

Original Article

**Factors Affecting Students' Academic Learning Motivation in Yeka Sub-City
Second Cycle Primary Schools**

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Abstract

The purpose of this study was to examine factors that affect students' academic learning motivation in Yeka Sub-city second cycle primary schools. To achieve the stated objective, mixed method, in particular explanatory sequential design was employed. This study used questionnaire, focus group discussion (FGD) and interview so as to allow flexibility and the opportunity to clarify questions and responses with the subjects. 292 teachers were selected using stratified random sampling technique. Samples were selected considering sample Woredas' total number of teachers using proportionate stratified sampling. Sampling for the interview was purposive. On the other hand, all the available schools' Parents and teachers Association (PTA) were included in the study. The collected quantitative data were analyzed using descriptive statistics. The qualitative data was analyzed qualitatively using narration. The result of the study revealed that students' academic learning motivation was low. Many factors seemed to impede this, including the low amount of energy students exerted, and the teaching methods used by teachers. Here, teachers' teaching performance, administrators' school management ability in fulfilling what the students need and students' learning satisfaction had influence on students' academic learning motivation. Thus, there should be opportunities for students to plan activities according to students' interests and needs and different concerned bodies should take measures to increase the students' academic learning motivation. Finally, considering the results of this study extensive research on the relationship between teaching methods and strategies and student academic learning motivation should be done.

Key words: Academic learning, mixed method, motivation, students

1. Introduction

In today's era of globalization and technological advancement, education is regarded as the foundational step for all human activities. It plays a crucial role in developing human capacity and is closely linked to an individual's well-being and opportunities for an improved standard of living (Farooq, 2011). Education facilitates the acquisition of knowledge and skills that help individuals enhance their productivity and overall quality of life (Saxton, 2000). Additionally, students' academic motivation remains a top priority, as it strongly influences their academic performance and is one of the most significant factors determining success or failure in school (Hidi & Harackiewicz, 2000; Sternberg & Wagner, 1994).

Effective learning depends not only on the methods and approaches used in teaching but also on students' emotions, attentiveness, attributions, and goals (Morgan, 2006). Researchers and educators recognize motivation as a critical factor that influences all aspects of teaching and learning (Schunk et al., 2013). Motivation is understood as the driving force behind behavior, encompassing its direction, intensity, persistence, and quality, particularly when aimed at achieving specific objectives (Brophy, 2015).

Sukmadinata (2003) reported that learning motivation is shaped by both intrinsic and extrinsic factors. Intrinsic factors include needs, interests, and enjoyment, while extrinsic factors encompass elements such as students' social interactions, the teacher, instructional methods, and the learning environment.

As noted by Crosnoe et al. (2004), motivation is particularly important at the primary education level, as young learners require encouragement to engage with and absorb new knowledge. Primary education is critical in establishing the foundation for students' future learning. A strong foundation at this stage enables students to face life's challenges more effectively and with greater ease (Kpolovie et al., 2014).

Educators, trainers, and researchers have long been interested in exploring factors affecting students' academic motivation. These factors may be termed as student related factors, teacher related factors, and administrative factors (Crosnoe *et al.*, 2004). These factors considerably influence the students' academic learning motivation and ultimately, they affect the students overall academic performance (Oroujlou & Vahedi, 2011).

Indeed, several studies have been conducted on factors that affect learning motivation. According to Spolsky (2000) the most meaningful factors that affect learning motivation are the teaching method, the age, the aptitude, the attitude of learners. Redondo & Ortega (2015) also reported that attitude is the most important factor that affects academic learning motivation because it directly relates to the education context that surrounds learners.

Previous studies have also shown that teachers' behaviors and instructional practices play an important role in students' motivation to learn (Niemiec & Ryan, 2009; Papi & Abdollahzadeh, 2011; Urhahne, 2011; Loima & Vibulphol, 2016). In Ethiopian context, the study conducted by Fanaye, Dagne & Beshir (2019) on determinants that affect students' motivation in physical education learning in Sandafa Woreda high schools revealed that schools, teachers and students related factors affect learning motivation.

As far as the researchers' closer review and knowledge is concerned, it was difficult to obtain studies conducted on factors that affect students' academic learning motivation in Addis Ababa city administration. Taking literature-driven data in to account the study has been conceptualized to identify determinant factors that affect students' academic learning motivation in Yeka Sub-city second cycle primary schools and could be illustrated as follows.

