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Keywords: Education, Academic Motivation, Secondary Schools, Government Schools, Student Perception
Academic Motivation of High School Students at Dr. Haddis Alemayehu Secondary School

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Abstract

Secondary schools require continuous and sustainable efforts from all stakeholders to ensure quality and inclusive education. There have been several research studies aimed at aiding the issue of education quality, stating lack of motivation is a significant challenge to overcome. This study collected relevant data from students, teachers, parents, and administration faculty based on Slovin's formula and analysed it in SPSS to explain the abstract nature of the students’ academic motivation at the selected school. The collected data were analysed in descriptive, thematic, and inferential statistics and presented using graphs, tables, and narrations for proper data representation. The study showed that Dr. Haddis Alemayehu Secondary School's environment is the prominent factor contributing to the decreased academic motivation of students. This finding will be instrumental in utilising school resources for making the school environment motivating for students and could be applied to similar government schools of Addis Ababa.

Keywords: Education, Academic Motivation, Secondary Schools, Government Schools, Student Perception
Introduction

Secondary schools are the starting point for higher education, and by extension, for future careers. The education provided by these institutions plays a significant role in shaping generations that ensure the continuity and sustainability of all government efforts in nationwide development. As a result, the government has implemented new strategies to address various issues related to ensuring quality and inclusive education. (Annual Abstract of Education Statistics 2021). Thus, a student’s desire for and engagement with their learning activities affects how well they do with those tasks and how satisfied they will be with the outcomes. Motivation is the force that propels human conduct, causing people to start and maintain goal-directed behaviour (Jenkins & Demaray, 2015). This is why the motivation of students and their willingness to be part of the solution would be crucial in delivering developmental goals at both the national and personal levels.

“The Government of Ethiopia has requested the World Bank to prepare an Additional Financing II (AF II) to the General Education Quality Improvement Program for Equity (GEQIP-E) (P163050) in the amount of US$122.5 million grant from the Global Partnership for Education (GPE) (Ministry of Education Additional Financing to GEQIP-E (P170943), 2021).” The data show The Government of Ethiopia's commitment to improving enrolment rates across the country and at every grade level. Indeed, Ethiopia has experienced tangible improvements in its access to education. This can be considered a substantial achievement in increasing enrolment, but education quality remains a lack of improvement. This is best illustrated by the recent national secondary school-leaving exam (Matric) passing rate of 3.4% (Ministry of Education Ethiopia News Report, 2023). Enrolling children in schools alone is not a sign of quality. It is preferable to ensure that students acquire the basic knowledge and skills required for personal well-being and advancement nationwide. Students' achievement remains low and falls in the successive national learning examinations administered by the National Educational Assessment and Examinations Agency (NEAEA, 2014). However, only a modest improvement was observed in the 2014 evaluation. According to a 2008 analysis by the Center for British Teachers, Ethiopia's education system was plagued by a lack of quality at all levels. Policymakers and other stakeholders also portray the lack of quality in the education system.

The Institute of Education Research of Addis Ababa University studied selected schools in four regional states and proved that the quality of primary education is declining. Related research has stated that most primary students scored below the minimum passing grade (50%) required to be promoted to the next grade level. Some factors identified in this study include poor implementation of active learning methods, lack of effective monitoring and evaluation practices, low interest in learning, and lack of motivation among teachers (Aweke Shishigu, 2016).
Teachers are crucial for improving students’ academic achievement and motivation. Likewise, some students’ drive to learn appears to be influenced by teachers, who inspire students’ career-related interests and classroom conditions that support collaborative learning (Bryan et al., 2011). However, among all secondary school instructors, only 10% of instructors in Ethiopian high schools (Grades 9–12) met the minimum requirements based on the revised Road Map. 12,886 secondary school teachers meet the standards or have a master’s degree (Education Statistics Annual Abstract, 2021). Having an insufficient educational background and lack of proper training in the pedagogical process hinders teachers’ ability to communicate the lessons attractively, which leads students to lose interest in doing well.

Consequently, we must identify the factors that contribute to this decline in motivation and student engagement. Every time a student loses interest in a subject or even in secondary education in general, that is, a loss in resources poured into them: government resources, human labour, students’ effort, and time commitment throughout the years. The present study focuses on various factors affecting the overall status of education in a single high school. Since student motivation plays a central role in ensuring and addressing the quality and aim of education. This research aims to identify the current state of academic motivation of students and the factors influencing student learning experience at Dr. Haddis Alemayehu Secondary School.

Statement of the problem

Students are expected to have increased excitement for education as they progress through every grade level. However, the motivation of students to do well in their academics has been constantly declining. In Addis Ababa, the historical state of secondary school students' academic motivation is a topic of concern. Previous studies have shown a decline in academic motivation among high school students, both in Ethiopia and globally, which adversely impacts their academic performance (Meghna Mehndroo & Asst. Prof. Ms. Vandana, 2020). However, few studies have specifically focused on public schools in Addis Ababa, including Dr. Haddis Alemayehu Secondary School (DHASS), leaving a gap in understanding the factors influencing academic motivation in this context.

Existing studies in this field have encountered certain limitations, which warrant further investigation. Study 1 was conducted by Mehndroo and Asst. Prof. Ms. Vandana (2020) utilised a secondary data source and relied on information and data from libraries and the Internet. Although this approach provides valuable insights, it may lack the depth and specificity required to address the unique context of DHASS and public schools in Addis Ababa.
Another study conducted by Gallagher (2013) focused on the effects of teacher-student relationships on social and academic outcomes but had limitations in measures, data, and analysis. The measure of academic press used in this study had low reliability, raising concerns about its consistency and limiting its potential for use in further research. Additionally, the study primarily considered the influence of the perceived school social environment, with a limited exploration of the joint effects of individual, family, and school factors.

Moreover, the cross-sectional nature of the data used in these studies poses a limitation in establishing causality and in understanding whether the school's social environment is an influence or a consequence of academic motivation. Longitudinal studies are required to explore the temporal dynamics and control of previous student engagement and performance.

To bridge these research gaps, this study aimed to investigate the academic motivation of high school students at DHASS and its implications for their academic performance. By employing a comprehensive research design, including primary data collection through surveys, interviews, and observations, this study will gather context-specific information that goes beyond secondary data sources and provides a detailed understanding of the factors influencing academic motivation in public schools in Addis Ababa.

By addressing the limitations of previous studies, including the lack of real-world, specific data to represent the context of DHASS, reliance on secondary data sources, and the need to investigate the combined effects of individual, family, and school factors, this research contributes to the body of knowledge on academic motivation among high school students. The findings will inform the development of targeted interventions and strategies that address the unique challenges and opportunities students face in DHASS, ultimately aiming to improve their academic motivation, engagement, and educational outcomes.

