

## **Determinants That Affect Student Motivation in Physical Education Learning In Sandafa Woreda High Schools, Oromiya Ethiopia**

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**Abstract:** Student's motivation is questioning from time to time in physical education that attending in Sandafa, Bake and Walagaho school of Sandafa woreda. Though there are ample of determiners to tackle the deliverance of physical education as a subject, but still it has been given equally as of the other disciplines. No matter it is offering students become loosening in learning the subject may be because of motivation. To achieve the intended objective of this study descriptive research method was used. The primary data were collected through five scale questionnaire from students. After the primary data were collected and the data were analyzed in percentage, mean and standard deviations, one way analysis of variance were employed to determine the significant difference of student motivation. The findings of this study were: school related factors like, absence of sufficient materials have been provided for students from the school, absence of physical education program has been properly settled in the school, absences of necessary physical education materials, teachers related factors like, presences of workloads, numbers of periods that allotted for the teacher beyond the working capacity of teachers, inadequate time management to involve students during lessons, *absences of good relation with students and* lack of providing sufficient tasks, student related factors like, lack of interest towards physical education, absences of doing all the skills with given time to practice and their learning motivation had affected the motivations of students in physical education. There is no deference found in student's motivation among the three schools of Sendafa Wereda in student's motivation.

**Key words:** student motivation, physical education and determiners

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### **I. BACKGROUND OF THE STUDY**

Physical education is aspires to be one of the discipline in which brings the pros of physical activity, exercise and sport for the school community. Student motivation is operationally observed as student's engagement in the learning process particularly in the school compound (Knapper, 2017). Teachers are considering student motivation; they immediately categorize motivation in to two major types: intrinsic and extrinsic (Center on Education Policy [CEP], 2012). Intrinsic motivation is self-motivation and powerful to accomplish the task CEP (2012) and when school students are intrinsically motivated they are less likely to be deterred by the following factors: peer pressure, methodology of teaching and other factors (Fabien, 2015). In light of the above studies, according to Bandura (1977) when students have self efficacy skills, they can believe in their ability to organize and create a plan to propose for the existing problem any flashes.

On the other continuum of motivation, extrinsic motivation refers to working to achieve a goal because it can produce a certain result (CEP, 2012). If school students are extrinsically motivated, they may not show pleasure towards the task, they can simply engage for the sake of creating peace and satisfaction to their parents. In other words these students can be motivated by outside force, whereas intrinsic motivation is comes from within. Thus, student's motivation does not be under looked by the teacher, school principals and parents, because high level of motivation is associated with academic success of the students.

In fact the experience of school education is sensitive, for instance in America, school education is accountable and directly subjected if students performance is deteriorated (The White house, 2009). Based on the result by Ministry of education [MOE] annual report in Ethiopia (2002) quality of education in high school is very low. Ethiopian high schools are striving to ensure the quality of education, but they are registered from pre planned objective and unsatisfactory in teaching science education (Temechegn, 2002). And also in

Ethiopia, the policy does not incorporate a practice that investigates the motivation of school students via standardized test; in which able to devise a mechanism to amend the educational reform. That's why? This study is conducted and focused in Sendafa Woreda, Oromiya regional state, Ethiopia.

In Ethiopia, there has been a lot of emerging scholars are studied on science education (Feyera, 2014; Fasika, Shemelis & Temesgen, 2014) and there are also local scholars studied on physical science by Tesfaledet, Beyene and Tsegaye, (2019) but not yet studied on the student's motivation of school grade of physical education. In light of this, the study was attempted to examine the determiners of student's motivation in learning physical education with specific reference to Sendafa Woreda, Oromiya regional state, Ethiopia.

### **General objective**

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

### **Specific Objectives**

The specific objectives of this study were:

- To describe the student motivation in the three high schools of Sendafa Woreda.
- To identify the factors that affect the student motivation in physical education.
- To compare the statistical significance difference between the three high schools with student motivation.
- To identify the factors those related to students and affect the student motivation in physical education?

## **II. RESEARCH MEHODOLOGY**

### **Description of study area and study Design**

This study was conducted in Sendafa woreda high schools. In Sendafaworeda there are three high schools. The names of these three high schools are they. The names of these three secondary high schools were Sendafa high school, Bake high school and Walagaho. This research should be conducted in high schools since the numbers of high schools in the woreda would be manageable to conduct research. To achieve this objective descriptive survey method was used as the method of this study. In this descriptive survey method participants fill responses for the questions that were delivered for this study to collect data. Quantitative approach was used to collect the large scale responses that were collected through five- Point likert scales of Sorrel Brown (2010) own questionnaire that shows agreement and level.

