

JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCES

DEPARTMENT OF SPORT SCIENCE



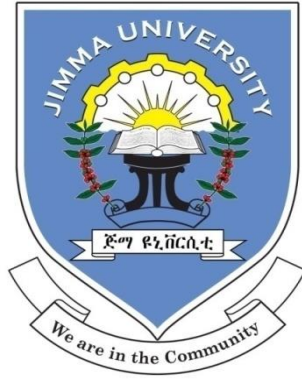
**FACTORS AFFECT THE STUDENT MOTIVATION OF PHYSICAL EDUCATION
IN TEACHING –LEARNING PROCESS IN THE CASE OF SOME SELECTED
HIGH SCHOOL IN SANDAFA WOREDA IN OROMIYA RIGEN**

BY: FANAYE CHAKA

**A THESIS SUBMITTED TO THE DEPARTMENT OF SPORT SCIENCES, COLLEGE
OF NATURAL SCIENCES, JIMMA UNIVERSITY FOR THE PARTIAL
FULFILLMENT OF DEGREE OF MASTERS OF EDUCATION IN SPORTS CIENCE**

OCTOBER, 2017

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Title of the thesis;

Factors Affect the Student Motivation of Physical education in Teaching –Learning process in
The case of some selected high School in Sendafa Woreda

Degree Awarded: MSc/PhD (Encircle one)

JIMMA UNIVERSITY
COLLEGE OF NATURAL SCIENCES
DEPARTMENT OF SPORT SCIENCE

This thesis approval from the research entitled as Factors affect the Student Motivation of Physical education in Teaching –Learning process in the case of some Selected high School In Sendafa Woreda in Oromiya region. Approved as the original work of Fanaye Chaka has been approval by the department of sport science for partial fulfillment of masters of education

In physical education

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DECLARATION

I, Fanaye chaka declare that the work presented herein is my own original work and all outside contributions have been acknowledged properly. And this thesis has not been previously submitted and presented to any other university for a degree award.

Fanaye Chaka Warie

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Signature

Date

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Abstract

Students in physical education Sandafa high school, Bake high school and Walagaho of Sandafa woreda .To achieve the intended objective of this study descriptive research method was used. The primary data were collected through five scale questionnaire from students. The collected primary data the main objective of this study was to assess the factors that affecting the motivations of were analyzed in percentage, mean and standard deviations. Based on the analysis made on the basis of the collected data, the findings of this study were identified. The findings of this study were: school related factors like, absence of sufficient materials have been provided for students from the school, absence of physical education program has been properly settled in the school, absences of physical education materials that have properly been identified and have been delivered during practical learning, absences of necessary physical education materials, teachers related factors like, presences of workloads, numbers of periods that allotted for the teacher beyond the working capacity of teachers, inadequate time management of to involve students during lessons, absences of good relation with students *and* lack of providing sufficient tasks, student related factors like, lack of interest towards physical education, absences of doing all the skills with given time to practice and their learning motivation had affected the motivations of students in physical education. Finally, based on the above findings recommendations are given at the last part of this research paper.

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

The back ground of this study has been started with the definitions of motivation to address the concept of motivation and followed with the types of motivation. Then the theories of motivations have been presented and discussed. On the basis of the above points motivation has been discussed in the context of education and followed with particularly motivation in the context of schools and physical education at secondary schools.

Motivation is the force that directs and regulates our behavior, driving us to initiate and complete an action. Motivation can come from internal or external forces. The process of motivation consists of three parts: the arousal of an action, the direction of an action, and the continued persistence of an action. There are different types of motivation, such as achievement motivation, social motivations, self-esteem motivations, power motivation, competence motivation, need-fulfilling motivations, and there are a number of different psychological and sociological theories to explain the causes and processes of these motivations. The two overarching types of motivation are intrinsic and extrinsic motivations.

Intrinsic motivation stems from enjoyment of the behavior or action itself. People who are intrinsically motivated to complete a task will do it because they see value in the task. Intrinsically motivated people feel that their outcome of success or failure to complete a goal is in their own hands. People who have extrinsic motivation are driven to complete a task or action because of perceived forces from outside of themselves, which compel them to complete the task.

The desire for rewards or the fear of punishment is an example of extrinsic motivation. Extrinsic motivation often makes a person feel like his success or failure in relation to the goal at hand is determined by luck or fate, rather than to his own abilities or inabilities. Studies have produced a number of theories to explain the process of motivation.

Incentive theories of motivation, Drive-reduction theories of motivation, Need theories of motivation, goal-setting theories of motivation, and Unconscious theories of motivation are a few

of the popular examples, with each of these broad categories possessing a number of theories within it. Incentive theories of motivation suggest that individuals are driven to complete an action because they anticipate a tangible or intangible reward upon the completion of the task. In this case, a person will complete an action because he or she expects it to be profitable and foresees that successfully completing the task will increase his or her happiness (Pelletier, et al, 1995)

Drive-reduction theories claim that all motivation has underlying biological forces that are driving the individual to complete the task at hand. This group of theories examines our biological needs and urge to fulfill them if homeostasis is off balance. For example, if an individual is cold he will be compelled to engage in behaviors that will lead to the acquisition of things to make him warm. Once he is warmed, homeostasis will be achieved once again (Coelho, 2000).

Need theories of motivation take the drive-reduction theories a bit further, including intellectual, emotional, and psychological needs into account when trying to detect the underlying causes of behavior? This group of theories suggests that there is a hierarchy involved in Need theories of motivation. Maslow's Hierarchy of Needs puts forth a basic explanation of the different levels of needs that we strive to fulfill, starting with the most basic: Biological needs, Safety needs, belonging needs, Self-esteem needs, and Self-actualization needs (Coelho, 2000).

Goal-setting theories of motivation, which have emerged from the field of cognitive psychology, assert that individuals can be driven or motivated to complete an action because he or she has a goal or specific, clear end in mind. Achieving or reaching the pre-determined goal, which may be tangible or intangible, is the reward when examining motivation using a Goal-setting theory of motivation (Coelho, 2000). Motivation has been viewed as a key factor influencing student learning outcomes (Chen, 2001). From a cognitive perspective, Pintrich and Schunk (1996) have defined motivation as the process in which a goal-directed activity is instigated and sustained. In the educational domain, research on motivation is mainly concerned with how personal and environmental factors involved in the teaching/learning process energize and direct student learning and achievement (Chen, 2001). Whether students are motivated to persist in the learning behavior or not is highly dependent on their specific goals and cognitions, and on whether they perceive their experience as positive or not. A type of individual motivation that has been shown

to be important in determining positive motivated behavior in physical education and sport is the students' level of intrinsic motivation (Mitchell, 1996).

In an educational institution, the students are the main character in the plot, without them, the school, the teachers, and facilities will be worthless. The topmost priority of educators is the quality of students' performance in academic standards. Students' motivation to participate in physical activity on a regular basis has become an important concern of a physical educator.

Previous experiences of students in their PE class may also result in their perception towards the activity (Ntoumanis, et al, 2009).

Evidence shows that the teacher-student relationship in the schools can have a positive impact on student motivation. A large-scale investigation found effects of perceived teacher care on student motivation (Bieg, Backes, & Mittag, 2011). Further, investigations in schools in the physical education classes have shown effects of perceived individual climate on motivation, resulting in less marked decline in motivation (Fischer & Rustenmeyer, 2007).

It is evident that students' motivation toward PE in the secondary schools reflects students' experience during lessons (Heemsoth & Miethling, 2012; Gerlach, 2005). Specifics of PE can complicate the perception of the teacher during class. Students are quick to perceive the teacher as unfair or biased due to the marked sense of justice they are socialized with at their secondary schools (Hascher, 2004). Furthermore, students frequently perceive the commitment of PE teachers as being too low or over-motivated toward physical education in the secondary schools (Gerlach, et al, 2006).

Motivating students is one of the essential tasks physical education (PE) teachers have to face in regular PE classes. PE teachers have to apply motivational strategies to engage unmotivated students and to sustain motivation in already engaged students. However, to achieve successful teaching that implements evidence-based practices, PE teachers need to know scientific foundations and research findings in the area of student motivation in PE. For instance, a negative trend of decline has been indicated to be evident in students' motivation towards PE (Jacobs et al., 2002). Research findings suggest that there are significant decreases in students' motivation to participate in school PE (Papaioannou et al., 2006). Research efforts targeting motivation in PE approach the field almost exclusively from a social psychological perspective.

