunteer were instructed to teach this same lesson to their peers, they encouraged intrinsic motivation and fuller participation among peers, whereas the students of the reluctant teacher promoted extrinsic motivation (p.78). thus, teachers can influence their students' motivation by revealing the quality of their own motivation towards the learning activity Another beneficial quality of autonomy supportive communication that it can be paired with praise to enhance intrinsic motivation, rather than diminish it, like other forms of behavioral rewards (Deci& Ryan, 2008). Praise is most effective when delivered immediately after the behavior, frequently, enthusiastically, with eye contact, while describing the positive behavior to the student, and with varied words (p.32). The key components that differentiate praise as a normal behavioral reinforce (that promotes extrinsic motivation),are the descriptive and relationship-focused aspects (eye contact and enthusiasm).

Additionally it is important that, while delivering the praise. The teacher explains to students that are being praised frothier mastery of the material, progress, use of creativity to solve a problem, or their willingness to take a risk (all autonomous qualities) and not their just their completion of work, or achievement of a good grade. In this way, the praise conveys information to the student about their level of competence, which satisfies their psychological need for competency (p.36).

Furthermore, enthusiastic praise coupled with eye contact, as opposed to praise that is delivered with a monotone voice and without eye contact, may help meet students' need for relatedness. Importantly. Implementing autonomy supportive communication in the classroom doesn't require a complete overhaul of what the teacher has been doing previously (e.g., behavioral classroom management techniques). Rather, a strategic adjustment in the way teachers deliver praise can help students transform from feeling controlled, to being given positive, useful information which satisfies their psychological needs (p.40). This is important because there is the potential for a motivational synergy, in which both intrinsic and extrinsic motivation levels are high (Hayenga& corpus, 2010) via effectively delivered praise.

One large-scale intervention that emphasizes autonomy supportive communication is the child development project now called the caring school community (CSC). The CSC is a prevention program that has been implemented in and has followed the participating students for 7 years. The program was develop based on the self-determination theory position that students learn best when their three basic needs of competency, relatedness and autonomy are met, and training is provided to show teachers how to create a school environment which fosters these needs.

For example, teachers were taught how to hold class meeting lessons, where students are given the chance to voice their opinion and work together as a team to come up with a solution for a problem affecting everyone (i.e., lack of focus during lessons). This activity Cleary fosters autonomy because the teacher is allowing the students to contribute to the discussion in a creative way as well as empowering students to help solve their own classroom issues. After implementing classroom meeting lessons and other components of the program (e.g., reading books that promote altruism and discussing readings at home with parents, thereby meeting the for relatedness) for a couple of years, the research team valuated several measures of students well-being in both the experimental and control groups.

The experimental group showed significantly more improvement in intrinsic motivation to learn, pro-social intrinsic motivation, peer relationships, and perception that they are part of a school community. Furthermore, students that received the program also exhibited less 2003). The U.S. Department of Education's (USDE) institute of education science (IES) lists the CSC as a research-based prevention program within the work clearinghouse USDE (2007) as sited in Oriahi C. 2009 and the tools and training used in the CSC could be readily implemented by school psychologists.

School psychologist can also train parents to be autonomy supportive in the home. in a seven week study, parents met with a school psychologist for 30 minutes a week and were taught how to be autonomy supportive (Froiland, 2010). The school psychologists used social-cognitive techniques such as persuasion, modeling role-play, practice and feedback to illustrate autonomy supportive techniques to the parents.

These include, but were not limited to: explaining to the children why learning the material is important and suggesting how their home work is preparation for making the world a better place; helping the parents to be considerate of the child's struggles with homework ad to make

suggestions like a consultant, without doing the work for them or losing patience with them; highlighting the interesting, aspects of homework topics;

Emphasizing that the process of studying enhances one's cognitive development much like physical exercises promotes physical fitness; acknowledging students feelings; practicing the art of warmly listening to their children talk about what they learned at school; emphasizing what students learned over the grad they received on a test. After seven weeks, parents in the treatment group reported that their children were more intrinsically motivated to their schoolwork, and children were more positive emotions about doing home work (p.33). it is possible for school psychologists, with relatively little time and resources, to promote positive change in the home leaning environment through autonomy supportive communication.

2.2.5 The impact of extrinsic rewards

Extrinsic motivation refers to ones participation in an activity that is tied to the presence or absence of external rewards Ryan &Deci (2000) as sited on Gallegos A. 2014. One common criticism of the use of the use of extrinsic rewards is that they decrease intrinsic Motivation to achieve because students shift their focus away from the material to be learned and instead concentrate solely on the reward Cameron & pierce (1996) a sited on Adekeye A. 2012. In fact, some researchers have found that once students have been exposed to an extrinsic reward (e.g., a token economy) for an extended period, the termination of extrinsic rewards results in decreased student motivation (sax &kohn, 1996.) chance (1993), however, suggests that "studies which concluded that the use of extrinsic rewards decrease levels of intrinsic motivation generally involved participant's who were presented with extrinsic rewards after completing tasks which they were initially intrinsically motivated to perform"(p 204). Example, several studies (McGinis, et al., 1999) indicate that the impact of extrinsic rewards is function of the relationship between the desired behavior and its reward.

Furthermore, while three different reward contingencies (task-contingent, performance contingent, and sues-contingent rewards) are typically identified (p.34), only success-contingent rewards (those that may indicate achievement or advancement to ward goal were found to increase interest in the rewarded activity (1993).

It is not, therefore, the use of extrinsic rewards per se, but manner in which extrinsic rewards are implemented – including the form of reward, its relationship to the desired behavior, and the rationale behind their use that impact upon intrinsic motivation. Slain (1999), for example, found that "the use of rewards more often increase intrinsic motivation, especially when rewards are contingent upon the quality of performance rather than on mere participation in activity, when rewards are seen as recognition of competence, and when the task in question is not very interesting" (p.345). The majority of research on effects of external rewards on intrinsic motivation has focused less perceptions of competence and more on issues of autonomy versus control (Ryan &Deci, 2000) as sited on Gallegos A, (2014). In fact, (p.42) note that "directives and competition pressure diminish intrinsic motivation because people experience them as controllers of their behavior [while] choice and the opportunity for self –direction appear ta enhance intrinsic motivation, as they afford a greater sense of autonomy"(p 58). Given that several studies suggest that students are not generally extrinsically based strategies aimed at enhancing intrinsic motivation appears warranted (Slavin, 1999).

Several studies suggest that while some forms of extrinsic motivation represent source of constraint and control, other represent source of activity engagement and self-regulation Cameron & pierce (1996) as sited on AdekeyeA.2012. since school-based tasks are generally viewed by students as neither inherently interesting nor enjoyable (palardy, 1999) it critically important to incorporate teaching strategies that "Promote more active and volitional (versus passive and controlling) forms of extrinsic motivation" (p 149). In fact, (p.152) note that "in schools it appear that intrinsic motivation becomes weaker with each advancing grade"(p.554).

Extrinsic rewards can be used to control (to regulate behavior) or to inform (make an individual aware that their efforts are paying off) (Dev, 1997). The use of rewards to control undermines intrinsic motivation. Controlling rewards foster extrinsic motivation while information rewards foster intrinsic motivation (Dowd & Val, 1996). As a result, the particular impact of extrinsic rewards on intrinsic motivation is consequence of the manner in which the reward system is implemented. For example, Anderman&midgley (1998) found that one students entered middle school; the changes in their motivation were the result of the particular features of their learning environments. During adolescence, children search for opportunities to establish their independence and autonomy. Often, controlling school environments stifle opportunities for self

exploration. As a Result, the structure of the typical school environment is not conductive to the developmental needs of the students

One way to provide such a change is to provide opportunities for autonomy and active participation through the use of models that foster self-determined forms of extrinsic motivation. As Ryan &Deci (2000) as sited on Gallegos A,2014 p.58) note,

"The more one internalizes the reasons for an action and assimilates them to the self, the more one's extrinsically motivated actions become Self-determined*"*

Through motivational experience and active engagement, students develop a sense of achievement that serves to enhance motivation (Bandura, 1995). Autonomous experiences can most easily be attained by allowing students to take an active role in classroom decision making. Teachers and school administrators often restrict opportunities for student involvement for fear of classroom disruption (Eccles, *et al*,1993).However, Anderman&Midgley, (1998) find supporting student autonomy does not require major classroom upheaval or force teachers to surrender the control they Have over their students' behavior. The benefit of such autonomy is that it consistently results in increased students' motivation and, ultimately, increased student performance.

