



COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

**FACTORS THAT AFFECT STUDENT'S MOTIVATION IN PRACTICAL
CLASS IN CASE OF WOLKITE UNIVERSITY SPORT SCIENCE
STUDENTS**

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ABBRIATION

- ❖ SDT.....self determination theory.
- ❖ CET.....Cognitive evaluation theory.
- ❖ GCTGoal Contents Theory.
- ❖ SNNPRSouthern, Nationalities, and Peoples'
Region.
- ❖ BPNT.....basic psychological needs theory.
- ❖ SCT.....Social Cognitive Theory

ABSTRACT

The main purpose of the present study was to assess the factors that affect the students' motivation in the practical class of sport science department in Wolkite University. The aim of this study was to understand the relationship between motivation and practical performance. It also attempts to assess ways to increase the motivation and active participation of the students in practical classes in sport science department.

Students undertaken the courses of study in the department of sport science are the population of the study. Out of 37 students from 3rd year students, ninth (19) students were taken as a sample by using simple random sampling technique. The data collecting instrument was questionnaires which were administered for both sexes of the sample and teachers in the department. The collected data were thoroughly analyzed, and interpreted .Finally conclusions were made and recommendations were forwarded. Highly motivated students show good practical performance. The higher the motivation the better the student's practical performance.

CHAPTER ONE

1. INTRODUCTION

1.1 Back ground of the study

Motivation is a complex phenomenon that is impossible to simply include under a single model (Bosnar and Balent, 2009). Petz (2005) contended that motivation is a condition where we are driven from the “inside” by some needs, impulses, desires, wishes, or motives, and directed towards achieving a goal that from the outside functions as a stimulus for behavior (Kondric, Sindik, Furjan-Mandic, & Schiefler, 2013). Motivation is the inner power or energy that pushes one toward performing a certain action. Motivation strengthens the ambition, increases initiative and gives direction, courage, energy and the persistence to follow one's goals. Motivation is one of the fascinating and important areas in human psychology (Brown, 1988). Motivation has enormous effect on learning process. In the absence of motivation either there was no learning or little learning in practical session.

Motivation is emotional talent in human being. It is the key for learning and training process to develop the practical performance in sports field. Motivation helps the students to perform higher than their normal physical and mental capacities and to keep them satisfied. Motivation is an inspirational process that impels the students effectively give their loyalty to the practical class, to carry out their tasks properly that they have accepted, and generally to play an effective part in the sport performance which has undertaken. Motivation is related to the intensity and direction of behavior. That is the level of arousal and the way in which we behave affect our motivation and hence performance. Therefore, motivation is thought to be a combination of the drive within us to achieve our aims and the outside factors which affect it. Motivation is a psychological phenomenon that is generated as a result of intent, the need, interest or desire of a person. It is the heart of many of the most interesting problems of sport, as the result of the development of social environments such as competition, persistence, learning and performance (Vallerand, 2007).

Researchers have continued to examine the reasons why individuals choose to remain engaged in, or withdraw from, their participation in a particular task. Motivation is considered a social cognitive process in which the individual becomes motivated or demotivated, through assessments of his or her competencies within the achievement context and of the meaning of the context to the person. Thereby, from a social cognitive point of view, motivation may be defined as the organized patterning of at least one of three psychological constructs that energize, direct, and regulate achievement behavior in physical activity. Therefore, motivations an internally generated drive to achieve a goal or follow a particular course of action(Roberts & Treasure, 2012).

Achievement goals represent the meaning that individuals assign to achievement situations, providing a cognitive structure that organizes an individual's definitions of success and failure, their motivational processes (e.g. attributions), affective reactions and subsequent motivated behaviors. e.g. task choice; effort; persistence (Harwood, Spray, & Keegan, 2008). Achievement goal theory applies only to people who are trying to achieve a desired personal or socially constructed goal in an achievement context. Achievement goal theory concerns why you are in the context and argues that the major reason you strive to achieve is to demonstrate a valued competence(Roberts & Walker, 2020). Roberts (2001) contended that the numerous theories existed that related to motivation, and each theory had a unique perspective and framework from which further to examine motivation within a variety of contexts (Ryan & Deci, 2000).

Student motivation can be affected by several factors. These elements include parent involvement, teacher enthusiasm, rewards, peers, the learner's environment, personal experiences, and personal interests of the student, and self-esteem and self- image. Parent involvement is one of the most influential aspects of student motivation. The parents are the initial teachers of the students before the students go to school and encounters education through a teacher. The important aspect in motivation understands the distinction between intrinsic and extrinsic motivation. The intrinsic motivation comes from within self of the enjoyment of a task, the satisfaction of a job well done, and the desire to achieve is all sources of intrinsic motivation. On the other hand, extrinsic motivation comes from external factors such as a bonus or another form of reward(Sahito & Väisänen, 2018).

However, the reward system becomes a problem when the students only perform well to receive a reward or when the reward is a material object. Another consequence of the reward system is that it does not afford the student with a chance to see their work encourage, or a chance to develop an inner sense of pride. Logan (1970, p.193), states that the “larger rewards lead to better performance”. Therefore, the role of the teachers to motivate the learner in the practical class is valuable and worthy to would produce a favorable change in the life of the students. In order to perform effectively in the practical class the instructors should play greater role to change the students in their lifelong sports participation, and also the teachers must instill/inspire the students. Since the law of apperception of all learning depends on the performance that the dedication of teachers to create motivated students in the practical class.

1.2 Statement of the problem

Wolkite University undertaking for the most qualified sport science students in the theoretical and practical performance in the country. University delivers different services to the sport science students during their study in the campus, for instance, sport equipments, infrastructure and sports recreation services. However, there are some other factors affect the students’ motivation in sport science department in practical class. Motivation is the condition that increases the desire to perform better. According to the theory of self-determination, motivation is divided into two dimensions: extrinsic and intrinsic motivation. Extrinsic motivation is characterized by its close identification with social recognition, prizes and rewards. On the other hand, intrinsic motivation is considered more autonomous and refers to the innate tendency of human beings in search of new challenges, such as the ability to learn and explore in itself, without worrying about receiving awards or external rewards (Legault, 2017).Once it is determined the reason, they have no trouble to improving the level of participation in sport activities (Khan, Shah, & Khan, 2011).