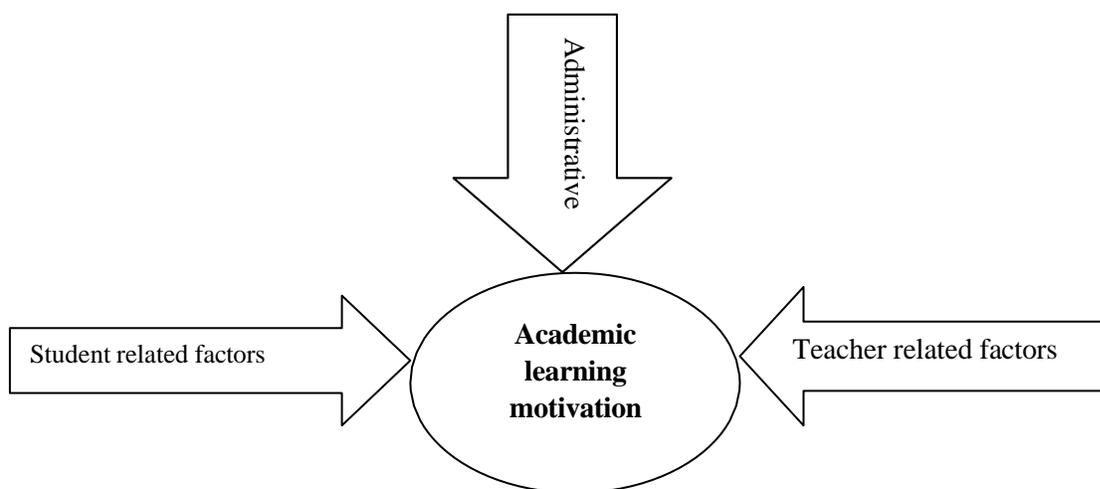


Figure 1: Conceptual Framework of the Study

Source: Brophy, 2015

2. Methodology

To achieve the objective of the study mixed method in particular explanatory sequential mixed method design was employed. Primary data which includes both qualitative and quantitative were collected through questionnaires, interviews and focus group discussions. Before the tools were distributed, it was given for professionals in Psychology department for its content validity checking. The contacted professionals confirmed that the instruments had good content validity. The reliability of the distributed questionnaire for teachers was also checked and found to have the highest and the lowest Cronbach's Alpha values of 0.823 and 0.73 respectively. Thus, the reliability of the questionnaire was good.

The target groups of the study were students, teachers, principals and PTA (Parent Teacher Association) members in Yeka Sub-city second cycle primary schools. As per the information obtained from Yeka Sub-city education office during the study period, in Yeka Sub-city, there are 14 *Woredas* and 31 primary schools. Except *Woreda* 9 in which there was no government owned primary school, one school was taken from the remaining 13 *Woredas* as a sample for its representation. Thus, 13 government primary schools were selected randomly. In the selected schools there were a total of 1077 teachers. Then, out of 1077 teachers using Yemeane's formula (1967), 292 teachers were selected employing stratified sampling technique at 95% confidence level. Samples were selected considering each *Woredas'* total number of teachers (using proportionate stratified sampling).

For the purpose of focus group discussion, 4 schools were selected purposively considering schools' nearness to the researchers. All principals in the selected schools were included in the study using comprehensive sampling technique. Sampling for the interview was 'purposive'. Similarly, all the available schools' Parent and Teacher Associations (PTAs) were included in the study.

3. Results and Discussion

A total of 292 questionnaires were distributed for teacher respondents across the thirteen schools in Yeka sub-city. Out of which, 267 respondents properly filled and returned the questionnaire successfully with 91% response rate. The quantitative analysis was made based on these 267

respondents. In addition, the results of the focus group discussion and the interviews were presented using narration of what the informants said.

3.1 Demographic Characteristics of the Respondents

This section deals with detail presentation of the data related to the demographic characteristics of sample respondents' sex, age, educational status and service years as described below.