According to Lirgg(2006), the largest and probably most significant contribution social psychology research has made to PE over the past 30 years has been in relation to motivation.

Self- Determination Theory (SDT) (Deci & Ryan, 2000) has been the most widely used theoretical framework applied when investigating student motivation in PE (Ntoumanis & Standage, 2009), as SDT provides an excellent fit for physical activity and PE settings (Boiche et al., 2008). The purpose of this review is to present a brief overview of the empirical evidence regarding student motivation in-related PE research.

The other study had also conducted by also by Amensisa Kebede Legesse, Wondimagegn Demissie and Dr. Sirak Habtmariam Kelelaw Haromaya and Jimma University. The findings of their study had indicated that students' attitude toward a physical fitness and sport skills program slightly decreased due to factors such as curriculum problems, uncomfortable class atmosphere, lack of facilities and equipment's, large class size and poor self-perception of students.

These findings will be used as the base for this study since the factors that had been the teachers' motivation is directly related to the students' motivation. If the teachers' motivations are good and positive towards teaching, students and their working culture which has been ongoing according to the working culture of the school, the motivation of students are positive towards learning. The study that had been conducted on the teachers motivations in Ambo University by Fekede Tuli Gemedain 2010. The study had focused on teachers' motivation for teaching and professional development in secondary schools in Ethiopia.

The analysis of the collected information revealed low salary and the absence of link between performance and reward as major motivational challenges for teachers. On the basis of this previous research the current researcher will see the teacher's related factors which will affect the motivation of students in the sample schools identified at University on the students' attitude. These findings will be cross-checked in the current study at secondary schools.

1.2. Statement of the problem

Educators, trainers, and researchers have been exploring factors that contribute to effectively address performance of learners. Many factors can affect student's quality of academic achievement may it be inside or outside the school premises. These factors may be termed as student factors—family factors, school factors and peer factors (Crosnoe, Johnson & Elder, 2004).

Besides other factors, socio-economic status is one of the most researched and debated factors that contribute towards the academic performance of students. The most prevalent argument is that the socioeconomic status of learners affects the quality of their academic performance. Most of the experts argue that the low socioeconomic status has a negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform better academically (Adams, 1996).

The purpose of this study is to identify and correlate the factors affecting students' performance in their PE class on the 2nd semester 2015-2016. This sought to determine the direct relationships between identified factors (socio-economic, aptitude, learning facilities and teacher characteristics) and student's performance.

The other study had also conducted on the investigation of factors that affected the motivation of students and the result had also identified factor determining motivation decline caused by the classroom environment and teachers. Moreover, results showed significant gender effects on both motives and a significant impact of individual teacher care on the performance of students. This was also found for individual and aggregated satisfaction with teaching. Interestingly, teacher care showed inhibitory effects on both achievement motives. These findings suggest that students in PE may have unique behavior which requires a different teaching approach than in normal classroom. This describes a specific learning environment in PE classes. Results are discussed based on students' unique needs and gender effects.

Additionally, previous local study was also assessed for this study. The previous local study was conducted by Berhanu TessemaGuta on the factors that affect quality of teaching physical education in second cycle primary school in Nekemte town in 2012. The result of this study had

indicated that factors like insufficient instructional time, shortages of curriculum, large class size, inadequate facilities and equipment's were affected the quality of teaching physical education.

The current study is different from the above studies that had conducted by different researchers since the study had been conducted on the performances of students on college students.

The current study should focus on the factors affect the student motivation in physical education in the high schools and should assess the factors that affect the student motivation have been assessed on the basis of factors that related to school, teachers and students. Furthermore, previous study had not been conducted on this topic in Sandafa woreda high schools. This is also another gap that has motivated the researcher to conduct research. The objective of this study is to assess the factors affect the student motivation in physical education learning in Sandafa woreda high schools. To this end the following research questions were designed for this study as follows.

1. What are the factors affect the student motivation in physical education in Sandafa woreda high schools?
2. Do the factors that related to school affect the student motivation in physical education?
3. Do the factors that related to teachers affect the student motivation in physical education?
4. Do the factors that related to students affect the student motivation in physical education?

1.3. Objectives of the Study

1.3.1. General objective

The main objective of this study was to investigate factors affect the student motivation in physical education learning in Sandafa woreda high schools.

1.3.2. Specific Objectives

The specific objectives of this study were:

- To identify the factors those affect the student motivation in physical education in Sandafa woreda high schools.

- To identify the factors those related to school and affect the student motivation in physical education.
- To know the factors those related to school and affect the student motivation in physical education
- To identify the factors those related to students and affect the student motivation in physical education?

1.4. Significance of the study

The result of this study should be important for Sandafa high schools students, physical education teachers and for the sport department heads as well as for the Sandafa woreda high schools principals to get information on the factors that affecting the student motivations in physical education. Based on the information that should be obtained from the result of this study the physical education teachers, department heads and principals were develop plan that have reduce the factors affecting student motivation in physical education.

Additionally the result of this study should be used as the sources of information for the future researchers those who has interested to conduct research on the area,

1.5. The Delimitation of the study

This study was conducted in Sandafa woreda high schools. The study was conducted in three high schools of Sandafa woreda. The study was delimited to the factors affect the student motivation in physical education.

1.6. Limitation of the study

This study was limited by the following factors. Due to those constraints, researcher was limited. Those factors were time, miss place of respondents fill questionnaires.

1.7. Definitions of Operational Terms

Physical Education is "education through the *physical*".

It aims to develop students' *physical* competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. (www.edb.gov.hk/en/curriculum-development/kla/physical-education/index.htm)

Definition of factor: A constituent or element that brings about certain effects or results, or indicates a specific multiple, number, or quantity. A circumstance, fact, or influence that contributes to a result or outcome. (www.businessdictionary.com/definition/factor.htm)

Motivation is the word derived from the word 'motive' which means needs, desires, wants or drives within the individuals. (www.managementstudyguide.com)

A **secondary school** is both an organization that provides secondary education (<https://en.wikipedia.org/wiki/>

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Definition of motivation

Motivation is the driving force which help causes us to achieve goals. Motivation is said to be intrinsic or extrinsic. The term is generally used for humans but, theoretically, it can also be used to describe the causes for animal behavior as well. This article refers to human motivation. According to various theories, motivation may be rooted in a basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality. Conceptually, motivation should not be confused with either volition or optimism. Motivation is related to, but distinct from, emotion.

Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Intrinsic motivation has been studied by social and educational psychologists since the early 1970s. Research has found that it is usually associated with high educational achievement and enjoyment by students. Explanations of intrinsic motivation have been given in the context of Fritz Heider's attribution theory, Bandura's work on self-efficacy, and Deci and Ryan's cognitive evaluation theory (see self-determination theory). Students are likely to be intrinsically motivated if they:

- attribute their educational results to internal factors that they can control (e.g. the amount of effort they put in),
- believe they can be effective agents in reaching desired goals (i.e. the results are not determined by luck),
- Are interested in mastering a topic, rather than just rote-learning to achieve good grades.

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

incentives.

Social psychological research has indicated that extrinsic rewards can lead to over justification and a subsequent reduction in intrinsic motivation. In one study demonstrating this effect, children who expected to be (and were) rewarded with a ribbon and a gold star for drawing pictures spent less time playing with the drawing materials in subsequent observations than children who were assigned to an unexpected reward condition and to children who received no extrinsic.

Self-determination theory proposes that extrinsic motivation can be internalized by the individual if the task fits with their values and beliefs and therefore helps to fulfill their basic psychological needs.

The self-control of motivation is increasingly understood as a subset of emotional intelligence; a person may be highly intelligent according to a more conservative definition (as measured by many intelligence tests), yet unmotivated to dedicate this intelligence to certain tasks. Yale School of Management Professor Victor Vroom's "expectancy theory" provides an account of when people will decide whether to exert self-control to pursue a particular goal.

Drives and desires can be described as a deficiency or need that activates behavior that is aimed at a goal or an incentive. These are thought to originate within the individual and may not require external stimuli to encourage the behavior. Basic drives could be sparked by deficiencies such as hunger, which motivates a person to seek food; whereas more subtle drives might be the desire for praise and approval, which motivates a person to behave in a manner pleasing to others.