Since the students’ motivation becomes less in the practical class and then the students’ sports performance also becomes gradually decline through time. This shows that there are some factors that hinder the participation of the students in practical class. Therefore, the following questions were raised to identify factors that affect the students’ motivation level toward practical class in the sport science department in the Wolkite University.

The researchers were tried to answer the following questions.

- Why sport science students are not motivated in the practical class?
- What make the sport science students do actively participate in practical class?
- What measures should take to solve their problems during learning of practical class?

1.3 Objective of the study

1.3.1 General objective of the study

To assess the factors that affect students' motivation of sport science in practical class in case of Wolkite University

1.3.2 Specific objective

1. To identify the factors that affect the students' motivation in the sport science department in the practical class
2. To assess the relationship between students' motivation in practical class and their performance
3. To assess the extrinsic motivation among the students in the practical class
4. To assess the challenges and opportunities of the students' intrinsic motivation in practical class.

1.4 Basic research Questions

1. What factors affect the students' motivation in sport science in the practical class?
2. Are there the relationship between students' motivation in practical class and their performance?
3. Is there the extrinsic motivation among the students in the practical class?
4. Are there the challenges and opportunities of the intrinsic motivation in practical class?

1.5Significance of the study

The primary significance of the present study was to identify the factors that affect the students' motivation of sport science in the practical class in the Wolkite University. Consequently, that recommends the direction based on the findings to sport science Department teachers, University

managers, Ministry of science and higher education policymakers, and to the practitioners of the study in the field of physical education and sport science educators. Additionally, the present study would be made to contribute and enrich literature in the area of the physical education and sport science department in Universities.

1.6 Delimitation of the study

The delimitation of the study was carried out at Wolkite University Sport Department.

Sampling size of the study was 15 students and 4 teachers

1.7 Limitation of the study

The researchers were observed some limitations in the present study. The study design was limited to collect the required data in the present study merely the questionnaires and data was collected only from the 3rd year sport science students of Wolkite University. Another limitation was the lack of relevant literature reviews concerning that students' motivation related with practical class of sport science students in the higher education. Finally, one of the potential limitations was the shortage of time and budget during this study.

1.8 Operational definition

Motivation is a psychological phenomenon that is generated as a result of intent, the need, interest or desire of a person. Motivation is the heart of many of the most interesting problems of sport, as the result of the development of social environments such as competition, persistence, learning and performance (Vallerand, Deci and Ryan, 1987 cited in Pelletier et al., 1995).

Motivation: From a social cognitive point of view, motivation may be defined as the organized patterning of at least one of three psychological constructs that energize, direct, and regulate achievement behavior in physical activity: personal goals, emotional arousal, and personal agency beliefs (Roberts 2001, p. 6).

Intrinsic motivation is a source of motivation in which the individual strives inwardly to be competent and self-determined in his or her effort in mastering a task.

Extrinsic motivation is characterized by its close identification with social recognition, prizes and rewards. On the other hand, intrinsic motivation is considered more autonomous and refers to the innate tendency of human beings in search of new challenges, such as the ability to learn and explore in itself, without worrying about receiving awards or external rewards (Ryan and Deci, 2000).

Achievement behavior is a term typically defined as, “behavioral intensity (trying hard), persistence (continuing to try hard), choice of action possibilities, and performance (outcomes)” (Roberts, 2001, p. 6).

Achievement goal theory is one theory of motivation, in which “three factors interact to determine a person’s motivation: achievement goals, perceived ability, and achievement behavior” (Weinberg & Gould, 2003, p. 65). According to Weinberg and Gould (2003), to understand an individual’s motive, we must understand how that person defines success and failure. Treasure (1997) summarized achievement goal theory as a motivation theory that “focuses on the goal-directed nature of achievement behavior and contends that the demonstration of competence is the major goal in achievement contexts” (p. 278).

Practical performance: Can be defined as the extent to which organizational member contributing to achieving the objective of the organizational or practical performance was any activity or playing any ball game performs practically. Practical performance is the manner in which sport participation is measured. Sport performance is a complex mixture of biomechanical function, emotional factors, and training techniques.

Physical activity is an inclusive term that refers to “any expenditure of energy brought about by bodily movement via the skeletal muscles; as such, it includes the complete spectrum of activity from very low resting levels to maximal exertion” (DHHS, 2008, p. 2).

CHAPTER TWO

REVIEW OF LITERATURE

2.1 INTRODUCTION

This chapter contains the main aspects of the nature of motivation, definitions, concepts, and theoretical backgrounds of motivation related with the students in the practical class in the sports sciences. The aim of this study was to assess the factors affect the students' motivation in the practical class. Therefore, in this chapter the researchers' overview in detail the students' motivation in the practical class associated with practical performances.

2.2 Definitions of Motivations

1. Motivation as "the process that initiates, guides and maintains goal-oriented behaviors" Cherry (2014).
2. Motivation defined as "a conscious or unconscious driving force that arouses and directs action towards the achievement of a desired goal" (Starwoodone, 2014)
3. Motivation is a set of energetic forces that originates both within as well as beyond an individual's being, to initiate work – related behavior, and to determine its form, direction, intensity and duration(Latham & Pinder, 2005).
4. Motivation is an internal drive to satisfy an unsatisfied need and to achieve a certain goal(Dobre, 2013).
5. Motivation is defined as the process to make a start, guides, and maintains goal-oriented behaviors(Gopalan, Bakar, Zulkifli, Alwi, & Mat, 2017).