**Research Objective**

This research aimed to identify the direct and indirect influences on students’ academic motivation, willingness to explore the subjects and their impact on students’ learning experience at Dr. Haddis Alemayehu Secondary School.

This research holds significant importance because of gaps in the existing literature regarding the academic motivation of high school students at Dr. Haddis Alemayehu Secondary School (DHASS) and public schools in Addis Ababa, Ethiopia. The decline in academic motivation among secondary school students, both locally and globally, coupled with its detrimental effects on academic performance, necessitates a comprehensive investigation of this issue. By addressing the limitations encountered in previous studies, this study aims to fill the gaps in understanding the specific factors influencing academic motivation in the unique context of DHASS, providing valuable insights for educational practitioners, policymakers, and researchers.
This study contributes to the existing body of knowledge by generating context-specific data on high school students’ academic motivation in governmental schools in Addis Ababa. Previous research has predominantly focused on private schools or general educational trends, leaving a dearth of real-world specific data to represent students' motivation levels in government schools. By collecting primary data through surveys, interviews, and observations, this study provides a nuanced understanding of the factors that influence academic motivation in DHASS. These findings will enrich the academic literature by offering insights into the challenges and opportunities faced by high school students in public schools, thereby enabling the development of evidence-based interventions and strategies tailored to this specific context.

Additionally, this study has practical implications for educational practitioners and policymakers in Addis Ababa. Understanding the factors that influence academic motivation among high school students at the DHASS can inform the design and implementation of targeted interventions to enhance motivation levels. By identifying the unique challenges faced by students in public schools, such as socioeconomic disparities, limited resources, and parental involvement, this study provides recommendations for creating a conducive learning environment that fosters and sustains students' academic motivation. Policymakers can utilize these insights to develop policies and effectively allocate resources, ensuring that government schools in Addis Ababa provide an enriching educational experience that motivates students to achieve their academic potential.

Furthermore, a study conducted by the Addis Ababa City Government Education Bureau (2015) and another study conducted by Ashenafi Ambire (2018) focused solely on individual factors of academic cheating and the impact of parental involvement on teachers' motivation decline. As a result, these studies overlooked the impact of parental involvement. This limitation restricts our understanding of the broader social and familial dynamics that may contribute to or deter academic motivation among high school students at the DHASS.

In summary, this study's significance lies in its contribution to filling the gaps in understanding the academic motivation of high school students at DHASS and public schools in Addis Ababa. By providing context-specific data and insights, this research will advance the knowledge in the field, inform educational practices, and guide policymakers in developing interventions that promote academic motivation and improve educational outcomes for high school students in government schools.
Limitations of the study

This study was limited to a single high school in Bole sub-city, Woreda 04, Addis Ababa, and the results may not be completely inclusive of other high schools in Ethiopia or other countries. The data collected in this study were based on self-reported information, which may have been subject to bias and error.

Academic motivation is a subjective construct and may be difficult to measure accurately. The availability of resources, such as funding and access to personnel, may impact the conduct and results of this study. In addition, there may be extraneous variables that affect academic motivation that cannot be controlled for in this study, such as socioeconomic status, civil unrest, family background, and peer influence.

Ethical Considerations

One of the most significant ethical considerations is the provision of informed consent. The researcher obtained permission from the participants and their parents or guardians to participate in the study. The participants will be free to opt out of the study at any given point, without any consequences. During recruitment, the researcher ensured that sufficient information about the project was provided, such as its objectives and the types of data that will be collected. The information given would be clear and easy to understand, and participants would be allowed to ask questions.

Another vital ethical consideration in conducting this study was confidentiality and privacy. The researcher maintained the confidentiality of participants and ensured that their anonymity was always protected. Pseudonyms and coding systems will be used to ensure that the data obtained cannot be traced back to any individual. Likewise, the researcher will ensure that only authorised personnel, researchers, and their advisors have access to the data collected. Furthermore, the collected data is elicited in a way that does not compromise the privacy of the participants.

Finally, this study was specifically designed to provide answers to the questions:

1. What is the current state of the academic motivation of students at Dr. Haddis Alemayehu Secondary School?
2. What influences students’ academic motivation at Dr. Haddis Alemayehu Secondary School?
3. How does academic motivation affect students’ learning experiences?
Literature Review

Any civilization that had made its mark on the global stage and excelled technologically started by providing access to quality education for its citizens. This, in turn, enabled a rapid improvement in the overall quality of life, reflected in reliable access to basic social services, along with adequate education to continue the observed rate of development. Hence, a country’s commitment to providing quality education determines its citizens’ impact. Consequently, today's developing countries, especially Ethiopia, recognize this and increase their overall spending as a percentage of their GDP (World Bank, 2021).

The Concept of academic motivation

Academic motivation is an abstract concept, difficult to define as a single entity. Thus, motivation is defined by its multidimensional quantities: intrinsic motivation, extrinsic motivation, introjected regulation, and demotivation. Accordingly, intrinsic motivation refers to engaging in an activity for the pleasure and satisfaction that it procures, either by allowing students to learn something new, experience stimulation, or accomplish something. In contrast, extrinsic motivation refers to engaging in an activity for instrumental reasons or rewards. While introjected regulation refers to the internalisation of various contingencies, activity involvement is driven by internal pressures, such as a desire to avoid negative emotions, preserve one’s self-esteem, or achieve a sense of pride. Identified regulation refers to involvement in an activity that is seen as personally relevant and driven by personally endorsed values and objectives. Finally, a-motivation refers to a lack of desire, reason, or motive for engaging in an activity (Dierendonck et al., 2023).

How can we tell if a student is acting out of genuine motivation, following instructions to receive the desired reward, or any combination of the two? Perhaps the learner was initially motivated by the extrinsic reward but realised its intrinsic worth as they went through the steps of earning it. The distinction between intrinsic and extrinsic incentives raises challenging issues for those studying this trait. Autonomy (the need to experience self-direction and personal endorsement of action) has a profound impact on determining intrinsic motivation. When people, including students, know that they have full control and autonomy, it makes them take ownership of the tasks they are engaged with and develop an intrinsic attitude towards their activities, including schoolwork. In other words, autonomy-supportive environments and relationships nurture an individual’s inner motivational resources and intrinsic preferences by providing choice and decision-making flexibility (Ryan & Deci, 2000).