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2.2.6Teaching method and motivation

The method or process is the way in which content is presented, that is, the approach used for instruction. Two basic approaches for supporting and cultivating in the classroom are (1) creating a classroom structure and institutional method that provides the environment for optima motivation, engagement, and learning; and (2) helping the student to develop tools that will enable him or her to be self-regulated. Alderman (1999), some specific ideas or tips for improving the method/process contributions to student motivation :

Incentives: rewards and punishments work at controlling the students' immediate classroom behavior, but they do not foster an intrinsic, long-term desire or commitment to learning. (Campbell and Niles (2006) as sited on Williams k. 2005)

Mutual goals or objectives: some of the common goals or objectives in the educational organization which promote continuous improvement and learning might be sense of pride, teamwork, willingness to share the credit, the management of interdependencies, shared vision

and communication direction, mutual respect and trust, and concern for the whole organization (MacGrath(2005) as sited on Williams K.2005).

Verbal conformity: one method to use to support students in accomplishing their goals is verbal conformity wherein the student repeats all or part of the goal in his or her own (pollock (1999) as sited on Williams K. 2005)

Different types of framing: Educators need to be aware that different types of framing of a problem or decision area can lead to different preferences or shift I judgment (vnkatesh (1999) as sited on Williams' k. 2005).

Objective criteria: Objective criteria should be

Early communicated and employed in testing and evaluating student success. Some of the motivational factors may include rewarding students for their success, appreciating them both verbally and in writing, providing them with opportunities to improve themselves and use their creativity, and allowing them to participate in the decision-making process and to assume responsibility (Celikoz,2010) as sited on willies,k. (2005).

Encouragement and praise: position verbal statements of encouragement and praise can strongly influence student motivation. Praise for effort and for improvement can build a student's self-confidence (palmer (2007) as sited on wiliams k. 2005).

Casework: cases see to be an effective method for increasing student motivation.

Guided discussion: Discussion seems to be a viable strategy for motivating students. Through guided discussion, students are able to discuss and make connections between the textual knowledge, news or current events, and their personal experiences their thinking (newstreet (2008) as sited on Williams's k. 2005).

Motivate student for success:when students are struggling with poor academic performance, low self-efficacy or low motivation, one strategy that may help is to teach them how to learn (tuckerman (2003) as sited on wiliams k. 2005).

Positive social interactions: when students have positive social interactions with their peers or teacher, they will become more engaged in learning. Social interaction an occur when students work in groups, have group disunions, group project, and group presentations, however, the student need to be properly prepared in the skills needed to make the group operate effectively (kurvink (1993) as sited on wiliams

Enhanced lecture: while the lecture method is and academic staple, students do not pay attention continuously during a 50-minute lecture. Teachers need to aware of attention cycles and strive to improve student attention by using student-centered enhanced lecture techniques (bunce, *et al.*,(2010) as sited on wiliamsk.2005).

Balance the challenges: students perform best when the level of difficulty is slightly above their current ability level (Margolis &McCable (2006) as sited on wiliams k. 2005).

Adopt a supportive style: teacher's guidance is important for students and that guidance motivate and develop the interest of learning. Teacher allows student to select any assignment and teacher guide the students for doing the assignment. When student do their assignment it can give them a sense of control and they are motivated. An academic motivational teaching style that allows for student can foster increased student interest, enjoyment, engagement (reeve &Hyugshim,2006)

2.2.7 Physical education teachers in connection with motivation

Helping students and understand better in the classroom is one the primary concerns of every teacher. Teachers need to motivation students how learn, students who understand the lesson tend to be more engaged and show different characteristics such as they are attracted to do work, persist in the work despite challenges and obstacles, and take visible delight in accomplishing their work. The teacher may use a variety of teaching strategies in order to make learning easy and fun. Seeking greater insight into how children learn from the way teachers discusses and handles the lesson in the classroom and teaches students the life skill they could be one of the greatest achievements in the teaching process.

According to Larson (2004) as sited on Ravizza D. 2005, physical education teachers typically spend a very large portion of class time interacting with their students. The qualities of these interactions and determine the perceptions students have of their teachers and participation in physical education. Physical educators have been called upon to meet the diverse needs of their students with caring and compassion (Irwin,etal, 2003). Gubacs (1997) explored physical education teachers' and students' concept of Caring in the teaching and learning process: both teachers and students defined caring as loving, respecting, and being nice to other. While investigating the role caring played in the teaching of physical education, (p.56) found her subject frequently exhibited caring behaviors related to fostering student growth. Other commonalities included structuring, evaluating, or modifying students' behavior, listening,

empathizing/sympathizing, ad helping teachers have great role to play in motivation of students (Aluede&Omoregie, 2005). It is believed then that schools with better organization, good academic environment and qualified teachers will motivation their students more and students from such schools stand the chance of better academic performance than schools that do not have such academic environment organization and qualified teachers. Brown, *et al.*(2003) stressed the need to introduce asset building to teachers to encourage them in helping for achievement gains of students. Teachers are able to enhance student' level of motivation by evaluating them on effort and improvement rather than ability, emphasizing individualized learning, and providing task related feedback that assists them in their efforts to improve (Brophy (1987) as sited on Hein A. 2003.And in (p.76) attributed three functions to the notion of feedback-providing knowledge, motivation and reinforcement. Because feedback operates as a strong source of motivation it can be a vital factor in learning.

Ryan,*et al.,* (1985) have suggested that the type of feedback teachers give students an also have a significant impact on students' level of intrinsic motivation. Specifically, they argued that positive information-based feedback given in response to student performance resulted in increased perceptions of competence and a corresponding increase in intrinsic motivation. Perceptions of competence and a corresponding increase in intrinsic motivation. Students display more motivational benefits from teachers they like over teachers they dislike (Montalvo, 1998). However, education is much more than a personality contest.

The following suggestions are offered regarding teacher contributions to student motivation:

Subject knowledge and motivational level: high school students make statement like I want to get a job, feel proud of myself, to graduate with my friends, and to avoid feeling like a failure (Weinstein, 2010)

Teacher skills: Teacher skills include staying calm, eliminating negative thoughts or feelings, disengaging stress, remembering that students have their own realities and are doing their best, not taking students' action personally, remembering that students are not bad rather just in the process of development, and maintaining a sense of humor (Whistler,1992) MOTVATION According to the PMBOK definition, motivation is "Powering people to achieve high levels of performance overcoming barriers in order to change

Teacher Qualification: Qualification of the teacher employed in universities should be questioned and improved. Educators need to acquire new qualities and continue to grow and evolve as they are role models for the students. (Celikoz, 2010) Test giving: Teachers need to know how to give tests that are motivating to the students. Tests need to have thematic relevance. That is , they need to aim at checking what students have learned and whether they can apply it to real-life tasks. In Addition, tests that are more demanding or challenging than anything practiced in class will have negative effects on students motivation.

Also, tests should be based on course objective and should not involve surprise or novelty. Specifically, test questions should e as easy as possible for test takers to process, even when the content is very challenging. In general, test-taking instructions, Terminology, layout and items choices need t not be ambiguous, confusing, illogical, unclear, imprecise, or poorly designed (Trugman, 2007).

Reach out to students: Students engagement is key academic motivation, persistence, and degree completion**.** Teachers are competing for the students' attention, that is, jobs, family, personal activities and interests, surfing the web, instant-messaging. Social media, cell phones and apps, text-messaging, video games, and so forth. In addition, students almost have a "consumer" attitude about learning; it is another acquisition to purchase rather than learning process. Also students are use to 24-7 convenience and expect instant gratification from their teachers. Reaching out to students will help in finding a connection between how students learn and how instructors teach (McGlynn, 2008).

Know your students and build on their strengths: Use the strengths that students bring to the classroom. Collaborative learning is effective, it is important to teach students how to find information and to evaluate the validity of the information (p .56).

Value and build relationship: "Relationships are at the heart of teaching since it is an activity based on communication." Some of the necessary elements that build and maintain constructive relationship include trust, be on their side, treat everyone with respect all of the time, be in charge and lead them to achievement, Empathy can help build a trusting relationship (p.57).

Enthusiasm: when the teacher is more enthusiasts about a topic, then the students will be more inclined to believe that the topic has value for them. That is, teacher enthusiasm can motivation student. Enthusiasm can be expressed by facial expressions, body language, stating preferences, describing personal experiences or amazing facts, showing collected artifacts, using humor,

putting energy into their lesson preparation, and meticulously preparing materials. The teacher also should balance his or he enthusiasm appropriately for the audience (palmer, 2007).

Larson (2004) also studied students' about perceptions of caring teaching in physical education. Eleven clusters of themes related to caring teaching behavior emerged from her survey of 398 elementary and secondary students including:

2.2.8Learning environment in connection with students motivation

A Learning environment in a typical classroom is characterized by active interactions between learner and teachers or between learner and other learners. In contrast to distance learning environments and normal classrooms, physical education offers a whole range of opportunities for intensive social interactions that first need to be organized (Telama&Polvi, 2007). Therefore, learning in physical education classes is always about controlling these social interactions and entailed emotions. Awareness of interactions patterns in the classroom can help physical education teachers to manage the classroom and reach the particular important curricular goal of enhancing motivation Valerian (2007) as sited on Benjamin N. e al., 2015.

