FACTORS WHICH INFLUENCE STUDENTS' ACADEMIC MOTIVATION AND ITS EFFECTS ON TEACHERS' CLASSROOM MANAGEMENT SYSTEM: THE CASE OF HADIYA ZONE GOMBORA WOREDA PRIMARY SCHOOLS.

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Advisors' Thesis Submission Approval Sheet

This paper was certified that the thesis entitled "Factors Which Influencing Students' Academic Motivation and its effect on Teachers' Classroom Management System: The Case of Gombora Woreda Primary Schools" submitted in partial fulfillment of the requirements for the degree of Master's with specialization in Educational Psychology, the Graduate Program of the Department of Psychology, and was carried out by Belachew Manebo Id. No RM 3026/12 under my supervision. Therefore, I recommend that the student has fulfilled the requirements and hence hereby can submit the thesis to the department for defense.

Name of Advisors   Signature   Date

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Thesis Approval Sheet

As a member of the Examining Board of the Final Educational Psychology Defense, we certify that we have read and evaluated the thesis prepared by Belachew Manebo entitled 'Factors Influencing Students' Academic Motivation and Its effects on Teachers' Classroom Management System': The Case of Gombora Woreda Primary Schools and recommended that it be accepted as fulfilling the thesis requirement for the degree of Master of Educational Psychology.

Board of Examiner   Signature   Date

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Declaration

I hereby declare that this MA specialty or equivalent thesis is my original work and has not been presented for a degree in any other university, and all sources of material used for this thesis have been duly acknowledged.

Name: Belachew Manebo

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Acknowledgments

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Acronyms

BA – Bachelor of Art

BEd – Bachelor of Education

BSc – Bachelor of Science

FDRE – Federal Democratic Republic of Ethiopia

GEQIP – General Education Quality Improvement Program

MOE – Ministry of Education

NLA – National Learning Assessment

Km – Kilo Meter

SNNPR – Southern Nation Nationalities and Peoples Region

SPSS – Statistical Package for Social Science

UNESCO – United Nations Educational Scientific and Cultural Organization

Abstract

The main purpose of this study was to examine factors influencing students' academic motivation and its effects on teachers' classroom management system in Gombora Woreda primary schools. In this study, a descriptive- survey research design was employed. Data was collected from 261 students and teachers through cluster and simple random sampling techniques. In this study, the Likert scale questionnaires were used. After collecting data, descriptive statistics specifically, frequency, percentage, mean, and the inferential statistic Pearson correlation, and independent t-test were employed. The result indicated that the most factors affecting students' academic motivation in the area are: home environment, school environment, teacher and peer-related factors. Moreover, students' academic demotivation on teachers' classroom management system highly challenged the effectiveness of teachers' teaching-learning activity and leads teachers to ineffective implementation of the annual, semester, and daily lesson plans. There was a positive and significant relationship between academic demotivation with the home environment (r=.831, p<0.05), school environment (r=.984, p<0.05), teacher-related (r=.509, p<0.05), peer-related (r=.178, P<0.05) and teachers' classroom management system respectively. In addition, there is statistical significant difference between male and female students on home environment (t(229)=.-1.98, p<0.05), school environment (t(229)=.0.23, p<0.05), teacher-related (t(229)=.-0.63, p<0.05), and peer-related (t(229)=.-0.394, p>0.05). The study concluded that the findings justified factors affecting students' academic motivation and its impact on teachers' classroom management system and strengthening school-community relationship, providing training opportunities for uncertified teachers, collaborative working among the school stakeholders, and others were recommended. Based on the data analysis finding and recommendations was offered.

Keywords: *- Academic motivation, and classroom management system*

CHAPTER ONE

1. Introduction

This chapter includes an overview of the background to the study, a Statement of the problem, the objective of the study, the significance of the study, the Scope of the study, and an Operational definition of terms.

1.2   Background of the Study

The word Motivation comes from the Latin word *moveo*, meaning to move, stir, agitate, provoke, or affect. Motivation can be defined as the process responsible for the initiation, intensity, and persistence of behavior. Motives are causes that produce certain effects or actions (including inaction). The source of a person's motivation may be *intrinsic*, derived from internal processes, and/or *extrinsic*, the result of external forces. Likewise, individuals can be impelled to act by conscious and non-conscious motives. Academic motivation refers to the cause of behaviors that are in some way related to academic functioning and success, such as how much effort students put forth, how effectively they regulate their work, which endeavors they choose to pursue, and how persistent they are when faced with obstacles (Schunk, 2008).

Motivation is a critical component of learning and plays a very important role in helping students become involved in academic activities. Motivation is defined as a situation that gives energy to behavior, directs and sustains it. This includes goals and activities requiring that the objectives motivate to move and action. Action requires effort and insistence to operate for a long time. Motivation involves a set of beliefs, perceptions, values, information, and actions that are related to each other. Motivation can lead to many behaviors and it is important to understand the importance of motivation in an educational setting (Suhag, Journal of Education 2017; Larik et. at., 2016). Learning motivation is a vital precursor to profound and effective learning. On the contrary, the absence of the same learning component is a major preventive factor preventing deep and effective learning (Covington, 2000; Maehr and Midgley, 1991). According to Schumann (2004), positive emotions (motivation) between the strong motivation and the learning process affect the cognitive process positively; the cognitive process delivers new knowledge; new knowledge learned also strengthens positive feelings (motivation). Motivation

supports learning progressively; So that students can develop rich, adaptable skills rather than simple tasks (Beck 2004). This is the power of learning with motivation and, in this way, students can acquire and think through information, actively process it, and use it effectively (Dai and Sternberg, 2004).

According to Suhag (2016), motivation has several effects on the learning and behavior of students: Firstly, motivation leads behavior to specific goals. Motivation sets specific goals that people strive for and, thus, influences the choices of students. Motivation also increases the effort and energy to determine whether a student will pursue a task that is difficult with enthusiasm or a lifeless attitude. Motivation will be an important factor affecting the learning and success of the students by affecting the initiation and continuity of the activities, increasing the time of the students' duties. Motivation affects how information is processed and how it is processed as it increases the cognitive processing process and, thus, motivated students get more inclined to understand and examine material than to observe learning movements just superficially. Besides, Motivation is an internal state that arouses, directs, and maintains behavior (Robert, 2009). It can be also thought of as internal psychic energy as a mental force that helps a person to achieve a goal. Motivation is important in many contexts: in school, at home, and in the world at large (Wigfield,&Eccles, 2002).

One does not have to look far to discover a wealth of study detailing the reason why students pursue academics. Indeed, the question of what motivates students to achieve is central to education and educational psychology (Pintrich, 2003). In such a way, educational psychologists have long recognition on the importance of motivation for supporting students' learning. More recently, the partnership for 21st-century skills has identified initiative as one of the lives and career skills necessary to prepare students for post-secondary education and the workforce. However, many educators were unfamiliar with methods of evaluating and encouraging motivation, particularly at the elementary level (Pearson, 2011). On the other hand, one of the most prominent academic problems plaguing today's teenage youth is a lack of motivation towards education (Green-Demers & Pelletier, 2003).

On other hand, lack of motivation is one of the most critical factors affecting learning (Brown et.al 1998). It is a big obstacle in learning and a pertinent cause of the deterioration of education standards. Students who are motivated to learn about the topic are keen to engage in activities,

they believe will help them to learn, such as: attending carefully to the instruction, taking notes to facilitate subsequent studying, checking their level of understanding, and asking for help when they do not understand the material (Pintrich&Schunk, 2002). Motivation is a central part of a student's educational experience from preschool onward, but it has received scant attention among an education reform agenda focused mainly on accountability, standards and tests, teacher quality, and school management (Seifert, 2004). Moreover, according to research conducted by (Patrcia, 2006) in Taiwan, it was identified that motivation is among the most powerful determinants of students' success or failure in the school. To them, students' academic demotivation is the most prominent problem in Taiwan schools. To this, students' cultural background and school environment are among the factors affecting students' academic motivation.

In education, emphasizing classroom management is vital because schools are in dynamic societies that result in increasing challenges and serious management issues (Meyer, 2002; Elam & Rose, 1995). For instance, students in the 1950s were easier to manage than today's students. In addition, managerial difficulties are the main sources of teacher stress, exhaustion, burnout, and the main reason for teachers to leave the profession (Emmer &Stough, 2001). Teachers' classroom management problems hamper and weaken the overall school activity of the year and detach him/her from an instructional task (Meyer, 2002; Elam & Rose, 1995).

Classroom management is related to the ongoing process of enriching teacher-student interaction, learning opportunities for the students, and three-way handshake of student-teacher parents, motivating and encouraging children to achieve learning objectives, strengthen control and supervision techniques to enhance learning activities in the classroom, and to improve learning outcome measured through student's performance. (Wisetrinthong, Sirisuthi and Weangsamoot, (2012). Classroom, managed well through effective planning, organizing, and directing classroom activities supports to overcome behavioral problems among secondary school students. Planned and appropriate instructional material by a teacher and a good student-teacher relationship leads to quality secondary education.

Furthermore, classroom management is an art to define specific features of effective learning, it's a science that identifies aspects that leads to a smooth process of learning in the classroom environment. Students feel comfortable if there is a safe and collaborative learning environment,

where teachers also serve their profession for a longer period. This is how in a conducting learning environment, both the students and teachers would find themselves comfortable, which in turn would bring the desired results because a positive rapport with students is the foundation upon which classroom culture is built.

Class teachers, subject teachers, and other members of staff need to reconcile their efforts to manage classrooms, handle students well and create a congenial learning environment that eventually leads to quality secondary education. Effective classroom management mainly depends on a capable mentor, attitude, skills, capacity, desire, and expectations set by the mentors. Students are taught to behave well in the classroom by following the principles of classroom management, they are taught social skills to portray positive behavior in the class. The classroom is a platform for children to learn defined discipline and get praises for balanced growth. (Venkat Lakshmi, 2010). Concerning students' academic motivation in the Ethiopian context, many types of research works affirmed that poor quality of education is characterized by low academic achievement and low level of students' motivation. According to the third NLA (2007) report, the challenge for many schools is the absence of the potent psychological factor, motivation, from the side of students which could be cultivated in the classroom. Following the report, the government of Ethiopia introduced and implemented a GEQIP in schools. However, the final report of (GEQIP, 2008) shows that the average academic achievements of students in grades 4 and 8 have not improved. Among the explanations given was the absence of students' academic motivation.

Moreover, NLA (2011) reported academic achievements of primary school students in different subjects were far less than the minimum expected standard. The minimum standard of academic achievement set by the FDRE education training policy (1995) was 50%. This low student academic performance was attributed to the decline in motivation of learning among students. All teachers want to have positive interaction with students in the classroom where students are motivated, engaged, and positive about learning. However, due to different factors that affect students' academic motivation, not all teachers can create such an environment (Mayer, 2002).

According to research conducted in Jimma zone by Abebe (2015), in many primary schools, lack of students' academic motivation is the main problem that results from school environment factors. i.e., schools' high inability in promoting students' academic motivation and discouraged

classrooms that results in some negative educational outcomes. Therefore, the purpose of this study was to examine factors influencing students' academic motivation and its effects on teachers' classroom management system in Hadiya Zone Gombora Woreda primary schools.

1.1. Statement of the Problem

Students' educational motivation may be different from pupil to pupil, depending on the age or even the mood of the child. An important task is then to figure out how a child's motivation can be raised. Unfortunately, there is no universal method to do this, since each child has a personality that must be taken into account (Wolters, 2003). Elementary school programs are focused on new knowledge acquisition and learning processes in general.

Lack of Motivation Sasson (2019) explains that a lack of motivation refers to having a deficient level of passion and enthusiasm in doing a job. Furthermore, Shore (2017) also mentions that a lack of motivation can be interpreted as an uncaring attitude toward what one is supposed to do. Japari School (2018), low motivation has been experienced by everyone, including students, as it is a situation where a student does not want to learn due to the difficulty in following the lesson. As students do not understand what they are learning in class, they end up feeling unmotivated (Barse, 2015). Greate School (2014) also states that a deficient level of students' confidence, the unrealized expectations in the classroom, unappreciated or unsupported by the family, and the high-pressure cause students to have low motivation in learning, resulting in poor academic performance. Huitt (2005), the reasons students become unmotivated are due to the teacher being unclear in delivering the lesson, having low self-confidence, dissatisfaction while learning, and personal problems from students.

According to research conducted by Abdu ljelil (2010), in SNNPR Gurage zone primary schools, socioeconomic and sociocultural factors like parental education, parental attitude, and parental support play a significant role in students' academic motivation. On the other hand, school-related factors such as lack of school facilities and, conducive classroom environment, the absence of qualified teachers, distance from the school, teacher's attitudes, and teaching practice, all affect students' academic motivation. Similarly, according to research conducted by Haile Selassie (2011), in Tigray region central zone primary schools, it was identified that the presence of students' academic demotivation problem in schools. This is because of, lack of teachers' encouragement, peer influence, and limited school facilities which results in increased school

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dropout and absenteeism. According to Haileselasse (2011), the factors that contributed to students drop out rate in his study area are health problems, low expectation on future success and regular absenteeism, lack of encouragement from teachers, school distance, pupil's involvement in income-generating activities, parent lack of perceived benefit from educating the child and drought and/or famine, parental death, family breakdown, peer group influence, early marriage, and pregnancy. All these factors together have an impact on the overall high rate of dropout in the study area. Yaikob (2014) also found the factors that cause students' dropout, that is sickness, economic reasons were serious, while lacking interest in learning, poor academic performance, unsafe road conditions from home to school, lack of educational material, cultural impact, and harassment. Even though many researchers did different researches on students' academic demotivation problems, however, to the understanding of the researcher, there is not enough study conducted on factors that influence students' academic motivation and its effect on teachers' classroom management system. Besides, classroom management includes all the efforts teachers made in the following areas, organizing the students, co-coordinating their activities, monitoring their behavior's, ensuring effective learning process, providing instruction through interactive communication, getting feedbacks from learners, preparing and utilizing instructional materials in facilitating learning, maintaining discipline among learners, evaluating learning outcome, relating on one to one basis with learners, being mindful of their basic needs, providing basic information to learners, assisting learners in developing coping skills, providing an exemplary behavior for learners to imitate, and generating interest among learners as well as reinforcing their performance through motivational techniques (Egbule, 2005). ….. Teachers maintain classroom environment by organizing learning activities, supervising their behavior, and teaching-learning process through effective

Moreover, the reason which drove the researcher to undertake this study is that, while the Woreda head of youth affairs office, was participated in school meetings as a member of key stakeholders of the Woreda education office in the decision-making process on different issues. Among the issues raised, the low academic motivation of students was one reason. It results in a high dropout rate, low academic achievement, absenteeism, decrease in quality of education, and high repetition rate. This, in turn, affects teachers' instructional activity and great pain for school administrators, teachers, the community, and Woreda administrators. This contradicts the policy direction of federal, regional, zonal as well as Woreda governments in expanding education

access and improving the quality of education. This study is expected to research filling the gap and specialize this study from the previous study that examines the effect of student academic motivation on teacher classroom management. Therefore, the purpose of this study was to examine factors that influence students' academic motivation and their effect on teachers' classroom management system in Hadiya Zone Gombora Woreda primary schools.