Advocates of education reform have invested a significant amount of time and effort towards enhancing public schools and increasing student accomplishments. Students’ motivation, however, is overshadowed by the present emphasis on variables such as raising teacher quality, updating the curriculum and standards, and creating new exams. Even with the strongest administration, instructors, curriculum, and tools in place, success will be challenging, if not impossible, if students are not driven to study and thrive. In addition to improving academic achievement, a higher desire to study has been associated with improved conceptual comprehension, school happiness, self-esteem, social change, and low dropout rates (Gottfried, 2009; Gottfried, 1985; Ryan & Deci, 2009; Ryan & Deci, 2000). Student motivation is not a missing piece in school development; without it, the whole thing comes apart.
Perhaps less is spoken about motivation since it is a vague and challenging topic. It is difficult to describe the motivation, let alone quantify it. An in-depth investigation of student motivation raises additional concerns. Are there proper methods for inspiring students to learn, whose responsibility is it to motivate them, and who is held accountable when they cannot do so, can a poorly thought-out initiative for student involvement undermine motivation? These are some questions that arise because of the abstract nature of the topic and its influences on the higher function of the education system. Motivation affects not only students’ attention to certain details but also their comprehension of learning materials through experiences and senses, rather than the continued memorization process. Students are encouraged internally if they like, enjoy, or have autonomy over what they are doing, without one’s award or encouragement. (Dr. Meghna Mehndroo, 2020).

**Decline in academic motivation of Students**

The quality and success of any learning outcome in any educational context are determined by a student’s motivation for learning (Broussard, S. C., 2004). In contrast to other mental states or processes, motivation often affects every aspect of a learning environment. Students’ motivation is related to their desire to participate in the education process. It also has to do with the objectives or motivations that drive students’ interest in academic activities. Although students may feel driven to complete a task, the source of their motivation varies (Ngeno and Changeiywo, 2007).

Motivation is a crucial component of academic performance from early childhood to adolescence. As a result, this is a crucial factor in student performance. It is also linked to several outcomes including perseverance, performance, curiosity, and learning (Elliott et al., 2005). Low student motivation harms academic achievement, suggesting that motivation and performance are linked (Athman et al. 2004). Certain schools have developed programs to improve the motivation of a particular set of students. Those who are most prone to losing motivation are the focus of these programs, but how they identify these students varies. Many initiatives target prospective dropouts who have lost their motivation. As a result, more resources, including money and teacher labour, might be set aside to guarantee the quality of education (UNICEF, 2022; CEP, 2012).

**Contributing Factors to the Decline in academic motivation**

Drug abuse and the use of other harmful substances are symptoms of declining motivation and mental health in high schools. This reduces students’ physical and psychological health, further degrading their learning environment (Woldeyohanins et al., 2021). Lack of willingness to reach out to the school’s guidance counsellor and learn effective coping mechanisms further overlooks the problems a student might face and context enforcement.

Homework, which plays an important role in learning, is a set of practices conducted to reinforce and repeat the information that students learn at school. Teachers have significant responsibilities in the assignment process for increasing their effectiveness. They should be in contact with parents, check their homework, and assign new homework to motivate students to meet their learning needs. When assigning student homework, teachers should consider the success level of the students and the options available to them in terms of the help they can receive. However, missing the big picture, which is obtaining the skills needed to complete
the assigned schoolwork and not merely submitting them, is one of the major places students show their disinterest. This is why their grades only continue to suffer as a result.

However, the increase in the number of assignments and the poor quality of the questions hinder the effectiveness of homework, classwork, and assignments. Researchers have shown that when students do not have academic motivation or desire to learn, they impede their engagement in their academic tasks and studies. Thus, this is a logical conclusion. If a person does not see any value in pursuing a task, why would they be motivated or eager for the outcome? This is illustrated best in response to the question referring to teachers’ encouragement and support for students’ learning, the majority of teachers agreed that they motivate students to learn (57.3%) and listen to and understand their successes and difficulties (65.2% and 75.9%), respectively. However, a considerable number of students disagreed with these points and argued that 42.3% of the teachers neither motivated nor provided them with the necessary reinforcement and care (37.7%) (A Study in Academic Cheating in Addis Ababa Schools, 2015).

Furthermore, the major factors influencing students’ academic motivation in a global context are categorised and listed below.

*Home and School Environment*

The home environment refers to the student's family background; it includes all the people and material resources present at home that influence the student's education and living conditions, such as the parent's level of education, occupation, socioeconomic status, and socialising facilities available in the house. Consequently, the home environment is a fundamental institution for delivering the student's primary socialisation and creating an educational foundation for the student, on which the other agents of socialisation are built in the family. The education a child receives at home from parents and significant others is most likely to have a substantial and dominant effect on the student's behaviour later in life. What the student learns at home and how his or her family encourages him or her to learn influences the child's success or failure throughout the school. This shows that the home and school environments have a significant effect on everyone's life and educational performance (Ogbemudia and Aiasa, 2013).

*Attitude towards Academic Education*

Some students feel that they must accomplish their tasks or school projects without comprehension or learning. They attempt to avoid reading instructions or resources and develop solutions to meet their requirements. Some may believe that the rules and subjects they must learn, or study do not apply to their daily lives, and they may try to provide justifications for this.

*Relationship with Parents and Teachers*

Parents, as their children’s first teachers, must exert a lot of work and patience to support their kids’ academic achievement. They must be able to identify their children’s needs and concentrate on assisting them when necessary. Educators must be conscious of the many origins, ethnicities, and cultures of their students. They should be able to understand the needs of their students and focus on helping them when they require help. School teachers need to know that their students come from various
backgrounds, races, and cultures. They should be aware of this unavoidable distinction while forming deep bonds with everyone. With this method, it may be simple to motivate most learners.

*Interests and Abilities*

It is critical to gauge students’ aptitudes and interests to inspire their parents and instructors. Their interests, talents, and abilities compel them to concentrate on those particular courses that will allow them to show what they possess. This will lessen any irritation that they may feel when working on uninteresting or difficult tasks. It is crucial to understand where a student's priorities lie in creating effective motivational techniques; otherwise, they could feel demoted and unable to act consistently. (Dr. Meghna Mehndroo, Assistant Professor Ms. Vandana, 2020).

In this digital age, almost anyone can explore their interests independently. Indeed, integrating technology-related subjects is being implemented in most secondary and postsecondary institutions. However, accessibility and, more importantly, utilisation of computers and other technological apparatuses for both students and teachers are decreasing the means of obtaining knowledge autonomously. Only 30.4% of primary and secondary schools in Ethiopia have access to electricity (Education statistics annual abstract, 2021,44). However, for schools that have access to these means of information, only a few take advantage of it to improve the quality of education (Education Sector Development Program V, 2020).

A lack of confidence, caused by apprehension about trying something new in class and fear of failing, impedes the use of current technology in the learning process. Since some students have better computer proficiency than they do, teachers are afraid of entering classrooms with insufficient equipment. Ineffective instructors also prevent the use of ICT in classrooms for educational purposes (Brown, 2015).