School climate as social learning environment is an important aspect of students experience and a particularly powerful predictor of motivational factors (Weigand& Burton, 2002). A comprehensive understanding of students' behavior on learning patterns has to include the structure and processes of classroom interactions. Furthermore, motivation is a strong determine of achievement in the classroom (Anderman , 2013). This makes PE a fascinating research field for achievement motivation (Heckhausen, 1971). Therefore, it is important to determine which environment factors influence motives in school classes in general and physical education.

2.2.9Students interest and motivation

Creating a learning environment that evokes or triggers situational interest could play an important role in the development of individual interest. This certainly resonates with Hide&harackiewiez (2000) as sited on Koruc P. 2009 assertion that situational interest could develop into individual interest at some later time when individual have acquired the knowledge and value about a situational interest. The aforementioned potential of situational interest on the development of the future individual interest warrants closer examination in a physical education setting Mithell (1993) a sited on Koru P 2009 also asserts that ' holding interest' that emerges from the creation of meaningful learning experiences has the capacity to empower individual. In other words, situational interest can be viewed as precursor to individual interest in some respect.

Interest and goals have been identified as two important motivations constructs that influences students' engagement and achievement in learning (Chen, 2001). Interest, has been found to play a key role in influencing student learning behavior and intentions to participate in the future (Chen, &Ennis , 2004). Interest also has been found to play an energizing role on cognitive functioning and it might have a strong and prolonged effect on learner motivation and in predicting future intention. Even interest has been recognized as an important variable for learning. Interest has a cognitive as well as an effective component as motivational construct Hidi &Harackiewicz (2000) as sited on Koruc P. 2009. It emerges as a result of an individual-environment interaction and has been conceptualized as individual interest and situations interest Mitchell (1993) as sited n Koruc P. 2009. Both individual interest and situational interest consist of two phases. Individual interest refers to an individual's relatively enduring psychological predisposition (preference) to re-engage in particular classes of objects, events, or ideas over time and it content specific Hidi&Rennienger (2006) as sited on Koruc P. 2009. In essence, individual interest develops slowly and tends to be long –lasting and is considered to be relatively stable. Furthermore, individual interest develops in combination with an individual's knowledge and values. Individual interest plays a major role in a learner's preference to engage in a task or activity over time and in predicting future motivation (Xiang, e al., 2005) as sited on (p. 111).
What are the ways of promoting these students‟ motivation towards actual success or failure (Heckhausen, 1977). Emotions and daily experience play an important role. Each personal variable (*HS*, *FF*) is linked to two situational variables, *probability of success* and *incentive value* (Atkinson, 1964), and results in two motive tendencies. These two tendencies are related to each other and predict a resultant motivational behavior. When the tendency to seek success is predominant the person is success motivated, and when the tendency toward *FF* is predominant the person is failure motivated (Atkinson, 1957, 1964).

2.10 Achievement motivation in school

Achievement motivation is considered to be one of the crucial determinants of students' achievement and academic success (Anderman & Anderman, 2013). Studies in general school settings have shown that AM predicts students' task and activity choice, persistence in performance situations, and attitude towards the subject to a high extent (Wigfield& Cambria,

2010).

Success-motivated people (people with a higher extent of HS) want to improve their own ability, acquire new skills, and improve their skills in tasks. They attribute success to effort and talent and failure to insufficient effort (Weiner, 1974). Even in failure, their personal skill is never in question. Success triggers joy and pride in their achievements and acknowledgement of their own ability. *Success-motivated* people do not allow detrimental reviews and feelings of pride about success outweigh their feelings of failure. Effects in the form of self-assessment emotions enhance the performance motivated behavior (Heckhausen&Heckhausen, 2010). However, the entire directive is amplified, not only one individual element. Only positive self-affirmation explains why this directive is relatively. In contrast, *failure-motivated* people (people with a higher extent of FF) attribute failure to a lack of talent and have no clear preferences in their explanation of success (Weiner, 1972). They see failure as shameful and disheartening and interpret it as a sign of a lack of skills. Like *success-motivated* people, they take stock of their performance, but their

Situational interest on the other hand, refers to the affective reaction triggered in the moment by stimuli in environment which may have a short-term effect, and may marginally influence an individual's knowledge and values. Typically, this type of interest is evoked by specific or appealing features in the environment and has the potential to generate a true state of interest (Mitchell, 1993 as sited on (p. 2009). Individual interest as well as the interestingness of tasks (situational interest) influence learning.

Although individual interest is triggered by an individual's psychological predisposition and situational interest by environmental stimuli, (Hidi, 1990) as sited on (p . 132)points out that individual interest and situational interest are not dichotomous phenomena that occur in isolation. On the contrary, both types of interest tend to interact and influence each other's' development. From an educational perspective, students come into the learning environment with a wide array sof individual interests. It would be a mammoth task for teachers to cater to each learner's individual interest given the time constraints and class sizes teachers have to work with. Teachers, therefore, have little control over individual interest and student learning. Social climate There is no commonly accepted definition of climate, but most concepts have their origin in the habitat concept of Lewin (1963). The concept of *motivational climate* (Nicholls, 1989; Ames, 1992; Epstein, 1989) has a long history in Anglo-American countries. It

describes the climate in the classroom as resulting from teachers' goal-orientation. There are noteworthy results on motivational climate from studies in real-school settings (Valentini&Rudisill, 2006). The *motivational climate* in PE classes has been well assessed. Most of the results come from the LAPOPECQ questionnaire (Papaioannou, 1994) and Epsteins' TARGET dimensions (Epstein, 1989). Results suggest that social factors and climate have an effect on psychological mediators and motivation in PE (Kalaja, Jaakkola, Watt, Liukkonen, &Ommundsen, 2009; Pannekoek, Piek, & Hagger, 2013; Sproule, Wang, Morgan, McNeill, &McMorris, 2007). Braithwaite, Spray, and Warburton (2011) offer a detailed overview of intervention studies. Papaionannou, Kosmidou, Tsigilis, and Milosis (2007) provide a description of the assessment instrument, and Harwood, Spray, and Keegan (2008) offer a critical review.

A different theoretical approach is the German concept of *social climate* (Eder, 1996), which refers to a multidimensional (level-structured) climate. Social climate focuses on the teacher-student relationship, the student-student relationship, and the character of teaching. The three dimensions cannot be strictly separated as one may influence the other (Eder, 2010; Von Saldern, 1987). The concept of *social climate* (Eder, 1996) is well-established in the German-speaking world In addition, Eder (1996) stresses that there is a meaningful difference between perceived individual climate, aggregated climate, and collective climate. Frequently used instruments in the German speaking countries are the LASSO Scales (Von Salder&Letting, 1987) and the LFSK (Linz Questionnaire of School and Classroom Climate, Eder, 1996). A critical examination of culture specific concepts could lead to a deeper understanding of the mechanisms influencing the development of motivation in a cross-cultural perspective. *Individual and classroom climate – The LASSO scales* One essential element of the teacher-student relationship is students' perception of the pedagogical commitment of their teachers (Eder, 1996). Students can detect whether the teacher's personality agrees with their achievement and learning objectives and whether the teacher takes responsibility for their success or failures. The construct of teacher care (*"Fürsorglichkeit der Lehrkraft"*, Von Saldern& Littig, 1987) is an indicator of a trusting, caring, and supportive environment and an individualized teacher-student relation-

What influences motivation in Physical Education? 75 ship. Teacher care is relevant for students' active participation during class as well as for

2.11Achievement motivation in Physical Education.