2.3 Concept of Motivation

Motivation is usually strong, when one has a vision, a clear mental image of a certain situation or achievement, faith in one's abilities and also a strong desire to materialize it. In this case motivation pushes one forward, toward taking action and making the vision a reality. Motivation and practical performance are in extricable connected because every work is to have some degree

of motivation just to go to work in the first place(Gopalan et al., 2017). Many people believed that the most highly motivated students are the students who were reach the heights level of practical performance. Consequently, many teachers were to motivate their students or develop methods that will enable them to understand the factors that motivate individual student.

Motivation and performance are related to derived state of energy and direct behavior towards the intended goals. It could also an external reinforcement to do activities with good curiosity toward the activities. Motivation is essential to learning sport science in practical class for the most desirable ways to help students to motivate themselves in order to consider individual differences among the student in the class in terms of psychomotor and mental ability(Gopalan et al., 2017).

Patrick, Hisley, and Kempler, state that the clearly demonstrate that the lesson is given in a high-energy and dynamic fashion of enthusiasm that leads students to experience greater interest with levels of vigor energy. The authors also acknowledge that motivation is reciprocal. The teacher's enthusiasm may lead to more highly motivated students, but the energy presented by a group of inspired students also encourages the teacher. The attitude of the teacher has direct effects on the way of thinking and learning of the students. The extrinsically motivated students feed off rewards. They are a true incentive to succeed under sometimes less than favorable circumstances. The rewards reinforce the good work that they have accomplished and stir the learner to continue those efforts(Gopalan et al., 2017).

Practical performance analysis was dedicated to produce practical information for training in sport. Motivation is the process in which the learner's internal energies or needs are directed towards various goals in their environment. In other words, motivation is the condition which increases the desire to perform better(Dobre, 2013). There are certain basic motives or needs that every person, whether he is a young or an adult tries to satisfy in their respective sports class in the school or University. To learn something new, the first thing is that a goal to be attracts us and the second one is also there must be some obstacle that keeps us away from attaining as such goal. The most effective learning will take place only when there is mental activity which is attained through strong motivation. Motivation works on these facts which are kept in our mind while facing any event of sports in the practical performance to achieve that some sorts of inquiries are created in our mind like- Can I do this task? And what do I have to do to succeed in

this task? These kinds of questions are important to overcome some problems of practical performance in the sports arena(Dobre, 2013).

2.4 Types of Motivation

The most important aspects in motivation refer those two sources: intrinsic and extrinsic reasons for performing in activity. When athletes felt the cause of their involvement (as well as their performance out comes) in sport activity they are more intrinsically motivated. The motivation literature suggests that in various achievement activities including sport, intrinsic motivation was associated with positive affect and engagement. When individuals are view the determinant of their sport engagement to be external (depend on rewards) which are usually social or material recognition. They are more extrinsically motivated; in this instance athlete or individual engage in sport as means to an end. Extrinsic and intrinsic motivations are positively associated with practical performance. In particular self-determination theory proposes that behavioral regulation towards physical activities can be motivated extrinsically motivation(Riswanto & Aryani, 2017).

Motivation is a theoretical concept utilized to clarify human behavior. The motivation provides the motive for the human beings to react and fulfill their needs. Motivation can also be defined as one's route lead to behavior, or to the construct that trigger someone to desire to replicate behavior and vice – versa. Motivation is defined as the process to make a start, guides, and maintains goal-oriented behaviors(Riswanto & Aryani, 2017). Basically, it leads individuals to take action to achieve a goal or to fulfill a need or expectation. Previously, there is no standard definition for motivation in education. Up to now, Houssave's definition regarding motivation was adopted for the educational researchers. According to the motivation definition proposed by Houssave, motivation is the kick off and behavior behind the strength. Aristotle and Plato have endorsed that motivation is associated with physical, emotional and logical. Other than that, there are few other definitions proposed by several researchers. Woolfolk's definition regarding motivation is an internal condition that arouses, directs and maintains behavior. Furthermore, it is a factor which leads to behavior and determine the directions, the force and insistence of it. Based on, motivation is considered as the reason underlying behavior. Brophy defined motivation as a theoretical concept that is used to explain the beginning, direction, force and insistence of goal-oriented behavior (Riswanto & Aryani, 2017). According to, motivation is an

attribute that instigate movements, energy, direction, the reason for our behavior and “what” and “why” we do something. The working definition of motivation is a persuasive feeling that always provides positivism to students to accomplish a task or activity to the end and succeed in it no matter how hard and tough it is. Motivation is a kind of feeling that always finds ways to go down and cultivate anxiety and tension in human mind and thoughts indeed, with the positive motivation; we can revive the positivism energy and apply it in performing tasks. Apart from that, individual with self-motivation always can find a motive and intensity without expecting external encouragements to complete a task even though the task is challenging. In contrast, negative motivation illustrates the behavior is motivated by expectation and fear of not able to achieve the aimed outcome. Fear considered as a powerful motivator, notably when the fear is regarding our survival and future endeavors(Riswanto & Aryani, 2017).

2.5 Motivation in Learning

The will power associates students with academic activities. Besides that, students’ level of motivation reflects on their engagement and contribution in a learning environment. Active and highly motivated students will spontaneously involve in activities without expecting any external rewards. Meanwhile to encourage a low motivated student, external rewards are needed to convince students to participate in activities. According to, there are seven factors that endorse motivation, namely; challenge, curiosity, control, fantasy, competition, cooperation and recognition where many of which are present in games(Riswanto & Aryani, 2017). Currently, the standpoint of learning not only draws attention to the cognition, but also the students' motivation and preference are among the fundamental factors for effective and useful learning and achievement. Motivation is able to initiate to succeed in our choices and at the same time lack of motivation can initiate to major barrier that prevents the success. Due to lack of motivation, the feeling of frustration and annoyance can hinder productivity and wellbeing. There are several reasons that influence the motivation level in learning such as the ability to believe in the effort, the unawareness of the worth and characteristic of the academic tasks. The following section discusses the intrinsic and extrinsic motivation and other related theories in learning motivation in detail(Gopalan et al., 2017).