Therefore, this study was an attempt to answer the following basic research question

1. What are the factors which influence students' academic motivation at Gombora woreda primary schools?
2. What is the effect of students' academic demotivation on the teachers' classroom management system at Gombora woreda primary schools?
3. What is the relationship between students' academic demotivation and teachers' classroom management system at Gombora woreda primary schools?
4. Is there a gender difference in the factors that influence students' academic motivation?

1.4. Objectives of the Study

1.4.1. General Objective

The overall objective of this study was aimed at examining factors that influence students' academic motivation and its effect on teachers' classroom management system in Hadiya Zone Gombora Woreda primary schools.

1.4.2. Specific Objectives

Specifically, the study intends to:

❖ To identify factors that influence students' academic motivation, at Gombora woreda Primary Schools.
❖ To assess effects of students' academic demotivation on the teachers' classroom management system, at Gombora woreda Primary Schools.
❖ To examine the relationship between students' academic demotivation and the teachers' classroom management system at Gombora woreda Primary Schools.
❖ To find a gender difference in factors that affects students' academic motivation, the case of Primary Schools?

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1.2. Significance of the Study

Numerous factors influence students' academic motivation and influences teachers' classroom management system (teaching-learning process) in the school system that needs solutions through the cooperative commitment of different concerned bodies. Therefore, the outcome of this study is believed to help the school administrators and teachers to pinpoint factors influencing students' academic motivation to minimize drawbacks related to the problem and to reach the pre-planned goal and objectives of the school. Provide different motivational strategies for teachers that help them to promote students' academic motivation and enhance their teaching-learning process. Provide recommendations and conclusions that have psychological ground and help school principals and teachers to overcome students' academic demotivation problems in their schools. Serve as a starting point for those who want to conduct further study on the problem.

1.2. Scope of the Study

The scope of this study was to assess the factor which influences student academic motivation and its impacts on teacher classroom management system in the case of Hadiya Zone Gombora Woreda some selected primary schools. This study due to time, and resources focused on only second-cycle primary schools i.e., from grade five to eight. From this level, the data was collected from four selected primary schools such as Wogano, Satara, Wondo, and Hatana primary schools. However, first cycle primary school (grade 1-4) students were not involved in the study because the researcher intended that they face difficulty in understanding the questionnaire. This study was conceptual delimited that factors of students' academic motivation only seen home-related factor, environment-related factor, peer-related factor, and teacher-related factor.

1.3 Limitations of the Study

To write this thesis, there were some limitations; these are financial limitations, shortage of transportation to rural kebele where the three primary schools were found, and time constraints were among the major problems facing during the study. In addition to these, it is strongly believed to include both cycles of primary school students and teachers in the study. However, the capacity of the researcher and the existing situation were limited to focus on secondary cycle primary schools due to the threat for first cycle students to miss understanding the questionnaire. So, the study has not participated in first cycle primary school students.

1.3. Operational definition of key terms

Academic Motivation refers to in a Gombora woreda primary school students' drive towards learning.

Classroom Management System-In this study refers to primary school teachers' way of organizing and controlling the class to run teaching-learning tasks concerning students' behavior

Demotivation-In this study refers to a problem that bases its harmful nature on a very simple fact.

Extrinsic Motivation- In this study refers Gombora woreda primary school to motivation, which comes from the external environment.

Educational Professionals-refers to those experts who are working at different levels in woreda education office.

Intrinsic Motivation– In this study refers to motivation that exists within the learner, interest, or pleasure / refers to the internal drive of a person towards a given task/.99

Motivation –In this study refers to reasons that Gombora woreda primary school students underlie behavior that has characterized by willingness and volition.

Primary School –In this study refers to the school that includes grades one up to eight (1-8).

School Administrator – it indicates principals and vice-principals.

1.4 Organization of the Study

This research is organized into five chapters. Chapter one deals with the introduction. It includes the background, statement of the problem, general and specific objectives, significance, delimitation, and limitation of the study as well as definitions of key terms. Chapter two presents a review of related literature whereas chapter three deals with research design and methodology. Chapter four deals with presentation, analysis, interpretation of data, and discussion, while, chapter five presents the summary, conclusions, and recommendations.

Chapter Two:
Review of Related Literature

2. Introduction

This chapter contains a brief review of literature related to factors influencing students' academic motivation and teachers' classroom management system. It focuses on concepts of motivation, related theories, types of motivation, factors that influence students' academic motivation, strategies of encouraging students' academic motivation, the concept of classroom management, and effects of students' demotivation on teachers' classroom management system.

2.1.   The Concept of Motivation

Motivation is the attribute that "moves" us to do or not do something (Guay, 2010). Motivation also involves the processes that energize, direct, and sustain behavior (Emmer &Eversion 2009). According to Ravitch (2007), a child has an intrinsic orientation when classroom learning is determined by internal interests such as mastery, curiosity, and preference for the challenge. A child has an extrinsic orientation when classroom learning is determined by external interests such as teacher approval and/or grades (Ravitch 2007). Francoise (2000) indicated that expert teachers need to be aware of the stable characteristics of learners and therefore suggested, "among the most useful of your beliefs as a teacher are those that relate to how students change, how they learn, what motivates, reinforces, and punishes them, and what is interesting and important to them".

2.2.   Theoretical Perspectives of Motivation

For better understanding, the motivational techniques and behavioral exhibitions of teachers within the classroom are very important for students' learning. For this, there are four major psychological theories of motivation namely, humanistic, social learning, behavioral and cognitive theories. From these theories, except social learning theory, the rest three (humanistic, behavioral, and cognitive) are the most relevant theories for this study.

2.2.1. The Humanistic Theory of Motivation

The humanistic perspective stresses students' capacity for personal growth, freedom to choose their destiny, and positive qualities (such as being sensitive to others). This perspective is closely associated with Abraham Maslow's (1971) belief that certain basic needs must be met before higher needs can be satisfied. Horachek (1971) described the humanistic orientation as

representing the "third force" in psychology in that it extends beyond behaviorism and psychoanalysis, which he stated were "the two most prominent perspectives within the broad arena of psychology" Maslow, considered by many to be the founder of humanistic psychology, developed a theory of motivation in which he believed that the gratification of needs was the important single principle underlying all development (Maslow, 1954).

Maslow developed five basic levels of needs: physiological, safety, belongingness, esteem, and self-actualization. Because the first four needs are considered deficits, Maslow referred to these as deficiency needs and suggested that humans are motivated to fulfill these deficits (Maslow, 1954). These would include deficits such as lack of food, lack of safety, the absence of love, and the lack of esteem. Maslow (1954) labeled the last need (self-actualization, as the "being needs" and suggested it motivates individuals, not because of deficits, but because of human desires. Once all four of the deficiency needs have been successfully met, individuals then become motivated to move to the being needs (Pint rich& Schunk, 2002; Slav in, 2009; Woolfolk, 2010).

As Maslow's theory has been applied in education, teachers understand that students whose basic deficit needs were not met will not be motivated to accept the information and knowledge awaiting them in the classroom. Teachers cannot always intervene to ensure that basic needs are met. Parental influence does have a major impact on meeting some of the deficiency needs (Slavin, 2009). However, teachers can advocate for children as they provide a classroom environment that fulfills the deficiency needs to the fullest extent possible (Glover &Brunning, 1987).

As teachers arrange classrooms for the best possible learning situations, in which students can select the learning activities they find motivating and personally valuable, the teacher-directed classroom becomes secondary. Thus, the learning experience itself becomes rewarding and motivating for students (Staw, Calder, Hess &Sandelands, 1980). This assists them individually in meeting their current level of need and motivates them to the next level.
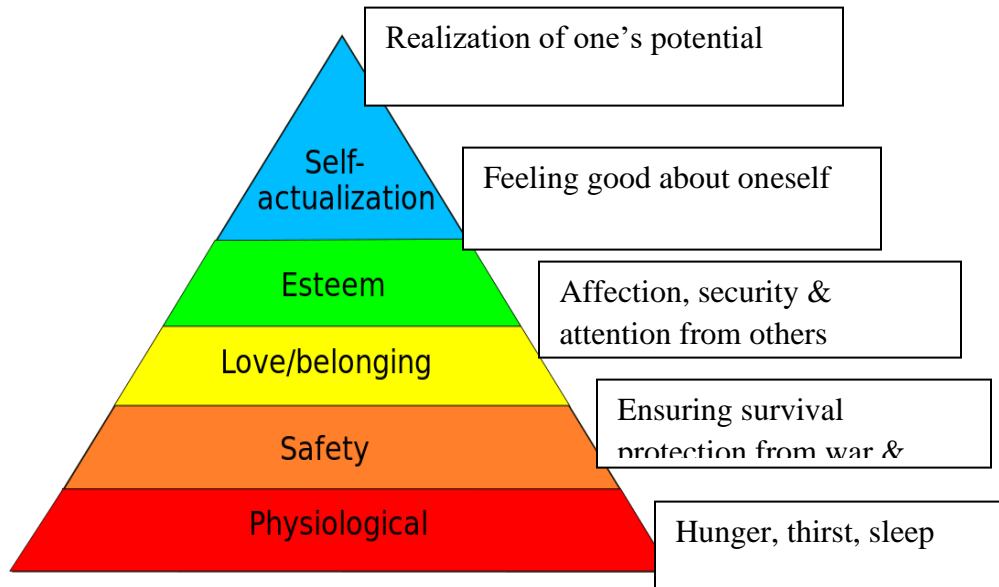
Source: Rozana (2009), Educational Psychology.

Figure 1: Maslow's Hierarchy of Need

2.2.2. The Social Learning Theory of Motivation

Are you the kind of person who is motivated to be around people a lot? Or would you rather stay home and read a book? The need for affiliation, or relatedness, is the motive to be securely connected with other people. This involves establishing, maintaining, restoring warm and close personal relationships. Students' need for affiliation or relatedness is reflected in their motivation to spend time with peers, their close friendships, their attachment to their parents, and their desire to have a positive relationship with their teachers (Grolnick, Friendly &Bellas, 2010; Hamm & Zhang, 2010).

2.2.3. Behavioral Theory of Motivation

The behavioral perspective emphasizes external rewards and punishments as keys in determining a student's motivation. Incentives are positive or negative stimuli or events that can motivate a student's behavior. Advocates of the use of incentives emphasize that they add interest or excitement to the class and direct attention toward appropriate behavior and away from inappropriate behavior (Emmer &Evertson, 2009).

2.2.3.1. *Classical Conditioning of Watson and Pavlov*

The early study of behaviorism was characterized by the study of a type of learning referred to as "classical conditioning" (Glover &Brunning, 1987; Rescorla, 1987). Classical conditioning, as

described by Glover and Brunning, referred to examining two types of stimuli, neutral and unconditioned. Stimuli are "perceivable units of the environment that may or may not affect behavior". A neutral stimulus has little or no effect on an organism, whereas unconditioned or eliciting stimuli cause involuntary responses (reflexes) to occur (Lafrance's, 2000; Schiamberg& Smith, 1982). When a neutral stimulus is paired with an unconditioned stimulus, the neutral stimulus can acquire most of the properties of the unconditioned stimulus. When this occurs, it is called a conditioned stimulus, and the reflexive response it causes is then referred to as a conditioned response (Glover &Brunning; Lefrancois; Schiamberg&Smith). This concept was first discovered by Pavlov as he was working with dogs and completing his research on the digestive processes. Pavlov suggested that dogs could be conditioned to salivate when meat powder was placed into their mouths by the lab assistants. An unexpected response surfaced when dogs began to salivate at the mere sight of the lab assistants, whether or not they inserted the meat powder (Glover &Brunning, 1987; Lefrancois; Schiamberg& Smith). Watson seized upon this concept and believed that classical conditioning could be used to explain much about human behavior (Coleman, 1976).

2.2.3.2. Operant Conditioning of Burrhus Frederick Skinner

In operant conditioning, Rathus (1981) has stated that organisms learn to do something that has the effect of "manipulating an organism's environment". This action results in a consequence occurring. The consequence has occurred as a result of some form of reinforcement for the occurring behavior. There are two types of reinforces (Rathus). Positive reinforcement increases the likelihood that the behavior will reoccur (Glover &Brunning, 1987; Rathus; Rizzo &Zabel, 1988) and negative reinforcement "is the cessation of an event consequence upon a behavior that increases the possibility of the behavior occurring". The key impact to recognize when referring to classical or operant conditioning is that the behavioral theory of psychology focuses on observable behavior that can be observed and explained as opposed to inferred or verbally touted by the individual exhibiting the behavior (Slavin, 2009). For the teacher, who is in a position to observe many behaviors throughout even one school day, recognizing reinforcement will generate the desired behaviors within particular children and assist in developing motivating learning avenues for students. Santrock (2006) has suggested that when teachers are using rewards within the classroom, external rewards should be limited and used only when necessary as motivators to increase the desired behavior. Santrock further added that not all reinforces will

work with every child and that teachers should try to determine which reinforces work best with which children.

Teachers know that providing extremely active children with continual drill and practice worksheets will not serve as motivators for future learning, whereas, the extremely shy child may be motivated by completing worksheets and being able to avoid interaction with peers or teachers. Slavin (2009) stated that teachers can get students to perform less-desired activities by pairing the less desirable behavior with more desirable behavior.

When using reinforces to motivate students, teachers are advised to use the least elaborate or tangible reinforcement that will work (Slavin). Hawkins (1990) has further described some of the impacts Skinner and his behaviorist theory has had in the field of education. One area about which Skinner wrote and spoke often was programmed instruction. He had learned of a device that could mechanically provide immediate feedback to the learner (Hawkins). Another strategy that was impacted by Skinner's theory was referred to as "precision teaching," a program that was begun by Lindsley, one of Skinner's students (Binder & Watkins, 1990, Hawkins, 1990).

2.2.4. Cognitive Theory of Motivation

According to the cognitive perspective on motivation, students' thoughts guide their motivation. In recent years there has been a tremendous surge of interest in this perspective (Anderman & Dawson, 2011; Elliot & others, 2011), focusing on such ideas as students' internal motivation to achieve, their attributions (perceptions about the causes of success or failure, especially the perception that effort is an important factor in achievement), and their beliefs that they can effectively control their environment. The cognitive perspective also stresses the importance of goal setting, planning, and monitoring progress towards a goal (Urdan, 2009).

Describing the human thinking process, Piaget believed that as children responded to new knowledge by incorporating it into their existing knowledge; they were assimilating the information (Rathus; Santrock, 2006; Trawick-Smith, 2006; Woolfolk, 2010). From a motivational perspective, Piaget focused "on the growth of internal structures and processes that underlie developmental changes in human behavior" (Mayer, 1981). This observation and Piaget's belief in the sequential cognitive development children exhibited as they matured, led him to identify four major stages of cognitive development: sensorimotor, preoperational, concrete operational, and formal operational (Mayer; Rathus, 1981; Santrock, 2006; Trawick-

Smith, 2006; Woolfolk, 2010). As indicated by the ages of the children at these levels, they typically progress through at least two or three of Piaget's four stages of development during their stay at the elementary educational level: the preoperational, the concrete operational, and the formal operational. Teachers, who understand Piaget's levels of development for children, know which motivational factors to utilize to motivate students and to induce the required learning. They fully understand these motivational factors, 2010).

2.3. Types of Motivation

It is better to think about intrinsic and extrinsic motivation as two separate continuums than extreme ends of one because students can be low in one and high in the other type of motivation, low or high in both (Pintrich&Schunk, 2002).