*Language Proficiency*

Since 1994, when a new educational program was put into place, English has been taught as a subject to students in Ethiopia since elementary school. All topics in secondary and preparatory schools are taught in English, except for one or two subjects taught in the student’s native language. All Universities in Ethiopia use English as the primary medium of instruction, including those at the graduate level. As a result, English may be seen as the language of academia, and success in education at all levels depends on having firm command of the language. The volume and nature of the opportunities available to children at different grade levels are limited; nevertheless, they lack the foundation and practice necessary to be fluent in English. The efficiency of English language learning in the early grades is ineffective because of inconsistent language teaching methods. Because of their lack of English language proficiency, students may find it more challenging to succeed at higher levels of education as a result of these discrepancies (Ashenafi Ambire, 2018). The above factors are variables that determine students’ will to learn in any field, including whether an enabling environment exists. However, which of these factors has the most prevailing influence on students' academic motivation at Dr. Haddis Alemayehu Secondary School is a question this study hopes to address.
Teacher Involvement

It appears that there are no teachers in schools today (Obanya 2006). This absence can be quantified, both quantitatively and qualitatively. In rural regions, there is a terrible shortage of teachers. On a qualitative level, there are flaws in teacher training, the way instructors carry out their duties, social devaluation of teachers, and teachers' lack of interest in educational problems, to name a few. Without interactive elements, training does not result in any changes for the learner. Without creativity, society cannot be changed by creative individuals. A thorough awareness of teachers’ limitations leads to the provision of professional support for them, which includes a methodical procedure for guaranteeing their ongoing professional growth, progress-based assessment, and sufficient opportunity for re-learning, re-training, and re-tooling.

Teachers are essential in creating a setting that encourages learning. They frequently do this by encouraging student independence (Schuitema et al., 2016). By encouraging their freedom of choice, teachers help students connect with themselves, their interests, and their beliefs (Ferlazzo 2015). Teachers assist students in developing a sense of personal interest, participation, and ownership in their work, which boosts their motivation by fostering their choices and interests (Schuitema et al., 2016); (Stearns, 2013). A significant correlation was found between students’ perceptions of their teachers’ autonomy, support, and self-regulated learning. Research has been conducted on the relationship between students’ perceptions of social support and teacher autonomy support, as well as self-regulated learning and achievement (Schuitema et al., 2016). Students’ motivation and desire to study are increased by teachers who assist them in taking control of their lives, developing a personal interest in their work, and becoming authors of their academic journeys.

Parent Involvement

Studies have shown that when parents are interested in their children’s education, they feel supported and accompanied. They also attend school and are more likely to succeed because their parents take an interest in them and provide them with the attention they require (Weaver, 2005; Deslandes et al., 1999; Simon, 2001).

It is important to distinguish between the two variables when evaluating the role that the family plays in a child’s academic achievement, status, and process variables. While the process variable is more concerned with how the family perceives and lives life. The status variable is concerned with the material endowment (level of education of parents, their occupational status, family income, family size, and level of material comfort) Academic performance and factors related to the home environment were correlated (IEA) (www.unesco.org).

Success in school is influenced by process factors (e.g., school change, drive for accomplishment, effective study techniques, positive self-concept, and successful learning). Mothers’ education is the status component that has the greatest impact on encouraging academic success. However, it must be acknowledged that the status must exist for the mechanisms to be in place. However, this is not always the case because some relatively low-status families may have high levels of various process variables and parental ambitions, whereas other high-status families may have low levels of process conditions. As a result, children’s drive to succeed is sparked, and families that are not financially stable may develop other process problems. (Blooms, 1980).
Consequently, one must consider the home’s truly helpful activities rather than just what the home, in terms of status, is. In other words, process factors should be given greater attention when building supporting houses that work in unison with the school to provide high-quality education.

Community Involvement

Communities comprise houses that share various contiguous traits, including geographical, historical, sociological, and political ones. Community engagement in a student’s education may be summed up by the proverb “It takes a village to raise a child” (ji4d.org), and this is the norm in traditional African society. However, when Western education became more prevalent, community engagement decreased, leaving family members—particularly mothers—to support their children’s education. Even this support is constrained to assisting the child with homework, running errands for the school, and in rare circumstances, being present in the classroom to assist teachers.

Today’s proponents of community involvement want more inclusiveness, incorporating mothers, fathers, stepparents, grandparents, foster parents, other relatives and caregivers, corporate leaders, and community organisations into activities with clear goals. The community will be best able to manage school-based activities such as attending P.T.A. (parent-teacher association) meetings, parent-teacher conferences, and helping to raise money. Compared to home-based activities such as teaching children to read and write and encouraging school attendance. It is crucial to emphasise the value of community engagement in schools because what happens outside of them is just as significant as what occurs inside them.

Materials and Methods

This study applied mixed research methods for descriptive purposes, which consisted of obtaining information from students and teachers through questionnaires. Parental telephone interviews and administration faculty are collected by ensuring data validity and privacy.

The data collection methods combined a self-administered five-point Likert-scale questionnaire and individual interviews. Two types of data-collection instruments were used in this study. The first was a questionnaire for students and teachers. These questionnaires were prepared in such a way that they generated both quantitative and qualitative responses to core questions based on the objectives of the study. The second form of data was obtained via interviews with randomly selected teachers, administrative faculty, and telephone interviews with parents. Based on this, data were collected and coded for analysis and interpretation.

The research questionnaire was designed in such a way that it answers the basic research questions outlined and is in line with the objectives of the study. Similarly, interview questions were aimed at collecting the right data in a way that best aligned with the research’s basic objectives. Consequently, the questionnaire measures the right variables and is a valid source of data.

Senior researchers at the research committee of Dr. Haddis Alemayehu Secondary School reviewed the data collection tools, further decreasing the likelihood of including unnecessary prompts. Consequently, these measures would remove any bias from the researcher and make the data collected easy and reliable for analysis.
In this study, research participants were selected from grades 9 to 12 students, their parents, and teachers. A simple random sampling method was used in this study. Using Slovin’s formula (Tejada, J.), J., & Punzalan, 2012), (Cochran, W. G., 1977):

\[
n = \frac{n_o}{1 + \frac{n_o}{N}}
\]

\[
n_o = \left[ z^2 \cdot S \cdot \frac{(1-S)}{e^2} \right]
\]

\[
n_o = \left[ (1.64)^2 \cdot (0.5) \cdot \frac{(1-(0.5))}{(5.3\%)^2} \right] = 239
\]

\[
n = \frac{239}{1 + \frac{239}{1207}} = 199
\]

<table>
<thead>
<tr>
<th>Confidence level (Z=90)</th>
<th>Standard deviation(S)</th>
<th>Margin of Error(e)</th>
<th>Population size(N)</th>
<th>Sample size (n)</th>
</tr>
</thead>
<tbody>
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<td>1.64</td>
<td>0.5</td>
<td>5.3%</td>
<td>1207</td>
<td>199</td>
</tr>
</tbody>
</table>

The calculated sample size was 18.2% of the population. Additionally, 17 teachers, 9 parents, and 3 administrative faculty members are selected randomly as data sources. All 24 classrooms are selected, and random members from the sample groups will be asked to fill in the questionnaires.