### **Source of Data**

Primary data were sources for this study. The primary data were collected from Sendafaworeda three high schools physical education teachers and students. In these three secondary schools from which the primary data were collected from Sendafa high school, Beke high school and Walagaho.

### **Population of Data**

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

### **Sample Size and Sampling Technique**

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

### **Method of Data Collection**

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

### **Method of Data Analysis**

Descriptive statistical analysis was used to analyze the data of this study. In this descriptive statistical analysis percentages means and standard deviations were used to analyze the quantitative data. Mean was used to

measure the central tendency of a distribution in estimating of the "center" of a distribution of values and the Standard deviation was used to show the relation that set of scores has to the mean of the sample. The analyzed quantitative were discussed with text explanations will be used to analyze the qualitative data.

### **Data collection procedure**

As long as the procedure of data collection is concerned, the researcher passed through the following steps, so as to collect the relevant data. The first thing he had done was getting the recommendation letter from the department that which were addressed to the selected high schools. The recommendations letters had been given for the principals of the selected high schools and permission was obtained from the director/coordinator of the school. The objective the study was presented for the school principals. The researcher had recruited six data collectors of sport professionals, who have strong attachment with the schools and were given training on data collection. Finally, the data were collected from students, through the proposed data collecting instruments

### **III. RESULT AND DISCUSSIONS**

On this part of the study the quantitative data that were collected through questionnaire from the students on the factors that had affected the motivation of students were analyzed in descriptive statistics in mean and standard deviations. In this study the following characteristics of students were found; 198(57.39%) of the students are belongs to males and the remaining 147 (42.60%) of the respondent students are belongs to females respectively. So the above data clearly showed that 168(48.69%) of the respondent range in the age group between 16-17 years, 131(37.97%) of the respondents range in the age group between 18-19 years and 46(13.33%) is above 20 years.

#### **Analysis on the quantitative data**

##### **Analysis on school related factors that affect the student motivation in physical education**

| Items | Variables  | N         | M         | SD        |
|-------|--|-----------|-----------|-----------|
|       |  | Statistic | Statistic | Statistic |
| 1     | The school does not have enough field for teaching physical education practically          | 345       | 3.57      | .704      |
| 2     | There are no enough references to teach physical education theoretically in the class room | 345       | 3.61      | .620      |
| 3     | There is not enough text books and teachers guide in the school                            | 345       | 3.62      | .667      |
| 4     | There is not enough budget to buy the sport materials                                      | 345       | 3.46      | .970      |
| 5     | The setting area of the school is not suitable for practical teaching                      | 345       | 3.67      | .572      |

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

Item #1 result was 3.57 mean score and .704 of standard deviation were indicated as the school does not have enough fields for teaching physical education practically. Item #2 result was 3.61 mean score and .620 of standard deviation were shown as there are no enough references to teach physical education theoretically in the class room.

Item #3 result was 3.62 mean score and .667 of standard deviation were indicated as there were not enough text books and teachers guide in the school. Item #4 result was 3.46 mean score and .970 of standard deviation were shown as there were not enough budgets to buy the sport materials and Item #5 result was 3.67 mean score and .572 of standard deviation were indicated as the setting area of the school is not suitable for practical teaching.

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

**Analysis on school related factors that affect the student motivation in physical education**

| Item | Variables  | N         | Mean      | Std. Deviation |
|------|--|-----------|-----------|----------------|
|      |  | Statistic | Statistic | Statistic      |
| 1    | Sufficient materials have not been provided for students from the school   | 345       | 3.44      | .968           |
| 2    | Physical education program has not properly settled in the school  | 345       | 3.43      | .967           |
| 3    | The physical education materials have not properly been identified and have been delivered during practical learning | 345       | 3.66      | .571           |
| 4    | The necessary physical education materials have not been bought in the school  | 345       | 3.45      | .758           |
| 5    | Different physical education programs have not been planned in the school.   | 345       | 3.67      | .572           |

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

The responses Item #1 is 3.44 mean score and .968 of standard deviation were indicated as sufficient materials have not been provided for students from the school. The responses Item #2 of 3.43 mean score and .967 of standard deviation were indicated as physical education program has not properly settled in the school.

The responses Item #3 of 3.66 mean score and .571 of standard deviation were indicated as the physical education materials have not properly been identified and have been delivered during practical learning.

The responses Item #4 of 3.45 mean score and .758 of standard deviation were indicated as the necessary physical education materials have not been bought in the school and the responses Item #5 of 3.67 mean score and .572 of standard deviation were indicated as different physical education programs have not been planned in the school.