Table 1: Demographic Compositions of Respondents

Item	Response	Frequency	Percent
Sex	Male	145	54.3
	Female	122	45.7
	Total	267	100.0
Age in years	18-30	148	55.4
	31-45	100	37.5
	>45	19	7.1
	Total	267	100.0
Educational Status	Diploma	156	58.4
	Degree	109	40.8
	MA & above	2	0.7
	Total	267	100.0
Teaching Experience	1 Year & less	73	27.3
	1-5 Years	137	51.3
	6-10 Years	47	17.6
	>10 Years	10	3.7
	Total	267	100.0

As it can be seen above in table 1, majority of the surveyed respondents 145 (54.3%) are males and the remaining 122 (45.7%) are females. The sample population is largely dominated by respondents who are in between the age of 18-30 years covering 55.4% followed by the age group of 31-45 years (37.5 %). This implies that the participation of females in the sector is better than men and most of the surveyed teachers are young and productive.

Majority of the respondents are diploma holders which accounted 156 (58.4%). Regarding to teachers' work experience, they served schools from less than a year up to 10 years and above. Furthermore, most of the respondents served 1 up to 5 years which consists 51.3% of the respondents. The result indicates that in the selected schools most of the teachers' service year was

below five years and most of them are diploma holders which indicates that they are young and fresh graduates from different educational institutions.

3.2 Level of Students' Academic Learning Motivation

The table below provides the summary of descriptive statistics of the variables concerning students level of motivation that are evaluated based on a 5-point scale (1 being strongly disagree to 5 being strongly agree). As it is indicated in the table below, students learning value, students learning desire, motivational influence of the existing technologies to learn more, students' belief towards education as means of living a better life in the future, peer pressure and students background knowledge were used as an indicator of level of students' academic learning motivation.

Table 2: The Level of Students' Academic Learning Motivation

Items	N	Min.	Max.	Mean	Std. Deviation	Grand Mean
Students' learning value	267	1	5	2.18	1.043	2.421
Students' desire to learn	267	1	5	1.99	1.127	
The influence of the existing technologies	267	2	5	3.94	1.079	
Education is a means for a better life	267	1	5	2.37	1.066	
Supportive peer pressure	267	1	5	1.81	1.083	
Students background knowledge	267	1	5	2.24	1.031	

Source: Own survey

As observed in the above table, students leaning value has a mean score of 2.18. The mean score of students' learning desire, students' belief towards education as a means for better life in the future, supportive peer pressure and students' background knowledge were presented as 1.99, 2.37, 1.81 and 2.24 respectively. Whereas, the motivational influence of the existing technologies (film, social media, google etc.) to learn more has a mean score of 3.94. This implies that students' preference to use technologies for pleasure instead for academic purpose.

According to Zaidaton and Bagheri (2009), a mean score below 3.39 is considered low, a mean score between 3.40 and 3.79 is considered moderate, and a mean score above 3.8 is considered high, based on a five-point scale. Based on this classification, the students' learning values reflected a low mean score. It implies that students did not have high value of learning. With regard to this, FGD participants believe that learning can change many

thing including thinking pattern, knowledge, personal development and behavior of mankind, but as a result of current situation in which the educated individuals were not economically benefited which resulted for low value given for education as they reported.

In support of this one of the discussants said: *“we don’t have interest because there is no job opportunity after graduation. That is why we don’t care whether we fail or not”*.

Another participant also said that: *“in order to get good things in the future, education is a must whether we like it or not but it is not to say I do have unique interest to learn”*. Similarly, the mean score of students’ learning desire, students’ belief towards education as a means for better life in the future, supportive peer pressure and students’ background knowledge are low. It means that students have low learning desire and they did not have belief towards education as means for living a better life in the future.

There was also a finding that there was no encouraging and supportive peer pressure for high level of learning motivation. Just it is to mean that peers’ lack of interest for learning creates another negative impact on other friends’ academic learning motivation. Again, the other participant said: *“majority of the students believed that education is not worth to lead a successful life even it is not worth enough to buy 1 kilo of Onion so they prefer to engage in other works like driving”*.

As per the negative influences of the existing technologies, the result shows there are students who spent much of their time by watching films on Kana TV, playing video games, watching films on mobile phones, frequently watching football matches. That is, to say using technologies inappropriately and not for academic purpose.

One student discussant said: *“personally, I don’t have a problem with technologies but the problem is the way students use different technologies and the time spent on it is what matters. Even parents and teachers are expected to be blamed particularly for Kana TV watching, since teachers and parents watch it in offices and homes respectively. So, are we going to be blamed in doing so?”*

In addition, in line to this, one student said *“most students spend their time on watching Kana TV. The availability of unnecessary videos and films, students’ interest to implement what they have observed particularly from TVs.... Teachers also influence students while they observe Kana in school since it can have its impact on student’s behavior and time usage as reported from students*

“teachers spent so much of our valuable school time watching television; but they never let their students watch it. Because, teachers believed students would waste their own time in doing so. This story is about a father who smokes advising his young boy on the dangers of smoking”.