Motivation to participate in PE seems to decline over the late elementary and high school years (Ntoumanis, Barkoukis, &Thøgersen- Ntoumani, 2009; Xiang, McBride, & Guan, 2004). Undoubtedly, school can play an important role in the prevention of this decline in motivation. One study found that teaching students appropriate self-motivation and goal setting skills during PE class has a positive impact on motivation (MacNamara, Collins, Bailey, Toms, Ford, & Pearce, 2011).There are also limited approaches with the AM in PE (DSB-SPRINT, 2006; Erdmann &Amesberger, 2008; Erdmann, 1983). This is surprising because in 1971 Heckhausen already described PE classes as a fascinating field for AM research. Recent findings from the German DSB-SPRINT Study (Gerlach, Kussin, Brandl-Bredenbeck, &Brettschneider, 2006) showed that climate had significant correlations with AM during PE class; climate had a negative relation with FF and, on the contrary, a positive relation

CHAPTER THERR

RESEARCH METHODS

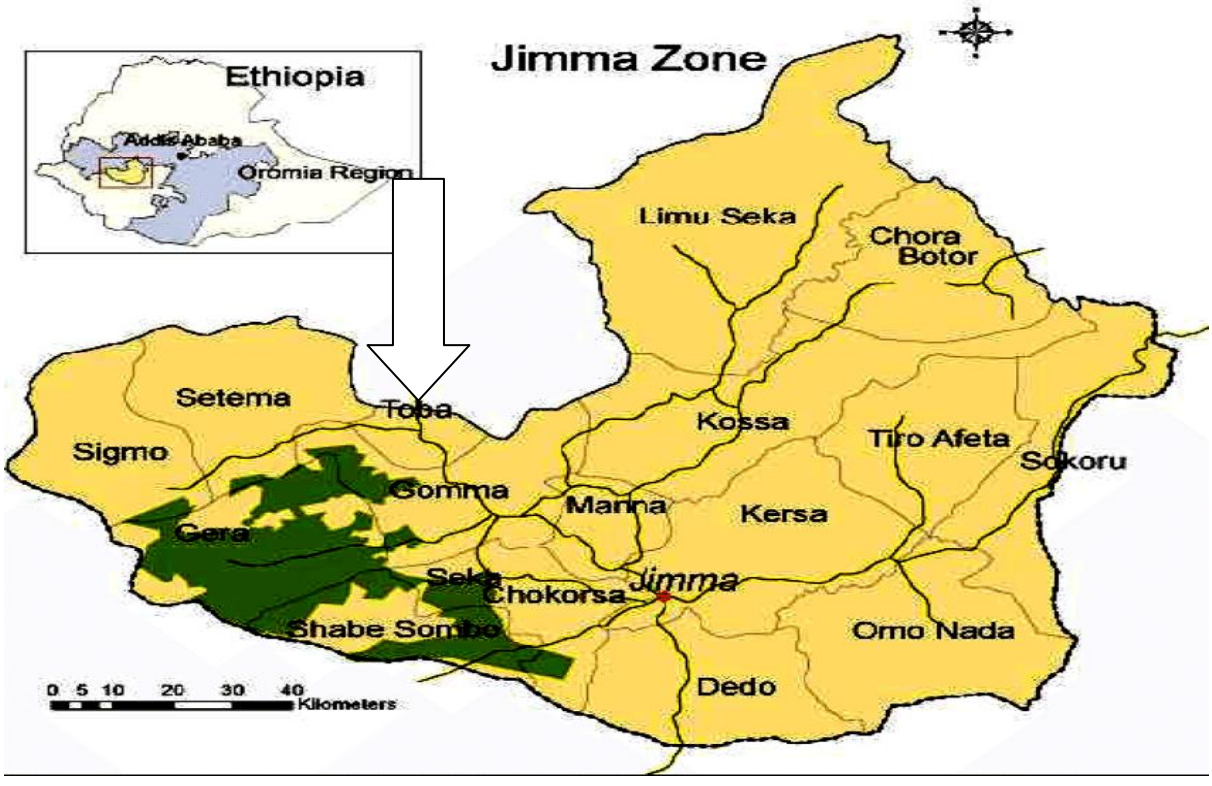
3.1 Research Design

Experimental study design was employed to assess the effect of students' motivation learning physical education on academic achievement in Jimma zone some selected secondary schools.

3.2 Description of the study Area

This study was undertaken in one selected secondary school from Gummay wereda which was found inJimma Zonelocated at South West part of Ethiopia in Oromia regional state, which is around352Km far from Addis Ababa and also 68km far from Jimma.to Gummay woreda.

Map of study area (GummayWoreda)



3.3 Source of data

Primary data and secondary data was the source of data for this study. The primary data was collected from Jimma Zone, GumayWoreda secondary school students, physical education teachers and principals. The secondary data was collected from document reviews.

3.4 Population

The sample of the study would be from a total population of 1165 students enrolled in grade 9th in the beginning of the academic year (2011/ 2019 Gummay secondary schools by using random sampling techniques. And to determine the size of the participants who are estimated to take part of the study

Table 3.1 total population of grade 9&10 students in jimma Zone

NO	Woredas Name	Total schools	Grade						Total population 9&10
			9			10			
			M	F	TO	M	F	TOT	
1	Agaro city	2	537	493	1030	954	815	1769	2799
2	Botorxolay	1	640	652	1292	497	429	926	2218
3	Cora botor	1	904	718	1622	718	651	1369	2991
4	Dedo	4	1383	1259	2642	950	8247	9197	11839
5	Gera	4	1083	957	2040	717	578	1295	3335
6	Gomma	5	1886	1809	3695	1051	764	1815	5510
7	Gummay	2	921	821	1722	649	558	1207	2929
8	Limmu Kossa	6	2028		4032	1695	1608	3303	7335
9	Limmu seka	5	1602	1403	3005	885	817	1702	4707
10	Mana	6	1445	1285	2730	1214	1083	2297	5027
11	Mencho	3	1292	1287	2579	769	755	1524	4103
12	Nonobenja	3	1026	1063	2089	902	860	1762	3851
13	Omobeeyam	3	1125	995	2120	354	285	639	2749
14	Omo nada	5	1879	1965	3844	1081	1213	2294	6138
15	Qarsa	7	1420	1448	2868	807	839	1647	4515

16	Sekacoqorsa	5	2135	1675	3810	1319	956	2275	6085
17	Saxama	2	897	695	1592	600	502	1102	2694
18	Shabesombo	3	1335	982	2317	970	740	1710	4027
19	Sigimo	4	891	639	1530	698	419	1117	2647
20	Sokoru	2	1600	1926	3526	1070	1467	2537	6063
21	Xiriofeta	4	1157	1567	2724	638	718	1356	4080
Tot			27171	2580	29751		1853	16884	18737

Table 3.2.Total population of grade 11&12. Students in jimma Zone

NO	Woredas Name	Total schools	Grade						Total population 11&12
			11			12			
			M	F	TO	M	F	TOT	
1	Agaro city	1	240	203	442	229	197	426	868
2	Botorxolay	1	136	113	249	158	49	204	456
3	Cora botor	1	183	184	367	18	14	32	399
4	Dedo	1	669	472	1141	142	107	249	1390
5	Gera	1	240	175	415	293	230	523	938
6	Gomma	1	267	199	466	175	154	329	795
7	Gummay	1	195	171	366	194	192	386	752
8	Limmu kossa	1	485	468	953	240	227	467	1420
9	Limmu seka	1	210	185	395	76	94	170	565
10	Mana	1	346	295	641	327	226	553	1194
11	Nonobenja	1	226	221	447	214	249	463	910
12	Omo nada	1	364	346	710	198	163	361	1071
13	Qarsa	1	261	261	522	50	35	85	607
14	Sekacoqorsa	1	364	317	681	180	144	324	1005

15	Saxama	1	184	148	332	242	164	406	738
16	Shebsombo	1	276	168	444	168	135	303	747
17	Sigmo	1	204	137	341	347	273	620	961
18	Sokoru	1	338	484	822	82	127	209	1031
19	Xiroafata	1	205	267	472	75	63	138	610

Table 3.3 Total population of Gummayworeda students

	Name of school	Grade9th		Grade 10th		Grade11th		Grade 12th	
		M	F	M	F	M	F	M	F
	Toba prp	592	573	921	801	195	171	194	192
	Yachi	87	65	64	58				
	Cando	42	37	27	18				
	Total	721	675	1012	877	195	171	194	192

3.5. Sample and Sampling technique

In the first stage, the researcher has selected one woreda school from Gummay Taba secondary school which contain a total of 1165students by using availability sampling techniques. In the second stage, the researcher has also selected five sections from grade 9 outof 10 sections. On third stage, 6 students were selected from each section and the total number of selected sample was 30 which were 15 male and 15 female students by using simple random sampling (lottery method).Accordingly, they were divided in to two (control group and experimental group).

n =Z2 * N p q/e2 (N-1) +Z2pq(Kothari 2004 second revised edition)

N = size of population for 5 section total 30

n = size of sample

e = acceptable error (the precision) =0.05

p = sample proportion, q = 1 – p; take the value of p = 0.5

q=0.5

z = the value of the standard variable at a given confidence level under Normal Curve; 1.96 here for 95% Confidence Level

n= (1.96)2*30*0.5*0.5/ (0.05)2(30) + (1.96)2*0.5*0.5 =74.9112/2.5112=30

After determining the size of the samples (participants) the next step is assigning 30 in to the experimental and control groups. Then after, before they were identified as experimental and control group, they were given the same PE achievement test as a pre-test.out of 100. The students was grouped in to two group based on their sex and sore of pre-test and their score was listed in descending order on each sex. Then, beginning room the first list (student,one student from two students were assigned as experimental group. Thus number 1, 3, 5, 7, from the list participated in the experimental groupthe experimental group are from the list number 2, 4, 6, 8.was assigned as a control group.

