

# **WOLKITE UNIVERSITY**



**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**

**DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT**

**FACTORS AFFECTING STUDENTS MOTIVATION TO WARDS CLASS  
ROOM PARTICIPATION IN SOME SELECTED PRIMARY SCHOOL  
CHITU TWON**

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## **ABSTRACT**

The study would conduct to assess major factors affecting student's motivation towards classroom participation in Chitu town Chitu primary school. Descriptive survey research design would employ to get reliable data. Both primary and secondary source of data was used to acquire valid information. Primary data was collected from female students, school principals and gender office coordinators. Secondary data would also gathered from students roster, data within school office and gender coordinators office and from some published and un published materials like magazine and books .Questionnaire and interview was used as the major data collection instruments.

# CHAPTER ONE

## 1 INTRODUCTION

### 1.1 Background of the study

In developing countries like Ethiopia now days education is any important tools enable any nation to being about social, economical and political changes including the radiation of poverty and backwardness .it is also obvious that the addressing qualified education to all nation highly expected from the concerned bodies because education contribute a lot to assure the development of a country .more over education has a great role to transmit the social, cultural and moral values from generation to generation ,education also create awareness about the leadership through which a good governance can assured.

Education enables a given country to have trained and skilled man power in the field of politics, skied nice and technology (R.P. Signs. Coal, Rona, 2004 I X).

As stated above education is the engine that makes a given country to operate and develop properly. Therefore, all the above use of education can be realized when the attitude of students towards learning becomes positive and school environment the suitable for student whatever Educational polices may be formulated that intended educational objectives to becomes successful, students in school should be motivated and interested without having motivation and interest of students. Students do not learn effective and teaching learning process may not have successful. When students are motivated to learn and they are mutual active then educational process is effectively and successful.

In general student's motivation for learning becomes very decisive for the effectiveness of teaching learning process. However currently there was lack of student's motivation to wards class room participation in Chitu. So this study was show the main factor that affects motivation to ward class room participation in Chitu basically in Chitu primary school.

## **1.2 statement of the problem**

In teaching learning process motivation is the mostly deceive thing that should exist in every work place etymologically the motivation is taken from Latin word movers which means to move Hence motivation is intrusting force facilities respect or behavior of students motivation students and un motivate student have different interest motivated student are more effective than those who are not [agraw; 2006 -46]Motivation is a crucial factor for health of instructional method students who are not motivated are not make any endeavors to learner in contrary students who are motivated always are ready and happy go to school because it contribute a lot of facilitate the teaching learning process in class room it also plays a great role on the effective social relationship of the student and teacher so the researcher studies factor that affect students motivation to wards class room participation and shown possible solutions of the problems in Chitu.

In general student's motivation for learning becomes very decisive for the effectiveness of teaching learning process. Student motivation serves as a driving force behind successful learning experiences, fostering engagement, perseverance, positive attitudes, and academic achievements. By nurturing and sustaining student motivation, educators can create dynamic and enriching learning environments that empower learners to reach their full potential and excel in their educational journey.

The study answer the following basic research question

- 1 what are the major factors affecting students motivation to wards class room participation in Chitu town Chitu primary school?
- 2 how can we manage the major factors of motivation and motivate students in Chitu town Chitu primary school?
- 3 what is the role of teacher's leaders, students in motivation to wards class room participation in Chitu town Chitu primary school?

### **1.3 objectives of the study**

#### **1.3 .1 General objectives**

The general objective of this study is to identify major factors affecting student's motivation towards classroom participation in one primary school of Chitu town.

#### **1.3.2 Specific objectives**

Based on the general objectives of the study the specific objectives of the study are as follows.

1. To investigate factors affecting student motivation towards classroom participation during teaching learning process in Chitu town Chitu primary school.
2. To find out solution that increase student's motivation towards classroom participation in Chitu town Chitu primary school.
3. To increase the role of teacher and leaders, students in motivation towards classroom participation in Chitu town Chitu primary school.

#### **1.4 significance of the study.**

Conducting they study on factors that affecting student's motivation towards classroom participation will be the following importance.

- It may be indicate the main factors that affect student's motivation to wards classroom participation helps to increase suddenly achievement.
- It provides effective ways for leaders, teacher and other concerned bodies to make their work effective.
- To indicate the role of leaders, teachers and students to increase classroom participation by motivation.
- It serves as apart for research to be conducted on factors affecting student's motivations towards classroom participation.