1.3 Students Related Factors that Affect Students’ Academic Learning Motivation

a) Self-efficacy and Aspiration

According to Behnke *et al.* (2004) and Tynes *et al.* (2015) self-efficacy and aspiration of students affect their academic learning motivation. There is an underlying idea that students’ beliefs about themselves, along with their expectations and aspirations for academic performance, strongly influence their school motivation (McInerney & McInerney, 1994). Accordingly, four items were developed to assess students’ self-efficacy and aspirations.

Table 3: Descriptive Statistics of Self-efficacy and Aspiration of Students

Items	N	Min.	Max.	Mean	Std. Deviation	Grand Mean
Self-efficacy and aspiration Item 1	267	1	5	2.45	1.239	2.28
Self-efficacy and aspiration Item 2	267	1	5	2.43	1.139	
Self-efficacy and aspiration Item 3	267	1	5	1.99	1.235	
Self-efficacy and aspiration Item 4	267	1	5	2.25	1.122	

Source: Own survey

Table 3 above, depicts that when the arithmetic average scores of students’ self-efficacy and aspiration are computed, it is found that the sub-dimension with the highest mean (2.45) is item 1 (students believe in their own ability to perform well in learning tasks) and the one with the lowest mean value (1.99) is item 3 (the aspiration of students to education is high). However, the mean score of all the sub-dimensions of self-efficacy and aspiration of students were low. Meaning students did not believe in their own ability to perform well in learning tasks and they do not believe that their efforts lead to success.

b) Active Learning Strategies

Concerning students’ active learning strategies four items were prepared. The four items are students take an active role in using a variety of learning strategies (item 1), students attend their classes regularly (item 2), students actively participate in the class room (item 3) and item 4 says students ask questions when they appear confused. Each item is presented in the table below.

Table 4: Descriptive Statistics of Active Learning Strategy

Items	N	Min.	Max.	Mean	Std. Dev.	Grand Mean
Active learning strategy Item 1	267	1	5	2.34	1.087	2.77
Active learning strategy Item 2	267	2	5	4.14	1.107	
Active learning strategy Item 3	267	1	5	2.09	1.233	
Active learning strategy Item 4	267	2	5	2.54	0.859	

Source: Own survey

As show in the above table item 2 has a high mean score. Most of the respondents agreed that students attend their class regularly. However, the mean score of items 1, 3 and 4 were low indicating that most of the respondents show their disagreement. This implies that the students did not take an active role in using a variety of learning strategies.

c) Learning Value

The value of learning, or schooling, refers to the extent to which students perceive what they learn at school as useful, important, and relevant to themselves or to the broader world. Learning holds value when it enables students to develop problem-solving skills, engage in inquiry-based activities, stimulate critical thinking, and recognize the connection between education and daily life. When students perceive these benefits, they are more likely to be motivated in their academic learning.

Table 5: Descriptive Statistics of Learning Value

Items	N	Min.	Max.	Mean	Std. Dev.	Grand Mean
Learning value Item 1	266	1	5	2.11	1.030	2.202
Learning value Item 2	267	1	4	2.10	1.043	
Learning value Item 3	267	1	4	1.97	0.782	
Learning value Item 4	267	1	5	2.41	1.158	
Learning value Item 5	267	1	5	2.42	1.078	

Source: Own survey

Learning value is how much students believe what they learn at school is useful, important, and relevant to them or to the world in general (Brophy, 2015). As shown in the above table item 1 (student finds the relevance of learning in their daily life has the smallest mean value of 1.97). Generally, the grand mean of learning value was 2.202 which indicates that the learning value of students is low. Specifically, the learning value items in the above table, indicates that students do

not acquire problem-solving competency, experience the inquiry activity, stimulate their own thinking, and find the relevance of education with their daily life.

d) Striving for Excellence (Effort)

Striving for excellence was the variable that was considered in this study. Concerning this, five items were prepared as presented in the table below. The items are students study hard (item 1), students perform class work and assignment/project given by teachers (item 2), students make strong effort to achieve better results in their learning (item 3), students prepare themselves to get high marks in their learning (item 4) and students try to solve learning challenges by their own (item 5).