The quantitative data collected through the questionnaires will be analysed using SPSS to maintain a reliable interpretation and representation of the data. Furthermore, the data will be analysed using descriptive statistics (percentages, figures, and graphs) to understand the general characteristics of the participants, and inferential statistics to examine the relationships between different variables and academic motivation. Qualitative data from the interviews and questionnaires were analysed using thematic analysis. Finally, the analysed results are integrated and presented in a proper format for the discussion section of the research.

**Results**

**Table 1: Students’ Demographic**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Gender*</th>
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<tbody>
<tr>
<td>N</td>
<td>199</td>
</tr>
<tr>
<td>Mean</td>
<td>10.58</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>1.026</td>
</tr>
<tr>
<td>Skewness</td>
<td>0.043</td>
</tr>
</tbody>
</table>

* 0 – Male, 1 – Female
Of the 199 student respondents, 144 (57.3%) were female and 85 (42.7%) were male. This was close to the 60/40 female-to-male distribution of the student population. Of these, 31 (15.6%) were Grade 9 students, 71 (35.7%) were Grade 10 students, 48 (24.1%) were Grade 11 students, and 49 (24.6%) were Grade 12 students. The Grade variable represented the academic year or grade level of the surveyed students. The frequency distribution table reveals that Grade 10 is the most common grade level, with 71 students (35.7% of the sample) in this category. Grade 9 had the lowest frequency, with 31 students (15.6% of the sample). The mean grade level was 10.58, indicating that, on average, the surveyed students were in Grade 10. The standard deviation of 1.026 suggests a relatively small variation in grade levels across the sample.

Table 2: Teachers’ Demographic

<table>
<thead>
<tr>
<th></th>
<th>Grade</th>
<th>Gender*</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>17</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Mean</td>
<td>10.41</td>
<td>0.35</td>
<td>10.41</td>
</tr>
<tr>
<td>Median</td>
<td>12</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>3.759</td>
<td>0.493</td>
<td>3.759</td>
</tr>
<tr>
<td>Skewness</td>
<td>-0.677</td>
<td>0.677</td>
<td>-0.677</td>
</tr>
</tbody>
</table>

* 0 – Male, 1 – Female

The tables provide valuable information regarding the relationship between teaching experience and gender among the respondents. Of the 17 respondents, 11 (64.7%) were male, and 6 (35.3%) as female. This indicates a higher representation of male teachers in the sample.

Furthermore, the mean teaching experience of all respondents was 10.41 years, with a standard deviation of 3.759. However, when examining the gender breakdown, it was observed that male teachers had a slightly higher mean teaching experience of 12.00 years compared to female teachers who had a mean of 8.00 years. This suggests a potential difference in teaching experience between the male and female teachers in the sample.

Considering the implications of these findings on student motivation, it is important to recognize that teaching experience could impact teachers’ effectiveness in the classroom. Teachers with more years of experience may have a deeper understanding of instructional strategies, classroom management techniques, and student needs, which can positively influence student motivation. Therefore, the higher mean teaching experience among male teachers suggests that they may have an advantage in terms of their accumulated knowledge and expertise.

Moreover, the gender composition of the teaching staff may also have implications for student motivation. Research suggests that students may have different perceptions and expectations based on their teachers’ gender. Having predominantly male teaching staff in this sample makes it crucial to consider how gender dynamics may influence student motivation and engagement in the classroom.
The table presents detailed demographic information about the parents of students at DHASS. The average age of parents is 40.38 years, indicating that the parent population is relatively mature. The median age of 38.5 years suggests that most parents fall within a similar age range. The standard deviation of 10.623 indicates high variability in age, implying that there is a mix of younger and older parents within the sample. The skewness value of 0.561 suggests a positively skewed distribution, indicating a slightly higher concentration of parents towards the younger end of the age spectrum.

In terms of relation to the student, the mean value of 1.00 signifies that most respondents are siblings. This implies that older siblings make up the primary group of participants providing demographic data. It is important to note that the table is not representative of other potential categories of respondents, such as guardians or other family members. Therefore, the focus of the analysis is primarily on parents and older siblings.

Regarding education level, the mean score of 1.5 suggests that, on average, parents have completed some level of education. This indicates that a significant portion of respondents have not pursued higher education, such as obtaining a college degree or higher. However, the absence of specific educational categories or details limits the ability to draw more precise conclusions about the educational backgrounds of parents. The skewness value of 0.468 implies a slightly positively skewed distribution, suggesting that there may be some variation in the educational attainment of parents, ranging from those with minimal education beyond high school to those with advanced degree.

<table>
<thead>
<tr>
<th></th>
<th>Age</th>
<th>Relation*</th>
<th>Education Level**</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Mean</td>
<td>40.38</td>
<td>1.00</td>
<td>1.5</td>
</tr>
<tr>
<td>Median</td>
<td>38.5</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>10.623</td>
<td>0.926</td>
<td>1.069</td>
</tr>
<tr>
<td>Skewness</td>
<td>0.561</td>
<td>0.000</td>
<td>0.468</td>
</tr>
</tbody>
</table>

* 0 – Parent, 1 – Sibling, 2 – Guardian

** 0 – Read & Write, 1 – Primary School, 2 – Secondary School, 3 – Bachelor's Degree
<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m excited to attend school every day.</td>
<td>25.6%</td>
<td>14.6%</td>
<td>17.6%</td>
<td>25.6%</td>
<td>16.6%</td>
</tr>
<tr>
<td>The Intensity of my courses has a negative effect on my motivation to</td>
<td>8.0%</td>
<td>21.1%</td>
<td>17.6%</td>
<td>26.6%</td>
<td>26.6%</td>
</tr>
<tr>
<td>learn.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My teachers are qualified to teach their course.</td>
<td>19.2%</td>
<td>11.1%</td>
<td>29.3%</td>
<td>24.7%</td>
<td>15.7%</td>
</tr>
<tr>
<td>The current school environment (library access, club activity, school</td>
<td>27.9%</td>
<td>25.4%</td>
<td>19.3%</td>
<td>16.2%</td>
<td>11.2%</td>
</tr>
<tr>
<td>community) motivates me to learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I didn’t get the expected knowledge at every grade level</td>
<td>14.6%</td>
<td>24.1%</td>
<td>21.1%</td>
<td>23.6%</td>
<td>16.1%</td>
</tr>
<tr>
<td>lack of my parents’ support (guidance, help with schoolwork) negatively affects my motivation to learn</td>
<td>32.2%</td>
<td>33.2%</td>
<td>14.1%</td>
<td>12.6%</td>
<td>8.0%</td>
</tr>
<tr>
<td>The outside environment (news, family, community) negatively affects my motivation to learn</td>
<td>18.6%</td>
<td>25.1%</td>
<td>16.1%</td>
<td>18.6%</td>
<td>21.6%</td>
</tr>
<tr>
<td>The current status of an educated person (economical, recognition) negatively affects my motivation to learn</td>
<td>15.6%</td>
<td>21.1%</td>
<td>13.1%</td>
<td>21.6%</td>
<td>28.6%</td>
</tr>
</tbody>
</table>
My friends’ academic interest negatively affects my motivation to learn 25.4% 24.4% 13.2% 17.8% 19.3%