Depending on pre-test result high, medium and lower achievers was distributed in two groups proportionally irrespective of the sex of the students. Therefore, each group had all types' students in their achievement (high, medium and low achiever) and sex.The range of their age was 15-20 with 16 years as a mean average. As a result a total of 15 students in experimental group and 15 students in the control group will participated in this research

School name	Woreda	Grade level	Total No of Stud.			Sample and sampling students			Percent
			M	F	Total	M	F	Total	
Toba	Gummay	9th	592	573	1165	15	15	30	
Yache	Gumay	9th	180	161	341	16	14	30	
Chando	Gumay	9th	92	61	153	8	6	14	
			106	98	204	14	11	25	
			100	138	238	6	12	18	
Total population	Gummay9th	592M 573F	592	573	1165	15	15	30	

3.6 Data collection instruments

In order to achieve the objective of the study the researcher was collected valuable and reliable information from the target group of the study by using pre-test and post-test as the major data

collection instruments. The major data collecting instrument of the study was pre/post-test of physical education achievement tests. They were administered before and after the treatment. The test was taken from physical education text book in the school curriculum of Ethiopia grade 9 and the test was made by the teacher researcher himself. After the test is constructed by the teacher researcher, it was given to five physical education teachers and one English teacher to check if there is any problem of unclear instruction, items, beyond the level of students and improvements made based on the comments. Pre-test was given for both experimental and control groups before 8 weeks teaching learning process. And the post test was given after the teaching learning process (treatment) and the scores were documented separately for the two groups.

3.7 Data Gathering procedure

As the researcher stated before, the design of the research involves a pre-test and post test as a data gathering tool. Before they were identified as experimental and control group. They had been given the same pre-test enabling the researcher. The researchers to ensure that the groups was be in fact equivalent begin with after the pre-test, the experimental groups was exposed to the teaching learning process with different motivational technique and the students in the control group was given similar teaching learning process but with no motivational techniques.

Finally the post test was given after the teaching learning process/treatment/and the scores were documented separately for the two groups. Both pre and post tests were supervised by two physical education and one English teacher before the test will be administered.

3.8 Method of Data analysis

Considering the research question of the study descriptive statistics, frequency, percentage, mean, standard deviation and t-test value was used. The data would gather through Pre test and post tes twas analyzed qualitatively and quantitatively. Questionnaire data would be analyzed by quantitative method through numerical and percentage system. Whereas the interview would be analyzed by qualitative method based on the data analysis, interpretation would be made to reach a certain finding. Finally, as output of the research, conclusion and recommendation was proposed based on the findings.

Independent and Dependent Variables of the Study the Variables those are used in measuring.

To check the effect of students motivation learning physical education on academic achievement pre and post test mean values and standard deviation was employed through paired sample t-test; will be as to examine the significant difference between the two groups' post-test results, independence sample t-test would be employed by using SPSS20

3.9 Ethical Consideration

The researcher was got recommendation latter from Jimma University to selected Oromia zone surrounding Jimma would be given the letter selected secondary school to get permission. The objective of study was presented for all participants before the question distributed. Interview was administered on free willingness of interviewees. Respondents was informed that information providers and to aware the interviewees would be employed through paired sample t-test; would be as to examine the significant difference between the two groups' post-test results, independence sample t-test would be employed

CHAPTER FOUR

ANALISIS AND INTERPRETATION OF DATA

In this section the results obtained from achievement test, questionnaire, interview, and documents the study used descriptive analysis such as frequency, percentage, mean, standard deviation pretest and posttest value by incorporating the relevant software SPSS in the whole work. Demographic profile of respondents' analyzed in terms of their age, sex and grade level. Inferential statistics as its name indicate that the inferential statistics infer about the population depending on the sample data, and analysis and test basic question.

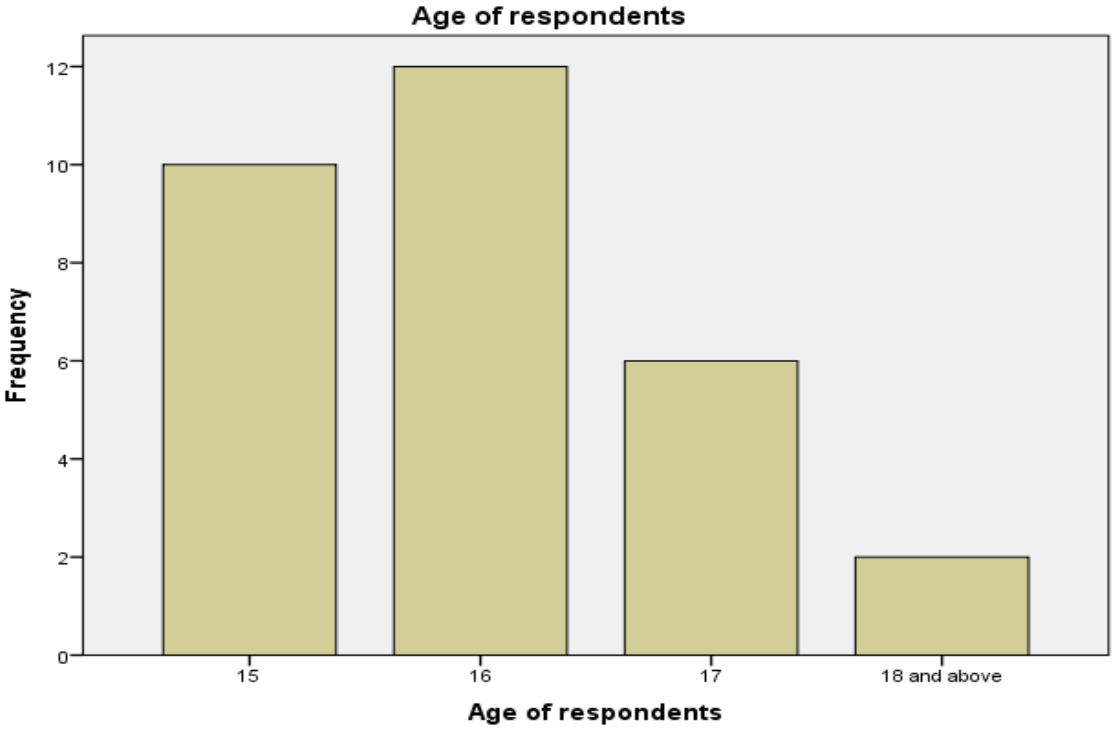
4.1. Demographic Profile of Respondents

The questionnaire requested a limited number of information related to personal and professional characteristics of respondents. Accordingly, the following tables were presents about the respondents were summarized as follows. The information includes about: age, sex, and grade level or educational level achieved.

To conduct this study valuable data was collected from the target groups of this study the target groups of them were students. The researcher obtained personal profile of the students from the school record office and by asking the students to indicate their personal profile. Therefore, in this section the data obtained from the students regarding on their personal profile were presented in the following table.

Table 1. Age of student respondents

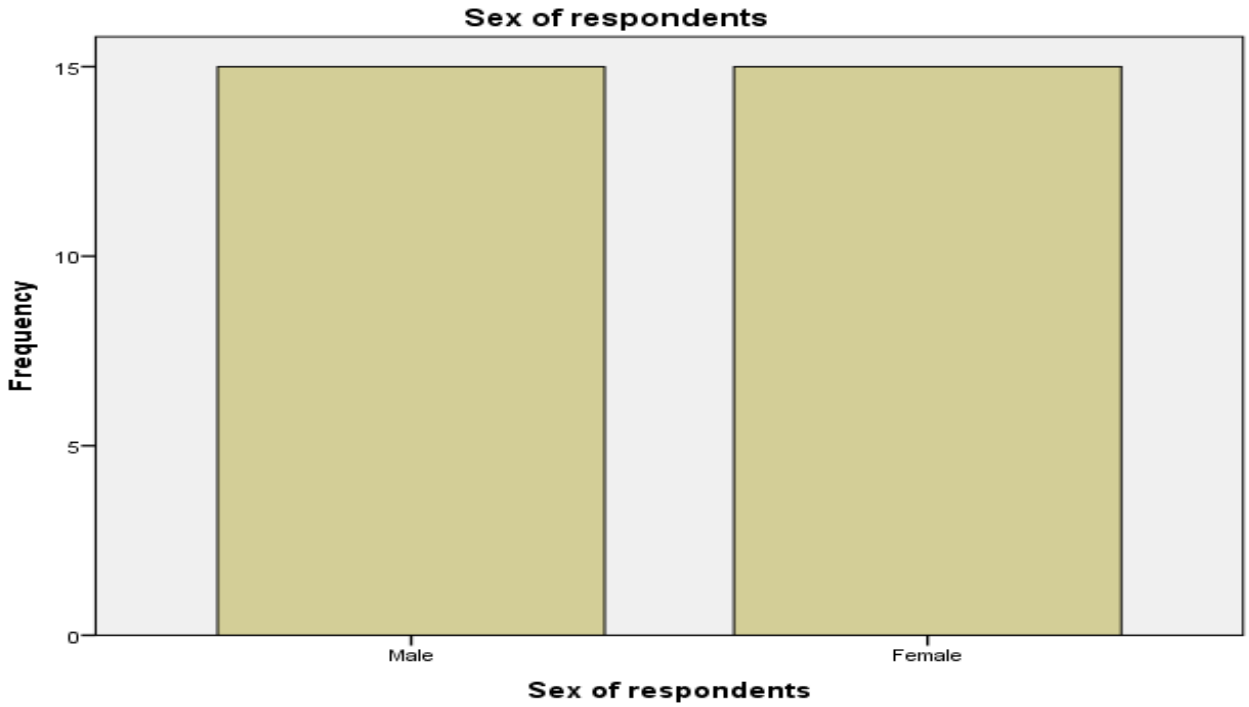
Age	Students response	
	Number of students	Percent
15	10	33.3%
16	12	40%
17	6	20%
18 and above	2	6.7%
Total	30	100%