2.2. Motivation and Physical Activity

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

Environment, parents' involvement, providing choice), and contextual variables, PE curriculum, comprehensive intervention or PE programs, organized sports programs and PE teachers) (Blanchard et al., 2007; Cloes, 2005; Xu & Liu, 2013). Situational variables may refer to a single teaching period or pattern in particular PE classes, whereas contextual variables may relate to

domain specific aspects of PE. This structural distinction also implicates those variables underlying both factor categories may be equal in terms of terminology and construct, but may differ in measurement strategy and research focus. Furthermore, motivational constructs may account for diverse factor categories. For instance, constructs such as attitude or even motivation itself can account for dispositional, situational, or contextual categorization

2.3. Internal Motivational Factors

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

Four dispositional variables related to individual differences have been shown to influence intrinsic motivation in PE. These are perceived competence, perceived autonomy, achievement goal orientation, and perceived usefulness of the PE class (Hassandra et al., 2003). If students feel that they are competent in PE classes, they also enjoy their active participation (Cairney et al., 2012; Goudas et al., 2000). Students who feel autonomous for their actions in PE classes show higher degrees of intrinsic motivation (Goudas et al., 1994; Hagger et al., 2005). Standage et al. (2003) could show that task orientation is a positive predictor of self-determined styles of motivation in PE students.

Achievement goal orientation also influences students' motivation in PE (Mouratidis et al., 2010; Xiang et al., 2007). PE students' expectancies about PE as well as students' attitudes towards PE also influence student motivation (Hassandra et al., 2003; Xu & Liu, 2013). For instance, Goudas et al. (2000) reported a positive effect of student perceptions that state useful and important outcomes of their PE classes on students' intrinsic motivation. In turn, in a study by Baena-Extremera et al. (2012), students' intrinsic motivation emerged as a predictor of the importance and usefulness of PE.

Consistent within SDT, previous studies have shown that each basic psychological need (competence, relatedness, autonomy) predicts autonomous motivation toward PE (Standage et al., 2012). In contrast to the positive findings regarding autonomous motivation, several studies have revealed that controlled motivation (e.g. external and interjected regulation) have been associated with PE students' boredom and unhappiness (Ntoumanis & Standage, 2009).

Concerning individual situational variables, research findings suggest that (positive) teacher feedback is associated with intrinsic motivation in PE students (Gao et al., 2011a; Koka & Hein, 2003). Moreno et al.(2010) showed that an induced incremental ability belief in regard to a lateral movement task lead to higher levels of intrinsic motivation in PE students. Chen (2001) concluded that activities that are novel, cognitively challenging, and generate instant enjoyment indicate student engagement in PE, thereby linking motivation and PE through interest.

The contributing role of students' situational interest on their motivation toward PE is also emphasized by Subramaniam (2009). Additionally, students' attitudes also relate to students' motivation in PE(Moreno-Murcia et al.,2013). Students' attitudes towards PE may be influenced by the PE teacher, the PE curriculum, gender, age, school grade level, PE frequency, and skill level (Silverman & Subramaniam, 1999; Xu &Liu, 2013).

2.4. External Motivational Factors

Fitting into the category of environmental situational variables, Hassandra et al. (2003) identified social-environmental factors that have been shown to influence students' intrinsic motivation in PE. These are the motivational climate, teaching style, lesson content, and adult encouragement.

2.5. Previous research indicated that the mastery dimension of perceived climate

(Biddle et al., 1995; Cury et al., 1996) and perceived learning environment (Mitchell, 1996) are predictors of intrinsic motivation in PE. Jaakkola et al.(2012) showed that perceived competence and intrinsic motivation were significantly mediated between task-involving motivational climate and self-reported physical activity.

Teachings styles that provide students with possible choice making have a positive effect on PE students' intrinsic motivation (Lonsdale et al., 2011; Prusak et al., 2004). In comparison to a command teaching style, Morgan and Kingston (2005) showed that a reciprocal and guided

discovery teaching style lead to mastery oriented motivational climate, and resulted in apposite attitude change in PE students in both its cognitive and affective dimension. PE teachers reported that they perceived that authentic assessment positively enhanced students' motivation (Mintah, 2003). PE students' intrinsic motivation varies in regard to different activities or content (Bevans et al., 2010; Gao et al., 2011a; Hassandra et al., 2003). For instance, Gao et al. (2011b) reported higher values for PE students' outcome expectancy for fitness compared to soccer.

Furthermore, supportive classmates, school athletic facilities, family's behaviors and encouragement, participation in out of- school physical activities, media, and social preconceptions may influence students' motivation towards and in PE (Hassandra et al., 2003).

Study results by González-Cutre et al. (2009) highlighted that a task-involving motivational climate emerged as a predictor for PE student's social goals (e.g. relationship and responsibility goals) as well as their perceived competence. In turn, social goals and perceived competence positively predicted PE students' dispositional flow. Additionally, in a study by Baena-Extremera et al. (2013), motivational climate in PE emerged as a predictor of students' perceived importance and usefulness of PE. In relation to contextual variables, evidence from a study by Shen et al. (2008) indicated that students show a domain-specific intrinsic motivation regarding PE. On basis of the activity-specific effect on self-determined student motivation in PE, Hassandra et al. (2003) proposed that students' interest may be determined by the unique characteristics of the particular activity. Xiang et al. (2003) provided evidence for the importance of parental beliefs for student motivation in PE.

Parents' competence and value beliefs predicted their children's persistence and effort. Motivation in PE may also vary from one class to another (Aelterman et al., 2012). Papaioannou et al. (2004) provided empirical findings that different classes also show different motivational climates. Students' motivation in a general PE context may differ from their situational motivation. Jaakkola et al. (2013) could show that students perceived higher intrinsic and identified motivation in PE classes that featured fitness testing compared to the general PE program activities.

2.6. Motivational Profiles

In PE, understanding the motivational profiles of students may influence the PE teachers' teaching strategies and approaches, being able to personalize teaching efforts according to student's individual motivational propositions. For instance, previous studies have shown that PE students with self-determined motivational profiles also connect with cooperative learning (motivational climate to the task) and positive motivational consequences (interest, effort, satisfaction, fun and high participation) (Moreno-Murcia et al., 2013), and show highest achievement outcomes (Boiche et al., 2008). Granero-Gallegos et al. (2012) proposed that most self-determined motivational profiles of students in PE may include satisfaction and the importance and usefulness of the subject together with larger frequency of regular out-of-school physical activity and sport. Papaioannou et al. (2004) found that task-oriented PE students benefit from a task-oriented motivational climate, as well as ego-oriented PE students benefit from an ego-oriented motivational climate.

According to Shen et al.'s (2009) analysis of PE student's motivational profiles, motivation in PE appears to be multidimensional and relates to in-class effort, learning, exercise behavior, and cardiovascular fitness.

2.7. Barriers to Motivation

Diverse barriers have been identified regarding student motivation in PE. Papacharisis and Goudas (2003) examined student perceptions about exercise and intrinsic motivation in PE. Several perceived barriers emerged out of their data. These are humiliation, changing, sweating (first period especially), gender appropriateness (activity preferences), and lack of or non-stylish clothing (e.g. sneakers). However, PE students' perceived barriers to exercise majorly influenced students' intrinsic motivation towards their PE program, whereas sex, attitudes towards physical activity, and perceived parents' participation in physical activity only showed minor influencing effects.

On the contrary, the noticeable pattern of decline in student enjoyment of PE, as students grow older, particularly in female students, has been documented in countless studies (Parish & Treasure, 2003).

Motivation and its barriers in the PE context have also been prominent in practical literature for physical educators. Based on qualitative empirical field data. Mowling et al, (2004) suggested six barriers to focus on when targeting a positive motivational change in PE students. These are intrinsic motivation, extrinsic rewards, the teacher, the curriculum, the administration, and the school setting.

2.8. Teacher Behavior

Differences in student motivation between the two curricular approaches could be the result of differing amounts or types of support offered by the teacher to the students during lessons. To examine whether the teacher's verbal interaction with the students differed between the two groups, we videotaped a single lesson from each curricular program and transcribed the teacher's verbal behavior. The observations were videotaped during the lesson prior to the issue of the post intervention questionnaires. Teacher verbal behavior was coded using an adapted form of the Coach Behavior Assessment System (CBAS; Smith & Smoll, 1990).