2.3.1. Intrinsic Motivation

Intrinsic motivation is a motivation that is animated by personal enjoyment, interest, or pleasure. As Deci et al. (1999) stated, intrinsic motivation energizes and sustains activities through the spontaneous satisfaction inherent in effective volitional action. Intrinsic motivators include fascination with the subject, a sense of its relevance to life and the world, a sense of accomplishment in mastering it, and a sense of calling to it. Intrinsic motivation can be long-lasting and self-sustaining. Efforts to build this kind of motivation are also typically efforts at promoting student learning. Such efforts often focus on the subject rather than rewards or punishments. On the other hand, efforts at fostering intrinsic motivation can be slow to affect behavior and can require special and lengthy preparation. Students are individuals, so a variety of approaches may be needed to motivate different students. It is often helpful to know what interests one's students to connect these interests with the subject matter. This requires getting to know one's students. Also, it helps if the teacher is interested in the subject, to begin with (Matt & Dale, 2002).

2.3.2. Extrinsic Motivation

Extrinsic motivation is external source-oriented motivation and it is a push to obtain some reward or avoid some punishment external to the activity itself such as grades, stickers, or teacher approval (Lepper, 1988). According to Dev, (1997), the extrinsically motivated student engages in learning purely for attaining a reward or for avoiding some punishment. To him, extrinsic motivators more readily produce behavioral changes and typically involve relatively little effort or preparation. Also, efforts at applying extrinsic motivators often do not require

extensive knowledge of individual students. On the other hand, extrinsic motivators can often distract students from learning the subject at hand.

It can be challenging to devise appropriate rewards and punishments for student behaviors. Often, one needs to escalate the rewards and punishments over time to maintain a certain effect level (Deci, 1999). Extrinsic Motivation the majority of participants have been away from their parents since primary school. They had to move from their rural area to the city to get a better education. Their parents believed that their sons were studying. Considering parenting and full support for the child brings about a sense of responsibility, student-positive behavior, and self-determination (Katz, Madjar, & Harari, 2015; McNeal, 2014). Another extrinsic motivation is government, but this motivation is debilitating.

2.4 **The Concepts of Academic Motivations**

Academic Motivations has referred to the cause of behaviors that are in some way related to academic functioning and success, such as how much effort students put forth, how effectively they regulate their work, which endeavors they choose to pursue, and how persistent they are when faced with obstacles (Schunk. 2008). Beside, Academic motivation is a problem that has long been developed in school and already many relevant studies present and discuss it (Cho, Harrist, Steele, &Murn, 2015; 2015; Pintrich, 2003). Learning motivation is divided into both intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to the fact of doing an activity for oneself, and the enjoyment and satisfaction derived from the student. For example, the student goes to class because he gains the exciting and gratifying feeling of receiving more about the subject matter. Students with intrinsic motivation seek to develop themselves to achieve learning goals. Intrinsic motivation to learn is meaningfulness to gain value and make academic achievement regardless of whether the material or task is interesting or uninteresting (Williams & Williams, 2011). It relates to several constructs such as exploration, curiosity, learning goals, and intrinsic intellectuality (Vallerand, 1992). For instance, the student is intrinsically motivated to recognize when they studied a book for the slight pleasure that they experience while reading something new.

2.4.1 **Factors that influence Students' Academic Motivation**

Motivation has to do with students' desire to participate in the learning process. The sources of student motivation differ even if students are equally motivated to learn. Motivation to learn has

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a different meaning: the value and benefits of the task to the student, even if they may or may not be intrinsically interesting (Hamilton& Mathew, 2011). Many factors influence a student's development of motivation. The home environment shapes the attitudes they acquire toward learning. In a home that is nurturing, that promotes self-worth and competence, students are more willing to accept the risks involved in learning. For students who do not feel competent, the capacity to cope with failure is diminished greatly. Students form beliefs about successes and failures in school at an early age. Successes could be a result of luck, effort, and ability; while failures could be a result of a lack of ability or effort (Lumsden, 1994).

2.4.2   Home Environment Related Factor

There are lots of homeenvironment-related factors that have negative as well as positive consequences on students' academic motivation and interest (Douglas 1998). Educators and psychologists believe that the home provides the basic ingredient that drives the child to healthy development (Ogunlade, 2001). When children grow up to school age, the home environment still plays a significant role in the children's academic interests. As a result, educators and psychologist have always channeled their interest on home factors that have a high impact on students' academic motivation and its relationship to the home environment. For instance, adolescents see the home as a means of their emotional problems, parent's attitude like restriction, overprotection, harassment, physical abuse, not providing enough money for the child; all attributes to emotional distress among adolescents which consequently result in individual behavioral attitudes towards schoolwork or activities (Hamilton& Mathew, 2011). Amale (2000) suggested that most homes lack a sound moral environment, like teachers; parents ought to live exemplary lifestyles for their children and wards to emulate. All these influence the study habit of children at home. Again (Amale, 2000) reiterated that the rate of child abuse in today's society is causing a lot of concern to critical-minded people. According to Douglas (1998), emotional disturbance helps to take away the appetite to study, unhappiness at home, and resentment towards the teacher also causes poor student study habits. Apart from pre-school influence, the home still exerts much influence during schooling, for example, the situation of overcrowding in the home. Douglas (1998) has also added that an "overcrowded home will deprive one of quietness and privacy. When several children share a bed, they may sleep badly and through tiredness will be unable to concentrate on their schoolwork".

2.4.3   School Environment Related Factor

A positive school environment will reinforce the student's motivation and cause him/her to achieve at even higher levels or it will create motivation where there was none from the home. Elementary and secondary school classrooms have many similar management issues. At all levels of education, good managers design classrooms for optimal learning, create positive environments for learning, establish and maintain rules, get students to cooperate, effectively deal with problems, and use good communication strategies. However, the same classroom management principles sometimes are applied differently in elementary and secondary schools because these two types of schools are structured differently (Evertson& Emmer, 2006). An extremely regimented school system can impact negatively students. The converse is true; one which is too lax will eventually have discipline problems and lose reputation. Nobody wants to be associated with a school whose reputation is poor, thus students who attend such schools feel that nothing good is expected of them and so they are not motivated to do well (Roberts et al, 2007).

2.4.4   Teacher Related Factor

A teacher's personality is found to affect students' learning and teacher's performance either positively or negatively in the classroom (Martin& Baldwin, 1993, Jamil et al, 2012, Eryilmaz, 2014). For Williams and Burden personality refers to an individual's characteristic patterns of thought, emotion, and behavior, together with the psychological mechanisms hidden or not behind those patterns. Kasambira (1993) says teachers' behavior with their students and their failure to provide well-planned relevant learning experiences can often lead to disruptive incidents in the classroom. Being prepared is essential to being an effective teacher. It is better to over-plan and run out of time than to run out of lessons. Similarly, Arends (1997) explained that teachers who plan appropriate classroom activities and tasks, which make wise decisions about time and space allocation, who have a sufficient repertoire of instructional strategies will be building conducive learning environments that gain students' cooperation and minimize management and discipline problems.

2.4.5 Peer Related Factors

Pintrich (2003) suggested that peers are a great source of motivation for one another. Lifelong friendships are formed at school and peers have been known to stand up for one another

sometimes even more than siblings. They assist one another with school work and also become mentors to one another in their personal lives.

However, peer-related cause or misbehavior is an antipathy to school or interest of students in learning in general; lack of interest in a particular subject; attention-seeking, and ignorance of the classroom rules. On the other hand, the following are taken as some of the peer-related problems which lead students to demotivation. Thus are; bullying, harassment, getting out of the seat, speaking out too loudly, resting one's head on the desk, disturbing the class(Hamilton& Mathew, 2011).

2.5 The concept of Classroom Management

Classroom management is the process of controlling students' behavior, (Weber, 1990). Larrivee (2005) noted that "classroom management is a critical ingredient in the three-way mix of effective teaching strategies, which includes meaningful content, powerful teaching strategies, and an organizational structure to support productive learning". Also, Borko& Putnam, (1995) defined those successful teachers employ strategies for establishing rules and procedures, organizing groups, monitoring and pacing classroom events, and reacting to students' behavior.

Classroom management is a major concern in schools today. According to Martin and Sass (2010), classroom management entails an "umbrella of definitions that include learning interactions, learning and the behavior of students". Walker (2009) stated, "The best teachers don't simply teach content, they teach people". To effectively teach their students, teachers need to employ effective behavior management strategies, implement effective instructional strategies and develop a strong curriculum. In addition to managing the instruction in the classroom, a teacher's most significant challenge is also managing the behavior of students in the classroom because of how it can affect instruction, learning, and achievement (Marzano, Pickering and Pollack 2003).

2.5.1 Skills of Classroom Management

One of the first researchers to study classroom management was Jacob Kounin (1977), who conducted a set of pioneering studies examining the effects of different teacher classroom management methods on students' behavior. According to Kounin (1977), the key to classroom management resides in the teacher's ability to prevent problems from occurring rather than on his/her intervention after the occurrence. This idea has been supported by research (Brophy,

Emmer &Good, 2003). Approximately 80% of an effective management plan entails anticipating classroom disruptions and establishing the conditions to prevent them (Freiberg, 1999).

Prevention consists of arranging the classroom environment conditions before the occurrence of a disruption. Perhaps one of Kounin's greatest contributions was to differentiate between classroom management, which encompasses the prevention, intervention, and remediation of student misbehavior, and the narrower term discipline, which consists of any teacher action designed to address student misbehavior. By focusing on prevention, teachers can reduce their need to discipline students in the classroom. Different specific skills and classroom conditions that can help teachers to prevent disciplinary problems and create a successful learning environment are:

2.5.1.1 Planning

Good planning minimizes management problems because students understand the objective, rationale, and value of the academic goals, which is likely to increase their motivation to learn (Pintrich&Schunk, 2002). In addition, a well-developed plan can help teachers save valuable instructional time by having materials ready and a set of strategies at hand to adapt the content and pace of instruction as needed. Although classrooms are complex and unpredictable in many ways, by engaging in the process of planning, teachers are also more likely to reflect on potential student problems and think about ways to prevent them before they occur.

2.5.1.2 Organization

Teachers with good organizational skills, such as making good use of the instructional time, having instructional materials prepared for their lessons, and developing routines and procedures for handling typical classroom business, are also likely to prevent classroom management issues. Differences in lengths of schooldays and the number of school days per year among different districts have only a minor effect on student achievement (Karweit, 1981, Walberg, 1988). On the other hand, time on task or engaged time and the number of minutes spent on learning activities are strong predictors of learning (Marks, 2000; & Miller, 2002).

2.5.1.3With-it-ness

Teachers who display with-it-ness are those who are attentive to everything that happens in their classroom (Kounin, 1977). Teachers who have developed this skill prevent management problems by immediately picking up on students' cues and responding to them before they become a discipline problem (Davis & Thomas, 1989; Hogan, Rabinowitz& Craven, 2003).

Students are more likely to stay on-task and display desirable behaviors when teachers demonstrate with-it-ness, especially from the beginning of the school year (Woolfolk& Brooks, 1985).

2.5.1.4 Overlapping

A teacher's ability to address behavioral issues without interrupting instruction is referred to as overlapping. For example, teachers might notice that one of their students is using his/ her cell phone under his/her desk to send a text message to a friend. The teacher can demonstrate overlapping by walking around the class and standing next to the student's desk without interrupting his/her explanation to the rest of the class. If needed, the teacher can then address this issue personally with the student after class. Overlapping helps teachers to maximize time-on-task and is strongly associated with classroom order and achievement (Charles, 2002).

2.5.1.5 Adapting

Studies of teacher strategies show that the most effective classroom managers adapt instruction to particular student needs, and ineffective classroom managers appear insensitive to the diverse needs of their students (Brophy, 1996).

2.5.1.6. Leadership

The quality of teacher-student relationships is the keystone for all other aspects of classroom management (Marzano, 2003). Teachers who have high-quality relationships with their students have 31% fewer discipline issues over the school year than those who do not. According to management experts, high-quality relationships have nothing to do with the teacher's personality or with whether students view the teacher as their friend.

In general, teachers create structure in the classroom by clearly communicating expectations and reacting consistently to student behavior by providing a well-organized course with pre-determined materials and procedures for assessment that give students a sense of security in taking responsibility for their learning (Pintrich, 2003). The same is true that when the classroom environment is structured and supportive of students' psychosocial needs such as the need to feel safe, accepted, competent, and autonomous, students are more likely to develop positive beliefs and emotions and become self–motivated to learn(Robert, 2009).To manage classroom instruction successfully, therefore teachers need to carefully plan their classes, equip students with a pleasant supporting climate for learning, create interest and desire to achieve learning, establish control and avoid disciplinary disturbance (Moore, 1995). To this extent, the teacher's

classroom management system is an accurate tool in the process of passing instructions from the teacher to the students. The success of any educational system is a function of the effectiveness of the classroom management system. Classroom teachers are managers of the class; effective teaching-learning environment creators and strategic about how to get students' attention and motivate them to deliver their courses. So, students' academic motivation and academic achievement as well as teachers' classroom management system has a great link with one another (Kushman, Sieber, & Harold, 2000).

Chapter Three:
3. Research Methodology
3.1. Research Design

This study was used a descriptive-survey research design. In this study, the quantitative research method was employed for a kind of measurement based on a number. The quantitative research approach allows the researcher to generalize real-world settings and it also can produce the results through the collection of numerical data with the help of statistical functions (Daniel, 2012).

3.2. Study Area

This study was conducted in Hadiya Zone Gombora Woreda primary schools. Gombora Woreda that founds in Southern Nation Nationalities and Peoples' Region, in Hadiya Zone. The capital city of Gombora Woreda is Habicho. This Woreda is bordered by Gibe Woreda to the North, Yema special Woreda to the West and Soro to the South, and Lemo Woreda to the East.

3.3. The population of the Study

The target population in this study is four second-cycle primary school (grade5-8) students from Wogano, Satara, Hatana, and Wondo primary schools. Accordingly, the overall population of this study was male 501 and female 633 which is 1134. In this study, there were four schools (grade 5-8) teachers were part of the study

3.4. Sample and Sampling Techniques

This study was used three types of sampling procedures namely; cluster sampling, proportionate sampling, and simple random sampling. Cluster sampling is advantageous for those researchers whose subjects are fragmented over large geographical areas as it saves time and money (Davis, 2005). Therefore, 28 Gombora woreda second cycle primary schools were clustered into four clusters because they are geographically far from each other. Consequently, four schools namely, Satara, Wogano, Wondo, and Hatana primary schools were selected through lottery method simple random sampling. Moreover, simple random sampling is the process of selecting a sample that should be free from human judgment (bias)(Singh, 2020).

According to Taherdoost al. et. (2017) stratified random sampling technique is valuable for data collection when the population is heterogeneous. Therefore, the school's population was stratified into class and gender strata. Moreover, this study was determined to sample size according to Singh &Bajpai (2008) that the 10-20 percent of the population is reasonably included in the sample. Therefore, this study was included 20 percent of the population in the

sample which makes 231. Then, this study stratified proportional random sampling was used to select representative samples from each grade level and each sex. Further, 30 teachers were selected through simple random sampling. As it is shown in Table 1 below, the sample of students taken from each school is: from Satara primary school, 83 students (38 male and 45 female), from Wogano primary school, 26 students (10 male and 16 female), from wondo primary school, 87 students (40 male and 47 female) and from Hatana primary school, 35 students (15 male and 20 female) totally, 231 students (103 male and 128 female) are part of the study.