As it is seen in the table 1 and bar graph 1, the students age 10(33.3%) students were age 15, 12(40%)were age 16 years, 6(20%) were age 17 and the rest of the population 2(5.7%)were age 18 and above with an average of years old.

Table 2. Sex of student respondents

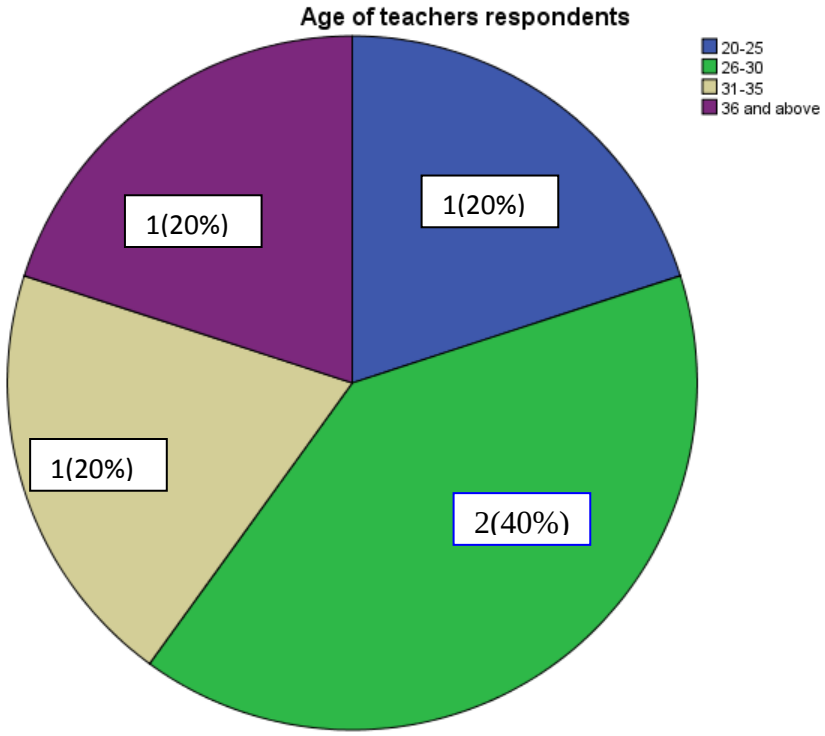
Sex	Students response	
	Number of students	Percent
Male	15	50%
Female	15	50%
Total	30	100%



As it is seen in the table and bar graph 2, 15(50%)students were male where as the remaining 15(50%)of them were females.

Table 3.Age of Teachers Respondents

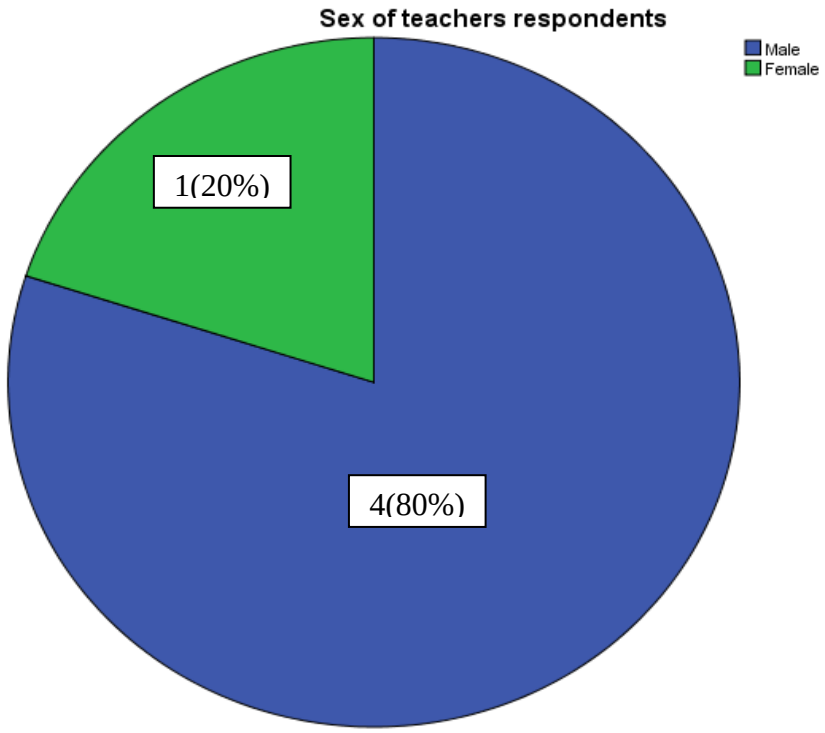
Age	Teachers response	
	Number of teachers	Percent
20 – 25	1	20%
26 – 30	2	40%
31 – 35	1	20%
36 and above	1	20%
Total	5	100%



As in table 3 and pie chart 1 above, 1(20%) of respondents are 20-25 years, 2(40%) of them are 26-30 years, 1(20%) of them is 31-35 year and 1(20%) of them is 36 and above years of age.

Table 4 .Sex of Teachers Respondents

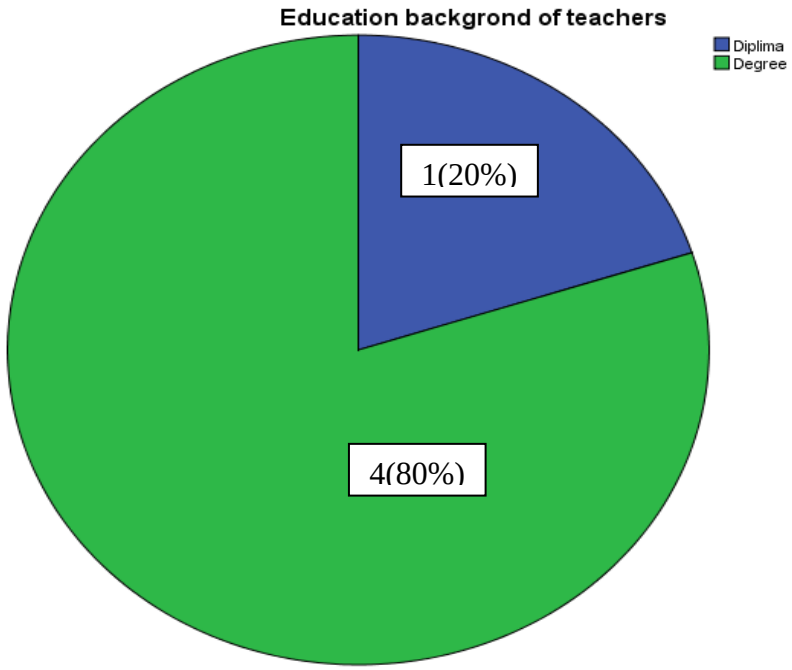
Sex	Teachers response	
	Number of teachers	Percent
Male	4	80%
Female	1	20%
Total	5	100%



As in table 4 and pie chart 2 above, 4(80%) of teachers respondents are male while 1(20%) 0f them is female.

Table 5 .Education background of Teachers Respondents

Education	Teachers response	
	Number of teachers	Percent
Diploma	1	20%-
Degree	4	80%
Masters degree	-	-
Total	5	100%



As shown in table 5 and pie chart 3 above, 1(20%) of teachers respondents is diploma while the rest 4(80%) of them are degree holders.