The adapted form examined 12 categories of teacher behavior organized into two major dimensions: (a) general teacher-initiated behavior, and (b) teacher behavior in response to students' performance.

The first dimension of teacher initiated behavior involves technical instruction, organization, general communication, and general encouragement. The second dimension of reactive teacher behaviors involves reinforcement and non-reinforcement responses to desirable performance, and reactions to mistakes including encouragement, technical instruction, punishment, and lack of response. Previous research (Goudas, Biddle, 10 Wallhead and Ntoumanis Fox, & Underwood, 1995) on teaching styles and student motivation has utilized the CBAS in order to examine the consistency of teacher behavior across differing curricular programs.

2.9. Achievement 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 (Mac Namara, 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 class; climate had a negative relation with FF and, on the contrary, a positive relation with HS. Goudas and Biddle (1994) revealed a substantial correlation between motivational climate and motivation based on cross-sectional data. Erdmann and Amesberger (2008) describe intervention studies in PE (e.g., Breuer, 1982) that reduced FF and modified through PE teacher behavior.

The interventions integrated determinants of AM (Dickhauser & Rheinberg, 2003) and their consequences for teaching. Climate, task situations and performance evaluation played the key role in this motive change.

2.10. Climate perceptions and motivation in PE

PE is characterized by several peculiarities. For example, PE teachers give more verbal instructions and act more physically than teachers in any other subject (Friedrich, 2013), and boys and girls frequently report negative experiences caused by subject-specific aspects (Wolters, 2008; Wolters & Gebken, 2008). These experiences will be discussed in the following, as they provide a means of understanding the unique social climate and climate specifics in PE.

It is evident that social climate in PE reflects students' experience during lessons (Heemsoth & Miethling, 2012; Gerlach, 2005). Specifics of PE can complicate the perception of the teacher during class. Students are quick to perceive the teacher as unfair or biased due to the marked sense of justice they are socialized with at German secondary schools (Hascher, 2004). Furthermore, students frequently perceive the commitment of PE teachers as being too low or over-motivated (Gerlach, et al, 2006).

There are also known gender effects and stereotypes in the interaction between PE teachers and students. Girls report less criticism and a lack of responses from their teacher than boys, but they also feel more supported (Nicaise, Cogérino, Bois, & Amoroso, 2006). In other studies, the influence of teachers' feedback on perception of competence and on self-concept was stronger for girls than for boys (Nicaise, Cogérino, Bois & Ambrose, 2006, Mutz & Burr Mann, 2014). Some authors found also differences in the rate of verbal interactions (Hannon & Ratliffe, 2007). Research from Sullivan (2003) describes girls' preferences of cooperative, aesthetically pleasing and expressive activities such as gymnastics, swimming, tennis, or dance.

This contrasts with the fact that basketball, soccer, and handball are the games played most often during PE class in Germany (Gerlach, perceptions can only have relevant impact on individual behavior when students are aware of the extent of agreement or discrepancy between perceptions of the environment. The third condition climate perception is dependent on is the cognitive schemata of the perceiver, which represent stored ideas on environmental processes and structures in his other memory. This schema determines the cognitive representations of a person's subjective significance of an individual environment and controls which environmental operations are perceived and committed to memory. Finally, climate perception is also dependent on the intra-psychic processes of the perceiver.

They are primarily of an emotional and motivational nature. Intra-psychic processes, such as the person's current mood, affect both the direction and the assessment of the cognitive representation of environmental perceptions.

The situation created by these four components can now trigger new intra-psychic processes and procedures, which in turn manifest behavioral change (Pekrun, 1985a). This behavior may have an effect on the school environment, as long as it is perceived as such. On the other hand, it may have an influence on the students' own long-term performance and personality development in that it triggers learning processes that lead to changes in cognitive schemata

2.10.1.. Individual and classroom climate perception

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 ship. Teacher care is relevant for students' active participation during class as well as for their individual learning progress (Eccles&Midgley, 1989).

A further aspect of climate is the relationship between classmates, which primarily involve competition or cohesion (Eder, 1996). The construction of students' cooperativeness (*"Hilfsbereitschaft der Mitschüler"*, Von Saldern&Littig, 1987) defines a perceived atmosphere of helpfulness and understanding between classmates. Such a climate promotes the development of students and favors personality growth (Marshall & Weinstein, 1984).

The third dimension of climate describes the character of teaching and the teacher's methodological access to social climate. Students constantly perceive the character of teaching, interpret it, and use it for their individual learning (Hambre&Pianta, 2010).

Thus, beneficial and satisfying learning can only exist with the involvement of students. An important part of the character of teaching is students' satisfaction with teaching (*"Zufriedenheit mit der Unterrichtsgestaltung"*, Von Saldern&Littig, 1987). It indicates the extent to which students approve of their teachers' teaching style.

Evidence shows that the teacher-student relationship can have a positive impact on student motivation. A large-scale investigation found effects of perceived teacher care on student motivation (Bieg, Backes, & Mittag, 2011). Further, investigations in mathematics classes have shown effects of perceived individual climate on motivation, resulting in a less marked decline in motivation (Fischer & Rustenmeyer, 2007).

A greater willingness to work hard can be assumed when students are satisfied with and approve of the lesson (Von Saldern, 1991). In fact, when students in math classes regard the teaching as stimulating and original they show a higher rate of participation (Fischer & Rustenmeyer, 2007). Hastily given instructions and a focus only on correct answers is related with a negative perception of the teacher in science classes (Ryan & Patrick, 2001). In contrast, a perception of

teachers that focuses on understanding and independent acting is positively related with student satisfaction (Nolen, 2003). Heterogeneity in classroom ability and individualized instructional methods may also influence student perceptions of the classroom through the way teachers organize and teach the class (Wang & Eccles, 2014)

2.10.2. Social climate perception

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 & Rudi sill, 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 & Littig, 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.

2.11. Effects and consequences of climate perceptions

There is a theoretical and empirical link between social environment and students' personality development. In the transactional model of climate perception in school, Pekrun (1985b, p. 529; see also Gruehn, 2000) describes the link between physical and social environment as well as the effects of environment on students. If students frequently observe environmental events (e.g., praise for good performance), then these events will represent components of the perceived atmosphere in class and constitute climate perceptions.

Climate perception depends on the following four conditions: First, it is dependent on the currently existing objective environmental processes and structures. Second, it is dependent on the climate perceptions of other group members (e.g., the classmates). The influence of this perception increases when other people share their perceptions. A match or mismatch between shared perceptions may lead to a differential effect. Climate per 76B. Niederkofler, C. Herrmann, S. Seiler & E. Gerlach perceptions can only have relevant impact on individual behavior when students are aware of the extent of agreement or discrepancy between perceptions of the environment.

The third condition climate perception is dependent on is the cognitive schemata of the perceiver, which represent stored ideas on environmental processes and structures in his other memory. This schema determines the cognitive representations of a person's subjective significance of an individual environment and controls which environmental operations are perceived and committed to memory. Finally, climate perception is also dependent on the intra-psychic processes of the perceiver. They are primarily of an emotional and motivational nature. Intra-psychic processes, such as the person's current mood, affect both the direction and the assessment of the cognitive representation of environmental perceptions.

The situation created by these four components can now trigger new intra-psychic processes and procedures, which in turn manifest behavioral change (Pekrun, 1985a). This behavior may have an effect on the school environment, as long as it is perceived as such. On the other hand, it may

have an influence on the students' own long-term performance and personality development in that it triggers learning processes that lead to changes in cognitive schemata.

2.12. Previous studies on factors that affecting student's performance in college.

There were many early studies about student age adults as subjects. College students appear to regard fitness more favorably as compared to younger students and they indicated that physical fitness is a very important reason for participating in physical education classes (Avery & Lumpkin, 1987; Blair, 1984; Soudan & Everett, 1981; Weick, 1975). They represent the final link in school physical education and are one source that may provide valuable insight into students' positive and negative perceptions of physical education (Coelho 2000). One of the major causes that the researcher has been looking into in students' performance is socio-economic factors. It has been studied that such factor greatly affects students' performance in school and that there is a negative relationship between the family income and students' Performance (Diaz, 2003; Raychauduri et al., 2010; Hijaz and Naqvi 2006).