Table 1: Sample Size Taken from Each Stratum

School Name	Student grade level	Number of populations in strata			Number of people in a sample		
		M	F	T	M	F	T
Satar Primary School	Grade 5	72	74	146	14	15	29
	Grade 6	46	32	78	9	6	15
	Grade 7	38	52	90	8	10	18
	Grade 8	35	71	106	7	14	21
Wogano Primary School	Grade 5	18	41	59	4	8	12
	Grade 6	17	14	31	4	3	7
	Grade 7	4	17	21	1	4	5
	Grade 8	4	6	10	1	1	2
Hatana Primary School	Grade 5	62	61	123	13	13	26
	Grade 6	51	59	110	10	12	22
	Grade 7	30	39	69	6	8	14
	Grade 8	56	72	128	11	14	25
Wondo Primary School	Grade 5	30	39	69	6	8	14
	Grade 6	17	21	38	4	4	8
	Grade 7	13	13	26	3	3	6
	Grade 8	8	22	30	2	5	7
Total		501	633	1134	103	128	231

Table 2: Sample Size of Teacher Taken from Each School

Name of school as strata	Number of Teacher's			Sample		
	M	F	T	M	F	T
Satara primary school	36	14	50	6	4	10
Wogano primary school	23	7	30	4	2	6
Hatana primary school	22	7	29	4	2	6
Wondo primary school	31	10	41	5	3	8
Total	112	38	150	19	11	30

3.5 Data collection instruments

3.5.1 Questionnaire

The demographic characteristics of the students' participants in the research such as age, grade level, gender, parental education, parental income.

Students' Academic Motivation: this questionnaire was first employed by Miller and Brewer,(2003) current researcher was adapted byMenta Harme (2016); it consisted of 25 items and there are four subscales in the questionnaire: environmental factors, school environmental factor, peer-related factor, teacher-related factor, it has five – alternatives response such as 1 = strongly disagree, 2 = disagree 3 = undecided 4 =agree 5 = strongly agree. The Psychometric property of the questionnaires was measured by Cronbach alpha and reported that reliabilityr= .86, content validity also was very good.

Teacher classroom management system questionnaires: this questionnaire was also developed and adapted by Menta Harme (2016); it consisted of 16 items and there are four subscales in the questionnaire: teacher classroom management skill, teacher students relationship, teaching-learning process. The questionnaire has five – alternatives response such as: 1 = strongly disagree, 2 = disagree 3 = undecided 4 =agree 5 = strongly agree. The Psychometric property of the questionnaires was measured by Cronbach alpha and reported that reliability r= .76, content validity also was very good.

3.5.2 Pilot study

According to Mocorro (2017), a pilot study is very important in the success of the research. It is often recommended to address a variety of issues such as the validity and reliability of the instrument to be used in the study. Specific recommendations are made to the researchers in employing a pilot study before the conduct of the full research. Adapted, modified, or enhanced instrument should also be pilot tested especially if it is adapted from foreign authors. Accordingly, the study of Maiti & Bidinger (2014) adopted that a pilot study was conducted on twenty students with similar characteristics as the schools where the actual study was carried out to test the reliability and validity of the research. Therefore, this study will employ a pilot study with similar characteristics in Gombora Worada School because this was adapted from questionnaires from foreign authors.

3.5.3 Reliability of the instrument

The reliability of a research instrument refers to the ability of the instrument to yield similar results when administered to the same group of respondents under similar conditions (Ochieng', 2015). Therefore, Cronbach Alpha will use to measure the reliability of the questionnaire. When using Likert scale questionnaires the most appropriate measure of reliability is Cronbach Alpha(Whitley, 20002; Wyllie, 2021). Besides, a reliability coefficient of .70 or greater is considered "acceptable" for a scale that will be used to analyze their associations (Ketema, 2014). However, some researchers i.e. Nunnally, (1967, 1978) as cited in ABESHA, (2015) argued that scores as low as *.50* and *.60* are acceptable or sufficient in the early stages of theory development.

3.5.4 Validity of the instrument

Validity is the most important and fundamental feature in the evaluation of any measurement instrument or tool for good research and views perceives validity as "the represented truthfulness of findings(Mohajan, 2017). For this reason, this study will use content validity to measure instrument validity with the help of an expert. Content validity ensures that the questionnaire includes an adequate set of items that tap on the concept; it depends on expert advice and judgment (LeCompte &Goetz; 2005)

3.5   Procedures of Data Collection

The researcher has obtained a letter of introduction from the Head department of Psychology to Gombora worada education office. Closed questions are prepared on strategies for overcoming students' academic motivation problems. For clarity and better understanding, the students' questionnaire was translated into Amharic by language professionals. Similarly, the researcher will administer the research questionnaires with the help of a research assistant to 261 respondents. This data was collected in the year 2013 using questionnaires

3.6   Methods of Data Analysis

After collecting data from the samples tool, the process of tallying and tabulation was carried out both descriptive and inferential statistics were used. Descriptive statistics help to describe existing data through, frequency, percentage, mean, standard deviation (Stoltzfus et al., 2018). Therefore, this study was employed descriptive statistics data analysis demographic background and to identify factors of student academic motivation. On another hand, inferential statistics were used to assess the effect of student academic motivation on teacher classroom management system, and to examine the relationship between student academic motivation and teacher classroom management system. Moreover, an independent t-test was employed to find gender differences in student academic motivation. To analyze the data Software Statistical Package for Social Science (SPSS version-23) was employed.

3.7   Ethical consideration

This study was protecting the following ethical considerations: (I) this researcher will do not enter into multiple relationships with any person or group including student participants in the study that could exploit or harm others. (ii) Follow informed-consent rules: researchers will ensure that participants understand the process that they are engaging in, why their participation is required, who will use the research findings, and how it will be reported. The researcher will also inform participants that they have the right to, at any stage, withdraw from participating in the research process without providing any reasons for doing so. (iii) The integrity of research, ensure their research is trustworthy (valid and reliable), findings are based on evidence, arguments can be justified, follow acceptable guidelines for researching within the chosen,

research paradigm; confidentiality, the extent to which data can be reported back and the extent to which research reports can be used by policymakers and in educational practice.

Chapter Four

4. Data Presentation and Analysis

This chapter deals with the presentation, and analysis and of data gathered through a questionnaire. The first part of this chapter dealt with the characteristics of the respondents. The remaining part dealt with presenting, analyzing, and interpreting data of the problems under the study and discussion.

4.1 Demographic Characteristics of Participants

Table 3: Characteristics of participants.

No	School Name	Sex	Grade Level			
			Grade 5	Grade 6	Grade 7	Grade 8
1	Satara primary school	M	14(5.8%)	9(3.7%)	8(3.3%)	7(2.9%)
		F	15(6.2%)	6(2.5%)	10(4.1%)	14(5.8%)
		T	29(12%)	15(6.2%)	18(7.4%)	21(8.7%)
2	Wogano primary school	M	4(1.7%)	4(1.7%)	1(1.6%)	1(0.4%)
		F	8(3.3%)	3(1.3%)	4(1.7%)	1(0.4%)
		T	12(4.9%)	7(2.9%)	5(2%)	2(0.8%)
3	Wondo primary school	M	13(5.4%)	10(4.1%)	6(2.5%)	14(5.8%)
		F	13(5.4%)	12(4.5%)	8(3.3%)	11(4.5%)
		T	26(10.7%)	22(9.1%)	14(5.8%)	25(10.3%)
4	Hatana primary school	M	6(2.5%)	4(1.6%)	3(1.2%)	2(0.8%)
		F	8(3.3%)	4(1.6%)	3(1.2%)	5(2%)
		T	14(5.8%)	8(3.3%)	6(2.5%)	7(2.9%)
	Total		81(33.5%)	52(21.5%)	43(18.6%)	55(23.8%)

As it is shown in Table 3 above, from four schools namely, Satara, wogano, hatana and wondo primary schools, 231-second cycle primary school (grade 5-8) students were selected and participated in this study. From such a number, (46.3%) of respondent students were males and a majority (53.7%) of respondent students were females. Among these, as it was indicated in the same Table, (33.5%) of students were from grade 5, (21.5%) of students were from grade 6, (18.6%) of students were from grade 7, and (23.8%) of students were from grade 8 of those four-second cycle primary schools.

4.2 **Data Analysis**

In this study the data analysis was led to the following major findings: the most factors influencing students' academic motivation in the area are home environment, school environment, teacher and peer-related factors.

Table 4: Teachers' View on School Environment

No	Item		Response				
		Sex	Never	Rarely	Sometimes	Often	Always
1	Provision of teaching	M	-	4	15	5	2
	learning materials	F	1	0	2	1	-
		T	1(3.3%)	4(13.3%)	17(56.6%)	6(20%)	2(6.6%)
2	Occurrence of students'	M	-	-	8	5	13
	disciplinary problem.	F	-	-	1	1	2
		T	-	-	9(30%)	6(20%)	15(50%)

Regarding the provision of teaching-learning materials, in Table 4. (3.3%) of the teachers were responded never, (13.3%) of teachers responded rarely, the majority (56.6%) of teachers responded sometimes, (20%) of teachers responded often and (6.6%) of teachers responded always about the availability of teaching and learning materials in their school. Therefore, this result implies that there is a shortage of school facilities. Such as textbooks, wall pictures, chalk, Chalkboards, and teacher's guide books which affect students' motives.

Concerning students' disciplinary problems, (30%) of teachers responded it occurs sometimes, (20%) of teachers responded often and half of (50%) of teachers responded always. This implies that the majority of respondents believed that frequently occurring students' disciplinary problems.

In Table 5 below, concerning students' level of curiosity towards learning, the majority (56.6%)of the teachers were responded that there is low students' curiosity towards learning, (33.3%) of teachers responded medium, (6.6%) of teachers responded high, and (3.3%) of teachers responded very high. The implication of this result is that majority of the respondents believed that the students' curiosity towards learning is low.

Table 4: Teachers' View on Students' Academic Motivation

No	Item		Responses			
	Students' curiosity towards	Sex	Low	Medium	High	Very high
1	learning	M	14	9	2	1
		F	3	1	-	-
		T	17(56.7%)	10(33.3%)	2(6.6%)	1(3.3%)
2	Students' desire towards	M	9	15	2	-
	learning	F	2	1	1	-
		T	11(36.6%)	16(53.3%)	3(10%)	-
3	Students' participation in	M	15	5	4	2
	school activities	F	1	3	-	-
		T	16(53.3%)	8(26.6%)	4(13.3%)	2(6.6%)
4	Students' interest to learn and	M	18	5	1	2
	acquire new knowledge	F	2	1	1	-
		T	20(66.7%)	6(20%)	2(6.6%)	2(6.6%)

Regarding the level of student's desire towards learning, in Table 5, (36.6%) of teachers responded that the level of students' desire towards learning is low, a majority (53.3%) of teacher's responded medium, (10%) of teachers responded high and none of them responded very high. So, this implies that there is a lack of students' desire towards learning.

Regarding the extent of students' participation in a school activity, in Table 5, a majority (53.3%) of teachers responded low, (26.6%) of teachers responded medium, (13.3%) of teachers responded high and (6.6%) of teachers responded very high. So, this implies that the majority of the respondents observed that there is low students' participation in a school activity.

Regarding students' level of interest to learn and acquire new knowledge, in Table 5, a majority (66.7%) of teachers responded low, (20%) of teacher's responded medium, (6.6%) of teacher's responded high, and an equal number of teachers responded very high. So, this implies that more than half of the respondents believed that there is low students' interest in learning and acquiring new knowledge.

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4.2.1. Factors that influence Students' Academic Motivation and Its 'Effects on Teachers' Classroom Management System (Teachers 'Perspective)

4.2.1.1. Factors that Affect Students' Academic Motivation

Table 5: Home Environment Related Factors

No	Item	Rating scale					
		SDA	DA	UD	A	SA	Mean
1	Parents need child labor at home.	1(3.3%)	2 (6.7%)	-	23(76.7%)	4(13.3%)	3.9
2	Parent's low attitude towards education.	3(10%)	2(6.7%)	5(16.7%)	10(33.3%)	10(33.3%)	3.7

Note: In this study, the Mean value,>3 (above average), 3(average), and < 3 (below average)

As it can be seen from Table 6 above, the majority (90%) of teachers said to agree to clarify that parents' need for child labor at home affects students' academic motivation. But few (10%) of teachers said to disagree on the same issue. The mean value of 3.9 also falls above average. So, this implies that the respondents believed that parents' need for child labor at home affects students' academic motivation.

Regarding parents' low attitude towards education, in Table 6, a majority (66.6%) of teachers have a positive view on parents' low attitude towards education affects students' academic motivation. However, few (16.7%) of teachers perceived negatively, and (16.7%) of teachers were responded undecided. The mean value of 3.7 also falls above average. So, this result implies that more than half of the respondents believed that parents' low attitude towards education affects students' academic motivation.

4.2.1.1.2. School Environment Related Factors

Table 6: School Environment Related Factors which influence students' Academic Motivation

No	Item	Rating scale					
		SDA	DA	UD	A	SA	Mean
1	Unattractiveness of school environment.	1(3.3%)	1(3.3%)	1(3.3%)	9(30%)	18(60%)	4.4
2	Shortage of school facilities.	6(20%)	4(13.3%)	10(33.3%)	4(13.3%)	7(23.3%)	3.27

Regarding the influence of school environment-related factors, Table 7 shows that the majority (90%)of teachers responded agree that unattractiveness of school environment affects students' academic motivation, but (6.6%) of teachers said disagree and(3.3%)of teachers remain undecided the same issue. The mean score is 4.4 high average. So, the implication of this result is, the respondents believe that the unattractiveness of the school environment is affecting students' academic motivation.

In Table 7 above, it shows that the majority (56.6%)of teachers have a positive view that shortage of school facilities is affecting students' academic motivation, but (33.3%) of teachers viewed it negatively, and (10%) of teachers remain undecided about the same issue. The mean value of 3.27 falls above average. So, this result implies that more than half of the respondents believed that a shortage of school facilities affects students' academic motivation.

4.2.1.1.3. Teacher Related Factors

Table 7: Teacher Related Factors that influence Students' Academic Motivation

No	Item	Rating scale					
		SDA	DA	UD	A	SA	Mean
1	Teacher's Poor classroom management skill	_	5(16.6%)	1(3.3%)	7(23.3%)	17(56.7%)	4.07
2	Teachers' lack of subject matter knowledge.	_	6(20%)	4(23.3%)	15(50%)	5(16.7%)	3.63

As it can be seen from Table 8 above, the majority (80%)of teachers have a positive perception about the negative effect of teachers' poor classroom management skills on students' academic motivation, but (16.6%) of teachers have negative perception and (3.3%) of teachers remain

undecided on the same issue. The mean value of 4.07 also falls above average. So, this implies that the respondents believed that teachers' poor classroom management skills negatively affect students' academic motivation.

Regarding teachers' subject matter knowledge, Table 8 shows that the majority (73.4%) of teachers believed that teachers' lack of subject matter knowledge affects students' academic motivation. However, (13.3%) of teachers responded disagree, and (13.3%s) of teachers remain undecided on the same issue. The mean value of 3.83 also falls above average. The implication of this is that the respondents believed that, teachers' lack of subject matter knowledge affects students' academic motivation.