### **1.5 Delimitation of the study**

Scope of this study was very broad and general due to student's motivation problem concepts causes, effects and solution. Regarding to this it is better to limit the scope of the study. It mainly focuses on core points to suggest the possible solution. Currently Chitu School locates in west of in the Chitu have 13 government schools. It is difficult for me conduct study on all schools by the cause of time and financial constraints. So my research is selected one primary school in grade eight (8<sup>th</sup>) In the Chitu. Namely, Chitu primary school by using simple random sampling techniques.

### **1.6 limitation of the study**

- The major problem of the researcher during conducting this research is challenge.
- Lack of accesses to modern technology while data analyses and the all document. The respondents are boarded.
- Felling number of research questionnaire.

### **1.7 Definition of key terms**

There are different terms that should defied under this study

**Motivation** it is intrinsic forces which facilitate response on behavior of students or individual.

**Full primary school** it is school which consists of thus grade 1-8 selected school it is the school which research gather information from their school.

**Educational training policy;** it is play a key role in shaping the future of learning, skill development, and human capital in society.

### **1.8 Organization of the study**

This study would be composes five chapters would be an introduction part such as back ground of the study ,statement of the problems, objectives of the study, general objectives of the study, specific objective of the study , significance of the study, delimitation of the study, limitation of the study, organization of the study. The second chapter consists of review of related literature, the third chapter research designs and methodology, the chapter four Analysis and interpretation

of data and the chapter five contain summery, conclusion, recommendation and reference materials and research questionnaires would attached at the end of the paper.

## CHAPTER TWO

### 2 Review of Related Literature

Education is powerful to change the political condition of government the living standard of the society, economic condition and society interaction of people with people with people and country with country in the world.

The world gives more position for the development of the education in a given country .education takes as presently tool of development events because recording every event such as refusal events like earth quake loud flour etc.

Man as event like the system of government s war etc. whatever presented by full evaluation supervision takes in wide position between them without supervision it is difficult to pick educational person in a good whatever presented by full evaluation supervision takes in wide position between them without supervision it is difficult to pick educational person in a good manner (Banned, 2007). Generally for all sector of education used as guide image between them.

It gives direction to doing take as and it also give dogmatic change for the generation , there for , interrelationship follows on the study of education statues (MOE 1986 E.C-1987). So this chapter deals with related literatures that consider factor related to the teacher and students, the school environmental, students school relationship and clan size.

#### 2.1 Teacher student's relation and motivation

The interaction between teacher and students is one of the most import aspects of teaching learning process. To grate extra the type of interaction between teacher and students determine the effectiveness of teaching and learning process and play great role changing attitudes of students. Drajan dra prased (20061) said that teachers and students relation influence the teaching learning process. The filling and attitude of the teachers towards his profession and his students has great role in controlling not only classroom. But also the school environment students relation with classmates and the community generally. Teacher student's relation is very crucial to enhance student's motivation. since the teacher is the real fractioned he has great share in making the class active and students to learn on the perspective explain motivation in

different psychological perspectives explain motivation in different ways. Some of these are behavior, humanistic, cognitive and social perspectives.

## **2.2 school environments and motivation**

Like other factors school environment has great impact on students motivation. Students would spend most of their time in school compound. The school compound to be attractive to motivate take the desired course of action. It is act or processes of punishing with an incentive or inducement to action manage requires the creation and maintenance of an environment in which or individual to work together in group toward the accomplishment of common objectives introduction to management (Herzeber s .2004, 139-146). DRAJENDRA PRASEA/2006,3/said have no doubt in my mind that school is better than home.

Because it allows more right and more freedom of movement and more companion shape of country. Provides units in the school is suitable for the student they may release to come to school even they will follow attentively what teachers the school environment effect students success or fail as stated above. The school environments dominating factor for student motivation.

## **2.3 Large and small class's size and motivation**

Class sizes have great influence on the student's motivation to learn. It has both positive and negative impacts on the student's motivation. It is not possible to think students will have the same motivation. And in retesting for learning large and small class size. It is clear those students who will have more motivation and perspiration when they learn in small class size than large class size. Small class room the important factor to motivation and demotivate students between in small size classes require small number of students this is good for students get more chance to participate in the processes of teaching learning activity. Teacher can also easily manage the class room. When the class room is small sized and their small number of students is the important factor of the maintenance of health learning teaching process. So in small size classes of the attitude for learning is positive. (A. Knoyok and V.K Rqo 227-230) on the other hand learning in the large class size early discourage active students participating. It can react the problem on the ordering motivation in student life. However, no ever are a great with this order for

example some studies of cognitive might more fundamental than steam needs. The cognitive perspective on motivation fits with the ideas.