A number of studies have been carried out to identify causal factors of poor academic performance in a number of institutions worldwide. Most of the studies focus on the three intervening elements: parents (family causal factors), teachers (academic causal, factors), and students (personal causal factors) (Diaz, 2003). One of the studies from a secondary school level revealed that socioeconomic status (SES) and parents' education have a significant effect on students' overall academic achievement, as well as achievement in the subjects of Mathematics and English. The achievement of students is negatively correlated with the low SES level of parents because it hinders the individual in gaining access to sources and resources of learning (Duke, 2000; Eamon, 2005; Lopez, 1995). "I hear and I forget. I see and I remember. I do and I understand." (Confucius 551-479 BC) – A quote that provides evidence that, even in early times, there was recognition of the existence of different learning preferences among people.

Of the many characteristics that influence a person's behavior, only a small set aid goal attainment in a particular situation. These are called aptitudes. Specifically, aptitude refers to the degree of readiness to learn and to perform well in a particular situation or domain (Corno et al., 2002). In fact, intelligence tests or IQ tests are measures of general aptitude: scores on these test represents a composite of cognitive abilities and can be used to forecast achievement and other

behavior in a wide range of situation. The importance physical education aptitude is basic among institution they are using this sporting aptitude as a part of admission process.

The ALPHA group is a specialized sports programmed in Ell owes Hall Sports College which advances both their physical and academic achievement. The session takes place in PE lessons and consists of a variety of advanced physical education sessions to cover sports psychology, physiology and skill acquisition. Meanwhile, according to Portman (1995), students' knowledge of being low skilled when comparing ability to others makes some student believe success was unattainable. The more that the students perceived they were competent in physical education and valued physical education as an important, interesting and useful school subject, and perceived autonomy and competence support from physical education teachers, the more likely they were to exert effort and concentrate in PE(Zhang, Solmon, GU, 2012). "Student perceptions are thoughts, beliefs and feelings about persons, situation, and events" (SC hunk 1992).

Nicholls (1989) stated that students who can differentiate ability and effort tend to believe that effort associated with adequate ability leads to success. Up until present USMA conducted in their intramural program is an excellent example of a Sports Education Model (Seidontop, 1994). In this model, students not only learn how to play, coordinate and manage sports experiences but must also learn individual responsibility and effective group

Students' performance has a significant correlation with satisfaction with academic environment and the facilities of library, computer lab and etc. in the institution (Karemera 2003). The academic environment is the effective variable for students and has a positive relationship with fathers' education and grade level (Kirmani & Siddiquah, 2008). Physical elements in the school environment can be shown to have discernible effects on teachers and learners.

It is recognized that having physical activity will enhance one's overall capabilities. Curriculum plays an extremely important role in determining college students' perceptions of physical education (Figley, 1985). Generally, a school as defined by Smith (2000) consists of the provision of school buildings on a well located site which include the facilities and surrounding provided for students to concentrate and learn. It is a place that practices the complex

organization in influencing the people in terms of social perspective, school management, school organization and class allocation as well as teachers' quality/ effectiveness.

Many students suggested that the physical education teachers "take it too far", perhaps to the extent that learning in the physical education is adversely affected (Coelho, 2000). According to Siedentop (1983) tolerance is more likely to lead to better knowledge of the person, better knowledge of the person's point of view is likely to lead to acceptance, and acceptance is more likely to lead to positive interactions. Aicinena (1991) concluded that the quality of a teacher's personal interactions with students had the most significant impact on students' attitudes toward physical education. Figley (1985) found that teacher reinforcement, or lack of it, ranked first as determinant of college students' attitudes. Teachers who operate without awareness of their students' points of view often doom students to dull, irrelevant experiences, and even failure" (Brooks & Brooks, 1993).

2.13. Previous local studies

Research had been conducted by Habtamu Tesfaye and Professor Nishan Singh Deol 2016 in Addis Ababa University and Kotebe University College in Ethiopia. The aim of this study was to investigate the attitude of university students towards physical education and sports curriculum and infrastructure of physical education /sport science. The finding of this study had shown that student's attitude on physical education/sport, curriculum and sport facility are affected the program of physical education/sport science course.

2.14. Student Attitudes toward Physical Education

Mabel Alden (1932) conducted one of the earliest studies examining college students' attitudes toward physical education. Alden concluded that the top five factors which contributed to negative attitudes toward physical education were:-

- (1) Inconvenience of dressing and undressing
- (2) Not enough time for dressing which led to a feeling of untidiness
- (3) Failure of the secondary school to provide adequate skills
- (4) Not enough class time to develop skills, and
- (5) Lack of interest in class activities.

On the Other hand Hildebrand and Johnson (2001) asserted that at the college level students are more likely to participate if they had positive experience in high school. Brumbach and Cross (1965) "measured the attitude toward physical education of all the male lower division students entering the University of Oregon in September 1960" (p. 10) and found a positive relationship between the number of years in which students were enrolled in high school physical education and positive attitudes toward college physical education. The study also reported a positive relationship between size of high school and attitude towards college physical education.

This latter point, however, was refuted by Campbell (1968), in a study examining the attitudes of 199 college males. Figley (1985) was interested in determining what specific aspects of previous physical education experiences led to positive and negative attitudes toward physical education. Utilizing the critical incident technique(Flanagan, 1954), 100 college students were asked to reflect upon their physical education experience and list all the aspects which led to positive and negative attitudes toward physical education. Results indicated teacher behavior, curriculum content, and class atmosphere were the top three determinants associated with both positive and negative attitudes

2.15. Empirical evidences on the factors affecting the student motivation

There are empirical evidences on the factors that affecting students in physical education. One of the factors has considered the teachers appearances. It is said by Ferrer-Caja & Weiss (2000) that the physical education teacher appearance plays a crucial role in students' motivation.

They also noted that even the teacher's gender was an element that influenced students' point of view. It is assumed that physical education teachers should be physically fit therefore students' based their teacher on appearance and also students perceived their teachers to be well-groomed even if its' PE class.

Ranked second is facilities and equipment for the reason there should be equal opportunities for students to experience learning together with the fiscal environment. Designing of the classroom significantly affected participants' preference to the course and attitude on learning performance (Kaen 2012).

Third factor that student choose is classroom management expertise because some lesson in PE is discuss through lecture but most of the time it is practical application. The teacher allows the students to practice anywhere inside the gymnasium.

Classroom atmosphere conducive to learning and utilizes time effectively. Students felt that the clarity of their teacher's explanation influenced their understanding towards the subject. Literature reviews show that at present there are different opinions with regard to the topic (Goodykontz2000). The results shows the importance of teachers' competence support and autonomy support in fostering students' motivational constructs and achievement outcomes in physical education (Gao, Podlog & Harrison, 2012;Coelho, 2012; Ward & Barret, 2002).

The research entitled "Predictors of Intrinsic Motivation among Adolescent Students' in Physical Education" said that those who perceived that their teachers encouraged students to participate in the decision-making of the class reported higher self-determination that was contrary to predictions, weakly associated with intrinsic motivation and motivated behaviors. The category student and teacher social interactions refers to the frequency and quality of social interactions in the classroom that contribute to students' sense of self-esteem and can foster a sense of membership in their class and school(Anderson, Everetson, & Brophy, 1979; Brophy & Good, 1986; Wang, Haertel,& Walberg, 1993).

The investigation also identified factors determining motivation decline caused by the classroom environment and teachers. Moreover, results showed significant gender effects on both motives and a significant impact of individual teacher care on the HS. This was also found for individual and aggregated satisfaction with teaching.

The latter was significant for FF on both levels. Interestingly, teacher care showed inhibitory effects on both achievement motives. These findings suggest that students in PE may have unique behavior which requires a different teaching approach than in normal classroom. This describes a specific learning environment in PE classes. Results are discussed based on students' unique needs and gender effects.

CHAPTER THREE

RESEARCH MEHODOLOGY

3.1. Research Design

This study has conducted in Oromiya region some selected high school of Sendafa woreda. The names of these three high schools are they. The names of these three secondary high schools were Sendafa high school, Beke high school and Walagaho. This research should be conducted in high schools since the numbers of high schools in the woreda will be manageable to conduct research.

The main objective of this study has assessing the factors affect the student motivations in physical education in Sandafa woreda high schools. To achieve this objective descriptive survey method was used as the method of this study. In this descriptive survey method participants fill responses for the questions that were delivered for this study to collect data. In this descriptive survey method Quantitative approach was used for this study. Quantitative approach was used to collect the large scale responses that were collected through five- Point liker scales of Sorrel Brown (2010) own questionnaire that shows agreement and level.