4.2.1.1.4. Peer Related Factors Answered by Students

Table 8: Peer Related Factors that Affect Students' Academic Motivation

No	Item	Rating scale					
		SDA	DA	UD	A	SA	Mean
1	Student's immorality peer relationship.		6(20%)	4(13.3%)	15(50%)	5(16.53.3%)	3.63
2	Students' peer group influence.		2(6.7%)	5(16.7%)	15(53.3%)	7(23.3%)	3.93

As it can be seen from Table 9 above, the majority (66.7%) of teachers positively perceived that students' peer immorality relationship affects their academic motivation. However, (20%) of teachers are viewed negatively, and (13.3%) of teachers remain undecided. The mean value of 3.63 falls above average. So, the implication of this is that students' peer immorality relationship highly affects their academic motivation.

Regarding students' peer group influence, a majority (73.4%) of teachers responded agree that students' peer group influence affects their academic motivation. But, (6.7%) of teachers responded disagree, and (16.7%) of teachers remain undecided. The mean value of 3.93 falls above average. So, this result implies that more than half of the respondents believed that students' peer group influence affects their academic motivation.

4.2.1.2. **Effects of Students' Academic Demotivation on Teachers 'Classroom Management System**

4.2.1.2.1. **Effects on Teachers' Classroom Management Skills**

Table 9: Effects of Students' Academic Demotivation on Teachers' Classroom

No	Item	Rating scale					
		SDA	DA	UD	A	SA	Mean
1	It highly influences classroom management planning skill.	1(3.3%)	17(56.7%)	2(6.7%)	17(56.7%)	7(23.3%)	3.87
2	Affects teachers' classroom leadership skill.	_	_	1(3.3%)	23(76.7%)	6(20%)	4.17
3	It leads to ineffective classroom time management.	4(13.3%)	_	3(10%)	19(63.3%)	4(13.3%)	3.63
4	Results in ineffective annual plan implementation.	3(10%)	1(3.3%)	3(10%)	10(33.3%)	13(43.3%)	3.67
5	Results in hostile classroom environment.	2(6.7%))	2(6.7%)	_	12(40%)	14(46.7%)	4.13

As it can be seen from Table 10 above, a majority (80%) of teachers has a positive perception regarding the influence of students' motivation on their classroom planning skill. But, (13.3%) of teachers are viewed negatively and (6.7%) of teachers remain undecided on the same issue. The mean value of 3.87 also falls above average. So, this implies that most respondents believed students' motivation affects teachers' classroom planning skills.

Regarding the effect on classroom leadership skills, Table 10 shows that the majority (96.7%) of teachers has positively perceived that students' demotivation affects their classroom leadership skills and noon of teachers were negatively perceived. But, (3.3%) of teachers remained undecided. The mean value of 4.17 also falls above average. Therefore, the respondents believed that students' demotivation negatively affects teachers' leadership skills.

Concerning the effect of students' demotivation on teachers' instructional time, Table 10 shows that the majority (76.6%) of teachers have a positive view that affected students' motivation results in ineffective teachers' classroom time management culture. However, (13.3%) of teachers viewed negatively and 3(10%) of teachers remain undecided on the same matter. The

mean value of 3.63 also falls above average. This implies that the respondents believed that, students' academic demotivation results in ineffective classroom time management.

Regarding the effect on school plan implementation, Table 10 shows that the majority (76.6%) of teachers responded agree to clarify that students' academic demotivation results in the ineffective implementation of an annual plan of the school. But, (13.3%) of teachers were viewed negatively, and (10%) of teachers remained undecided. The mean value of 3.67 also falls above average. So, this implies that the respondents accepted that, students' academic demotivation results in the ineffective implementation of the annual plan of school activities.

Regarding the effect on the classroom environment, Table 10 shows that the majority (86.7%) of teachers have a positive view on that, students' academic demotivation results in a hostile classroom environment. But, (13.4%) of teachers viewed negatively on the same issue. The mean value of 4.13 also falls above average. So, the implication of this is that the respondents believed that, students' academic demotivation results in a hostile classroom environment.

4.2.1.2.2. **Effects on Teaching-Learning Environment**

Table 10: Effects of Students' Academic Demotivation on Teaching-Learning Environment

No	Item	Rating scale					
		SDA	DA	UD	A	SA	Mean
1	The main obstacle to the teaching-learning environment.	1(3.3 %)	_	3(10%)	14(46.7 %)	12(40%)	4.20
2	It detaches teacher from instructional activity.	3(10%)	_	5(16.7%)	16(53.3 %)	6(20%)	3.73
3	Influences the effectiveness of teachers' instructional activity.	3(10%)	_	2(6.7%)	13(43.3 %)	12(40%)	4.03
4	It affects teachers' instructional time.	3(10%)	_	2(6.7%)	18(60%)	7(23.3%)	3.87
5	Results in low academic achievement.	1(3.3%)	_	_	13(43.3 %)	16(53.3%)	4.40
6	It results in increased school absenteeism.	3(10%)	1(3.3%)	2(6.7%)	14(46.7 %)	10(33.3%)	3.90
7	Results in the increased school dropout rate.	3(10%)	3(10%)	1(3.3%)	16(53.3 %)	7(23.3%)	3.70

As it can be seen from Table 11 above, the majority (86.7%)of respondents have a negative view on students' academic demotivation is the main obstacle to their classroom management system. But (3.3%) of teachers disagree and (10%) of teachers remain undecided on the same issue. The mean value of 4.20 is high. So, this implies that the respondents believed that students' academic demotivation is an obstacle for teachers' classroom management system.

Regarding the influence on the teaching-learning environment, in Table 11 above, the majority (73.3%) of teachers responded to agree that students' academic demotivation detaches teachers from instructional activity. Then, few (10%) of teachers disagreed and (16.7%) of teachers remained undecided on the same issue. The mean value of 3.73 is high. So, this implies that more than half of the respondents believed that, students' academic demotivation detaches teachers from instructional activity.

Concerning the influence on instructional activity, in Table 11 above, a majority (83.3%) of teachers have the negative view that students' academic demotivation influences their instructional activity. Then, few (10%) of teachers negatively viewed and (6.7%) of teachers remain undecided on the same issue. The mean value of 4.03 is high. So, this result implies that the respondents believed that students' academic demotivation negatively influences teachers' instructional activity.

Regarding the effect on teachers' instructional time, Table 11 shows that the majority (83.3%) of teachers have a negative view that students' academic demotivation affects teachers' instructional time. However, (13.3%) of teachers are viewed negatively, and (6.7%) of teachers remain undecided on the same issue. The mean value of 3.87is high. So, this implies that more than half of the respondents believed that students' lack of academic motivation affects teachers' instructional time.

Regarding the effect on students' academic achievement, the majority (96.6%) of teachers have a positive view that students' academic demotivation results in low academic achievement. However, (3.3%) of teachers negatively viewed the same issue. The mean value of 4.4 is high. So, this implies that the respondents believed that absence of students' academic motivation results in students' low academic achievement.

As it can be seen from Table 11 above, the majority (80%) of teachers said to agree that, students' academic demotivation results in increased absenteeism. However, (13.3%) of teachers said disagree, and (6.7%) of teachers remain undecided on the same issue. The mean value of 3.90 also falls above average. So this implies that more than half of the respondents believed that students' academic demotivation results in increased school absenteeism.

Concerning the influence of motivations are school dropout students' Table 11 shows that majority (76.6%) of teachers have a negative view that influenced students' academic motivation result in the increased school dropout rate. But (20%) of teachers have negative views and (3.3%) of teachers remain undecided on the same issue. The mean value of 3.70 mean value is high. So, the implication of this is that respondents believed that, students' academic demotivation results in an increased school dropout rate.

4.2.1.2.3. **Effects on Teacher-Student Relationship**

Table 11: Effects of Students' Academic Demotivation on Teacher-Student Relationship

No	Item	Rating scale					
		SDA	DA	UD	A	SA	Mean
1	It results in student disciplinary problem.	6(20%)	1(3.3%)	3(10%)	15(50%)	5(16.7%)	3.40
2	It facilitates the occurrence of teachers-student conflict.	2(6.7%)	1(3.3%)	5(16.7%)	10(33.3%)	12(40%)	3.97
3	Results in poor teacher – student relationship.	2(6.7%)	_	_	17(56.7%)	11(36.7%)	4.17
4	It highly affects teacher-student communication.	_	_	4(13.3%)	12(40%)	14(46.7%)	4.33

As it can be seen from Table 12 above, the majority (66.7%) of teachers have a positive view that students' academic demotivation results in student disciplinary problems. But (23.3%) of teachers are viewed negatively and (10%) of teachers remain undecided on the same issue. The mean value of 3.40 also falls above average. So, this implies that more than half of the respondents believed that students' academic demotivation results in students' disciplinary problems.

Regarding the effect on the teacher-student relationship, Table 12 shows that the majority (73.3%) of teachers responded agree that students' academic demotivation facilitates the occurrence of teachers-student conflict. But (10%) of teachers responded disagree and (16.7%) of teachers remain undecided on the same issue. The mean value of 3.97 also falls above average. So, this implies that the respondents accepted that students' academic demotivation facilitates the occurrence of teacher-student conflict.

The effect of students' demotivation on the teacher-student relationship, Table 12 shows that the majority (93.3%)of teachers have a positive view that students' academic demotivation results in poor teacher-student relationships. However, (6.7%) of teachers negatively viewed the same issue. The mean value of 4.17 falls above average. So, this implies that the respondents believed that, students' academic demotivation results in poor teacher-student relationships.

Regarding the effect on teacher-student communication, Table 12 shows that the majority (86.7%) of teachers said to agree to clarify that students' academic demotivation highly affects classroom teacher-student communication. But (13.3%) of teachers remain undecided on the same issue. The mean value of 4.33 also falls above average. So, the implication of this is that the respondents believed that students' academic demotivation is the main challenge for the overall classroom activity.

4.2.1.3. An Independent T-test on Factors influence Students' Academic Motivation
Table 12: An Independent T-test on Home Environment Related Factors

		N	Mean	Std. Dev.	t	df	Sig. (2-tailed)	P-value
School type	Teachers from urban school	10	3.7	1.03	-0.43	28	0.66	<0.05
	Teachers from rural schools	20	3.85	1.09				
Gender	Male	26	3.94	1.07	-0.47	28	0.75	<0.05
	Female	4	4.05	1.00				

As it has shown in Table 13 above, the significant (2-tailed) values for home environment-related factors are 0.66 for school type and 0.75 for gender. This indicates that both the values obtained from t-test computation for school type and gender are greater than the significant

sampling error (0.05). So, there is no statistically significant difference between the mean values of urban and rural school teachers and male and female teachers on home environment-related factors affecting students' academic motivation.

Table 13: An Independent T-test on School Environment Related Factors

		N	Mean	Std. Dev.	t	df	Sig. (2-tailed)	P-value
School type	Teachers from urban school	10	3.7	1.19	-0.69	28	0.75	<0.05
	Teachers from rural schools	20	3.9	1.26				
Gender	Male	26	3.99	1.25	-1.05	28	0.32	<0.05
	Female	4	4.02	0.95				

As it has shown in Table 14 above, the significant (2-tailed) values for school environment-related factors are 0.75 for school type and 0.32 for gender. This shows that both the values obtained from t-test computation for school type and gender are greater than the significant sampling error (0.05). Therefore, there is no statistically significant difference between the mean values of urban and rural school teachers and between male and female teachers on school environment-related factors that affect students' academic motivation.

Table 14: An Independent T-test on Teacher Related Factors

		N	Mean	Std. Dev.	t	Df	Sig. (2-tailed)	P-value
School type	Teachers from urban school	10	4.05	1.04	0.65	28	0.51	<0.05
	Teachers from rural schools	20	3.75	1.27				
Gender	Male	26	4.04	1.23	-0.88	28	0.56	<0.05
	Female	4	4.25	0.87				

As shown in Table 15 above, the significant (2-tailed) values for teacher-related factors are 0.51 for school type and 0.56 for gender. This shows that, from t-test computation, the value 0.51 and

0.56 is greater than the significant sampling error (0.05). So, there is no statistically significant difference between the mean values of urban and rural school teachers and between male and female teachers on teacher-related factors that affect students' academic motivation.

Table 15: An Independent T-test on Peer Related Factors Affecting Students' Academic Motivation

		N	Mean	Std. Dev.	t	df	Sig. (2-tailed)	P-value
School type	Teachers from urban school	10	3.95	0.98	-0.38	28	0.24	<0.05
	Teachers from rural schools	20	3.85	0.88				
Gender	Male	26	3.84	0.99	-0.72	28	0.52	<0.05
	Female	4	3.87	0.25				

As shown in Table 16 above, the significant (2-tailed) values for peer-related factors are 0.24 for school type and 0.52 for gender. This shows that both the values obtained from t-test computation for school type and gender are greater than the significant sampling error (0.05). Therefore, there is no statistically significant difference between the mean values of urban and rural school teachers and male and female teachers on students' peer-related factors affecting their academic motivation.

4.2.1.4. An Independent T-test on effects of Students' Academic Demotivation on Teachers' Classroom Management System

Table 16: An Independent T-test for Impacts on Teachers' Classroom Management skills

		N	Mean	Std. Dev.	t	df	Sig. (2-tailed)	P-value
School type	Teachers from urban school	10	3.9	0.79	1.66	28	0.38	<0.05
	Teachers from rural schools	20	3.82	1.18				
Gender	Male	26	4.17	1.13	-0.59	28	0.44	<0.05
	Female	4	4.2	0.5				

As it has shown in Table 17 above, the significant (2-tailed) values for impacts of students' academic demotivation on teachers' classroom management skills are 0.38 for school type and 0.44 for gender. From these, both the values obtained from t-test computation for school type and gender are greater than the significant sampling error (0.05). Therefore, there is no statistically significant difference between the mean values of urban and rural school teachers and male and female teachers on the impacts of students' academic demotivation on teachers' classroom management skills.

Table 17: An Independent T-test for Impacts on Teachers' Teaching-Learning Environment

		N	Mean	Std. Dev.	t	df	Sig. (2-tailed)	P-value
School type	Teachers from urban school	10	4.7	0.41	0.94	28	0.39	<0.05
	Teachers from rural schools	20	3.6	0.9				
Gender	Male	26	4.00	0.71	-0.21	28	0.56	<0.05
	Female	4	4.03	0.36				

As shown in Table 18 above, the significant (2-tailed) values for impacts of students' academic demotivation on teachers' teaching-learning environment are 0.39 for school type and 0.56 for gender. From these, both the values obtained from t-test computation for school type and gender are greater than the significant sampling error (0.05). Therefore, there is no statistically significant difference between the mean values of urban and rural school teachers and male and female teachers on impacts of students' academic demotivation on teachers' teaching-learning environment.

Table 18: An Independent T-test for Impacts on Teacher-Student Relationship

		N	Mean	Std. Dev.	t	df	Sig. (2-tailed)	P-value
School type	Teachers from urban school	10	3.93	0.41	1.06	28	0.33	<0.05
	Teachers from rural schools	20	3.87	0.9				
Gender	Male	26	3.96	0.71	-0.06	28	0.63	<0.05
	Female	4	4.15	0.36				

As it has shown in Table 19 above, the significant (2-tailed) values for impacts of students' academic demotivation on teacher-student relationships are 0.33 for school type and 0.63 for gender. This implies that both the values obtained from t-test computation for school type and gender are greater than the significant sampling error (0.05). So, there is no statistically significant difference between the mean values of urban and rural school teachers and male and female teachers on the impacts of students' academic demotivation on the teacher-student relationship.