R.W whit (1959) who proposed the concept of competence motivation the idea that people are motivated effectively with their environments to matter the world and to process information effectively . part it has played interning education thinking and practice the humanities perspective streets students capacity for perspective grew freedom to choose their destiny and positive qualities such as being sensitive to others .The perspective is closely associated with Abraham mass low /1954-1971/be related that certain basic need must be satisfied before his/her need can be satisfied .according to mass low of hierarch of individual needs must be stratified in those sequences. Physiologically hungry thirsty, sleep, safely ensuing surgical as protection from war and crime level and belongingness security affection and attention from others. Esteem feeling good about our solver and self-actualization, the highest and most enhancing mass lows need has been given special attention. it is the motivation to develop one's potential as human being.

## **2.4 Class room management**

One of the problems which previous in the class was teacher's failure to manage class room understanding class room management while teaching in the class and play their own role for minimizing the student's disciplinary problem and help them to insure good disciplinary motivation students toward class room participation is most essential. /Batastatefer 1999,1030/. Classroom management refers to the act of administrating, directing, controlling and disciplining students behaviors and social relationship in instructional setting and if becomes clear that the principals focus of class room management is establishing and main facing of discipline and order in class room Managing class room is the most important things which all the teachers should concerned ,good class room management required from all teachers because it good class room condition to important different things to the students. In well managed class room students are also motivated towards class room participation.

## 2.5 Teacher attitude

Teacher plays a central role in teaching learning processes in general and molding the character of a child in particular. A teacher is academic specialist , methodologist a character than inter of pupil an effective member of staff an effective member of society (venkast warm, 1997 .

Shaping character of a certain child is not as such as easily task. Because if needs at least basic knowledge in child psychology, subject, knowledge and methodology. a teacher must have knowledge of two-fold nature he/she must fisted possess amide general knowledge and within the container of this general knowledge a sound understanding of the subject he well be called up on to teach in the class room and knowledge of a children (venkast warm,1997) thus every move of a teacher what he/she says and child is always correct. Therefore dealing with students needs caution steps.

Teacher's knowledge of variety instructional strategies and flexibility to change instructional approaches both within and among resumes and their attitudes to their profession has great effect on their implementation of student centered learning. Some teachers are not ready to accept changer and changer with the changing world. May be this is because of their in culmination to the traditional (teacher-centered) method of teaching. Teaching is not simply the transition of knowledge to students but it is the interaction of teach with students. Teachers not only need to be properly trained qualifies: they also need to have a positive attitude to their work and their students (UNDP-UNESCO, 1995).confirmed this fact.

Low salaries and poor working conditions have a negative impact on the status and role of teachers in the community. Over modern society, unfortunate too often content respect and statues on individual in proportion to their wealth and subsequent power and hands therefore to pay too little regard to teachers. The result of all this has been a general decline in the quality of teachers. Some of the better teachers have been forced to for better paid jobs and some who have remained have low moraleand little self-respect. this in turn result in these teachers have little respect for education and for their students .the attitude of teachers play great role in their work teacher with positive attitude to their profession and their work better motivate and students towards class room participation than those who have negative attitude .

## 2.6 traditional curriculum materials

The preparation of curriculum will be based on the stated objective the expected profile of student are achieved (ETP) 1994. Each type of approach has its impact on the teaching learning activity (either negative or positive) because each approach has its own curriculum characteristics and principles. Venkatesh (1997) states the principles and characteristics of students centered curriculum as follows:

1. The activity the curriculum should be through the activity and rather than of knowledge to be acquired and facts to be stored. Growth and learning take place only where there is activity. According to Venkatesh (1997), book knowledge is subordinated to actual experience.

2. Child centered curriculum is the best preparation for life that and enables a child to help him to live fully and realize his life at his stage at which he is.

3. Principles of individual that curriculum designed to consider the needs and interests of individual students.

### Characteristics

1. The interest of pupils facilitates the learning. Most of the young pupil's interest is socially degree hence it makes the program more life related.