The class size and lack of individual attention from teachers negatively affect my motivation to learn 15.7% 28.8% 15.7% 18.7% 20.2%

Full day school time commitment negatively affects my motivation to learn 22.2% 18.7% 17.2% 17.7% 24.2%

Exams properly measure my academic performance 19.7% 11.6% 18.2% 20.7% 29.3%

I’m learning to meet my parents’ expectations 39.1% 25.4% 14.7% 7.1% 13.2%

The time I spend on social media negatively affects my learning 22.1% 20.6% 19.1% 18.6% 18.6%

My teacher’s motivation to teach affects my motivation to learn 18.2% 20.7% 26.3% 15.7% 19.2%

School has allowed me to discover and develop my purpose in life 23.1% 8.0% 13.1% 17.6% 38.2%

My future plans require a tertiary education level 53.3% - 16.1% - 30.7%

This section provides insights into the state of student academic motivation at DHASS. The analysis will focus on various factors that may influence student motivation. These include the intensity of courses, the influence of friends' academic interests, the impact of the outside environment, the current status of an educated person, and the role of teachers' motivation. Additionally, the analysis will touch upon the motivation of teachers, parent's perception of their child's motivation, and the overall perspective of the administration regarding student academic motivation.
The outside environment, including news, family, and the community, is the primary factor that negatively affects 53.3% of surveyed students’ motivation, with a mean rating of 2.99. This suggests that external factors play a role in shaping student motivation. The skewness value of 0.071 indicates a nearly symmetrical distribution, implying that the impact of the outside environment is relatively consistent across students.

Another key factor influencing student motivation is the intensity of their courses. The respondents reported an average intensity rating of 3.43 on a scale of 1 to 5, with a standard deviation of 1.3. Most students (53.2%) perceive the intensity of their courses as challenging. The negative effect of course intensity on student motivation is supported by the skewness value of -0.319, indicating a slightly left-skewed distribution. It implies that a significant portion of students experience a decline in motivation due to the intensity of their courses.

The analysis reveals that students perceive their friends' academic interests to have a negative effect on their motivation to learn, with a mean rating of 2.81. 37.1% of students agree, suggesting that when students observe their friends showing less interest in academics, it can undermine their motivation. The skewness value of 0.213 indicates a slightly right-skewed distribution, indicating that some students are influenced more strongly by their peers' lack of academic interest.

Additionally, students indicate that the status of an educated person, both economically and in terms of societal recognition, has a negative effect on their motivation to learn and career choice, with a mean rating of 3.27. 50.2% of students agree suggesting that students may perceive the challenges and pressures associated with achieving success in their education and future careers, which hinder their motivation. The skewness value of -0.217 indicates a slightly left-skewed distribution, reinforcing the notion that many students experience a negative impact on motivation due to the perceived image of an educated person.

According to the data, 34.9% of students perceive that their teacher's motivation to teach can influence their motivation. The mean rating for this factor is 2.97, indicating a moderate negative effect. This suggests that when students perceive their teachers as lacking motivation, it can potentially dampen their drive to learn. The skewness value of 0.079 suggests a relatively symmetrical distribution, implying that the influence of teacher motivation on student motivation is relatively consistent across the sample.

Regarding teacher motivation, the data indicates that teachers report being highly motivated while teaching, with a mean rating of 4.29. 88.3% of teachers agree suggesting that they exhibit strong motivation in their role as educators. The skewness value of -1.344 indicates a left-skewed distribution, suggesting that a majority of teachers in the sample exhibit high levels of motivation. However, this is inconsistent with the response of students regarding teacher motivation, suggesting a gap in perception that may lead to inaction to improve the situation.

Parents' perception of their child's motivation reveals that, on average, parents perceive their child as being excited to attend and learn in school, with 87.5% agreeing that their child is motivated to attend and learn in school. Although parents generally believe their children are motivated and enthusiastic about their educational experiences 40.2% of students disagree with that statement. Similarly, the skewness value of -2.126 indicates a significantly left-skewed distribution, suggesting that some parents may perceive their child's motivation differently. 87.5% of parents also reported that their child's motivation is not affected by the motivation of their friends and/or siblings, with a mean rating of 1.5. This implies that parents
recognize the influence of peer and familial relationships on their child's motivation to learn. The skewness value of 2.828 indicates a highly right-skewed distribution, suggesting that the influence of peers and siblings varies significantly among parents' perceptions. However, the low number of surveyed parents makes it hard to draw conclusions.

The analysis of the administration faculty interview data reveals that all administration faculty perceive students to be less academically motivated, with a mean rating of 4.33. This implies that the administration at DHASS acknowledges issues with student motivation. Similarly, all administrators perceive teachers as less motivated to teach, with a mean rating of 4.

Based on the data provided by respondents, it is evident that various factors contribute to the state of student academic motivation at DHASS. The school environment, the intensity of courses, the outside environment, the current status of an educated person, and teacher motivation all play significant roles in shaping student motivation. Furthermore, the motivation of teachers and parental perceptions of their child's motivation also contribute to the overall landscape of academic motivation within the institution.

This analysis focuses on the factors that influence students' academic motivation at DHASS. The data includes responses from teachers, students, parents, and administrators, and explores various aspects of the school environment, outside influences, teacher factors, and family and household factors.