4.2.1.5. **The Relationship between Students' Academic Demotivation and Teachers' Classroom Management System**

To examine the relationship between students' academic demotivation and teachers' classroom management system, Pearson correlation was computed. Table 20 below presents the results of Pearson correlation on the relationship of students' academic demotivation (with the home environment, school environment, teacher and peer-related factors) and teachers' classroom management system.

The results in Table 20 below indicate that there is a positive and significant relationship between students' demotivation and teachers' classroom management system. Thus, students' academic demotivation with home environment-related factors and teachers' classroom management system (r=.831 and p<0.05), students' academic demotivation with school environment-related factors and teachers' classroom management system (r=.984 and p<0.05), students' academic demotivation with teacher-related factors and teachers' classroom

management system (r=.509 and <0.05) and students' academic demotivation with peer-related factors and teachers' classroom management system (r=.178 and P<0.05).

Table 19: The Relationship between Students' Demotivation and Teachers' Classroom Management System

Variables correlated	M	SD	1	2	3	4	5
Teachers' classroom management system	3.5634	.47172	1				
Students' demotivation with home-related factors.	3.5194	.52462	.831[*]				
Students' demotivation with school-related factors.	3.2580	.63802	.984[*]	.267[**]			
Students' demotivation with teacher-related factors	2.7196	.37723	.509[*]	.292[**]	.351[**]		
Students' demotivation with peer-related factors	2.0575	.76870	.178[*]	.138[*]	.263[**]	.461[**]	1

In addition to this, in quantitative data, all teachers were responded that students' academic motivation and the effectiveness of teachers' classroom management system are directly (positively) related to one another. They also expressed their relationship as:

When students are motivated to learn, it paves the way for teachers to easily impart or transfer the course objectives to learners.

Students' academic motivation opens their appetite and creates fertile ground for teachers to the classroom management system.

The presence of students' academic motivation in the classroom results in an effective classroom management system. However, if students are demotivated, it affects the whole school management system, teacher-student relationship and their communication, teachers' instructional activity and results in the hostile school environment, high student dropout and repletion rate, increase in student school absenteeism, the difficulty of school and classroom management system. Generally, it is difficult for teachers to achieve their course objectives,

which leads teachers to job dissatisfaction, boring and ineffectiveness of their classroom management system will occur.

4.2.1.6. **Gender Difference in the Factors influencing Students' Academic Motivation**

Table 20: Gender Difference on Factors that Affect Students' Academic Motivation

No	Item		Response		
1	Groups of students are more affected by a lack of academic motivation.	Sex	students	Percentages (%)	
		M	26	87.3	
		F	4	13.7	
		T	30	100	

-

Regarding gender difference, Table 21shows that, all (100%) of teachers responded that female students are more affected by lack of academic motivation in comparison to their male counterparts. For disparity between male and female students, teachers were also responded that it is because of low valuing of female students' education and absence of support from the side of parents, students' feeling of hopelessness and lack of long-run vision were among the major reasons for female students 'more demotivation than their male counterparts.

4.2.2. **Factors that influence Students' Academic Motivation (Students' Perspective)**
4.2.2.1. Home Environment Related Factors

Table 21: Home Environment Related Factors Which Affect Students' Academic Motivation

No	Item	Rating scale					
		SDA	DA	UD	A	SA	Mean
1	Absence of family support.	6(2.5%)	7(2.9%)	3(1.2%)	39(16.1%)	187(77.3%)	4.63
2	Family's living standard.	2(0.8%)	9(3.7%)	10(4.1%)	89(36.8%)	132(54.5%)	4.40
3	Parent's poor valuing of education.	13(5.4%)	12(5%)	14(5.8%)	66(27.3%)	137(56.6%)	4.25
4	Absences of the family	5(2.1%)	11(4.5%)	9(3.7%)	81(33.5%)	136(56%)	4.37

45

	follow-up.						
5	Distance from home to school.	34(14%	130(53.7%)	18(7.4%)	41(16.9%)	19(7.9%))	2.51

As it can be seen from Table 22 above, the majority (93.93%) of respondents have a positive view that the absence of family support affects students' academic motivation. However, (4.76%)of respondents were viewed negatively and(1.3%) of respondents remained undecided on the same issue. The mean value of 4.63 is high. So, this result implies that the respondents accepted that, absence of family support is highly affecting students' academic motivation.

Regarding families leaving standard, Table 22 shows that the majority (91.3%) of respondents responded agree that family's living standard affects students' academic motivation. On the contrary, few (1.6%) of respondents responded disagree and (4.1%) of respondents remained undecided on the same issue. The mean value of 4.36 is high. So, this implies that the respondents accepted that family's living standard affects students' academic motivation.

Regarding parents' valuing of education, Table 22 shows that the majority (83.9%)of respondents have a positive view that parents' poor valuing of education affects students' academic motivation. On the contrary, (10.4%) of respondents viewed negatively, and (5.8%) of respondents remained undecided on the same issue. The mean value of 4.40 is high. So, this result implies that the respondents believed that parents' poor attitude towards education is negatively affecting students' academic motivation.

Concerning parents' follow-up of their children at school, Table 22 shows that the majority (89.5%) of respondents have a positive view that the absence of family follow-up of their children at school affects their academic motivation. On the contrary, (6.6%) of respondents viewed negatively, and (3.7%) of respondents remained undecided on the same issue. The mean value of 4.38 is high. So, the implication of this is that the respondents believed that the absence of parents' follow-up of their children's progress at school affects students' academic motivation.

Regarding distance from home to school, Table 22 shows that few (24.8%) of respondents have the negative view that distance from home to school affects students' academic motivation. On

the contrary, the majority (67.7%) of respondents viewed negatively, and (7.4%) of respondents remained undecided on the same issue. The mean value of 2.43 is high. So, this implies that distance from home to school has no negative effect on students' academic motivation in the area.

4.2.2.2. School Environment Related Factors

Table 22: School Environment Related Factors that Affect Students' Academic Motivation

No	Item	Rating scale					
		SDA	DA	UD	A	SA	Mean
1	Absence of welcoming school environment.	23(9.5%)	25(10.3%)	18(7.4%)	61(25.2%)	110(45.5%)	3.81
2	Shortages of school facilities such as (textbook, library…)	4(1.7%)	7(2.9%)	17(7%)	115(47.5%)	97(40.1%)	4.19
3	Lack of consideration in student diversity.	6(2.5%)	6(2.5%)	15(6.2%)	73(30.2%)	142(58.7%)	4.40
4	Over crowdedness of classroom.	3(1.2%)	138(57%)	17(7%)	55(22.7%)	20(8.3%)	2.69
5	Un attractiveness of the school environment.	2(0.8%)	1(0.4%)	19(7.9%)	81(33.5%)	139(57.4%)	4.46

As it can be seen from Table 22 above, the majority (70.7%) of respondents have a positive view that the absence of a welcoming school environment affects students' academic motivation. On the contrary, few (19.8%) of respondents viewed negatively, and (7.4%) of respondents remained undecided on the same issue. The mean value of 3.81 is high. So, this result implies that the respondents believed that the absence of a welcoming school environment is affecting students' academic motivation.

Regarding the shortage of school facilities, in Table 23, the majority (87.6%) of respondents said to agree that shortage of textbooks, library, sports field, and other facilities affect students' academic motivation. On the contrary, few (4.6%) of respondents said disagree, and (7%) of respondents remained undecided on the same issue. The mean value of 4.19 is high. So, this

implies that the majority of respondents believed that shortage of school facilities such as textbook, library, sports field, and other facilities were affecting students' academic motivation.

Concerning the lack of teachers' consideration of student diversity, in Table 23 above, the majority (88.9%) of respondents have a positive view that lack of teachers' consideration of students' diversity in the classroom affects students' academic motivation. On the contrary, few (5%) of respondents were viewed negatively and (6.2%) of respondents remained undecided on the same issue. The mean value of 4.4 is high. So, this implies that the respondents believed that the lack of teachers' consideration of students' diversity in the classroom affects students' academic motivation.

Regarding overcrowdedness of the classroom, Table 23 shows that few (31%) of respondents responded agree that overcrowdedness (large class size) of students in the classroom affects students' academic motivation. On the contrary, a majority (58.2%) of respondents responded disagree, and (7%) of respondents remained undecided on the same issue. The mean value of 2.69 is high. So, this implies that more than half of the respondents could not believe that overcrowded classroom is a problem in schools in the area.

Regarding unattractiveness of the school environment, Table 23 shows that the majority (90.9%) of respondents have a positive view that unattractiveness of the school environment affects students' academic motivation. On the contrary, few (0.4%) of respondents viewed negatively, and (7.9%) of respondents remained undecided on the same issue. The mean value of 4.46 is high. So, this implies that the respondents believed that, the unattractiveness of the school environment highly affects students' academic motivation.

4.2.2.3. **Teacher Related Factors**

Table 23: Teacher Related Factors that Affect Students' Academic Motivation

No	Item	Rating scale					
		SDA	DA	UD	A	SA	Mean
1	Teacher's absenteeism and late coming.	104(43%)	50(20.7%)	8(3.3%)	27(15.3%)	37(15.3%)	2.15
2	Teacher's seriousness.	48(19.8%)	72(29.8%)	31(12.8%)	46(19%)	40(16.5%)	2.76
3	Absence of teacher's motivating strategy.	6(2.5%)	22(9.1%))	21(8.7%)	65(26.9%	119(49. %)	4.00
4	Teachers lack classroom management skills.	24(9.9%)	13(5.4%)	28(11.6%)	52(21.5%)	125(51.7%)	3.89
5	Teacher's biasness.	31(12.8%)	29(12%)	17(7%)	43(17.8%)	122(50.4 %)	3.81
6	Teacher's poor work habits.	18(7.4%)	31(12.8%	15(6.2%)	58(24%))	120(49.6 %)	3.95
7	Teachers' lack of professional commitment.	15(6.2%)	25(10.3%)	24(9.9%)	52(21.5%)	107(44.2 %)	3.64
8	Absence of fatherly love of teachers.	16(6.6%)	27(11.2%)	31(12.8%)	67(27.7%)	101(41.7 %)	3.87

As it can be seen from Table 24 above, few (26.5%) of respondents have a negative view that teachers' absenteeism and late coming to school affect students' academic motivation. On the contrary, the majority (63.7%) of respondents viewed negatively, and (3.3%) of respondents remained undecided on the same issue. The mean value of 2.15 is high. So, the implication of this is that more than half of the respondents could not believe that teachers' absenteeism and late coming affect students' academic motivation.

Regarding teachers' approach, Table 24 shows that few (35.5%) of respondents responded agree that teacher's seriousness affects students' academic motivation. On the contrary, (49.6%) of respondents responded disagree and (12.8%) of respondents remained undecided on the same

issue. The mean value of 2.76 is high. So, this implies that more than half of the respondents could not believe that teachers' seriousness affects students' academic motivation.

Teacher's use of motivating strategy, Table 24 shows that the majority (76.1%) of respondents responded agree that absence of teacher's motivating strategies affects students' academic motivation. On the contrary, few (11.6%) of respondents said disagree, and (8.7%) of respondents remained undecided on the same issue. The mean value of 4.00 also falls above average. So, the implication of this is that the respondents believe that the absence of teacher's student motivating strategies in the classroom affects students' academic motivation.

Regarding teachers' classroom management skills, Table 24 shows that the majority (73.2%) of respondents have a positive view that teachers' lack of classroom management skills affects students' academic motivation. On the contrary, few (15.3%) of respondents viewed negatively, and (8.7%) of respondents remained undecided on the same issue. The mean value of 3.89 is high. So, this implies that more than half of the respondents believed that, teachers' lack of classroom management techniques and skills affect students' academic motivation.

Regarding teachers' biasedness, Table 24 shows that the majority (68.2%) of respondents agreed that teachers' biasedness affects students' academic motivation. On the contrary, few (24.8%) of respondents disagreed and (7%) of respondents remained undecided on the same issue. The mean value of 3.81 is high. So, this indicates as the presence of teacher biases affects students' academic motivation.

Concerning teachers' working habit, Table 24 shows that the majority (73.6%) of the respondent has a positive view that teachers' poor working habit affects students' academic motivation (Absence of checking given tasks such as home works, class works, assignments, and so on). On the contrary, few (20.2%) of respondents viewed negatively, and (6.2%) of respondents remained undecided on the same issue. The mean value of 3.95 is high. So, the implication of this is that more than half of the respondents believed that, teachers' poor working habit affects students' academic motivation.

Regarding teachers' professional commitment, Table 24 shows that the majority (76.4%) of respondents have a positive view that teachers' lack of professional commitment affects students' academic motivation. On the contrary, few (16.5%) of respondents viewed negatively, and (9.9%) of respondents remained undecided on the same issue. The mean value of 3.64 also

falls above average. So, this implies that more than half of the respondents believed that, teachers' lack of professional commitment affects students' academic motivation.

Concerning fatherly love of teachers, in Table 24, the majority (69.4%) of respondents said to agree that the absence of teacher's fatherly love affects students' academic motivation. On the contrary, (17.8%) of respondents said disagree and (9.5%) of respondents remained undecided on the same issue. The mean value of 3.87 is high. So, this implies that more than half of the respondents believed that the absence of a good teacher-student relationship affects students' academic motivation.

4.2.2.4. Peer Related Factors

Table 24: Peer Related Factors that Affect Students' Academic Motivation

No	Item	Rating scale					
		SDA	DA	UD	A	SA	Mean
1	Friend's lack of curiosity towards education.	7(2.9%)	20(8.3%)	20(8.3%)	62(25.6%)	133(55%)	4.21
2	Friend's lack of interest in learning.	34(14%)	15(6.2%)	15(6.2%)	56(23.1%)	122(50.4%)	3.90
3	Peer group influence.	10(4.1%)	36(14.9%)	25(10.3%)	61(25.2%)	106(43.8%)	3.85
4	Friend's passiveness in the classroom.	29(12.5%)	37(16%)	24(10.3%)	78(33.7%)	74(32%)	3.83
5	Friends misbehave in the classroom.	39(16.1)	50(20.7%)	28(11.6%)	70(28.9%)	55(22.7%)	3.36
6	Friend's negative role model.	46(19%)	39(16.1%)	19(7.9%)	77(31.8%)	61(25.2%)	3.43

As it can be seen from Table 24 above, the majority, (80.6%) of respondents have a positive view that friends' lack of curiosity towards education leads students to academic demotivation. On the contrary, few (11.2%) of respondents viewed negatively, and (8.3%) of respondents remain undecided on the same issue. The mean value of 4.21 is high. So, this implies that more

than half of the respondents believed that, peers' lack of curiosity towards education leads students to academic demotivation.

Regarding the lack of friends' interest in education, Table 25 shows that the majority (73.5%) of respondents responded agree that friends' lack of interest in learning affects students' academic motivation. on the contrary, few (20.2%) of respondents responded disagree and (6.2%) of respondents remained undecided on the same issue. The mean value of 3.90 is high. So, this implies that more than half of the respondents believed that peers' lack of interest in learning negatively influences students' academic motivation.

Concerning peer pressure, Table 25 shows that the majority (69%) of respondents said to agree that peer groups' negative influence leads students to academic demotivation. On the contrary, few (19%) of respondents said disagree, and (9.9%) of respondents remained undecided on the same issue. The mean value of 3.85 also falls above average. So, this implies that more than half of the respondents believed that, students' peer influence affects students' academic motivation.