3.2. Study Area

The study should be conducted on some selected high school of Oromiya special Zone in Sendafa woreda .These selected high schools should be Sendafa high school, Beke high school and Walagaho high school.

3.3. Source of Data

Primary and seconder data have been used the researcher. The primary sources of data for the study will be the target population of the stud with includes students, teachers PE and department head.in addition, written documents will be used as seconder sources of data for the study Primary data were collected from Sendafa woreda three high schools physical education teachers and students. In these three secondary schools from which the primary data were collected from Sendafa high school, Beke high school and Walagaho.

3.4. Population of Data

The population of data for this study was 345 students that were taken from the Sandafa high school, the Beke high school and Walagaho high school

3.5. Sample Size and Sampling Technique

The target populations of this study were the three high schools students and physical education teachers. The subpopulations in the Sandafa high school are 1560, in the Beke high school were 1136 and in Walagaho high school are 752. The total populations of students in the three high schools are 3448. For the purpose of the study 345 sample respondents were selected from the total populations of students through stratified sampling technique. Stratified sampling was a probability sampling technique wherein the researcher divides the entire population into different subgroups or strata, then randomly selects the final subjects proportionally from the different strata. Therefore, stratified simple random sampling was used since the sample respondents were taken from three different secondary schools of Sandafa woreda.

3.6. Method of Data Collection

Questionnaire have used as the instrument of this study. So close ended questions were designed for this study and were delivered to the subjects was used as the instruments to collect data for this study.

3.7. Method of Data Analysis

Descriptive statistical analysis has used to analyze the data of this study. In this descriptive statistical analysis percentages means and standard deviations have used to analyze the quantitative data. Mean was used to measure the central tendency of a distribution in estimating of the "center" of a distribution of values and the Standard deviation was used to shows the relation that set of scores has to the mean of the sample. The analyzed quantitative were discussed with text explanations have been used to analyze the qualitative data.

3.8. Data collection procedure

As long as the procedure of data collection has concerned, the researcher passed through the following steps, so as to collect the relevant data. The first thing he had done have getting the recommendation letter from the department that which should addressed to the selected high schools. The recommendations letters had been given for the principals of the selected high schools and permission was obtained from the director/coordinator of the school. The objective

of the study has presented for the school principals. The researcher has recruited six data collectors of sport professionals, who have strong attachment with the schools and should give training on data collection. Finally, the data has collected from students, through the proposed data collecting instruments

3.9. Ethical Considerations

The researcher got a recommendation letter from the department on the topic or the title the factors that affecting the student's motivation in physical education learning in the Sandafa Woreda high schools.

First, promote the aims for the sample respondents to address the main objective this Study and get the willingness of the sample respondents.

The researcher is confidential not to change the responses of the respondents. The researcher avoids misrepresenting of research data and promotes the truth and minimizes error.

CHAPTER FOUR

4. Data Analysis, Interpretation and Discussions

On this part of the study the quantitative data that were collected through questionnaire from the students on the factors that had affected the motivation of students were analyzed in descriptive statistics in mean and standard deviations. The quantitative data that were analyzed in the mean scores and standard deviations were presented in the table. On the basis of the **descriptive** statistics were also analyzed in the inferential statistics through calculating the central tendency that had helped the researcher to give conclusion

4.1. Demographic information of the students

The data that collected through questionnaire were analyzed in mean scores and standard deviation in descriptive statistics in tables. On the basis the analysis that was made in the descriptive statistics, the inferential statistics were used to generalize and conclude the data that analyze in to meaningful conclusions in the following tables and followed with discussions.

Table.4.1. 1. Frequency table for sex profile of students

Variables	Categories	Frequency	Percent (%)
Sex	Male	198	57.39
	Female	147	42.60
	Total	345	100

The above table 4.1.1 revealed about the sex respondents of the students. So the above data clearly showed that 198(57.39%) of the students are belongs to males and the remaining 147(42.60%) of the respondent students are belongs to females respectively. therefore the above data clearly demonstrated that the number of male students are greater than female counterparts.

Table.4.1.2. Frequency table for age profile of students

Variables	Categories	Frequency	Percent (%)
Age	16---17	168	48.69
	18-19	131	37.97
	20 and above	46	13.33

The above table 4.1.2 revealed about the age of respondents of the students. So the above data clearly showed that 168(48.69%) of the respondent range in the age group between 16-17 years, 131(37.97%) of the respondents range in the age group between 18-19 years and 46(13.33%) is above 20 years. So this implies that the majority of the respondent to this study are in the age group between 16-17 years.

4.3 Analysis on the quantitative data

Table. 4.1.3. Analysis on school related factors that affect the student motivation in physical education

Item	N	Mean	Std. Deviation
The school does not have enough field for teaching physical education practically	345	3.57	.704
There are no enough references to teach physical education theoretically in the class room	345	3.61	.620
There is not enough text books and teachers guide in the school	345	3.62	.667
There is not enough budget to buy the sport materials	345	3.46	.970
The setting area of the school is not suitable for practical teaching	345	3.67	.572

Five items were designed to assess opinion of students on the factors related to school that had affected the motivations of students in learning physical education. On the basis of these items, responses were collected and presented in the above table. Based on the collected and presented items the analyses of the responses were done in mean and standard deviation.

The responses of 3.57 mean score and .704 of standard deviation were indicated as the school does not have enough fields for teaching physical education practically. The responses of 3.61 mean score and .620 of standard deviation were shown as there are no enough references to teach physical education theoretically in the class room.

The responses of 3.62 mean score and .667 of standard deviation were indicated as there were not enough text books and teachers guide in the school. The responses of 3.46 mean score and .970 of standard deviation were shown as there were not enough budgets to buy the sport materials and the responses of 3.67 mean score and .572 of standard deviation were indicated as the setting area of the school is not suitable for practical teaching.

Conclusions were made using inferential statistics that had been derived based on the descriptive statistics that had been presented in the above table 4.1.3. The central tendencies were calculated based on the value that were given for each choice in the liker scale that had been ranged between 1 and 5. If all the sample respondents gave responses for 5, $5 \times 345 = 1725$ responses were obtained and if the all the sample respondents were gave their responses for 1 $1 \times 345 = 345$ responses were obtained. The addition of responses that were collected for 5 which were 1725 responses and the responses that were collected for 1 which were $345 = 2070 / 2 = 1035 / 345 = 3$ central tendency was obtained. The mean scores values that ascending above from 3 were indicated the factors that had affected the motivations of students moderately, highly and very highly and the mean scores below 3 in descending values had indicated the factors that had affected the students motivation slightly.

The above results that had presented in the mean scores in the above table implies that factors like, absence of enough field for teaching physical education practically, absences of enough references to teach physical education theoretically in the class room, absences of enough budget to buy the sport materials and unsuitability of setting area for teaching practical lesson had factors that had affected the motivations of students in physical education highly.

Table. 4.1.4. Analysis on school related factors that affect the student motivation in physical education

Item	N	Mean	Std. Deviation
	Statistic	Statistic	Statistic
Sufficient materials have not been provided for students from the school	345	3.44	.968
Physical education program has not properly settled in the school	345	3.43	.967
The physical education materials have not properly been identified and have been delivered during practical learning	345	3.66	.571
The necessary physical education materials have not been bought in the school	345	3.45	.758
Different physical education programs have not been planned in the school.	345	3.67	.572

Five items were designed to assess opinion of students on the factors related to school that had affected the motivations of students in learning physical education. On the basis of these items, responses were collected and presented in the above table. Based on the collected and presented items the analyses of the responses were done in mean and standard deviation.

The responses of 3.44 mean score and .968 of standard deviation were indicated as sufficient materials have not been provided for students from the school. The responses of 3.43 mean score and .967 of standard deviation were indicated as physical education program has not properly settled in the school.

The responses of 3.66 mean score and .571 of standard deviation were indicated as the physical education materials have not properly been identified and have been delivered during practical learning. The responses of 3.45 mean score and .758 of standard deviation were indicated as the necessary physical education materials have not been bought in the school and the responses of 3.67 mean score and .572 of standard deviation were indicated as different physical education programs have not been planned in the school.