4.3 Demographic Characteristics of Experimental Group and Control Group

Table 6: Demographic Characteristics of Experimental GROUP AND CONTROL GROUP

Variable	Characters	Experimental Group	Control Group	Total	Percentage
Sex	Male	8	9	17	56.7%
	Female	7	6	13	43.3%
	Total	15	15	30	100
Age	15	5	5	10	33.3%
	16	7	5	12	40%
	17	3	3	6	20%
	18 &Above	1	1	2	6.7%
Grade	9^{TH}	15	15	30	100%
	Above	---	----	---	-----
	Total	15	15	30	100

Sex category of the respondents on the basis of sex of the respondent was 17(56.7%)students were male where as the remaining 13(43.3%)of them were females which shows the majority of the respondents were males. Age category of the respondents as data presented in the table above, the majority of the respondents 12(40%) were in 16 years age,10(33.3%) were 15years age, 6(20%) were 17 years age while 1(6.7%) of them is 18 and above years of age.

Table 7Distribution of pre test of the Experimental and control Group

Group	Mean	Stan. Deviation	N
Excremental Group	60.25	6.147	15
Control Group	59.95	5.115	15

As show in the table 7 the mean and standard deviation of the two groups on the per-test were very close .This indicates that their academic achievement or status on physical education was almost the same (Experimental group mean=60.25 standard deviation =6.147 and control group mean =59.95 standard deviation =5.15)

RESULT AND INTERPRETATION OF EXPREMENTAL GROUP AND CONTROL GROUP

Table8: Result and interpretation Achievement test

NO	ITEMS	RESP	Frequenc	Mean	Sd	Sig/p	T	D.F	
1	If you are physical fit, you have a high risk of cardiovascular disease	2	12	1.55	.820	.001	3.67	43	.124
2	Muscular strength the maximal ability of muscle to generate force.	2	12	1.44	.658	.000	5.954	43	0.99
3	The success of work is depends on the physical fitness and health of the workers.	2	12	1.41	.816	.000	4.803	433	0.123
4	Sport is an Organized and competitive	1	12	1.23	.829	.000	5.456	43	.125
5	Play is an activity used as amusement	2	12	1.32	.029	.000	7.983	43	.125
6	Gymnastics Refers to leisure time activity	2	12	1.23	.642	.000	7.983	43	.097

7	Recreation body's' ability to withstand daily activity	2	12	1.20	.765	.000	7.983	43	.097
8	In1943 Formal completion was introduced in Ethiopia	2	12	1.34	.805	.000	5.429	43	.121
9	The first establish and to organize sport program in Ethiopia was Athletic Federation	2	12	1.34	.085	.000	5.429	43	.121
10	If you engage in physical fitness exercise program you will sleep better	2	12	1.39	.655	.000	6.257	43	.099
11	Swimming Which exercise helps to improve flexibility?	2	12	1.27	.544	.000	6.217	43	.082
12	Agility is skill related components of physical fitness	2	12	1.32	.800	.000	8.86	43	.212
13	Speed is The ability to transfer a power into a force at a fast rate.	2	12	1.32	.740	.000	5.65	1.43	.112
14	Mental development Improved efficiency of organic function 1 and high level of physical fitness refers	2	12	1.39	.920	.000	4.42	43	.139
15	180 is the approximate maximum heart rate of a twenty years old individual?	2	12	1.45	.791	.000	4.57	4.43	119
16	If we do one thing it leads to another .People will be motivated to work	2	12	2.82	-5.82	-000	9.331	43	-088
17	If rewards and punishments are directly related to their performance	2	12	1.27	-758	-000	6.362	43	-114
18	IF Provides feedback which positive reinforces effective behavior	2	12	1.45	-757	-000	5.178	43	104
19	People are better motivated if treated equitably	2	12	1.50	1.89	-004	3.045	43	104

20	Emphasizes the importance of internal psychological factors,	1	12	1.48	1.551	-004	3.042	43	174

Key F- Frequency, M; -mean ,DF;-degree of freedom ,SD;- standard deviation , P<∝, ∝=0.05, degree of confidence =1.96,N;number,15 number of experimental group & 15:number of control group respondent Cut point;-1 strongly Disagree≤ 1.5,2. Disagree1.5-2.5, 3. Neutral: 2.5-3.5, 4. Agree; 3.5-4.5, 5. Strongly Agree; ≥4.5 High score show of experimental group s high while low score implies control group in the scale. Item 1 in the above table 4, the result shows that experimental group (M = 1.55, SD =0.820) and they replied they were strongly disagree on that l control group respondent post- test value indicts=3.677 p = 0.001 and DF =43, this implies statistically significant there was association between the perception of experimental group and control group respondent the above table 4, shows that the employee respondents (M=1.41, SD =0.658) and replied that they were strongly disagree that have positive relation. Similarly, statistical per-test and post test value were t = 5.954 p = 0.000 at DF= 43 implies significance there was association between the of experimental group and control group respondent perception have no fails to interfere until problems become serious. 36 Item 3 in the above table 8, shows that employee respondents (M= 1.41, SD= 0.816) and replied that they were strongly disagree that focuses attention on irregularities, mistakes, exceptions, and deviations from standards to interfere until problems become serious. Furthermore, statistical t - test value indicates t =4.803 p = 0.000 and DF = 43, implies significant, there was association between the perception

Table 9 Pre and post Intervention mean difference of the Experimental Group

	Mean	Std deviation	Std error mean	95%confidence innerve of the difference	T	Df		Sig (2_tailed)
				Lower	Upper			
Pair Pretest result of experimental group _post test result of experimental group	-16.678571	5.088694	0.68005	_18.041333	-15.315810	24527119	55	.000

Key F- Frequency, M; -mean ,DF;-degree of freedom ,SD;- standard deviation

To see whether there is a significant relationship between motivation and academic achievement result before and the after the intervention paired sample t-test was ran. As table 9 indicates that, there is a significant different between the pre and post result experimental group at(t=24.527119,df=55 and p=55 0.000).the result showed that there is a significant relationship between motivation and academic achievement .therefore the null hypothesis(ho)which says there is no significant difference between motivated and a motivated academic achievement has been rejected

Table10 independents sample T-Test Result on post Test of Control group with Experimental group.

	Levine's test for equality of variance	t-test equality of means						
	F	Sig	T	Df	Sig(two tailed)	Mean difference	95%intervalof the difference	
							Lower	Upper
Post-test result Equal variance assumed Equal variance not assumed	2.445	.121	-10.446 -10.446	110 109.566	.000 0.000	-13.375 -13.375	-14.346 -14346	-12.404 -12.404

As table10.indicates the post test result mean difference of experimental and control group is-13.375.this indicates that, there is an improvement of control performance in the experimental group compared to the control group (at p=0.000,df110,t=10.446).then the hypothesis (H0)which says there is no significant difference between motivated students' academic achievement had been rejected

4.4. Result and Discussion

The study was carried out to investigate the effect of motivation on students' academic achievement. The research was conducted by using pre andpost tests as a data gathering tool. The result obtained from this study indicates that motivation has a great role in enhancing students' academic performance at Toba Secondary school. The pre and post test comparison of the two groups in academic achievement have shown that motivated students performed better than that of unmotivated students.

Generally, the analysis made on the data obtained from the pre and 'post test, has imported that the effect of teaching with motivational techniques are significant on students' academic achievement. The finding of this study correlates with the findings of oriahi Christian(2009),which has testified that motivation has a significant role in affecting the academic achievement of the students than that of unmotivated students on his study he revealed that students need to be motivated both intrinsically and extrinsically. Both ways of motivation are necessary for a better academic performance and the more students are motivated the better chance of their academic performance.

This result also in line with the already proved facts that motivation and academic achievement are interrelated. In this view Afolabi and Imhonde (2009)as sited in Oriahi Christian (200),revealed that students need to be motivated both intrinsically and extrinsically both ways of motivation are necessary for a better academic performance and the more students are motivated the better chance of their academic performance.

According to Deci(2000), motivation has a greater role in improving students' academic achievement. If there is lack of motivation the students were not able to acquire the knowledge that is essential for their academic achievement. He suggested that students should be academic ally motivated as this will go a long way to solving most of the problems faced in education system and also increase students academic performance. He further remarked that motivating students will help them to be more responsible and have more interest in studies.

Finally, a motivation appears when the student is not motivated, either intrinsically or extrinsically, when that student does not understand why he or she has to have physical education classes, or knows their value ,thus seeing this course as a waste of time this implies that motivating students is an effective to enhance students academic achievement. This is because

motivated students result in academic achievement achieves better than of unmotivated students.