2. Co operations finding common interest and working together in terms of unifying elements bring about growth in life related skills.

3. Flexible school curriculums in these rapidly changing times and the different background of pupil too must structure and course and a syllabus was resulted in student's lack of real participation in the learning processes.

Having sound knowledge of these principles and characteristics curriculum designers to prepare a material which is suitable for students centered approaches. It is helpful for students – centered approach, it also help full for teacher to make their lesson attractive and interesting.

Students are also among the beneficiaries because student-centered curricula make them more participatory and their learning practical, however designing a certain curriculum or preparing a textbook by itself is nothing because we are part of society.

Hence to cope up with the changing world we have to evaluate curriculum and make changes based on the needs of the society according to what is cited in Venturi (1997) curriculum had to be constantly defined and reevaluated to enrich the experience of students. Curriculum materials are one of the curriculum materials included in the curriculum is the student's textbook which has a great role in the teaching-learning activity. At present, textbook production in Ethiopia is not satisfying the need of the country. Therefore, adequate effort has to be made to establish an actively functioning and distributing agency of textbooks and manuals that do not incorporate active learning. They only use one-way instruction in one-way communication where the learner reads what has been written and does not respond to the material. An effective instructional design, however, consists of two-way processes that is to say there is interaction between the student and teachers.

**Table 1. Comparison of active learning and passive learning materials**

Active learning material	Passive learning material
Two-way communication	One-way communication
Learner is actively involved	Learner is passive reader
Learner is aware of structure	The structure is hidden
Learner is guided	Learner is self-directed
Dialogue is emphasized	Lecture is emphasized
Friendly and encouraging relationship	Impersonal relationship
Learner applied new knowledge and skill	Little application of knowledge and skill
Activity and exercises throughout the text	Also activities of only few activities at the end of the chapter
Content is divided into small chunks	Content is organized in chapters or large blocks
Assignment for marking	No assignment or limited
Feedback is provided on learner progress	No feedback

Source: EMA 1999:50

## **2.7 students attitude**

(desdental 1970). Since students are the hope of the future molding them is the duty of the school teacher and the society. However, above all readiness and commitment of students to take part in the interactional process actively mandatory.

## **2.8 shortage of facilitate**

The availability of school facilitates such as library and pedagogical center facilitate student centered learning where as poor instructional facilities hinder the implementation of this a few approach.

One of such facilities that have a vital role in the class room instruction is teaching aids (instructional material). Teaching aids are devices which help teacher clustery co-relate and coordinate accurate concepts interpretation appreciation and enable the learner to learning amore(2000) on this side mentioned the value of instructional materials as follows.

Instructional material

- Facilitate learning
- Related theory with practice
- Encouraging creative learning
- Effect student skill development
- Concretize abstract experiences
- Related theory with practice
- Create the access to invisible realistic
- Make learning more functional by increasing efficiency.

# CHAPTER THREE

## 3 Research design and methodology

### 3.1 Research methodology

The critical purpose of the study is to assess factors affecting student's motivation to wards class room participation in one select primary school of Chitu town.

The research used descriptive method of study and it is a survey method as explain by Humber man (1994) quantitative approaches as a source of ground rich description and explanation of phenomena in local context study only qualitative and quantitative the results analyzed in quantitative and qualitative methods to describe the data. Because the method helps to describe the existing situation as it is a number and measure instead of town.

### 3.2 Source of data

The researcher used two sources of data in their research.

These are primary sources of data and secondary sources of data.

The primary source of data was collecting from sample student and teachers respondents. The secondary sources of data were obtained from books, websites, magazines and different written documents which are available in the schools.

### 3.3 Sampling size and sampling techniques

There are 430 student and 40 teachers in one selected school in grade eight (8<sup>th</sup> ). Among this researcher selected 43 students from 430 students and 17 teachers from 40 teachers as sample for the study. When select sample size from total population the researcher used simple random sampling technique because it avoid bias and gives equal chance to one select primary school and for the total population. The following table' show sample and sampling size techniques of the study.

**Table 2. total population and sample size of student and teacher.**

No	School name	Population		Sample	
		Students	Teachers	Students	Teachers
1	Chitu primary school	928	43	43	17

Total		928	43	43	17
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### **3.4 Data collection instrument**

The researcher used both questionnaire and interview would be main instrument for collecting data. The questionnaire question would be consists of closed and open end questions. The questionnaires would prepare for both teacher and students respondent. The questionnaire would be prepared in English language for both students and teacher respondents and the researcher helps the respondents.