Conclusions were made using inferential statistics that had been derived based on the descriptive statistics that had been presented in the above table 4.1.4. The central tendencies were calculated based on the value that were given for each choice in the liker scale that had been ranged between 1 and 5. If all the sample respondents gave responses for 5, $5 \times 345 = 1725$ responses were obtained and if the all the sample respondents were gave their responses for 1 $1 \times 345 = 345$ responses were obtained. The addition of responses that were collected for 5 which were 1725 responses and the responses that were collected for 1 which were $345 = 2070 / 2 = 1035 / 345 = 3$ central tendency was obtained. The mean scores values that ascending above from 3 were indicated the factors that had affected the motivations of students moderately, highly and very highly and the mean scores below 3 in descending values had indicated the factors that had affected the students motivation slightly.

The above results that had presented in the mean scores in the above table implies that factors like, absence of sufficient materials have been provided for students from the school, absence of physical education program has been properly settled in the school, absences of physical education materials that have properly been identified and have been delivered during practical learning, absences of necessary physical education materials have not been bought in the school and different physical education programs that have been planned in the school had affected the motivations of students in physical education highly.

Table. 4.1.5. Analysis on teachers related factors that affect the student motivation in physical education

Item	N	Mean	Std. Deviation
	Statistic	Statistic	Statistic
Lack of knowledge and skills to organize students in teaching physical education	345	3.54	.868
Lack of interest to teach	345	3.53	.867
Lack of readiness to teach the physical education	345	3.76	.471
Performances in utilizing physical education teaching materials	345	3.75	.458
Lack of interest towards student	345	3.67	.572

Five items were designed to assess opinion of students in the above table 5 on the factors related to teachers that had affected the motivations of students in learning physical education. On the basis of these items, responses were collected and presented in the above table. Based on the collected and presented items the analyses of the responses were done in mean and standard deviation.

The responses of 3.54 mean score and .868 of standard deviation were indicated as lack of knowledge and skills to organize students in teaching physical education had affected the motivations of students in physical education. The responses of 3.53 mean score and .867 of standard deviation were indicated as lack of interest to teach had affected the motivations of students in physical educations.

The responses of 3.76 mean score and .471 of standard deviation were indicated as lack of readiness to teach the physical education had affected the motivations of students in physical education. The responses of 3.75 mean score and .458 of standard deviation were indicated as performances in utilizing physical education teaching materials had affected the motivations of students in physical education and the responses of 3.67 mean score and .572 of standard deviation were indicated as lack of interest towards student had affected the motivations of students in physical education.

Conclusions were made using inferential statistics that had been derived based on the descriptive statistics that had been presented in the above table 4.1.3 in the mean scores. The central tendencies were calculated based on the value that were given for each choice in the liker scale that had been ranged between 1 and 5. If all the sample respondents gave responses for 5, $5 \times 345 = 1725$ responses were obtained and if the entire sample respondents were gave their responses for 1 $1 \times 345 = 345$ responses were obtained. The addition of responses that were collected for 5 which were 1725 responses and the responses that were collected for 1 which were 345 $= 2070 / 2 = 1035 / 345 = 3$ central tendency was obtained. The mean scores values that ascending above from 3 were indicated the factors that had affected the motivations of students moderately, highly and very highly and the mean scores below 3 in descending values had indicated the factors that had affected the students motivation slightly.

The above results that had presented in the mean scores in the above table implies that teachers related factors like, lack of knowledge and skills to organize students in teaching physical

education, lack of interest to teach, lack of readiness to teach the physical education, lack of performances in utilizing physical education teaching materials and lack of interest towards student had affected the motivations of students highly.

Table. 4.1.6. Analysis on teachers related factors that fact the student motivation in physical education

Item	Statistic	Statistic	Statistic
Presences of work loads	345	3.34	1.068
Numbers of periods that allotted for the teacher beyond the working capacity of teachers.	345	3.63	.767
Inadequate time management of to involve students during lessons	345	3.77	.470
Absences of good relation with students	345	3.35	1.458
Lack of providing sufficient tasks and activities for students	345	3.68	.571

Five items were designed to assess opinion of students in the above table 6 on the factors related to teachers that had affected the motivations of students in learning physical education. On the basis of these items, responses were collected and presented in the above table.

Based on the collected and presented items the analyses of the responses were done in mean and standard deviation.

The responses of 3.34 mean score and 1.068 of standard deviation were indicated as presences of workloads had affected the interest of teachers that in turn affected the motivations of students in physical education. The responses of 3.63 mean score and .767 of standard deviation were indicated as periods that allotted for the teacher beyond the working capacity of teachers had affected the teachers to motivate students in physical education.

The responses of 3.77 mean score and .471 of standard deviation were indicated as inadequate time management of to involve students during lessons had affected the motivations of students. The responses of 3.35 mean score and 1.458 of standard deviation were indicated as absences of good relation with students had affected the motivations of students in physical education and the

responses of 3.68 mean score and .571 of standard deviation were indicated as lack of providing sufficient tasks and activities for students had affected the motivations of students.

The above results that had presented in the mean scores in the above table implies that teachers related factors like, presences of workloads, numbers of periods that allotted for the teacher beyond the working capacity of teachers, inadequate time management of to involve students during lessons, absences of good relation with students and lack of providing sufficient tasks and activities for students had affected the motivations of students highly.

Table. 4.1.7. Analysis on Student related factors that affect the student motivation

Item	N	Mean	Std. Deviation
	Statistic	Statistic	Statistic
Lack of interest towards physical education	345	3.24	1.123
Lack of interest to do activities together	345	3.55	.866
I do not do the skill, if I feel I cannot	345	3.02	1.179
I cannot do all the skills with given time to practice and was able to execute a skill very well.	345	3.16	1.092
My learning motivation is affected by my state of mind.	345	3.18	1.088

Five items were designed to assess opinion of students in the above table 7 on the factors related to students that had affected the motivations of students in learning physical education. On the basis of these items, responses were collected and presented in the above table. Based on the collected and presented items the analyses of the responses were done in mean and standard deviation. The responses of 3.24 mean score and 1.123 of standard deviation were indicated as lack of interest towards physical education had affected the motivations of students in physical education. The responses of 3.55 mean score and .866 of standard deviation were indicated as lack of interest to do activities that given as task together had affected the motivation of students in physical education. The responses of 3.02 mean score and 1.179 of standard deviation were indicated as they did not do the skill, if they felt they could not do had affected their motivations in the physical education. The responses of 3.16 mean score and .1.092 of standard deviation were indicated as absences of doing all the skills with given time to practice and was able to execute a skill very well had affected their motivations and the responses of 3.18 mean

score and 1.088 of standard deviation were indicated as their learning motivation was affected by their state of mind. Conclusions were made using inferential statistics that had been derived based on the descriptive statistics that had been presented in the above table 4.1.7 in the mean scores. The central tendencies were calculated based on the value that were given for each choice in the liker scale that had been ranged between 1 and 5. If all the sample respondents gave responses for 5, $5 \times 345 = 1725$ responses were obtained and if the entire sample respondents were gave their responses for 1 $1 \times 345 = 345$ responses were obtained. The addition of responses that were collected for 5 which were 1725 responses and the responses that were collected for 1 which were $345 = 2070 / 2 = 1035 / 345 = 3$ central tendency was obtained. The mean scores values that ascending above from 3 were indicated the factors that had affected the motivations of students moderately, highly and very highly and the mean scores below 3 in descending values had indicated the factors that had affected the students motivation slightly.

The above results that had presented in the mean scores in the above table implies that student related factors like, lack of interest towards physical education, absences of doing all the skills with given time to practice and their learning motivation was affected by their state of mind had affected the motivations of students in physical education.

Table. 4.1.8. Analysis on Student related factors that affect the student motivation

Item	N	Mean	Std. Deviation
	Statistic	Statistic	Statistic
My learning motivation is affected by my peer pressure.	345	3.15	1.272
I don't feel comfort to learn physical education	345	3.29	1.257
I cannot use text book properly in the way that it has helped me	345	3.91	.387
I never become cooperative with students	345	3.16	1.092
I never do the activities that have been given from the teachers	345	3.06	1.224

Five items were designed to assess opinion of students in the above table 8 on the factors related to students that had affected the motivations of students in learning physical education. On the

basis of these items, responses were collected and presented in the above table. Based on the collected and presented items the analyses of the responses were done in mean and standard deviation.

The responses of 3.15 mean score and 1.234 of standard deviation were indicated as the students learning motivation was affected by their peer pressure. The responses of 3.29 mean score and 1.257 of standard deviation were indicated as they didn't feel comfort to learn physical education.