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

**Analysis on teachers related factors that affect the student motivation in physical education**

| Item | Variables  | N         | Mean      | Std. Deviation |
|------|--|-----------|-----------|----------------|
|      |  | Statistic | Statistic | Statistic      |
| 1    | Lack of knowledge and skills to organize students in teaching physical education | 345       | 3.54      | .868           |
| 2    | Lack of interest to teach  | 345       | 3.53      | .867           |
| 3    | Lack of readiness to teach the physical education                                | 345       | 3.76      | .471           |
| 4    | Performances in utilizing physical education teaching materials                  | 345       | 3.75      | .458           |
| 5    | Lack of interest towards student   | 345       | 3.67      | .572           |

The responses Item #1 of 3.54 mean score and .868 of standard deviation were indicated as a lack of knowledge and skills to organize students in teaching physical education had affected the motivations of students in physical education. The responses Item #2 of 3.53 mean score and .867 of standard deviation were indicated as a lack of interest to teach had affected the motivations of students in physical education.

The responses Item #3 of 3.76 mean score and .471 of standard deviation were indicated as a lack of readiness to teach the physical education had affected the motivations of students in physical education. The responses Item #4 of 3.75 mean score and .458 of standard deviation were indicated as performances in utilizing physical education teaching materials had affected the motivations of students in physical education and the

responses of Item #5 is 3.67 mean score and .572 of standard deviation were indicated as a lack of interest towards student had affected the motivations of students in physical education.

The above results that had presented in the mean scores in the above table implies that teachers related factors like, lack of knowledge and skills to organize students in teaching physical education, lack of interest to teach, lack of readiness to teach the physical education, lack of performances in utilizing physical education teaching materials and lack of interest towards student had affected the motivations of students highly.

**Analysis on teachers related factors that affect the student motivation in physical education**

| Item  | N<br>Statistic | Mean<br>Statistic | Std. Deviation<br>Statistic |
|---|----------------|-------------------|-----------------------------|
| 1 Presences of work loads   | 345            | 3.34              | 1.068                       |
| 2 Numbers of periods that allotted for the teacher beyond the working capacity of teachers. | 345            | 3.63              | .767                        |
| 3 Inadequate time management of to involve students during lessons                          | 345            | 3.77              | .470                        |
| 4 Absences of good relation with students   | 345            | 3.35              | 1.458                       |
| 5 Lack of providing sufficient tasks and activities for students                            | 345            | 3.68              | .571                        |

The responses of 3.34 mean score and 1.068 of standard deviation were indicated as presences of workloads had affected the interest of teachers that in turn affected the motivations of students in physical education. The responses of Item #1 is 3.63 mean score and .767 of standard deviation were indicated as periods that allotted for the teacher beyond the working capacity of teachers had affected the teachers to motivate students in physical education.

The responses of Item #2 is 3.77 mean score and .471 of standard deviation were indicated as inadequate time management of to involve students during lessons had affected the motivations of students. The responses of Item #3 is 3.35 mean score and 1.458 of standard deviation were indicated as absences of good relation with students had affected the motivations of students in physical education and the responses of Item #4 is 3.68 mean score and .571 of standard deviation were indicated as a lack of providing sufficient tasks and activities for students had affected the motivations of students.

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

**Analysis on Student related factors that affect the student motivation**

| Item | Variable  | N<br>Statistic | Mean<br>Statistic | Std. Deviation<br>Statistic |
|------|---|----------------|-------------------|-----------------------------|
| 1    | Lack of interest towards physical education   | 345            | 3.24              | 1.123                       |
| 2    | Lack of interest to do activities together  | 345            | 3.55              | .866                        |
| 3    | I do not do the skill, if I feel I cannot   | 345            | 3.02              | 1.179                       |
| 4    | I cannot do all the skills with given time to practice and was able to execute a skill very well. | 345            | 3.16              | 1.092                       |
| 5    | My learning motivation is affected by my state of mind.   | 345            | 3.18              | 1.088                       |

The responses of Item #1 is 3.24 mean score and 1.123 of standard deviation were indicated as a lack of interest towards physical education had affected the motivations of students in physical education. The responses of Item #2 is 3.55 mean score and .866 of standard deviation were indicated as lack of interest to do activities that given as task together had affected the motivation of students in physical education. The responses of Item #3 is 3.02 mean score and 1.179 of standard deviation were indicated as they did not do the skill, if they felt they could not do had affected their motivations in the physical education. The responses of Item #4 is 3.16 mean score and .1.092 of standard deviation were indicated as absences of doing all the skills with given time to practice and was able to execute a skill very well had affected their motivations and the responses of Item #5 is 3.18 mean score and 1.088 of standard deviation were indicated as their learning motivation was affected by their state of mind. Conclusions were made using inferential statistics that had been derived based