### **3.5 Data collection procedures**

Data would be collect from Chitu town from one select primary school. The data would be collected after distribution and use by sample respondents. The entire questionnaires were distributed and collect by the researcher himself.

Accordingly all questionnaire distribute were collect from teacher and student respondents.

## CHAPTER FOUR

### 4.1 DATA ANALYSIS AND INTERPRETATION

This chapter deals with analysis and interpretation of the data gathered through questionnaires and interview which were filled by teachers and students.

Out of 430 students of one school which were selected from Chitu primary school (especially from Chitu primary school).43 students were selected as sample respondent and out of 43 teachers selected 17 are selected as sample respondents to carry out the study.

From questionnaires distributed to the respondents 62(100%) were filled out and returned.

The data collected have been analyzed and interpreted as shown below.

#### 4.2 Background of Respondents

**Table 3. Description of respondents in sex, age and education**

No	Respondents	Sex			Age					Grade Level			Education Level			
		Male	Female	Total	11-20	21-30	31-40	Above	Total	1-4	5-8	9-10	Certificat	Diploma	Degree	Total
1	Students	23	20	43	43	-	-	-	43	-	43	-	-	-	-	43
2	Teachers	10	7	17		3	10	4	17	-	-	-	-	4	13	17

As we observed in table 4.1 43(100%) of students respondent and 17 (100%) of teachers respondent were male and 23 (53.48%) of students and 20 (46.51%) students respondents were female.

In the same table item 2, 43 (100%) of students respondents were aged between 11-20 years and from teachers respondents 3(17.64%) were their age between 21-30 and 10(58.8%) of them were aged between 31-40 years old in their age and above 4(23.5%)

In the same table item 3, all 43 (100%) of students respondents were in grade 5-8 in their school and 4(23.5%) of teachers respondents were diploma holder in their educational level and the rest 13(76.47%) of teachers respondents were degree holder in these educational level.

### 4.3 Teaching method, class room participation and teaching aids

**Table 4. Issues concerned with teaching method and class room participation**

NO	ITEM	ALTERNATIVES		RESPONDENTS			
				TEACHER		STUDENT	
				NO	%	NO	%
1	Student participation during teaching learning process	1	high	8	47.05%	20	46.5%
		2	medium	5	29.41%	13	30.23%
		3	low	4	23.52%	10	23.25%
		TOTAL		17	100%	43	100%
2	Do teacher use of method teaching?	1	yes	14	82.35%	30	69.76%
		2	no	3	17.64%	13	30.23%
		total		17	100%	43	100%
3	Do you teachers use teaching aid during learning process?	1	yes	15	88.23%	36	83.72%
		2	no	2	11.76%	7	16.27%
		total		17	100%	43	100%

Teaching method used by teachers have great role to motivate student towards class room participation. When the teachers use participatory (active) teaching methods, more students motivated toward class room participation. In case of teacher centered method the student motivation is low and there is being seen in some students. Similarly teaching aids play great role in student's motivations towards room participation.

As we observed in table 4.2 item 1, 8(47%) of teachers respondent and students 20(46.5%) respondents respond that students participation in high doing teaching learning process. and 5(29.42%) teachers respondents and students 13(30.23%) respondent respond that the students participation is medium and 4(23.5%) of teacher respondents and 10(22.5%) of students of students respond respondents that the student participation during learning process low. In the same table item 2, 14(82.35%) of teachers and 30(68.8%) of students respondents respond that teachers use participatory teaching method and 3(17.64%) of teachers respond and 13(30.23%) of students respondents respond that teachers do not use participatory method of teaching.

In the same table item 3, 15(88.23%) of teachers and 36 (83.72%) of students respondents responds that teachers use teaching aids during teaching learning process. And the rest 2(11.76%) of teachers and 7(16.27%) of students respondents respond that teachers do not use. In generally the study shows that students class room participation is low and many of teachers in these schools use teacher centers method and they do not use teaching aids to motivate students towards class room participation. So it is better to handle this problem to motivate students.