**Table 5: Teachers’ Questionnaire Response**

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching was my primary choice</td>
<td>5.9%</td>
<td>17.6%</td>
<td>5.9%</td>
<td>35.3%</td>
<td>35.3%</td>
</tr>
<tr>
<td>I'm very motivated while teaching</td>
<td>0%</td>
<td>5.9%</td>
<td>5.9%</td>
<td>41.2%</td>
<td>47.1%</td>
</tr>
<tr>
<td>Society's perception of teachers negatively affects my motivation to teach</td>
<td>5.9%</td>
<td>23.5%</td>
<td>5.9%</td>
<td>29.4%</td>
<td>35.3%</td>
</tr>
<tr>
<td>The content of the courses I teach doesn't match the context of my students</td>
<td>11.8%</td>
<td>41.2%</td>
<td>17.6%</td>
<td>29.4%</td>
<td>0%</td>
</tr>
<tr>
<td>The vast content negatively affects student's motivation to learn</td>
<td>0%</td>
<td>29.4%</td>
<td>11.8%</td>
<td>35.3%</td>
<td>23.5%</td>
</tr>
<tr>
<td>Statement</td>
<td>0%</td>
<td>5.9%</td>
<td>11.8%</td>
<td>29.4%</td>
<td>58.8%</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>-----</td>
<td>------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>My teaching method is satisfactory for students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most of the time I spend in school is dedicated to my subject and student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of family follow-up negatively affect students’ academic motivation</td>
<td>5.9%</td>
<td>5.9%</td>
<td>0%</td>
<td>29.4%</td>
<td>58.8%</td>
</tr>
<tr>
<td>The current curriculum's approach to teaching is satisfactory</td>
<td>5.9%</td>
<td>35.3%</td>
<td>11.8%</td>
<td>29.4%</td>
<td>17.6%</td>
</tr>
<tr>
<td>The current status of an educated person negatively affects my motivation to teach</td>
<td>11.8%</td>
<td>5.9%</td>
<td>5.9%</td>
<td>17.6%</td>
<td>58.8%</td>
</tr>
<tr>
<td>The current school environment motivates me to teach</td>
<td></td>
<td>29.4%</td>
<td>23.5%</td>
<td>23.5%</td>
<td>23.5%</td>
</tr>
<tr>
<td>My student's lack of motivation affects my motivation to teach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The outside environment negatively affects my motivation to teach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being in school is the most effective use for the majority of students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 6: Administration Faculty Interview

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are less academically motivated.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>66.7%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Teachers are less motivated to teach</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Instructions (policies) from higher institutions are student-focused</td>
<td>0%</td>
<td>33.3%</td>
<td>0%</td>
<td>0%</td>
<td>66.7%</td>
</tr>
<tr>
<td>The majority of the school’s budget and resources are allocated to better learning quality</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Administration Faculty Interview

![Bar chart showing student and teacher motivation, policy focus, and budget allocation](chart.png)
Table 7: Parent’s Telephone Interview

<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child is excited to attend and learn in school</td>
<td>12.5%</td>
<td>0%</td>
<td>0%</td>
<td>37.5%</td>
<td>50.0%</td>
</tr>
<tr>
<td>The home environment negatively affects my child's motivation to learn</td>
<td>75.0%</td>
<td>0%</td>
<td>25.0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Social media use negatively affects my child's motivation to learn</td>
<td>50%</td>
<td>0%</td>
<td>0%</td>
<td>50%</td>
<td>0%</td>
</tr>
<tr>
<td>My child's friends and/or his/her siblings' motivation affects my child's motivation to learn</td>
<td>87.5%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>12.5%</td>
</tr>
</tbody>
</table>

School Environment

Students were asked to rate the effect of the current school environment, including library access, club activity, and school community, on their motivation to learn. The data revealed a lower mean rating of 2.57, indicating that the school environment had a less motivating effect on students' learning. The standard deviation of 1.344 suggests some variation in responses. The distribution of ratings demonstrates a slightly positive skewness (0.395), implying that while some students feel motivated by the school environment, others may not find it as influential.

Teachers, on the other hand, were asked to rate the extent to which the current school environment motivates them to teach. 29.4% of teachers reported a negative level of motivation, with a mean rating of 3.41 and a standard deviation of 1.176. The distribution of ratings shows a slightly positive skewness (0.109), suggesting that while some teachers feel motivated by the school environment, others may be less influenced.

Furthermore, administrators were asked to rate the allocation of the school's budget and resources to enhance learning quality. The data showed a high mean rating of 5, indicating that the majority of the school's budget and resources were perceived to be allocated to improving learning quality. However, they mentioned how the lack of well-researched budget allocation hindered the effectiveness of resources on students' learning experience.
Outside Environment

Students were asked to rate the negative impact of the outside environment (news, family, community) on their motivation to learn. 40.2% of surveyed students reported a negative effect, with a mean rating of 2.99 and a standard deviation of 1.434. The distribution of ratings shows a slightly positive skewness (0.071), indicating that while some students feel significantly affected by the outside environment, others may be less influenced.

Additionally, students were asked to rate the negative impact of the time spent on social media on their learning. The data showed 37.2% of them agree, with a mean rating of 3.12, suggesting that students perceive social media as negatively influencing their learning. The standard deviation of 2.735 indicates significant variability in responses. The distribution of ratings exhibits a highly positive skewness (7.612), indicating that some students feel strongly affected by social media, while others may not be as influenced.

Teachers' perspectives on outside influences were also examined. They reported that the current status of an educated person, society's perception of teachers, and the outside environment negatively affect their motivation to teach. The mean ratings for these factors were 4.06, 3.65, and 4.18, respectively. The outside environment negatively affects 82.4% of teachers, which contributes to a declined motivation to teach and affects 34.9% of the surveyed students' academic motivation.

Administrators were asked to rate the student-focused nature of instructions and policies from higher institutions. The data revealed a mean rating of 4, indicating that instructions and policies were perceived to be student focused. However, the standard deviation of 1.732 suggests some variability in responses. The distribution of ratings exhibits a strongly negative skewness (-1.732), indicating that while some administrators strongly agreed with the student-focused nature, others may not have shared the same perception.

Family and Household Factors

Parents were asked to rate the negative impact of the home environment on their child's motivation to learn. The data showed 75% of parents perceived the home environment to have no influence on their child's motivation to learn. Teachers were also asked to rate the negative impact of the lack of family follow-up on students' academic motivation. 88.2% of teachers agreed, indicating that teachers perceived a lack of family follow-up to negatively affect students' motivation. The standard deviation of 1.16 suggests some variability in responses.

Students rated the negative impact of the lack of parental support, including guidance and help with schoolwork, on their motivation to learn. The data showed a mean rating of 2.31 and 20.6% of students perceive the lack of parental support to negatively affect their motivation. The standard deviation of 1.265 indicates some variability in responses and 65.4% of surveyed students disagreed with the statement. This illustrates the minimal effect of parents’ follow-up on education, but teachers agree that there is a lack of family follow-up. The observed disparity demonstrates the need for effective PTA.
**Teacher Factors**

Students were asked to rate the extent to which their teachers were qualified to teach their courses. 40.4% of students agreed and reported a moderate level of agreement, with a mean rating of 3.07. Teachers' perspectives on their own motivation and teaching methods were also examined. They reported being highly motivated while teaching (88.3%), with a mean rating of 4.29. Teachers also indicated that teaching was their primary choice of occupation and that their teaching methods were satisfactory for students, with mean ratings of 3.76 and 4.18, respectively. However, the standard deviations of these factors suggest some variability in responses. The distributions of ratings show negative skewness values, indicating that while some teachers strongly agreed with these statements, others may have had different views.