2.6 Theories of Learning Motivation

Motivation varies over time and depending up on the circumstances. It is because of the complexity of motivation and the fact that there is no single answer to what motivates people to work well, that these different theories are important for the any professions. There are many motives which influence people's behavior and performance. Different theories provide the framework within the direct attention incorporated to the problem of how best to motivate people to work willingly and effectively. It is important to emphasize that these various theories are not conclusive. These different cognitive theories of motivation are usually divided into two contrasting approaches: content theories and process theories(Gopalan et al., 2017).

Content theories attempt to explain those specific things, which actually motivate the individual at work. These theories are concerned with identifying people's needs and their relative strength, and the goals they pursue in order to satisfy these needs. Content theories place emphasis on what motivates. Process theories attempt to identify the relationship among the dynamic variables, which make up motivation. These theories are more concerned with how behavior is initiated, directed and sustained. Process theories place emphasis on the actual process of motivation(Gopalan et al., 2017).

There are several motivation theories for instance the instinct theory which is considered as the root for all the motivation and motivation is to survive. The theory depicts that biological or genetic programming causes the motivation to occur and all human beings share the same motivation as all of us are sharing the similar biological programming. Then, the incentive theory is among the major theories of motivation(Gopalan et al., 2017). This theory illustrates the desire to motivate behaviors for enrichment or incentives, which means we are motivated to perform actions because of internal desires and desires, yet at other times, our behaviors are passionate by a desire for external rewards. Besides that, the arousal theory illustrates the maximum level of eagerness or arousal. People with high optimum levels of arousal will perform high enthusiastic behaviors, like bungee jumping, scuba diving and so on. While the rest of us are feeling contented with less exciting and less unsafe activities. The theory depicts the ability to do what needs to be done, without influence from others or circumstances(Gopalan et al., 2017).

Basically, motivation can be categorized as intrinsic motivation, extrinsic motivation and a motivation. Moreover, there are several theories that could be implemented, especially in the

education domain. They are intrinsic and extrinsic motivation theory, self-determination theory (SDT), the ARCS model, social cognitive theory and expectancy theory. These theories are able to stand alone to contribute to the outcome in the learning process without being dependent on any other theories in the education domain(Gopalan et al., 2017).

2.6.1 Intrinsic and Extrinsic Motivation Theory

According to, intrinsic motivation depicts an activity done only for own contentment without any external anticipation. The challenge, curiosity, control and fantasy are the key factors to trigger up intrinsic motivation. In education, lots of will power and positive attitude is very much required to sustain the motivation(Sansone & Harackiewicz, 2000). Moreover, claim that intrinsic motivation and academic achievement share significant and positive bonding. Intrinsic motivation directs an individual to participate in academic activities only to experience the fun, challenging and uniqueness without any external pressure or compulsion rather than expecting external rewards, gifts or under any compulsion or pressure. Attitude in learning is considered prominent and it influences the academic achievement. Intrinsic motivation is able to spread the positivity and make the gained knowledge to sustain for a long time(Gopalan et al., 2017).

In contrast, extrinsic motivation depicts external activities such as a reward, compulsion and punishment. An individual is extrinsically motivated if they are receiving any reward or under any pressure or compulsion(Sansone & Harackiewicz, 2000). According to, the motivation can be cultivated extrinsically at the initial stage and transform it as intrinsic motivation in the learning process as it goes deeper. This kind of motivation provides a high level of will power and engagement yet it would not able to sustain longer than the intrinsic motivation can do(Gopalan et al., 2017). If they are continuously motivated through the use of external rewards or compliments, it could be habitual for students to perform only to gain the rewards and not for own sake or to mastery skills or knowledge. Other than that, when an individual is not able to perform either intrinsically motivate or extrinsically motivate, then amotivation occurs(Gopalan et al., 2017). A motivation is a state where intrinsic motivation and extrinsic motivation does no longer exist. Either intrinsic motivation or extrinsic motivation, both have its own unique features to motivate students. Both intrinsic and extrinsic motivation is needed in a learning process. Learning is a complicated process and motivation is the hard rock of this process. Hence, students have to be highly motivated to face the challenges, understand the process and

able to apply in real circumstances. Intrinsic motivation leads to self-motivation in pursuing the learning meanwhile extrinsic motivation gives the purpose to pursue the learning(Gopalan et al., 2017).

2.6.2 Self-determination theory

Self-determination theory (SDT) evolves from the intrinsic and extrinsic motivations. In this case, the intrinsic motivation illustrates the human's natural tendency to encompass several features in the learning process; meanwhile extrinsic motivation depicts a different considerable in its relative sovereignty(Gopalan et al., 2017). Hence, it only can reflect either its external control or true self-regulation. In short, autonomy is related to volition and liberty, competence is related to the feeling of effectiveness and self-confident in pursuing and accomplishes a task meanwhile relatedness provides the feeling of protected and connected in a learning environment(Deci & Ryan, 2012). The aforementioned learning environment is able to enhance the students' academic performance and motivation. Other than that, the self-determination theory is comprised of five sub-theories. Firstly, the Cognitive evaluation theory (CET) is a theory in psychology, which is designed to explain the effects of external consequences on internal motivation. Cognitive evaluation theory (CET) draws the attention to the critical autonomy and competences' role that supports in fostering intrinsic motivation, which is vital in education, arts, sports, and many other domains(Gopalan et al., 2017). In this impersonal or a motivational stage, the focus is towards the competence. Followed by basic psychological needs theory (BPNT) where humans' needs are classified into three main psychological needs likely need for autonomy, competence and relatedness. A research identified that the need for the satisfaction is crucial in order to gain engaged, motivated, healthy progress and well-being among individuals(Gopalan et al., 2017). Finally, Goal Contents Theory (GCT) shows the difference between the basic need for satisfaction and well-being based on intrinsic motivation and extrinsic motivation. The intrinsic goals within the social setting is pertinent to the educational environment and more useful for students to focus on intrinsic goals compared to extrinsic goals in order to achieve and present a better academic performance(Deci & Ryan, 2012).