The responses of 3.91 mean score and .387 of standard deviation were indicated as they could not use text book properly in the way that it has helped them. The responses of 3.316 mean score and 1.092 of standard deviation were indicated as they never become cooperative with each other and the responses of 3.06 mean score and 1.224 of standard deviation were indicated as they never do the activities that have been given from the teachers.

The above results that had presented in the mean scores in the above table implies that student related factors like, the students learning motivation, absences of feeling comfort to learn physical education and absence of doing the activities that have been given from the teachers had affected the motivations of students in physical education.

4.2. Discussion

The data were collected for the study that had been done on the factors that affecting the motivations of students in teaching learning process of physical education in selected secondary Schools of Sandafa woreda. Data were collected through questionnaire from students. The collected data were analyzed quantitatively in means and standard deviations. In the process of the practices of teaching physical education the factors that had affected the motivations of were identified. Based on the analysis that was made for this study the findings were identified.

Discussions were done on the basis of results that which were obtained through the previous studies that had been conducted by different researchers with the results that had been obtained through the study that been conducted currently side by side.

Both the results of the previous studies and the result of the current study were similar in the presences of factors that had affected the motivations of students in the physical education.

The previous study that had been conducted by (Kaen 2012) had ranked facilities and equipment as the second factor that had affected the motivations of equal opportunities for students to experience learning together with the fiscal environment. Designing of the classroom significantly affected participants' preference to the course and attitude on learning performance. The result of the current study had indicated that school related factors like, absence of sufficient materials have been provided for students from the school, absence of physical education program has been properly settled in the school, absences of physical education materials that have properly been identified and have been delivered during practical learning, absences of necessary physical education materials have not been bought in the school and different physical education programs that have been planned in the school had affected the motivations of students in physical education highly. Therefore, the results of the previous and the current study were similar in some aspects.

The result of other previous study had identified the teachers' related factor that had affected the motivations of students in physical education, in that it is said by Ferrer-Caja & Weiss (2000) that the physical education teacher appearance plays a crucial role in students' motivation. It is assumed that physical education teachers physically fit therefore students' based their teacher on appearance and also students perceived their teachers to be well-groomed even if its' PE class.

The result of the current study had shown that teachers related factors like, presences of workloads, numbers of periods that allotted for the teacher beyond the working capacity of

teachers, inadequate time management of to involve students during lessons, absences of good relation with students and *lack* of providing sufficient tasks and activities for students had affected the motivations of students highly. The result of the current study was similar in some aspects

The result of this study had indicated that student related factors like, lack of interest towards physical education, absences of doing all the skills with given time to practice and their learning motivation was affected by their state of mind had affected the motivations of students in physical education.

CHAPTER FIVE

5. SUMMARY, CONCIUSIONS AND RECOMMENDATIONS

5.1. SUMMARY

The objective this study has assessing the factors that affected the motivations of students in physical education in three the secondary schools Sandafa woreda. Thus, descriptive survey design has chosen as it enabled the researcher to describe the current status of an area of study. In this descriptive survey method the quantitative has used. This quantitative approach have used for the data that were collected through questionnaire from students of the three secondary schools. The collected quantitative data should analyzed quantitatively means and standard deviations for this study. Based on the analysis those were made for this study the findings of this study were identified and were presented side by side with the basic research questions of this study as follows.

5.2. Conclusion

Based on the findings that should identified in the above summary, the findings were identified and presented the conclusions of this study was made based on the findings that were identified above. In the process of teaching physical education in the secondary schools factors that should affected the motivations of students in the physical education in the secondary schools. The factors that should affect the motivations in the secondary schools have identified according to the result of this study. Based on the findings those were identified in the above summary the conclusions the following conclusions were given:

1. The finding of this study should be indicated to identify the presences of factors that had affected the motivations of students.
2. The result of this study should indicated that school related factors like, absence of sufficient materials have been provided for students from the school, absence of physical education program has been properly settled in the school, absences of physical education materials that have properly been identified and have been delivered during practical learning, absences of necessary physical education materials have not been bought in the school and different physical education programs that have been planned in the school should affected the motivations of students in physical education highly.
3. The result of this study have shown that teachers related factors like, presences of workloads, numbers of periods that allotted for the teacher beyond the working capacity of teachers, inadequate time management of to involve students during lessons, absences of good relation with students and *lack* of providing sufficient tasks and activities for students had affected the motivations of students highly.
4. The result of this study has indicated that student related factors like, lack of interest towards physical education, absences of doing all the skills with given time to practice and their learning motivation was affected by their state of mind had affected the motivations of students in physical education.

5.3. Recommendations

Based on the findings that have presented above the following recommendations are given. The school principals, the school managements, physical education teachers, departments and the community should plan to reduce the factors that have affected the motivations of students in physical education.

.The teachers should exhibit interest while they will be teaching physical education, plan to involve students through motivating them towards learning physical education.

.Students should have interest towards learning physical education, involve themselves in the group work and students should be motivated the students towards learning physical education to learn.

.The physical education teachers should motivate students through solving the factors that have affected the motivations of students of students in physical educations.

.The physical education teachers and the principals should identify the factors that have affected the motivations of students and should aware students on how to minimize the factors that have affected the motivations of students in physical education.

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PPENDIXE I
JIMMAUNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTE MENT OF SPORT SCIENCE
QUESTIONNAIRE FOR EMPLOYEES AND MANAGERMENTS

General instruction

Dear the students of the three high schools of Sandafa woreda. These questionnaires are designed to provide you the opportunity to express your opinions about the factors that affecting the student motivation in physical education in Sandafa woreda high schools. Thus your genuine responses are important to achieve the intended objective of the study. They are no right or wrong responses, so do not hesitate to mark the responses frankly. We kindly request you to give your responses by marking (✓) in the space provided for each items. Please do not record your name on this document.

All the responses you provide are confidential and will not be used for other purposes other than the objective.

I. Background information of the respondents

1. **Sex:** Male Female
2. **Age :** 14-15 16-17 18- 19 and above
3. **Grade:** 9 10

APPENDIXE II
JIMMAUNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTEMENT OF SPORT SCIENCE
QUESTIONNAIRE FOR EMPLOYEES AND MANAGERMENTS

II. Questions

To check and test importance

Affect very highly (AVh).5

Affect Highly (Ah) .4

Affect Moderately (AMD).3

Affect Slightly (AS).2

Not affect (NA).1

No	ITEMS	SCALE				
		NA 1	AS 2	AM 3	AH 4	AVH 5
1.	School related factors that affect the student motivation in physical education					
1.1	The school does not have enough field for teaching physical education practically					
1.2	There are no enough references to teach physical education theoretically in the class room					
1.3	There is not enough text books and teachers guide in the school					
1.4	There is not enough budget to buy the sport materials					
1.5	The setting area of the school is not suitable for practical teaching					
1.6	Sufficient materials have not been provided for students from the school					
1.7	Physical education program has not properly settled in the school					
1.8	The physical education materials have not properly been identified and have been delivered during practical learning.					
1.9	The necessary physical education materials have not been bought in the school					
1.10	Different physical education programs have not been planned in the school.					

2	Teachers related factors that fact the student motivation in physical education					
2.1	Lack of knowledge and skills to organize students in teaching physical education					
2.2	Lack of interest to teach					
2.3	Lack of readiness to teach the physical education					
2.4	Performances in utilizing physical education teaching materials					
2.5	Lack of interest towards student					
2.6	Presences of work loads					
2.7	Numbers of periods that allotted for the teacher beyond the working capacity of teachers.					
2.8	Inadequate time management of to involve students during lessons					
2.9	Absences of good relation with students					
2.10	Lack of providing sufficient tasks and activities for students					

3.	Student related factors that affect the student motivation					
3.1	.Lack of interest towards physical education					
3.2	Lack of interest to do activities together					
3.3	I do not do the skill, if I feel I cannot					
3.4	I cannot do all the skills with given time to practice and was able to execute a skill very well.					
3.5	My learning motivation is affected by my state of mind.					
3.6	My learning motivation is affected by my peer pressure.					
3.7	I don't feel comfort to learn physical education					
3.8	I cannot use text book properly in the way that it has helped me					
3.9	I never become cooperative with students					
3.10	I never do the activities that have been given from the teachers					