Table 6: Descriptive Statistics of Striving for Excellence

Items	N	Min.	Max.	Mean	Std. Devi.	Grand Mean
Striving for excellence Item 1	267	1	5	2.02	1.035	2.046
Striving for excellence Item 2	267	1	4	1.93	1.038	
Striving for excellence Item 3	267	1	5	2.15	1.145	
Striving for excellence Item 4	267	1	5	2.06	1.144	

Source: Own survey

Concerning striving for excellence, four questions were prepared as presented in the above table. The mean score for the whole items were low. This indicates most of the respondents replied that the sample students are not good at striving for excellence. They are not good at exerting strong effort to achieve better results in their learning.

e) Team Work/Learning from Others

Under this variable five statements are there such as students work well with other students in the classroom (item 1), students actively participate in classroom discussions (item 2), students actively participate in group work (item 3), students try to learn from others who are better than them (item 4) and students try to help others with learning difficulty (item 5). The descriptive statistics of each item are presented below.

Table 7: Descriptive Statistics of Team Work/Learning from Others

Items	N	Min.	Max.	Mea n	Std. Deviation	Grand Mean
Team work Item 1	267	1	5	1.77	1.088	2.058
Team work Item 2	269	1	5	2.11	1.457	

Team work Item 3	267	1	5	1.99	1.071	
Team work Item 4	267	1	5	2.23	1.132	
Team work Item 5	267	1	11	2.19	1.158	

Source: Own survey

The mean score of each of the five items are approximately 2, which is low. In addition, as indicated above the grand mean value of team work is 2.058 which is also low. This implies that majority of the respondents disagreed about the positive statements presented above concerning team work. So, students are not good at team work or learning from others.

f) Desire to Learn/Interest

Regarding student's desire to learn five items are prepared. The items are students are interested to learn (item 1), students use their time properly to learn (item 2), students pay attention to their teachers when they are teaching (item 3), students show interest about subjects/topics being taught (item 4) and students concentrate in their academic work (item 5).

Table 8: Descriptive Statistics of Students' Desire to Learn

Items	N	Min.	Max.	Mean	Std. Dev.	Grand Mean
Desire to Learn Item 1	267	1	5	1.91	1.074	1.858
Desire to Learn Item 2	267	1	5	1.85	1.098	
Desire to Learn Item 3	267	1	5	1.96	1.045	
Desire to Learn Item 4	267	1	4	1.82	1.000	
Desire to Learn Item 5	267	1	5	1.75	1.008	

Source: Own survey

As presented in table above, the grand mean of all items score was 1.86 which is less than 2. Thus, respondents disagreed with the five statements such as students are interested to learn (item 1), students concentration in their academic work (item 2), students attention to their teachers when they are learning (item 3), students show interest about subjects/topics being taught (item 4), and students use their time properly to learn (item 5). So students' learning desire is low.

g) Educational Goal

Educational goal of students was one variable considered in this study as a student related factor that affect students' academic learning motivation. With this regard three items related to students set realistic and challenging academic goals (item 1), students try hard to attain their goals (item 2) and students set highest academic goals which can achieve (item 3) are prepared.

Table 9: Descriptive Statistics of Students' Educational Goal

Item	N	Min.	Max.	Mean	Std. Dev.	Grand Mean
Educational Goal Item 1	26 7	1	5	2.16	1.163	2.096
Educational Goal Item 2	26 7	1	5	2.27	1.291	
Educational Goal Item 3	26 7	1	5	1.86	1.098	

Source: Own survey

As depicted in table 9 above, the mean scores of the three items are approximately 2. This indicates that majority of the respondents disagreed with the statement that says students set realistic and challenging academic goal (item 1), students set highest academic goals (item 2), and students try hard to attain their goals (item 3).

Here, the qualitative finding of the student discussants revealed that most of the students have no interest to learn and their interest is shifted to money. Also, students are not effective in discussing, studying and doing tasks given in peer learning. They said: *“we don't use the network to work rather than using for playing and disturbing”*. They also blamed it as it consumes their time to be used for independent study.

Students also have language problem. As they said they couldn't understand what the teacher teaches using English as medium of instruction. Student discussants said: *“we have language difficulty and we are unable to understand what is learnt and written in English”*. The other problem mentioned by both PTA and students too is students don't study and they have no interest for learning. In supporting the above idea, one student said: *“studying by its very nature may create discomfort and stress on oneself and nobody needs that”*.