Self-determination theory (SDT) is an approach to human motivation and personality that uses traditional empirical methods that highlights the importance of humans' evolved inner resources

for personality development and behavioral self-regulation (Ryan, Kuhl, & Deci, 1997). Thus, its arena is the investigation of people's inherent growth tendencies and innate psychological needs that are the basis for their self-motivation and personality integration, as well as for the conditions that foster those positive processes. Inductively, using the empirical process, we have identified three such needs--the needs for competence (Harter, 1978; White, 1963), relatedness (Baumeister & Leary, 1995; Reis, 1994), and autonomy (deCharms, 1968; Deci, 1975) that appear to be essential for facilitating optimal functioning of the natural propensities for growth and integration, as well as for constructive social development and personal well-being (Gopalan et al., 2017).

Self-determination theory (SDT) (Deci and Ryan, 2000) is one of the most widely used theoretical frameworks to study motivation in PE, which is not surprising given that its major propositions and constructs are highly relevant to PE (Deci & Ryan, 2012). The several studies conducted in PE classes examining teachers' interpersonal style and its relation to students' motivation, and to demonstrate how basic psychological needs and motivational regulations predict various important outcomes in PE classes and physical activity levels more generally, as well as discuss some practical implications stemming from initial intervention studies in PE (Gopalan et al., 2017).

2.6.3 Social Cognitive Theory

This theory has been implemented in various domains such as education, communication and psychology. SCT refers to the acquisition of knowledge by direct observation, interaction, experiences and outside media influence. SCT is derived from constructing meaning and knowledge from the social influences (Gopalan et al., 2017). Bandura, conducted an experiment to prove that social influences affect people including children. The continuous learning and constructing meaning are from communication among the community and transform to internet now (Bandura, 1999). SCT depicts the interrelationship between behaviour, environment factor and personal factor. They are connected and there is consequence action for every action. SCT illustrates how people gain and maintain several behaviour patterns and providing basic intervention strategies. Environment factor can influence people and classified as social and physical environment (Gopalan et al., 2017). The social environment refers to family and friends while physical environment refers to the comforts. According to SCT, interactive learning allows students to gain confidence through practices (Gopalan et al., 2017).

2.6.4 Expectancy Theory of Motivation

This theory was developed based on the working environment to motivate employees and later it was expanded and revised. Expectancy theory is more on motivation and the way it is connected to everyone (Ferris, 1977). It is believed that there are relationship between the amount of effort put into a task and the performance that can be achieved from the effort and receive appreciation for the effort and performance (Gopalan et al., 2017). This theory depicts that strong effort will lead to better performance and lead to rewards. Hence, it would motivate to accomplish an effort even though has to face difficulties. According to Vroom, effort, performance and intrinsic attractiveness are interrelated to human motivation. This theory is more to external rewards and appreciation. There are several stages before receiving the reward. First of all, the student has to be fully motivated and believe that he/she only will receive the acceptable performance if he/she puts a genuine and maximum effort. Then, the performance will be rewarded and this stage is known as an instrumentality. Lastly, the value of the rewards is fully positive and known as intrinsic attractiveness at the final stage of expectancy theory (Gopalan et al., 2017).

2.6.5 Achievement goal theory

Achievement goal theory considers that in an environment of achievement, such as PE classes, the student is motivated by obtaining success. Equally, the subjective perception of success depends on the criterion used to define what constitutes such success (Pintrich, 2000). This criterion is conditioned by personal factors (dispositional orientation) and by social and contextual factors (motivational climate) (Granero-Gallegos^a, Baena-Extremereab, Gómez-Lópezb, & Abralesb, 2014). Motivational climate is generated by the different social agents (family, peers and teachers) that will define the keys to success and failure (Cervelló, Jiménez, Del Villar, & Santos-Rosa, 2004). This motivational climate differs depending on the established success criterion, whether it is task-oriented or ego-oriented (Ames, 1992).

A climate involving the task is one in which the teacher encourages autonomy, self-direction, participation, individual mastery of the task, problem-solving and the same opportunities to be rewarded. Instead, in an ego-involving climate, the teacher controls much of the class dynamics, fosters interpersonal competition, public assessments and usually rewards more gifted students (Cervelló & Santos Rosa, 2000; Nicholls, 1989; Roberts, 2001). Students, who perceive a task-oriented climate consider PE as an activity as an end in itself, prefer challenging tasks and tend

to have fun in the class. The contrary occurs in a perceived ego-based climate, where students consider the course as a means to gain social approval or status within the class group (Cervello, Escartí, & Balague, 1999). As noted by Moreno, Vera and Cervelló (2006), the PE teacher represents a fundamental element in creating a classroom environment that promotes and encourages active practice within and out of PE classes (Granero-Gallegos^a et al., 2014).

Moreover, self-determination theory explains how motivation influences people (Frederick & Ryan, 1995). This theory is based on a continuum by establishing different levels of self-determination. Going from the highest to the lowest degree of self-determination, student behavior can be intrinsically motivated, extrinsically motivated or amotivated. Intrinsic motivation occurs when students participate in class because they enjoy learning and experiencing the different practices, which is the most self-determined form of motivation (González-Cutre, Sicilia, & Moreno, 2011).