**Table 5. Issues with interest of students for student center method teaching aids**

no	item	Alternatives		respondents			
				teachers		student	
				no	%	no	%
1	Students interest to learn in student center	1	High	8	47.05%	10	23.25%
		2	Medium	6	35.29%	20	46.51%
		3	Low	3	17.64%	13	30.23%
		total		17	100%	43	100%
2	interests of when teachers use teaching aids	1	High	12	70.58%	30	69.76%
		2	Medium	5	29.41%	10	23.25%
		3	Low	-	-	3	6.9%
		total		17	100%	43	100%

Student's attitude and interest great impact to motivation towards to class room participation. As we observed in table 4.3 item 1' 8(47.05%) of teachers and 10(23.25%) of students respondents respond that student's interest to learn in students centered approach in high. Item 2, 6(35.29%) of teacher and 20(46.51%) of students respondents respond that students interest for students centered approach is medium. The rest students respond low. In generally the above discussion show that many students do not interest to learn in active method due to different factors and using teaching aids during teaching learning process have great power to motivate students towards class room participation. So it is better to teachers use teaching aid during the process of teaching. Relationship between teacher and student, students with their peers and parents

**Table 6. relationship among teacher, students and parents**

no	Item	Alternatives		Respondents			
				Teachers		student	
				no	%	no	%
1	Relationship between teachers with student	1	high	10	58.82%	30	69.76%
		2	medium	5	29.41%	10	58.82%
		3	Low	2	11.76%	3	6.9%
		total		17	100%	43	100%
2	Relationship between student with their peers	1	High	12	70.58%	26	60.46%
		2	medium	3	6.9%	10	58.82%
		3	Low	2	11.76%	8	18.60%
		total		17	100%	43	100%
3	Relationship between student with their parents	1	High	7	41.17%	28	65.11%
		2	medium	4	23.52%	9	20.93%
		3	Low	6	35.29%	5	11.62%
		total		17	100%	43	100%

Keeping good relationship among students and teachers students with their peers and students with their parents have great roles to motivation students toward class room participation. As we

observed in table 4.4, item 1, 10(58.82%) of teachers and 30(69.76%) of students respondents respond that the relationship between teacher students is high. Then the rest 5(29.41%) of teacher and 10(58.82%) of students replay medium and the rest low.

In same table item 2, many respondents replay that students have good relationship with their peers and item 3, student's relation with their parents is weak. In general teachers have good relationship with their students and it is suitable motivation and there is gap between students with their peers and students with their parents. So students make good relation with their peers and with their parents.

### 4.3 Class size and school facilities

**Table 7. Class size and school facilities**

no	Item	Alternative		Respondents			
				teachers		students	
				no	%	No	%
1	Class size when you are teaching	1	high	10	58.82%	30	69.76%
		2	medium	7	41.17%	13	30.23%
		3	low	-	-	-	-
		total		17	100%	43	100%
2	Do you think that School facilities are sufficient to motivate students	1	high	5	29.41%	28	65.11%
		2	medium	8	47.05%	9	20.93%
		3	low	4	23.52%	6	13.95%
		total		17	100%	43	100%
3	Sustainability of curriculum	1	high	8	47.05%	30	69.76%
		2	medium	5	29.41%	10	58.82%
		3	low	4	23.52%	3	6.97%
		total		17	100%	43	100%

Class size has great impact on student's motivation again school facilities and curriculum materials also have impact on student's motivation. As we observed in table 4.5 ,item 1,

10(58.8%) of teacher and 30 (68%) of students respondents respond that class size is high (large class size) and the rest teachers and students replied class size is medium.

In same table item 2 many of the respondents respond that school facilities are not sufficient to motivation students towards class room participation. In the same table item 3 many of teacher respondents and student respondents respond that the curriculum material is suitable for motivate students. It is better for the school community, directors, teachers and all other concerned bodies make to minimize class size.