Regarding students' peer participation in the class, in Table 25, more than half (65.7%) of respondents have a positive view that friend's passiveness in the class affects students' academic motivation. On the contrary, few (28.5%) of respondents viewed negatively, and (10.3%) of respondents remained undecided on the same issue. The mean value of 3.83 also falls above average. So, this implies that more than half of the respondents believed that friend's passiveness affects students' academic motivation.

Concerning friend's misbehaving, Table 25 shows that the majority (51.6%) of respondents responded agree that, friend's misbehaving affects students' academic motivation. But, few (36.8%) of students disagree and (11.6%) of students remained undecided on the same issue. The mean value of 3.36 also falls above average. So, this implies that more than half of the respondents believe that, student friend's misbehaving affects their academic motivation.

Regarding students' follow of their friend's negative role model Table 25 shows that the majority (57%) of respondents responded agree that students follow up of their friend's negative role model affects their academic motivation. On the contrary, (47.9%) of respondents said disagree and (7.9%) of respondents remained undecided on the same issue. The mean value of 3.43 is high. So, this implies that more than half of the respondents believed that a student's friend's negative role model affects their academic motivation.

4.2.3. Spearman Rank Order Correlation Coefficient (rho) for Factors Influencing Students' Academic Motivation (Students' Perspective)

Table 25: Group Difference Determination on Home Environment Related Factors

Item no	Score of group 1 (x)	Score of group 2 (y)	Rank of group 1 (x)	Rank of group 2 (y)	D=x-y	D^2
1	395	725	1	1	0	0
2	372	694	2	3	-1	1
3	348	680	4	4	0	0
4	354	704	3	2	1	1
5	229	378	5	5	0	0

N=5 $\sum D^2 = 2$

Note: Group 1 (x) stands for Satara primary school (from urban).

 Group 2 (y) stands for Wogano, Wondo, and Hatana primary schools (from rural areas)

Rho $= 1 - \frac{6\sum D^2}{N(N^2-1)} = 1 - \frac{6(2)}{5(5^2-1)} = 1 - \frac{12}{5(24)} = 1 - \frac{12}{120} = 1 - 0.1 = 0.9$

Rho $= 0.9$

As it is indicated in Table 26 above, Spearman's rank-order correlation coefficient (rho) was used to determine group differences on home environment-related factors that affect students' academic motivation. Therefore, from the computation, it has been identified that rho= 0.9. So, this shows that there is a very strong positive correlation between groups on home environment-related factors.

Table 26: Group Difference Determination on School Environment Related Factors

Item no	Score of group 1 (x)	Score of group 2 (y)	Rank of group 1 (x)	Rank of group 2 (y)	D=x-y	D^2
1	330	591	4	4	0	0
2	359	655	2	3	-1	1
3	358	707	3	1	2	4

4	229	421	5	5	0	0
5	375	705	1	2	-1	1

$N=5, \sum D^2 = 6$

$$\text{rho} = 1 - \frac{6\sum D^2}{N(N^2-1)} = 1 - \frac{6(6)}{5(5^2-1)} = 1 - \frac{36}{5(24)} = 1 - \frac{36}{120} = 1 - 0.3 = 0.7$$

rho = 0.7

As it is indicated in Table 27 above, Spearman's rank-order correlation coefficient (rho) was used to determine group differences on school environment-related factors that affect students' academic motivation. Therefore, from the computation, it has been identified that rho= 0.7. So, this shows that there is a strong positive correlation between groups on school environment-related factors.

Table 27: Group Difference Determination on Teacher Related Factors

Item no	Score of group 1 (x)	Score of group 2 (y)	Rank of group 1 (x)	Rank of group 2 (y)	D=x-y	D²
1	168	353	8	7	1	1
2	272	397	7	5	2	4
3	339	629	1	1	0	0
4	329	613	3	4	-1	1
5	325	597	4	2	-2	4
6	331	626	2	2	0	0
7	301	579	6	6	0	0
8	312	624	5	3	2	4

$N=8, \sum D^2 = 14$

$$\text{rho} = 1 - \frac{6\sum D^2}{N(N^2-1)} = 1 - \frac{6(14)}{8(8^2-1)} = 1 - \frac{84}{8(63)} = 1 - \frac{84}{504} = 1 - 0.167 = 0.83$$

rho = 0.83

As it is indicated in Table 28 above, Spearman's rank-order correlation coefficient (rho) on teacher-related factors that affect students' academic motivation was 0.83. Therefore, this shows that there is a strong positive correlation between groups.

Table 28: Group Difference Determination on Peer Related Factors

Item no	Score of group 1 (x)	Score of group 2 (y)	Rank of group 1 (x)	Rank of group 2 (y)	D=x-y	D²
1	318	682	2	1	1	1
2	320	633	1	2	-1	1
3	301	630	3	4	1	1
4	282	455	5	5	0	0
5	246	439	6	6	0	0
6	249	452	4	4	0	0

N= 6 $\sum D^2 = 3$

rho $= 1 - \dfrac{6\sum D^2}{N(N^2-1)} = 1 - \dfrac{6(3)}{6(6^2-1)} = 1 - \dfrac{18}{6(35)} = 1 - \dfrac{18}{210} = 1 - 0.21 = 0.79$

rho= 0.91

As it is indicated in Table 29 above, Spearman's rank-order correlation coefficient (rho) was used to determine group differences on peer-related factors that affect students' academic motivation. Therefore, from the computation, it has been identified that rho= 0.91. So, this shows that there is a very strong positive correlation between groups on teacher-related factors.

Generally, as it is shown in Table 25, 26, 27, and 28 above, Spearman's rank-order correlation coefficient (rho) on group difference at four different factors were positively correlated.

4.2.5. An Independent T-test for Factors Affecting Students' Academic Motivation (from Students' View

Table 29: An Independent T-test on Home Environment Related Factors

		N	Mean	Std. Dev.	t	Df	Sig. (2-tailed)	P-value
Grade	Grade 5	81	4.1	0.92				
level	Grade 6	52	3.95	0.99	0.43	229	0.6	<0.05

		N	Mean	Std. Dev.	t	Df	Sig. (2-tailed)	P-value
	Grade 7	43	3.91	0.96				
	Grade 8	55	4.03	0.99				
Gender	Male	103	3.06	0.42	-1.98	229	0.048	<0.05
	Female	128	4.09	0.94				

As shown in Table 30, the significant (2-tailed) values on home environment-related factors are 0.6 for students' grade level and 0.048 for gender. This shows that the value for grade level is greater and the value for gender is less than the sampling error (0.05). So, it indicates that there is no statistically significant difference between the mean values of grade 5, 6, 7, and 8 students. But there is a statistically significant difference between the mean values of male and female students on home environment-related factors that affect students' academic motivation.

Table 30: An Independent T-test on School Environment Related Factors

		N	Mean	Std. Dev.	t	Df	Sig. (2-tailed)	P-value
Grade	Grade 5	81	3.84	1.07				
level	Grade 6	52	3.92	0.99	-1.09	229	0.48	<0.05
	Grade 7	43	3.86	0.92				
	Grade 8	55	3.82	0.98				
Gender	Male	103	3.92	1.05	0.23	229	0.52	<0.05
	Female	128	3.89	1.01				

As shown in Table 31, the significant (2-tailed) values on school environment-related factors are 0.48 for students' grade level and 0.52 for gender. This shows that both the values 0.48 and 0.52 are greater than the sampling error (0.05). Therefore, there is no statistically significant difference between the mean values of grade 5, 6, 7, and 8 students and male and female students on school environment-related factors that affect students' academic motivation.

Table 31: An Independent T-test on Teacher Related Factors

		N	Mean	Std. Dev.	t	Df	Sig. (2-tailed)	P-value
Grade	Grade 5	81	3.52	1.42				
level	Grade 6	52	3.4	1.5	0.7	229	0.31	<0.05

		N	Mean	Std. Dev.	t	Df	Sig. (2-tailed)	P-value
	Grade 7	43	3.58	1.4				
	Grade 8	55	3.7	1.39				
Gender	Male	103	3.48	1.46	-0.63	229	0.47	<0.05
	Female	128	3.5	1.41				

As shown in Table 32, the significant (2-tailed) values on teacher-related factors are 0.31 for students' grade level and 0.47 for gender. This shows that both the values 0.31 and 0.47 are greater than the sampling error (0.05). So, there is no statistically significant difference between the mean values of grade 5, 6, 7, and 8 students and between the mean values of male and female students on teacher-related factors that affect students' academic motivation.

Table 32: An Independent T-test on Peer Related Factors

		N	Mean	Std. Dev.	t	Df	Sig. (2-tailed)	P-value
Grade level	Grade 5	81	3.6	1.43				
	Grade 6	52	3.43	1.45	0.99	229	0.43	<0.05
	Grade 7	43	3.63	1.38				
	Grade 8	55	3.43	1.49				
Gender	Male	103	3.46	1.45	-0.394	229	0.49	<0.05
	Female	128	3.53	1.4				

As shown in Table 33, the significant (2-tailed) values on peer-related factors are 0.43 for students' grade level and 0.49 for gender. This shows as, both the values 0.43 and 0.49 are greater than the sampling error (0.05). Therefore, there is no statistically significant difference between the mean values of grade 5, 6, 7, and 8 students and between the mean values of male and female students on peer-related factors that affect students' academic motivation.

Generally, as it is confirmed from t-test results conducted on four major factors such as home environment-related factors, school environment-related factors, teacher-related factors, and peer-related factors, there is a significant difference between grade levels and gender on home-related factors. But on the remaining three factors, there is no such statistically significant difference between male and female as well as urban and rural school students.

Chapter Five

5. Discussion, Summary, Conclusions, and Recommendations

5.1 Discussion

In this section, the results presented in the previous section are discussed. Possible explanations and potential reasons for obtaining results are forwarded. Also, the results are compared with similar previous research findings.

5.1.1. Factors Affecting Students' Academic Motivation
Both from teachers' and students' perspectives, four major factors namely, home environment-related, school environment-related, teacher-related and peer-related factors that negatively affect students' academic motivation were identified.

Consistent with the above results, long et al., (2007); Budge, (2000); Hidi&Harackiewicz, (2000) and Hootstein, (1994), suggested that many factors contribute to students' lack of motivation. For example, schoolwork may be too difficult or too boring, teachers may be too demanding or provide few challenges, or students may not see the connection between school learning and their outside lives. In addition, a host of student variables can lead to low levels of motivation, such as unsupportive parents; physical, mental, or nutritional problems; the insufficient amount of sleep, social isolation, low self-confidence, or lack of academic readiness.

5.1.2. Effects of Students' Academic Demotivation on Teachers' Classroom Management System

Students' academic demotivation negatively affects teachers' classroom management system. It affects teachers' classroom management planning and leadership skills, teaching-learning environment, teacher-student relationships and results in a hostile classroom environment, low student academic achievement, increased school absenteeism, and school dropout rate, poor teacher-student relationship, and communication. Consistent with the above results, (Meyer, 2002; Elam & Rose, 1995) suggested that, in education, emphasizing classroom management is vital; because schools are in a dynamic society that results in increasing challenges and serious management issues; and this hampers and weakens the overall school activity of the year and

detach teachers form the teaching-learning task and leads them to spend their half of classroom time on activities other than instruction.

5.1.3. The Relationship between Students' Academic Demotivation and Teachers' Classroom Management System

It was identified that students' academic demotivation and teachers' classroom management system has a positive relationship with one another. That means, when students are demotivated to learn, it is difficult for a teacher to achieve his/her instructional objectives. But, if students are academically motivated, it is easy for teachers to achieve their instructional objectives.

Inconsistent with the present findings, Schultz (1993) stated that students who were demotivated in their academic endeavors will not stay on task longer, will not exert more effort towards their metacognitive opportunities, and therefore, perform at a lower level academically than their peers. Voltz, Sims, and Nelson (2010) also suggested that effective teachers must assume total awareness of the students' characteristics and needs for the learning to take place and that "In the absence of a supportive environment, learning cannot occur".

5.1.4. Gender Difference in the Factors Affecting Students' Academic Motivation

Regarding differences among male and female students on factors affecting their academic motivation, the comparison result indicated that female students are academically more demotivated than their male counterparts.

In contrast to the present result, (Meece, Gelienke& Burg, 2006) stated that males were being more motivated and confident in mathematics and science compared to females and females prefer and more motivated to learn language and art compared to males. However, (Though &Jehlen, 2007) suggested that to teachers, the ability to motivate students is an as important skill, like classroom management skills. And teacher's ability to motivate students can resolve classroom management issues before it creates a disparity between pupils.

The reason for the difference among male and female students could be parents' low valuing of female students' education at home and teachers' lack of classroom management skills and techniques and inability to narrow the gaps between students.

5.2. Summary

The purpose of this study was to examine factors that influence students' academic motivation and their effect on teachers' classroom management system in Gombora Woreda primary schools. For this purpose, an effort was exerted to answer the following basic questions:

1. What are the factors that influence students' academic motivation?
2. What is the effect of students' academic demotivation on teachers' classroom management system?
3. What is the relationship between students' academic demotivation and teachers' classroom management system?
4. Is there a gender grade level difference in the factors that influence students' academic motivation?

To this effect, the descriptive survey approach was employed as a method of study to answer the aforementioned questions. Data were obtained through questionnaires from teachers and students. The data collected through questionnaires were organized and analyzed quantitatively using descriptive statistics, an independent t-test, and Spearman rank-order correlation coefficient (rho). Based on the analysis made on the data secured through the above ways, the major findings of the study are summarized as follows.

From the Respondents' Characteristics:

Sex-wise, the majority of the respondent teachers were males and in the case of students, the majority are females.

Regarding service year and educational qualification, (23.3%) of teachers are uncertified (those who completed grade 10), the majority (60%) of teachers are diploma and few (16.7%) of teachers are BA/BSc/ BEd degree holders and the majority of teachers have above four years of teaching experience.

Concerning students' grade level, (33.5%) of students were from grade 5, (21.5%) of students were from grade 6, (18.6%) of students were from grade 7, and (23.8%) of students were from grade 8 of those four-second cycle primary schools.

Regarding students' disciplinary problems, it was identified that the problem is frequently occurring in schools and it is the main problem for teachers' classroom management system.

It was found that four major factors are affecting students' academic motivation. Such as home environment-related, school environment-related, teacher-related and peer-related factors.

Concerning the impact of students' academic demotivation on teachers, classroom management system, all teachers were responded from their experience that it highly affects/influences/ their classroom management system. In which students' academic demotivation: results in the ineffectiveness of teachers' classroom management system, highly hiders the effectiveness of teachers' classroom management skills, results in a disturbed and unmanageable classroom environment, un proper classroom time management, and even detaches teachers from instructional activity, results in high classroom students' disciplinary problem, leads teachers to ineffective implementation of annual, semester and daily lesson plans and pulls them to run behind the school plan and so on.

Regarding the relationship between students' academic motivation and teachers' classroom management system, all participants have responded that they have a positive (direct) relationship with one another. i.e., if students are motivated to learn, it results in an effective teachers' classroom management system and vice versa.

Regarding strategies that teachers were using to encourage students' academic motivation, identifying the sources for students' academic demotivation and setting strategies to overcome the problem, applying different classroom management approaches and skills, focusing on student's behavior than his/her personality and others were identified.