On the other hand, extrinsic motivation depends on the degree of internalization that can come from internal or external sources (Deci & Ryan, 1985, 2000), as for example, practicing because the student knows the benefits of active practice on health, or feels guilt or even to follow educational rules, thus avoiding a possible punishment (González-Cutre et al., 2011). Finally, amotivation appears when the student is not motivated, either intrinsically or extrinsically (Pelletier et al., 1995), when that student does not understand why he or she has to have PE classes, or knows their value, thus seeing this course as a waste of time (González-Cutre et al., 2011). Moreno and Llamas (2007) showed that motivation generated by the teacher was a determining factor in the perception of the usefulness and importance of PE by students. Others like Moreno, Zomeño and Marín (2009d) and Moreno, Cervelló and González-Cutre (2007) found that students who practiced more extracurricular physical activity, perceived PE to be of high importance and usefulness (Granero-Gallegos^a et al., 2014).

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.1 Descriptive Area of the study

This study was conducted in Wolkite University in the department of sport science. It was located in southern part of Ethiopia, a distance measured from south-east of Addis Ababa 165km. Gurage is a Zone in the Ethiopian Southern, Nationalities, and Peoples' Region (SNNPR). Gurage is bordered on the southeast by Hadiya and Yem special woreda , on the west, north and east by the Oromia Region, and on the southeast by Silt'e . Its highest point is Mount Gurage. Wolkite Town is the administrative centre of the Gurage Zone.

3.2 Research Design

The research design used for this study was a descriptive quantitative method. The researchers used the instrument for data collection is questionnaire. The questionnaire was used to gather information from an entire population and analyze quantitatively. The researchers were employed census sampling technique for the present study. The census of entire population technique is one of the most effective and reliable method to gather data and analyzed with minimum error when compared with probability or non-probability sampling techniques.

3.3 The size of study Population

This study was conducted using sport science students in the Wolkite University. The population consists of the 3rd year sport science students. This sample is used to the necessary information. Thesample size will be 19.from these 10 of them were males 5 of female and 4 teacher

3.4 Method of Data Collection

This study was used both primary and secondary source of data. For the primary data was collected from the respondents by the tool of questionnaires. For the secondary data collected from different sources like literature review, magazine, books and so on. Therefore, the present study data has been collected through the disseminated questionnaires and collected properly from the respondents.

3.5 Data Collection Instrument

In order to obtain information from the students the researchers were used the questionnaires for collecting data. Close questionnaires were prepared and administered to students who were oriented how to fill the questionnaires. Therefore, the questionnaires were distributed for the entire population of the students and it was valid and reliable response has been properly collected.

3.6 Methods of Data Analysis

The collected data was analyzed quantitatively. The responses of each questionnaire were analyzed by percentage. Tables were used to present the analyzed data and brief interpretations were given to each table

CHAPTER FOUR

4. Data Analysis and Interpretation

This part of the research focuses on analyzing and interpreting data from the respondent through questionnaire by quantitative methods. The researchers analyzed and interpreted the data gathered from the students and teachers respectively.

4.1. Descriptions of the students to questionnaire

| Table: 1 | Item | Alternative | No of responses | | Percentage % |
|----------|-------|-------------|-----------------|--------|--------------|
| | | | Male | 10 | |
| | | Female | 5 | | 33.3% |
| Age | 18-20 | | Male | Female | |
| | | | - | - | |
| | | 21-25 | 10 | 5 | 100% |
| | | 26&above | - | - | |
| Total | | 15 | | 100% | |

Table 1: Characteristics of the study respondents' demographic information.

As shown on the table 1:10 (66.6%) of the students were male and 5 (33.3%) of students were female. As it seen from the above table 37(100%) of the student were found between the age of 21-25 years,. This showed that most of the students were in the adult age and it was the important age to participate in practical class for physical exercise.

| | Item | Alternative | No of responses | Percentage % |
|----------|--|-------------|-----------------|--------------|
| Table: 2 | Do you like to participate in practical class? | Yes | 15 | 100% |
| | | No | 0 | 0 |
| | Total | | 15 | 100% |

Table 2: Students' response in the participation of practical class.

According to the above table 2, 15(100%) of the all responses were replied “yes”. This result showed that most of the students like to participate in practical class.

| | Item | Alternatives | No of responses | Percentage% |
|----------|--|----------------------------|-----------------|-------------|
| Table: 3 | What initiate you to motivate in sport activity? | Sport media | 7 | 46.6% |
| | | Elite athlete | 3 | 20% |
| | | The social life around you | 5 | 33.3% |
| | Total | | 15 | 100% |

Table 3: Students' response on their motivation to participate in sport activity.

As the above table 3: indicated that 7 (46.6%) of the response that they were initiated to participate in sport by the influence of sport media, 3 (33.3%) of students replied that they were motivated by elite athletes, and the remained of 5 (33.3%) of students replied that they were

motivated by social life around them. This indicated that most of the students were initiated and motivated to participate in sport by the sport media.

| | Item | Alternatives | No of responses | Percentage% |
|----------|---|--------------|-----------------|-------------|
| Table: 4 | Do you actively participate in practical class? | Yes | 12 | 80% |
| | | No | 3 | 20% |
| | Total | | 15 | 100% |

Table 4: Students' response on their active participation in practical class.

According to the above table 4: 46 (80%) of students response that they actively participate in practical class and the remained 3 (20%) of students responded were not participating in practical class actively. The above table of the result showed that the most students participate actively in practical class.

| | Item | Alternatives | No of responses | Percentage% |
|----------|--|--------------|-----------------|-------------|
| Table: 5 | How do you rate your physical performance? | Excellent | 3 | 20% |
| | | Very good | 6 | 40% |
| | | Good | 5 | 33.3% |
| | | Fair | 1 | 6.6% |
| | Total | | 15 | 100% |

Table 5: Students' response on their physical performance level.

The above table of the result indicated that, 3(20%) of students answered “excellent” for their physical performance level, 6(40%) of students answered “very good”, 5 (33.3%) of students answered “good” and the remained students 1(6.6%) of students answered that the practical

performance as “fair”. Therefore, the above table of result showed that most of the students believed that their physical performance is excellent during their practical class.

| | Item | Alternatives | No of responses | Percentage% |
|---------|--|--------------|-----------------|-------------|
| Table:6 | Does your teacher motivate you in practical class? | Yes | 13 | 86.6% |
| | | No | 2 | 13.3% |
| | Total | | 15 | 100% |

Table 6: Students’ response on the teachers motivate their students in practical class.