Pre-and post test Result of control Group

Code	Pre test result	Post test result	Deference
CG1	**53**	**59**	**6**
CG2	**66**	**62**	**4**
CG3	**67**	**66**	**-1**
CG4	**68**	**72**	**3**
CG5	**56**	**58**	**2**
CG6	**60**	**65**	**5**
CG7	**67**	**60**	**-7**
CG8	**65**	**57**	**-8**
CG9	**59**	**60**	**1**
CG10	**56**	**61**	**5**
CG11	**56**	**66**	**10**
CG12	**58**	**70**	**12**
CG13	**58**	**60**	**2**
CG14	**55**	**57**	**2**
CG15	**54**	**60**	**6**

Pre- and post Result of Experimental Group

Code	Pre-test	Post-test	Deference
EG1	**67**	**85**	**18**
EG2	**60**	**84**	**16**
EG3	**52**	**71**	**19**
EG4	**53**	**85**	**27**
EG5	**50**	**68**	**18**
EG6	**66**	**75**	**9**
EG7	**67**	**88**	**19**
EG8	**64**	**73**	**9**
EG9	**60**	**69**	**9**
EG10	**50**	**74**	**24**
EG11	**58**	**69**	**11**
EG12	**65**	**71**	**6**
EG13	**60**	**79**	**19**
EG14	**66**	**78**	**12**
EG15	**63**	**84**	**19**

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

The main purpose of this study was to assess the effect of motivation on academic achievement and to recommend effective academic motivational techniques at Toba secondary school. For this purpose, the researcher designs experimental research method to assess the effect of independent variable on the dependent variable. And then, the researcher reviewed available literature in order to decide the focus of the study and methodologies.

In order to attain general objective of the study, the following specific research objectives were formulated.

To examine the significant different between motivated students.

To assess the effect of motivation on students' academic achievement.

Based on the above specific objectives pretest and posttest were formulated. Accordingly, the design of the study, subjects, data collection tool, procedure and data analysis were determined. The main source of data was pretest and posttests. In dealing with the objective the paper conducted in Toba Secondary school students. From all grade 9^{th} 30 student were taken as sample to gather the necessary data (information) through pretest and posttest. The experimental and control groups were identified through random sampling. The collected data were coded, logically arranged and tabulated for the analysis process.

Based on the data analysis the major finding of the study was presented as follows;

Students' achievement in the experimental group significantly improved by integrating different motivational techniques with teaching learning process of physical education

There was significant difference between the experimental and control groups at alpha level of 0.05 for a two tailed t-test, degree of freedom =110 in their academic achievement.

5.2. Conclusion

The research has designed to investigate the effect motivation on learning physical education and to identify its impact on the students 'academic achievement. And the study follows the experiment research method to find out effect of motivation on academic achievement.

And the finding were a significant difference was found between the experimental and control group in their academic achievement as measured by the post test. This achievement in experimental groups improved as a result of the applying the motivational strategies in the teaching learning process. With respect to academic achievement, the general goal behind the motivational strategies is to increase students' academic performance by increasing their motivation to learn (Alderman& meaehr, 1994).

Academic intrinsic motivation is characterized by mastery a mastery orientation, curiosity, persistence, a high degree of task involvement, and the learning of challenging, difficult, and novel tasks (Gottfried, 1990 as sited on foreland J 2010). The findings showed that, students in grades 4-9 with higher levels of academic intrinsic motivation showed significantly lower academic anxiety, higher school achievement, and reported more positive perceptions their academic abilities than their peers who had lower levels of academic intrinsic motivation(p.231).

This means that the use of such motivational techniques in the teaching learning of physical education were proved to be a contributing factor for improving research participants academic achievement. Based on the findings of the study, the following conclusions were drawn

The students need to be motivated so that they can do better in their academic pursuit. In motivating students, there is need to use both intrinsic ways of motivation, both ways of motivation are necessary and none of them is dispensable.

Teachers and principals have a big responsibility in motivating students. In their approach to teaching –learning environment, teachers should use skills and methods of teaching that will help to motivate students

Teachers realize that students vary in their rate of assimilation hence, the need to adopt different motivational techniques in teaching –learning situation. Not all students are motivated by the same values, needs, desires, and wants (Erickson,1978). Motivation of students plays a great role in minimizing examination malpractices and goes long way in seeing to the realization of education goal. Although motivation has produced a series of positive effects on physical education teaching.

5.3 Recommendations

One of the bases of the findings of this study is that the researcher recommends that

- Integrating motivation with learning in fostering students' academic achievement should be extended to other secondary.
- Teachers should be diligent in their duties and should try to employ the different methods of motivational technique and teaching method in their teaching-learning process.
- Schools should give awards to students, who perform well, as this will help to motivate students.
- Academic awards and trophies should be displayed in school trophy case.
- Students should be consociations and empowered to realize that no matter what anybody does motivate them; they play the most important role of motivating themselves. Students should be made know and understand that their destiny lies in their hands.
- Students should be made to understand that education is first for their own benefit as they are beneficiaries of their academic pursuit before any other person.
- Local government education section or local government executive should organize awards for best performed schools as this will help both teachers and students to improve in their academic work
- The different individuals, private and public enterprises and companies should be encouraged to take up some educational projects.

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APPENDIX A

JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

The following questions concern your position and other personal information. Completion of this information is voluntary and its confidentiality assured. No individual data will be reported. Thank You Direction: -

1. Don't write your name

2. To those questions with alternatives you provide the answer putting the sign "√" in front of your choice.

3. For interview questions please freely your opinion.

4. Your response to these questioners is very important for this research finding Paper so please freely write your response carefully.

Part one:

1. Name of the school ----------
   2. Sex: male □ female □
   3. Age: 20-25 □ 26-35 □ 36-45 □ 45 and above □
   4. Education: Diploma □ BA degree □ MA degree &above □
   5. Experiences: 1-3 years □ 4-8 □ 9-11 □ 12years & and above
2. 1 Not at all 2 Once in a while 3 Sometimes 4 Fairly Often 5 Frequently, if not always

No		1	2	3	4	5
1	To explore existing motivational techniques used by the Secondary school teachers					
2	To measure the academic achievement of Secondary school students					
3	To explore the impact of motivational techniques on the academic achievement of primary students. and secondary					

4	To measure the impact of demographic variations of teachers' qualification, training, socio economic background for determining the motivational.					
5	Teachers with higher qualification use positive reinforcement as motivational strategies.					
6	Teacher with early childhood training will use positive reinforcement as a motivate them teachers					
7	Teachers whose score 100% result used grades as motivational					
8	Teachers whose score 100% result used grades as motivational techniques than the teachers who score 70% result.					
9	Teachers who belong to ethnic groups used negative reinforcement as motivational techniques					
10	Motivation higher academic achievements for the learners of Secondary school education					

APPENDIX-B

JIMMA UNIVERSITY

GRADUATE STUDENTS

DEPARTMENT OF SPORT SENCISE

PE achievement test questions for students

Thus, you are being requested to participate in a survey to provide your organization with employee commitment related information that will help improve the working environment for employees. Participation in this survey is voluntary and no individual data will be reported. Please indicate the extent of your agreement or disagreement with each statement about your leader by putting the sign "√" from 1 to 5. Whatever information you give me is strictly confidential and could be used for academic purpose only. I would like to thank you in advance for your indispensable cooperation. Use the following rating scale:

1=Strongly Disagree, 2= Disagree, 3=Neutral, 4= Agree, 5= Strongly Agree

NO	Responses	1	2	3	4	5
1	If you are physical fit, you have a high risk of cardiovascular disease					
2	Muscular strength the maximal ability of muscle to generate force.					
3	The success of work is depends on the physical fitness and health of the workers.					
4	Sport is an Organized and competitive					
5	Play is an activity used as amusement					
6	Gymnastics Refers to leisure time activity					
7	Recreation body's' ability to withstand daily activity					
8	In1943 Formal completion was introduced in Ethiopia					

9	The first establish and to organize sport program in Ethiopia was Athletic Federation					
10	If you engage in physical fitness exercise program you will sleep better					
11	Swimming Which exercise helps to improve flexibility?					
12	Agility is skill related components of physical fitness					
13	Speed is The ability to transfer a power into a force at a fast rate.					
14	Mental development Improved efficiency of organic function 1 and high level of physical fitness refers					
15	180 is the approximate maximum heart rate of a twenty years old individual?					
16	If we do one thing it leads to another .People will be motivated to work					
17	If rewards and punishments are directly related to their performance					
18	IF Provides feedback which positive reinforces effective behavior					
19	People are better motivated if treated equitably					
20	Emphasizes the importance of internal psychological factors,					

APPENDAEX C

Interviews question (only for Students)

Part three:- Interview

Date_____ Time _____ Place_____

Educational Level _____ Age _____ Sex _____

. Read each items carefully ad answer each as completely as possible. The approximate amount of time that you should spend on each item and point value of the items is indicated on parenthesis.

1.. Define the term physical education and differentiate it with sport. (8 minute)

A_____

_____

_____

_____

_____

_____

2. Define the word competition and write its importance to the improvement of social interaction?

B_____

_____

_____

_____