#### 4.4 Role of teachers, principal, supervision and community to motivate students to ward class room participation.

Table 8. Role of teacher, principles, supervisor and community to motivate student.

no	Item	Alternative		Respondents			
				teachers		Students	
				no	%	no	%
1	How is your school community participation in your school	1	High	5	29.41%	20	46.51%
		2	medium	9	52.94%	10	23.25%
		3	Low	3	17.64%	13	30.23%
			total	17	100%	43	100%
2	Does your school supervisor play their role in your school	yes		10	58.82%	30	69.76%
		no		7	41.17%	13	30.23%
		Total		17	100%	43	100%
3	Do you think that your princk play their role to motivate student towards class room	yes		9	52.94%	33	76.74%
		no		8	47.05%	10	23.25%
		total		17	100%	43	100%

4	Do teacher play their role at all to motivate student towards class room	Yes	10	58.82%	30	69.76%
		No	7	41.17%	13	30.23%
		Total	17	100%	43	100%

Community participation in school activities played great role in school improvement which leads to motivate students towards class room participation. As we observed in table 4.6 item 1, 5(29.41%) of teachers and 20(46.51%) of students respondents respond that the community participation is high in school activities. 9(52.94%) of teachers respondents respond that the community participation is high in school activities. and 10(23.25%) of students replay the community participation is medium. In the same table item 2, 10(58.82%) of teacher and 30(69.76%) of students respondents respond that supervisor play their role at all to motivate student and the rest 7(41.17%) of teacher and 13 (30.23%) of student respondents that supervisor do not play their role to motivate students towards class room participation in the same table item 4 10(58.82%) of teacher and 30(69.76%) of student respondent to respond that teacher play their role at all to motivate students and the rest 7(41.17%) of teacher and 13(30.25%) of student respondents respond that their teacher do not play their role to motivate students to ward class room participation. In general their table shows the community participation is low in their school and again supervisor and principal's role to motivate students is better that all concerned bodies play their great role to motivate students for class room participation.

#### **4.5 Analysis of interview questionnaire**

1. In interview was undertaken on five teacher and five students of Chitu primary school.

They all agreed in the following points.

What are the major factors affecting student's motivation to wards class room participation factors influencing student's motivation to wards class room participation are enormous. The teachers in their dealing mentioned as large class size , weak relationship between teacher and

students interest , teacher method of teaching , teacher using teaching aids, lack of supervision , low community participation , school facility and the like affect students motivation to wards class room participation.

2. How can motivate students in large class? During dealing with teacher they replay that to motivate student in large class size the teacher must use different methods of teachings.

Use instrument for the class follow up each groups during their discussion time.

3. What should be done by teacher peer families in social relation to raise student's motivation.?

To raise students motivation as replied by respondents. Teachers, students, peer and families must from positive relation this courage's student's motivation. All the concerned bodies play their role to student's motivation to wards class room participation.

4. How can school facilities affect student motivation? During dealing with teachers the answer as the school facilities such as library, pedagogical center, laboratories and the like have great impacts on student's motivation to ward class room participation. The library must container all the reference for each subject, suitable sitting and writing materials as this time the students are happy to read different material and their improved the learning. The pedagogical center also contains attractive teaching aids at their time the teachers also use teaching aids at this times the teachers also use teaching aids at this times the teachers also use teaching aids according to the content of their subject. The school laboratory contains sufficient labor material, at their time the teacher use laboratory by using demonstration method for teaching in this case students have interest to see and practice different laboratory work. In general school facilities greatly affect student motivation.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

Education is an important tool that would enable any action to bring about fundamental; Social, economical and political changed including eradication of poverty and backwardness.

Currently it is clear that without spread of qualified education the development of any nation in field is impossible and unattainable. In any country society's development is highly related to education. Education has great significant to transmit the societies culture and moral values from generation to generation.

Based on analysis of their study the following major findings are forwarding to motivate students towards class room participation in primary schools. The research attempts to see factors affect students' motivation to wards class room participation.

According to the study the main factors which affect students' motivation to wards class room participation are;

Large class sizes in the study are many of the class size is between 50-70 students in one class which is the main problem.

- I. Major factors affecting student's motivation to wards class room participation in the school.
  - Teacher's methods of teaching during learning process.
  - Using of teaching aids by teachers.
  - Student's participation attitude and interest for participatory method.
  - Relationship between teaching and students- student with peer and students with parents.
  - School facilities like laboratory, library, pedagogical center etc.
  - Suitability of curriculum materials
  - Lack of community participation.
  - Role of school principals, supervisors, teachers.
- II. Managing the major factors of motivation and motivate student

- The manage these factors all the concerning bodies work together and play their roll at all.

### III. Role of teacher's leader's students in motivation to wards class room participation.

- Teacher and student respondent to respond that teacher play their role at all to motivate students.
- The rest of teacher and student respondents respond that their teacher do not play their role to motivate students to ward class room participation

In general the main problems to motivate students towards class room participation in the study area are large number of students are there in one class.