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

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

**Analysis on Student related factors that affect the student motivation**

| Item | Variable   | N         | Mean      | Std. Deviation |
|------|--|-----------|-----------|----------------|
|      |  | Statistic | Statistic | Statistic      |
| 1    | My learning motivation is affected by my peer pressure.          | 345       | 3.15      | 1.272          |
| 2    | I don't feel comfort to learn physical education                 | 345       | 3.29      | 1.257          |
| 3    | I cannot use text book properly in the way that it has helped me | 345       | 3.91      | .387           |
| 4    | I never become cooperative with students                         | 345       | 3.16      | 1.092          |
| 5    | I never do the activities that have been given from the teachers | 345       | 3.06      | 1.224          |

The responses of Item #1 is 3.15 mean score and 1.234of standard deviation were indicated as the students learning motivation was affected by their peer pressure. The responses of Item #2 is 3.29 mean score and 1.257of standard deviation were indicated as they didn't feel comfort to learn physical education. The responses of Item #3 is 3.91 mean score and .387of standard deviation were indicated as they could not use text book properly in the way that it has helped them. The responses of Item #4 is 3.316 mean score and 1.092of standard deviation were indicated as they never become cooperative with each other and the responses of Item #5 is 3.06 mean score and 1.224of standard deviation were indicated as they never do the activities that have been given from the teachers.

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

**Analysis of variance among the three schools of Sandafa Woreda**

|                       | Sum of squares | Df  | Mean square | F    | Sig  |
|-----------------------|----------------|-----|-------------|------|------|
| <b>Between groups</b> | 194.56         | 2   | 79.78       | 3.45 | .067 |
| <b>With in groups</b> | 9465.89        | 343 | 16.47       |      |      |
| <b>Total</b>          | 9660.45        | 345 | 96.25       |      |      |

A one way between groups of variance was conducted to explore student motivation in physical education among three schools. Subjects were divided in to Sendafa, Bake and Walagaho high school students based on the presence of high school in the Wereda town. There was no statistically significant difference at the  $P < .05$  in student motivation for the three high schools  $[F(2, 345) = 3.45, p = .05]$ .

**IV. DISCUSSION**

The data were collected for the study that had been done on the factors that affecting the motivations of students in teaching learning process of physical education in selected secondary schools of Sandafa woreda. Data were collected through questionnaire from students. Designing of the classroom significantly affected participants' preference to the course and attitude on learning performance. The result of the current study had indicated that school related factors like, absence of sufficient materials have been provided for students from the school. The result of the study is consistent to (Fasika, Shemelis & Temesgen, 2014).

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

management of to involve students during lessons, absences of good relation with students and lack of providing sufficient tasks and activities for students had affected the motivations of students highly.

The result of this study had indicated that student related factors like, lack of interest towards physical education, absences of doing all the skills with given time to practice and their learning motivation was affected by their state of mind had affected the motivations of students in physical education. The study is supported by the following authors Gottfried, Fleming and Gottfried (1994) conducted on the parental involvement and student motivation to escalate the performance of the students in the school. In this regard, teacher's found in the school need to motivate the students because of it is offering by one contact hour per week. This can maximize the motivation of students found in the school compound of teaching learning process.

## **V. CONCLUSIONS AND RECOMMENDATIONS**

Based on the findings those were identified in the above summary the conclusions the following conclusions were given:

The result of this study had indicated that school related factors like, absence of sufficient materials have been provided for students from the school, absences of physical education materials that have properly been identified and have been delivered during practical learning, absences of necessary physical education materials have not been bought in the school and different physical education programs that have been planned in the school had affected the motivations of students in physical education highly.

The result of this study had shown that teachers related factors like, presences of workloads, numbers of periods that allotted for the teacher beyond the working capacity of teachers, inadequate time management of to involve students during lessons, absences of good relation with students and lack of providing sufficient tasks and activities for students had affected the motivations of students highly.

The result of this study had indicated that student related factors like, lack of interest towards physical education, absences of doing all the skills with given time to practice and their learning motivation was affected by their state of mind had affected the motivations of students in physical education. Based on the findings that were presented above the following recommendations are given. The school principals, the school managements, physical education teachers, departments and the community should plan to reduce the factors that have affected the motivations of students in physical education. The teachers should exhibit interest while they are teaching physical education, plan to involve students through motivating them towards learning physical education.

Students should have interest towards learning physical education, involve themselves in the group work and students should be motivated towards learning physical education to learn. The physical education teachers should motivate students through solving the factors that have affected the motivations of students in physical educations.

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

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