Here, both group of the participants agreed that students are not motivated and lacks readiness to learn and their level of understanding what the teacher teaches in the class room is very low and students do not have pre-requisite knowledge that resulted in low academic learning motivation. At the end, PTA and student participants said: *“students have no interest to learn; have no confidence and they are only waiting for cheating”*. There is one saying which is reported by FGD

participants “*is there special room for educators. Does a man with education have a specific room that a man without education loses?*”

3.4 Teacher Related Factors that Affect Students’ Academic Learning Motivation

According to Bayraktar (2015), creating an effective teaching and learning environment in the classroom is strongly influenced by the teacher’s skillful use of appropriate methods, techniques, tools, and materials within the relevant subject area, which significantly impacts student motivation. Mendes (2003) similarly emphasized that an effective classroom environment that fosters student motivation depends on the adequacy of the educators’ teaching methods and techniques. Additionally, employing engaging and innovative teaching strategies helps instructors capture students’ interest, facilitating their adaptation to lessons and enhancing their motivation to succeed (Bolkan & Goodboy, 2010).

Table 10: Descriptive Statistics on Teaching Methods

Statements	N	Min.	Max	Mean	Std. Dev.	Grand Mean
Apply different teaching methods and strategies	267	1	5	3.75	1.070	3.81
Use appropriate teaching aids	267	1	5	3.93	0.994	
Makes topics interesting	267	1	5	4.22	0.769	
Establish student centered learning environment	267	1	5	3.81	0.958	
Integrate education with real life	267	1	5	2.12	1.029	
Provide appropriate homework and assignments	267	2	5	3.97	0.882	
Make students clear about the expected objectives of the course	267	2	5	4.18	0.771	
Apply various assessment techniques	267	1	5	4.10	1.249	
Provide appropriate feedback	267	2	5	4.12	0.850	
Support those students who are in need of support	267	1	5	3.98	0.957	

Source: Own survey

Except the one item that was presented above (integrate education with real life) all items have a mean score of approximately 4. It indicates majority of the respondents agreed with the remaining nine statements that are shown in the above table. This shows that there are teachers who were using various teaching methods. Finally, the qualitative findings in relation to factors that affect

students' academic learning motivation are presented below.

As per the information obtained discussants though there are some teachers who view teaching profession as the most important and significant job and do their best and committed in the preparation and delivering subjects given, contrary, now a day's some teachers are not taking teaching as serious promising profession they consider it as their last option. So, most teachers are trying to get another job which is more advantages and less stressful.

In such a way there are teachers who couldn't guide and improve students' learning and progress, they couldn't work for their professional development and become less effective in working towards achieving school goals. It was realized that most teachers see teaching as a burden and they couldn't become role model for students. One teacher member of PTA said: *"teachers don't have interest for teaching and they don't love their profession ... we teachers are not as such interested in our profession and we are not committed to read rather we need to change our profession by learning other fields like Accounting and Management to improve our life economically"* In similar discussion, the other participant said: *"even media is not inviting educated persons for their opinion instead it invites those who are rich and famous in acting"*.

Indeed, students didn't deny the presence of few outstanding teachers in elementary schools but most of them are not well prepared, they do not have ample knowledge, and they are not supportive and friendly as said by student discussants. One student participant said that *"most of my teachers are very aggressive they just need a simple issue to insult, punish and to make out from the class"*. As students said: *"there are teachers that make students to feel boring while teaching that make students to have low interest for learning"*.

Another problem explained by student participants is lack of punctuality from some teachers that results inability to cover the subject given on time. One student said: *"there are teachers who enter to class after 30 minutes passed"*. As per the participants saying carelessness is seen from some teachers' side. One of the students participant said *"any teachers are unwilling to help students in the classroom. In response to the students' questions, they said, "Read by yourself for further understanding!. It doesn't concern me. It is not my business yet" rather than providing helpful criticism"*.

The focus group discussion result revealed that few teachers in elementary schools didn't

use active learning methods. One of the students said: “*albeit it is not work for all, there are teachers don’t use active learning methods though we want to participate and engage in the teaching learning process they don’t give us the chance to participate, their teaching is very boring and not interactive in which some of us sleep while they teach us*”.