According to the table 6, from the total respondents the majority of the respondents of 15(100%) were replied that their teachers motivate them in their practical class and 2(13.3%) of the respondents were replied that their teacher do not motivate them in their practical class. This showed that 13 (86.6%) of students were being encouraged by their instructors. So that teachers should be encourage and motivate their students in practical class to bring best practical performance.

| | Item | Alternatives | No of responses | Percentage% |
|----------|--|--------------|-----------------|-------------|
| Table: 7 | How do you rate your motivation level? | Excellent | 4 | 26.6% |
| | | Very good | 7 | 46.6% |
| | | Good | 3 | 20% |
| | | Fair | 1 | 6.6% |
| | Total | | 15 | 100% |

Table 7: Students' responses on their motivation level.

According to the above table, 4 (26.6%) of students were answered “excellent” 7 (46.6%) of students were answered “very good”, 3(20%) of students were answered “good”, and 1 (6.6%) of students were answered “fair”. Therefore the above result showed that most of the students level of motivation was in a good state, hence their motivation level geared towards attaining the goals of the course of action.

| | Item | Alternatives | No of responses | Percentage (%) |
|----------|---|--------------|-----------------|----------------|
| Table: 8 | Do you think motivation helps you to practice better? | Yes | 14 | 93.3% |
| | | No | 1 | 6.6% |
| | Total | | 15 | 100% |

Table 8: Students' response on the role of motivation in their practical performance

The above table 8, indicated that 14 (93.3%) of student were responded “yes” and the remained 1(6.6%) of student were replied “No” on the role of motivation in their practical performance.

This result showed that most of the response contended that motivation helps them to perform better in practical class.

| | Item | Alternatives | No of responses | Percentage (%) |
|----------|--|--------------|-----------------|----------------|
| Table: 9 | Do you think that the instructors recognize the students' creativity in practical class? | Yes | 9 | 60% |
| | | No | 6 | 40% |
| | Total | | 15 | 100% |

Table 9: Students' response on the opportunity has offered by instructors on developing creativity

The above table 9, showed that 9 (60%) of student were responded “yes” and the remained 6 (40%) of student were replied “No” on the instructors have provided that the opportunities to develop creativity in practical session in the field. This result showed that most of the students contended that the instructors were encouraged the student to develop the creativity in practical class.

| | Item | Alternatives | No of responses | Percentage (%) |
|-----------|--|--------------|-----------------|----------------|
| Table: 10 | Do you think that the students' participation in the decision-making is satisfactory in the practical class? | Yes | 13 | 86.6% |
| | | No | 2 | 13.3% |
| | Total | | 15 | 100% |

Table 10: Students' response on the students' participation in the decision-making in the practical class

The above table 10, showed that 13 (86.6%) of student were responded “yes” and the remained 2 (13.3%) of student were answered “No” on the students participation in the decision-making was satisfactory in the practical class. This result indicated that some of the students were argued that the instructors motivated the students towards on the participation of decision making in the practical class.

4.2 Descriptions of the teachers' to questionnaire

Questionnaires were distributed for four teachers, who were teaching in Wolkite University sport science department. Their responses were arranged as follows

| | Item | | | | | | | |
|--------------------|--------|------|-------|-------|------------|--------------|-----|-----------|
| | sex | | age | | | service year | | |
| | Female | Male | 22-27 | 28-35 | 36 & above | 1-4 | 5-7 | 8 & above |
| Number of teachers | - | 4 | - | 4 | - | - | 3 | 1 |
| Total | 4 | | 4 | | | 4 | | |
| Percentage | - | 10% | - | 100% | - | - | 75% | 25% |
| Total % | 100% | | 100% | | | 100% | | |

Table 11: Characteristics of the selected Instructors' demographic information

The above table 11 indicated that 100% of teachers were male, and 100% of teachers were found between the age of 28 and 35 years. Concerning their teaching experience 75% of teachers served between 5-7 year, and 25% of teacher were served 8 years and above respectively. The teachers were involved in the present study have more experience above 5 years in sport science department, but there were no female instructors in this department. This indicated that the motivation of female students in physical class was a smaller amount motivated during their practical session.

| | Item | Alternatives | No of responses | Percentage % |
|-----------|---|--------------|-----------------|--------------|
| Table: 12 | Do you know that your students' background of the sports the participation? | Yes | | - |
| | | No | 4 | 100% |
| | | Total | 4 | 100% |

Table 12: Teachers' response on the students back ground knowledge about sport participation.

According to above table 12: 4 (100%) of teachers were not understood that their students back ground of sport participation. This shows that most of the students have the back ground knowledge about sport participation.

| | | Alternatives | No of responses | Percentage % |
|-----------|--|--------------|-----------------|--------------|
| Table: 13 | Do you think that your students are motivated to involve in practical class? | Yes | 3 | 75% |
| | | No | 1 | 25% |
| | | Total | 4 | 100% |

Table 13: Teachers' responses on the students' motivation when conducting their practical class.

According to the above table11: the result indicated that 3(75%) of teachers responded that they faced problems on students' motivation when conducting practical class and 1(25%) of teachers also responded that they do not face difficulty during practical class. This result shows that the teachers should be motivate the students to overcome the problem related with the practical class.

| | Item | Alternatives | No of responses | Percentage % |
|-----------|---|--------------|-----------------|--------------|
| Table: 14 | How do you think about your students' motivational level? | Excellent | - | 0% |
| | | Very good | 1 | 25% |
| | | Good | 2 | 50 % |
| | | Fair | 1 | 25% |
| | | Total | 4 | 100% |

Table 14: Teachers response on the motivational level on their students.