Concerning diversity among students (gender difference) on factors affecting students' academic motivation, it has been identified that female students are more affected than their counterparts, especially with home-related factors.

5.3. Conclusions

Based on the analysis and discussion of the study, the following conclusions are drawn. Students' academic motivation and teachers' classroom management system are two sides of the same coin. In effect, effective teachers' classroom management cannot be achieved without the existence of students' academic motivation. However, as it has been identified in this study, students' curiosity and desire towards learning are low and there is low students' participation in the teaching-learning process and school activities.

Students' academic demotivation is a deeply rooted problem; for this, it was also identified that four major factors are influencing students' academic motivation in the study area. Such as home environment-related, school environment-related, teacher-related and peer-related factors. These factors were affecting students' academic motivation and limiting the effectiveness of teachers' classroom management system.

Most students' academic motivation affecting factors are home environment-related factors. Among these factors, low parents' support and absence of parents'/guardians'/follow up of their child's progress at school, Parents' excessive need to child's labor force, parents' low valuing of education, and their preference to send their children to Moyale Kenya rather than sending to school were identified.

It has also identified that among school environment-related factors: unattractiveness of the school environment, a limited number of teachers, and absence of uniform clothes for students, shortage of school facilities such as libraries, laboratories, well-organized sports field, and equipment were identified. From the side of teacher-related factors, lack of professional commitment, lack of in detail subject matter knowledge and poor classroom management skill especially those uncertified teachers; and lack of desire and interest were identified among peer-related factors. These in turn affecting students' academic motivation and negatively influence the effectiveness of teachers' classroom management system in which it enforced teachers to hate the profession, causing high dropout rates and absenteeism in schools in the area. In addition to that, when students are demotivated to learn, it hampers teachers' classroom management skills, teaching-learning environment and affects the teacher-student relationship in the school.

It has also clearly specified that female students were more demotivated than their male counterparts, especially with home environment-related factors. Another thing is that students are more intrinsically demotivated to learn, this also in turn highly affects teachers' classroom management system.

In general, from the findings of this study, it was concluded that the raise in students' curiosity and desire towards learning, students' interest to acquire new knowledge, and decline in affecting factors increases their academic motivation and result in the effectiveness of teachers' instructional activity. In contrast, when students' curiosity and desire towards education decline

and other negatively influencing factors increase, it aggravates students' academic demotivation and results in the ineffectiveness of teachers' instructional activity.

5.4. Recommendations

Based on the findings of this research study, the following were suggested.

1. Even though great attention has been given to the education sector, i.e., an increasing number of schools, budget allocation, and furniture, but still there is a problem in identifying the sources of students' academic motivation problem and being strategic to overcome the problem from the side of school principals and teachers and absence of parents' continuous follow up of students' progress in schools. So, creating awareness for the whole school community and having continuous and problem-solving communication with students' parents/guardians are needed.

2. Some teachers were seen that, while teaching, they were not considering students' differences and not applying different student motivating strategies as well as a variety of classroom management skills and techniques. This in turn has highly affected students' academic motivation. Therefore, teachers need to consider students' differences and apply different motivating and classroom management techniques and strategies.

3. Another problem is a high scarcity of trained teachers in the area. To overcome the problem Woreda education office has employed those uncertified (students who completed grade 10), but this also in turn has highly affected the quality of education and students' academic motivation in the area. So, as it has been reported that there is a limited number of trained teachers in the market area, the Woreda education office should communicate with different concerned bodies to arrange in-service training opportunities for those uncertified teachers to build their capacity through taking into detail subject matter and pedagogical courses.

4. In most schools, school principals and teachers are highly bored with the teaching profession; some of them were decided to leave the profession because of deeply rooted students' academic motivation problems. Therefore, the Woreda education office in collaboration with other key stakeholders should strive to give necessary support to schools so that schools would have better facilities more conducive and psychologically attractive learning environment for students.

5. It has been investigated that the lack of students' academic motivation is highly influencing the effectiveness of teachers' classroom management system. So, teachers' annual, semester, and daily lesson plans and strategies carried out at any grade level should give attention to the students' motivation and active learning.

6. It has been investigated that female students were more demotivated; especially with home-related factors than their male counterparts. Therefore, special attention should be given to female students at schools to keep their social and psychological interests, and regardless of gender, school principals and teachers should promote both male and female students to be motivated and have self-directed learning.

7. It was identified that in the area, male students were dropping out of school to go to Moyale Kenya because of job opportunities and female students were also dropping out from school because of early marriage with those who come from Kenya; this, in turn, is a critical problem in the area for students' academic motivation. So, the Woreda education office in collaboration with the Woreda administration office, Woreda women and children's affairs office, and key stakeholder offices should discuss and state a clear guideline on how to stop the problem and should have a common consensus with the whole community. If not, researchers believe, it is clear that in a few years, many primary schools will be closed because of the lack of students in the school.

8. It has also been identified that among school-related factors, the absence of uniform clothes is the main cause for students' academic demotivation problem. i.e., different levels of clothing in the same classroom are highly affecting students' attention and even leads students to forget their aims of coming to school and sometimes even some students fail in inferiority complex. Therefore, to make the school environment conducive and psychologically attractive, school uniforms should be mandatory at least for second-cycle primary school students.

9. Last but not least, standing on these findings, more comprehensive further study should be conducted in the area of factors influencing students' academic motivation and its effects on teachers' classroom management system.

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Appendixes

Appendix A

QUESTIONNAIRE FOR TEACHERS

Dear teacher! The purpose of this study is to investigate factors influencing students' academic motivation and its' effect on teachers' classroom management system in your school. This research was help to pinpoint factors affecting students' academic motivation in your school and to find solutions that help to minimize drawbacks related to the problem and to reach the pre-sated goals and objectives of the school. This document may take around 40 minutes. This information is only used for the research and your genuine information is vital for the success of the study. Therefore, please take your time and fill the questionnaire based on the respective instruction for each section. It is not necessary to write your name or any identification of yours in this document.

   Thank you for your cooperation!

Part I: Background Information

Put "X" in the box for your right information that indicates you.

➢ School Name ---

➢ Sex -   Male   ☐   Female   ☐

➢ Service year - 1 year ☐ 2 years ☐   3 years ☐ 4 years ☐ above 4 yea☐

Part II: Dear teacher! Here are the possible factors that influence students' academic

Motivation and classroom management.

   Think about your school and put "X" in the alternative section of the table that indicates your preferences.

   Alternatives

   1 = strongly disagree4 = agree

   2 = disagree5 = strongly agree

   3   = undecided

1. Factors Affecting Students' Academic Motivation

No	Item	Alternatives				
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
	Home environment-related factors					
1	Parents need child labor at home.					
2	Parent's low attitude towards education.					
	School environment-related factors					
1	The unattractiveness of the school environment.					
2	Shortage of school facilities					
	Teacher related factors					
1	Teacher's Poor classroom management skill					
2	Teachers' lack of subject matter knowledge.					
	Peer related factors					
1	Student's immorality peer relationship.					
2	Students' peer group influence.					

2.1. Effects on Teachers' Classroom Management Skills

No	Statement	Alternatives				
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	It highly influences classroom management planning skills.					
2	Affects teachers' classroom leadership skills.					
3	It leads to ineffective classroom time management.					
4	Results in ineffective annual plan implementation.					
5	Results in a hostile classroom environment					

2.2. Effects on Teaching-Learning Environment

No	Statement	Alternatives				
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	The main obstacle to the teaching learning environment.					
2	It detaches teachers from instructional activity.					
3	Influences the effectiveness of teachers' instructional activity.					
4	It affects teachers' instructional time.					
5	Results in low academic achievement.					
6	It results in increased school absenteeism.					
7	Results in the increased school dropout rate.					

4.3. Effects on Teacher-Student Relationship

No	Statement	Alternatives				
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1	It results in student disciplinary problems.					
2	It facilitates the occurrence of teacher-student conflict.					
3	Results in poor teacher-student relationships.					
4	It highly affects teacher-student communication.					

Appendix - B

QUESTIONNAIRE FOR STUDENTS

Dear. Student! The purpose of this study is to investigate factors affecting students' academic motivation and its' effect on teachers' classroom management system in your school. This research will help you to know the factors affecting your academic motivation in your school and provide ways how to overcome the problems in your school. Therefore, please take your time and fill the questionnaire based on the respective instruction for each section. It is not necessary to write your name or any identification of yours in this document.

   Thank you for your cooperation!

Part I: Background Information

         Put "X" in the box for your right information that indicates you.

▪   School Name --

▪   Grade level -   grade 7   ☐   grade 8   ☐

▪   Sex -   Male   ☐   Female   ☐

Part II: Here are factors that affect students' academic motivation. Please put" X" in the alternative section of the table that represents your preference.

Alternatives

         1 = strongly disagree   4 = agree

         2 = disagree   5 = strongly agree

         3 = undecided

1. factors influencing student academic motivation

Factors of academic motivation	No	Statement	Alternatives				
			Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Home Environment Related Factors	1	Absence of family support.					
	2	Family's living standard.					
	3	Parents' poor out looking towards education.					
	4	Absences of the family follow-up.					
	5	Distance from home to school.					
School Environment Related Factors	6	Absence of welcoming school environment.					
	7	Shortages of school facilities.					
	8	Lack of consideration in student diversity					
	9	Over crowdedness of classroom.					
	10	Un attractiveness of the school environment.					
Teacher Related Factor	11	Teacher's absenteeism and late coming.					
	12	Teacher's seriousness.					
	13	Absence of teacher's motivating strategy.					
	14	Teachers lack classroom management skills.					
	15	Teacher's biasness.					

	16	Teacher's poor work habits.					
	17	Teachers' lack of professional commitment.					
	18	Absence of fatherly love of teachers.					
Peer related factors	19	Friend's lack of curiosity towards education.					
	20	Friend's lack of interest in learning.					
	21	Peer group influence.					
	22	Friend's passiveness in the classroom.					
	23	Friends misbehave in the classroom.					
	24	Friend's negative role model.					
	25	Friend's lack of curiosity towards education.					

ጅማ ዩኒቨርሲቲ

በድህረ - ምረቃ ትምህርት ፕሮግራም

በማህበራዊ ሳይንስና ስነ-ሰብኮሌጅ

የስነ አእምሮ /Psychology/ የትምህርት ክፍል

ወረዳ ለ1ኛ/ደ/ት/ቤት ተማሪዎች የሚቀርብ መጠይቅ

ዉድ ተማሪዎች! እኔ የመጣሁት ከጅማ ዩኒቨርሲቲ ድህረ - ምረቃ የትምህርት ፕሮገራም ከስነ-አእምሮ/Psychology/የትምህርትክፍል ነዉ። የዚህ ጥናት ዓላማ በትምህርት ቤታችሁ የተማሪዎችን የትምህርት ተነሳሽነት የሚጎዱ ነገሮችና የተማሪዎች የትምህርት ተነሳሽነት ማጣት በመምህሩ የማስተማር ሥራ ላይ የሚያሳድረዉን ተጽዕኖ ማጥናት ነዉ። ስለሆነም የዚህ ጥናት ጥቅሙ በትምህርት ቤታችሁ የተማሪዎችን የትምህርት ተነሳሽነት የሚጎዱ ነገሮችን ለይታችሁ እንድታዉቁ እንደሚረዳና የመፍትሄ አቅታጬ እንደሚያስቀምጥ ይታመናል።ጥናቱ ዉቴታማ እንድሆን የናንተ ቀና ትብብርና ትክክለኛ ሚላሽ ወሳኝ ነዉ። ስለዚህ ለጥያቄዎቹ የተመደበዉ 40 ደቂ ነዉ። በመሆኑም በጥንቃቄ አንብባችሁ ትክክለኛዉን ምላሽ በመስጠት እንድትተባበሩ ዘንድ በአክብሮት እጠይቃለሁ።

በቅድሚያ ስለመልካም ትብብራችሁ በጣም አመሰግናለሁ!

ክፍል አንድ: የመላሾች የግል ሁኔታ:-

ዉድ ተማሪዎች! ከታች ካሉት ሳጥኖች ትክክለኛ አመላካች ነዉ በሚትሉት የ"X"ምልክት ያስቀምጡ።

የትምህርት ቤቱ ስም   ---

የክፍል ደረጃ   5ኛ☐   6ኛ☐   7ኛ☐   8ኛ☐

ጾታ ወንድ☐ ሴት☐

ክፍል ሁለት:

1.ከታች ባለዉ ሰንጠረዥ የተዘረዘሩት የተማሪዎችን የትምህርት ተነሻሽነት የሚጎዱነገሮች ወይም ምክንያቶች ናቸዉ። ስለሆነም እባክዎን ተማሪዎች በምትስማሙት አማራጭ ሥር ባለዉ ሠንጠረዥ ዉስጥ የ"X"ምልክት ያስቀምጡ።

አማራጮች:-

1 = በጣም አልስማማም   4 =   እስማማለሁ

2 = አልስማማም   5 =   በጣም እስማማለሁ

3 = ያልተወሰነ

1. በቤት አከባቢ ያሉነገሮች/ ምክንያቶች/

ተ.ቁ	መግለጫ	አማራጮች				
		በጣምእስማማለሁ	እስማማለሁ	ያልተወሰነ	አልስማማም	በጣምአልስማማም
1	የቤተሰብ ድጋፍ ያለመኖር					
2	የቤተሰብ የኑሮ ደረጃ ዝቅተኛ መሆን					
3	ቤተሰቦቼ ለትምህርት ያላቸዉ መጥፎ እይታ					
4	የቤተሰቦቼ ክትትል ያለመኖር					
5	ትምህርት ቤታችን ከመኖሪያ አከባቢያችን ያለዉርቀት					

2. በትምህርት ቤት አከባቢ ያሉነገሮች/ ምክንያቶች/

ተ.ቁ	መግለጫ	አማራጮች				
		በጣምእስማማለሁ	እስማማለሁ	ያልተወሰነ	አልስማማም	በጣምአልስማማም
1	ሚቹ የመማር ማስተማር ሁኔታዎች በትምህርት ቤታችን ያለመኖር					
2	ለመምህራን በቂየማስተማሪ ያመሳሪዎች ያለመሟላት					
3	በትምህርት ቤታችን ያለዉ የተማሪ አያያዝ ችግር					
4	በክፍል ዉስጥ ብዙ የተማሪዎች ቁጥር					
5	የትምህርት ቤታችን ግቢሳቢ ያለመሆን					

3. መምህራን አከባቢ ያሉነገሮች/ምክንያቶች/

ተ.ቁ	መግለጫ	አማራጮች				
		በጣምእስማማለሁ	እስማማለሁ	ያልተወሰነ	አልስማማም	በጣምአልስማማም
1	የመምህራን አርፍዶ መምጣትና ከትምህርት ቤት መቅረት					
2	የመምህራን አባታዊ አቀራረብ ያለመኖር					
3	የመምህራን የተማሪዎችን የትምህርት ተነሳሽነት ማሳደጊያ ስልት ያለመጠቀም					
4	የመምህራን የትምህርት ክፍለ ጊዜን በብቃት ያለመጠቀም ችግር					
5	የመምህራን አድሎአዊ አሰራር መኖር					
6	መምህሩ የሰጠዉን የቤትና የክፍል ስራዎችን ተከታትሎ ያለማረም					
7	የመምህራን ሙያዊ ዝግጁነት መጓደል					
8	የመምህራን አባታዊ ፍቅር መታጣት					

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