Some teachers do not use participatory methods of teaching and some do not use teaching aids during the process of teaching. Some of the students have low interest to their participatory methods, weak relationship with teacher and students and students with their parent. Lack of school facilities lack of community participation and the like are the main factors which affects students' motivation preparation play age at role in student's motivation suitability of curriculum for participatory methods is essential. The school personal including principals and teacher have great role to motivate. Students so all the concerned bodies play their role motivate students towards class room participations.

Therefore the study conclusion the student who is learning in large class size could not have the same interest with his peer who is learning is small class size.

### **Recommendation**

From the conclusion drawn the following recommendation are forwarded:

- In order to solve class size related problem additional class room need to be constructed. This is very important balance the number of students in class room. However, is difficult to say that school are the only responsible to solve these problems.
- Parents, nongovernmental organization and other concerned bodies should contribute their share solving in the school problems.
- To increase positive relationship with teacher and students with student and peer and with students and parents the concerned bodies hold discussion and facilitate the condition for student's motivation.

- Students themselves are responsible attend class properly they should restrict themselves from spending their time.
- Teacher should use participatory method of teaching and instructional materials during the process of teaching learning to motivate students.

The school community, supervisors, principals, teacher, students etc all play their own effort to motivate students towards class room participation.

Generally the problems are not left for somebody else rather every citizen. Should cooperate handle the factors that affect students motivation towards class room participation.

#### 4. MATERIAL REQUIR, BUDGET AND WORK PLAN OF THE STUDY

##### 4.1. Budget

##### Transportation expenditure

Table 9. Budget

No	Description	Departure	Destination	No of trips	Cost per trips	Total cost
1	Student	Wolkite university	Chitu town	3	150	450
	Sub total					450

##### Personal expenses

No	Personal cost	Units	Quantity	Unit price birr	Total price
1	Data collection	Days	20	20	200
	Sub total				200

##### Stationary materials

No	Items	Units	Quantity	Units		Total price	
				Birr	Cents	Birr	Cents
1	Printing paper	Reams	1	300	00	300	00
2	Flash disk	Pcs	1	250	00	250	00
3	Stapler	Pcs	1	100	00	100	00
4	Ruler	Pcs	1	50	00	50	00
s5	Pen , pencils ,eraser	Pcs	5	50	00	50	00
Sub total						750	00

#### 4.2. Work plan

The research will be done through 5 consecutive months from January 2017 to May 2017

No	Activates	Duration	Remark
1	Identifying research topic	January 2017	
2	Finding review of related literature	January 2017	
3	Writing research proposal	January 2017 to February 2017	
4	Submission of research proposal	February 2017	
5	Research tools development	March 2017	
6	Reconnaissance survey of the study area	March 2017	
7	Data collection	March 2017 to April 2017	
8	Data analysis	April 2017	
9	Preparation of first draft	April 2017	
10	Correction based on advisors comment	–	
11	Submission of final report	–	
12	Research presentation and defense	–	

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5. Do you use aids during teaching learning process?

1. Yes  2. No . If no why?

6. The student's interest when you use teaching aids is

1. High  2. Medium  3. Low

7. Do you think that your school facilities are sufficient to motivate student to ward class room participation?

1. Yes  3. If no why

8 how is your relationship with students to motivation students?

A high  B medium  C low

9 how is the suitability of school curriculum to motivate students toward class room participation?

A high  B medium  C low

10 how is your school community participation in your school?

A high  B medium  C low

11 Do you think that your principals play their role at all to motivate students towards class room participations?

A yes  B no  C if no way

12 does your school supervisor play that role in your school

A yes  B no

13 Do you play your role to motivate students to word class room participation?

Interview questioner for teacher

1 what are major factors affecting student's motivation towards class participation

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2 how can you motivate student in large class size?

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3 what should be done by teacher's peer, families in social relation to raise student's motivation

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4 How can school facilities affect student's motivation towards class room participation?

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8 The role of motivation to ward class room participation in your achievement is

A very high  B high  C medium   D  
low E very low

9 DO you have good relationship with your teacher?

A yes  B no

#### Interview question

1 What are the major factors affecting student's motivation to wards class room participation

2. How can motivate students in large class?

3. What should be done by teacher peer families in social relation to raise student's motivation?

4. How can school facilities affect student motivation?