According to the above table 14: 1(25%) of respondent was answered very good and 1(25%) of respondents were responded that fair. Therefore, this result indicates that most of the students' motivational level was good. Based on this result the sport science instructors should be work hard in terms of increasing students' motivation during practical class.

| | Item | Alternatives | No. of responses | Percentage (%) |
|-----------|---|--|------------------|----------------|
| Table: 15 | How do you motivate your students during practical class? | by positive approach | 1 | 25% |
| | | by immediate feedback | 1 | 25% |
| | | by permitting the students to involve in decision making | 2 | 50% |
| | | Total | 4 | 100% |

Table 15: Teachers response about how the instructors motivate their students

According to the above table 15, the result indicated that 1(25%) of respondents were responded approaching by positively, 1(25%) of respondents were responded that offering immediate feedback, and 2(50%) of respondents were responded on the involvement of decision making during practical class. This result showed that most of the teachers motivate their students dealt by allowing the participation of students in decision making, by positive approach, and offering immediate feedback respectively, therefore, the instructorswereready to help the students toward practical class.

| | Item | Alternatives | No. of responses | Percentage % |
|-----------|--|--------------|------------------|--------------|
| Table: 16 | How do you think about your students' satisfaction on your treatment in the practical class? | Excellent | 2 | 50% |
| | | Very good | 1 | 25% |
| | | Good | 1 | 25% |
| | | Total | 4 | 100% |

Table 16: Teachers response on the understanding of the student satisfaction.

According to the above table 16: 2(50%) of respondent was answered Excellent, and 1(25%) of respondents was responded that Very good, and 2(25%)of respondents were replied“good”. Therefore, this result indicates that most of the students' satisfaction on the practical class provided by instructors was good. According to this result the sport science instructors should be taken an action or measurement to improve the students' satisfaction during their practical class.

| | Item | Alternatives | No. of responses | Percentage % |
|-----------|---|--------------|------------------|--------------|
| Table: 17 | How do you think that the interpersonal relationship between instructors and students in the practical class? | Excellent | - | 0% |
| | | Very good | 1 | 25% |
| | | Good | 3 | 75% |
| | | Total | 4 | 100% |

Table 17: Teachers response on the interpersonal relationship between instructors and students in the practical class.

According to the above table 17: 1(25%) of respondent was replied Very good, and 3(75%) of respondents were responded that good. This result implies that the interpersonal relationship between instructors and the students was good in the practical class. Therefore, in accordance with this result the sport science instructors should be try to improve their relationship with students in the practical class as much as possible

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

The main purpose of this chapter is to summarize the major findings of the study, to make a conclusion and to forward recommendations on students' motivation in practical class.

5.1. Summary

The main objective of this study was to assess the students' motivation in practical class of sport science department in Wolkite University. The researchers were concerned about the students' motivation in practical class. This study was focused third year sport science students. The sport science department teachers were also takes part in this study. The entire population of the students was 37 and the 14 teachers were purposively selected from the total population of sport science staff members.

The major findings of the study

1. Some of the students were motivated by their teachers in practical class.
2. The majority of students understood that motivation is better to participate and achieve intended goals in practical class.
3. The majority of students have sports background and they enjoy it with practical class.
4. The majority of teachers were motivating their students to improve students' performance in practical class.
5. Some of the teachers motivate their students by positive approach, offering immediate feedback and encouraging the students' involvement in decision making in practical class.

6. The teachers dealt with some of the students have intrinsic and extrinsic motivation to take part in practical class with good spirit.

5.2. Conclusion

Based on the above findings the following conclusions were made:

- Sport science teachers evaluate their strength and weakness how to motivate students in the practical class.
- Some of the students were motivated with their teachers' initiation in practical class.
- The teachers' positive approach, immediate feedback and the students' involvement in decision making in practical class is suitable to enhance the students' practical performance.
- The teachers agreed that the students' intrinsic and extrinsic motivation is important to take part in practical class with good spirit.
- The some of the students are motivated to participate during practical class.

5.3. Recommendation

Based on the conclusion of the study the following recommendations were made:

- Teachers should evaluate their strength and weakness in terms of students' motivation in practical class.
- The Sport science department, University administrative staff and concerned body should create an attractive environment to increase the level of students' motivation and the involvement in practical class.
- Teachers should give attention to the positive approach, immediate feedback and transparency in practical class.
- The Sport science Instructors should use extrinsic motivation mechanism for all students during their practical class to achieve better outcome in the sport's performance.

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APPENDIX'S I

WOLKITE UNIVERSITY COLLGE OF NATURAL AND COMPUTATIONAL SCIENCE DEPARTMENT OF SPORT SCIENCE

Dear Students

The main objective of this questionnaire is to get reliable data for the BSc research on the entitled of "*factors that affect the students' motivation in practical class of sport science students in the case of Wolkite University*". Therefore, you are kindly requested to read thoroughly and provide your genuine response to the following questions that help us to collect necessary data. Please answer this questionnaire anonymously. Thank you in advance for your genuine cooperation.

Part I: Demographic or personal information

1. Sex:

A. Male

B. Female

2. Age category

A. 20 - 22

B. 23 - 25

C. Above 26

Part II: Research Questionnaires

1. Do you like to participate in practical class?

A. Yes

B. No

2. What initiate you to motivate in sport activity?

A. Sport media

B. Elite athlete

C. The social life around you

3. Do you actively participate in practical class?

A. Yes

B. No

4. How do you rate your physical performance?

A. Excellent

B. Very good

C. Good

D. Fair

5. Does your teacher motivate you in practical class?

A. Yes

B. No

6. How do you rate your motivation level?

A. Excellent

B. Very good

C. Good

D. Fair

7. Do you think motivation helps you to practice better?

A. Yes B. No

8. Do you think that the instructors recognize the students' creativity in practical class?

A. Yes B. No

9. Do you think that the students' participation in the decision-making is satisfactory in the practical class?

A. Yes B. No