3.5 Administrative Related Factors that Affect Students’ Learning Motivation

Administrative-related factors include factors that are generally experienced in a school setting with respect to school administrators, such as create conducive teaching learning environment, regularly follow up students and teachers, make the necessary teaching aids ready on time, establish clear rules and procedures, motivate students through different techniques, have leadership and management ability, and respond to inappropriate behaviors quickly.

Table 11: Descriptive Statistics of Administrative Related Factors

Items	N	Min.	Max.	Mean	Std. Dev.	Grand Mean
Create conducive teaching-learning environment	267	3	5	3.98	0.785	3.91
Regularly follow up students and teachers	267	3	5	4.05	0.734	
Make the necessary teaching aids ready on time	268	1	5	3.66	1.374	
Establish clear rules and procedures	267	3	5	4.24	0.683	
Motivate students through different techniques	267	1	5	4.00	0.834	
Have leadership and management ability	267	2	5	3.81	0.875	
Respond to inappropriate behaviors quickly	267	1	5	3.66	0.918	

Source: Own survey

From the questionnaire filled by teachers finding the mean score of each of the seven items was nearly 4. This implies that school administrators created conducive teaching learning environment, regularly follow up students and teachers, make the necessary teaching aids ready on time, established clear rules and procedures, motivate students through different techniques, motivate students through different techniques, had good leadership and management ability, and responded to inappropriate behaviors quickly. However, the qualitative data presented below contradicts the quantitative data.

As per leader's role in creating conducive situations for students and teachers; students said that administrative staffs are not working hard to create a conducive environment for students like fulfilling library books and laboratory materials instead of creating condition for the conflict between teachers and students.

Students said: *“administrators call us for meeting to reveal things to be improved from teachers' side by saying that is secret and honestly, we tell the reality but teachers become angry and complain on us on the next day for what we said so...that is the only thing they did and this in turn create poor relationship between the teachers and us instead of improving things in a better way. Administrators don't guide students fairly, positively and properly about exams. Some of student participants said: “text books are difficult, they are not easily understandable, and supported by examples and detail descriptions....in addition there is lack of reference books in the library that is expected to be fulfilled by leaders”*.

The qualitative result also revealed that majority of the students especially males are practicing different illegal and inappropriate activities like substance use (drinking alcohol, chewing Chat, smoking cigarette and using other illegal psychoactive drugs like Ganja) as a result of the ease availability of those drugs around the school compound.

There was also administrators' problem of reporting the students' progress for their parents. PTA members explained that beyond students' low academic motivation to learn, parents don't make control, monitor and supervise their children's learning, progress, and behavior at home or by going to schools and discussing with different school concerned bodies. They said: *“parents have no hope about the futurity of their children since there is no job opportunity for their elder graduated children that aggravate their poverty”*.

In this regard, respondents reflect that University and College graduates spend most of their day time by setting around the environment where they are living. In addition, there are some careless and not committed parents for children learning ... *“What do I benefit as a parent from my immense contribution in assisting my boy or girl? What I earned personally as a father? The village is starting to produce young people without jobs who are used to sit on hard seats”* .

Finally, PTA participants reported lack of discipline, readiness, knowledge, skill, preparation and commitment from most teachers' side. And also, the reported poor relationship and lack of respect among teachers, students and administrators might be the factor for students' low academic learning motivation.

4 Conclusion

In this study the result revealed that students did not have high value of learning. Students had low learning desire and they did not have belief towards education as means for living a better life in the future. Students also did not believe in their own ability to perform well in learning tasks and they did not believe that their efforts lead to success. This made them not to take an active role in using a variety of learning strategies and they did not actively participate and ask questions when they appear confused.

Thus, in this study researchers found that students' academic learning motivation was low. Many factors seemed to impede students' academic learning motivation such as the types of activities the teacher used, the low amount of energy students exerted, and internal and external distractions. Based on findings, students' learning goals, self-efficacy, learning strategies and perception of learning values were identified as important domains in students' academic learning motivation.

The results also indicated that not all teaching strategies are equally motivating. Students who lack academic motivation show little desire to learn and minimal willingness or energy to engage in their academic tasks. When motivation is low, students often fail to complete assignments, such as schoolwork, homework, or projects. They may adopt an apathetic, "don't care" attitude, exhibiting boredom, fatigue, and poor performance on tests and examinations. A lack of motivation places students at risk of not fully realizing their academic potential, a problem that is particularly noticeable among students with high academic ability.

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Declaration of competing interest

The authors declare that there is no conflict of interest in this study.

Authors' contribution

Authors contributed equally.

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