**Class Size and Individual Attention**

Students were asked to rate the negative impact of class size and lack of individual attention from teachers on their motivation to learn. The data showed a mean rating of 3.21, indicating that students perceive class size and lack of individual attention as negatively affecting their motivation. The standard deviation of 2.736 suggests significant variability in responses. The distribution of ratings exhibits a highly positive skewness (7.676), suggesting that while some students strongly feel the negative impact, others may not be as influenced.

**Full-Day School Time Commitment**

Students were asked to rate the negative impact of the full-day school time commitment on their motivation to learn. The data revealed a mean rating of 3.03, suggesting that students perceive the full-day school time commitment as negatively affecting their motivation. The standard deviation of 1.494 indicates some variability in responses. The distribution of ratings shows a nearly symmetrical distribution with minimal skewness (-0.015).

**Parental Expectations**

Students were asked to rate the extent to which they learn to meet their parents' expectations. On average, students reported a mean rating of 2.46, indicating that they perceive learning to meet their parents' expectations as a motivating factor. The standard deviation of 2.713 suggests significant variability in responses. The distribution of ratings exhibits a highly positive skewness (8.95), suggesting that while some students strongly align their learning with parental expectations, others may not feel as influenced.

**Sense of Purpose**

Students were asked to rate whether the school has allowed them to discover and develop their purpose in life. The data showed a mean rating of 3.4, indicating that students perceive the school as contributing to their sense of purpose. The standard deviation of 1.601 suggests some variability in responses. The distribution of ratings exhibits a slightly negative skewness (-0.445), indicating that while some students strongly agree with this statement, others may not feel the same level of purpose.
Curriculum Factors Influencing Students’ Academic Motivation

This analysis focuses on the curriculum factors that influence students' academic motivation at DHASS. The data includes responses from students and explores various aspects related to exams, course intensity, and the perceived knowledge received at different grade levels.

Exams and Academic Performance

The variable examining the perception of whether exams properly measure academic performance has important implications for students' academic motivation. A mean rating of 3.53 suggests that students have mixed opinions regarding the effectiveness of exams in evaluating their performance. This indicates that some students may feel that exams accurately reflect their abilities, increasing motivation to perform well. On the other hand, students who perceive exams as inadequate may experience decreased motivation due to a perceived mismatch between their performance and the evaluation method. To enhance academic motivation, DHASS must consider alternative assessment methods that capture a broader range of students' skills and knowledge.

Course Intensity

The variable measuring the negative effect of course intensity on students' motivation to learn provides insights into the impact of workload and difficulty on academic motivation. With a mean rating of 3.43, it is evident that some students perceive a negative influence of course intensity on their motivation. High course intensity can lead to stress, burnout, and a sense of being overwhelmed, which could hinder students' motivation to engage actively in their studies. DHASS should consider strategies to provide appropriate support, resources, and guidance to help students manage the demands of intense courses. Creating a supportive learning environment that addresses students' concerns and offers effective study techniques can help mitigate the negative impact of course intensity on academic motivation.

Perceived Knowledge at Grade Levels

The variable assessing students' perception of receiving the expected knowledge at each grade level sheds light on their satisfaction with the curriculum's effectiveness. With a mean rating of 3.24, the data suggests that students perceive a gap between their expected and actual knowledge acquisition. This perception can significantly impact their motivation to learn, as students who feel they have not received the expected knowledge may question the value and relevance of their education. Regular feedback mechanisms and open communication channels can help bridge the gap between students' expectations and their actual knowledge attainment.
Discussion

Academic Motivation of Students

One prominent objective of this study is aimed to investigate the current state of academic motivation among students in the DHASS. Academic motivation is a complex and multifaceted concept that encompasses dimensions such as intrinsic motivation, extrinsic motivation, introjected regulation, and demotivation. By examining different variables related to student motivation and considering the findings in the context of existing literature, we can gain a comprehensive understanding of the overall motivation levels within the academic setting.

The analysis revealed that students at the DHASS displayed a moderate level of excitement when attending school every day, as indicated by an average rating of 2.93 on the scale. This finding aligns with previous research suggesting moderate levels of enthusiasm among students in various educational contexts (Dierendonck et al. 2023). Although the overall average indicated moderate enthusiasm, there were variations in individual levels of excitement, as evidenced by the standard deviation of 1.448. This suggests that, while there is a general level of academic drive and interest in attending school, some students may exhibit higher or lower levels of excitement, indicating the influence of other additional variables.

Furthermore, the analysis explored the variable “I'm very motivated while teaching” to gain insights into teacher motivation and its potential impact on student motivation. The results indicated a high level of motivation among teachers, with an average rating of 4.29 on the scale. This finding is consistent with the literature that emphasises the importance of motivated teachers in creating engaging learning experiences and fostering student motivation (Deci & Ryan, 2000). The significant negative skewness value of -1.344 suggests a higher concentration of teachers who strongly agree that they are highly motivated to teach. This indicates a consistent level of high motivation among teachers in the DHASS. High levels of teacher motivation have been linked to positive student outcomes, including increased engagement and academic achievement. Similarly, teachers play a vital role in ensuring high-quality education. Nyakundi (2012) explains teacher motivation is the most important factor in the promotion of teaching and learning excellence. He further adds that motivated teachers are more likely and in a better position to motivate students to learn and to ensure the implementation of education reform. Therefore, the quality of an educational system cannot outperform the quality of its teachers (Ashenafi Ambire, 2018).

Additionally, the analysis examined the variable "Society's perception of teachers negatively affects my motivation to teach" to explore the impact of societal perceptions on teacher motivation and, consequently, student motivation. The results indicated that teachers at DHASS agreed that societal perceptions negatively impact their motivation to teach, with an average rating of 3.65. Negative societal perceptions can undermine teachers' morale and motivation and indirectly affect their motivation. Creating a positive narrative about the teaching profession and recognizing the valuable contributions of teachers can help enhance their motivation and, consequently, positively impact student motivation.

Moreover, the analysis of faculty responses provided insights into their perceptions of students' academic motivation in the DHASS. The faculty suggested that students exhibited relatively low levels of academic motivation, with a mean score of 4.33 and a standard deviation of 0.577. This finding is consistent with the concerns expressed by the administrative faculty regarding students losing hope, relying on cheating, and lacking
problem-solving skills. The perception of diminished academic motivation among students highlights the challenges of maintaining motivation in educational settings (Ryan & Deci, 2000). This emphasises the need for interventions and strategies to enhance and support student engagement in academic pursuits.

**Factors Influencing Academic Motivation of Students**

The factors that influence the academic motivation of students at DHASS encompass various dimensions, including school environment, home environment, teacher factors, external influences, personal factors, and career choices being the prominent ones.

The school environment plays a significant role in student motivation. The data revealed that students generally perceived the current school environment as having a negative influence on their motivation to learn. This suggests that the school environment doesn’t provide motivating factors, but there is variability in how students perceive these factors. A positive and supportive school environment fosters student motivation (Athman & Monroe, 2004). However, it is essential to delve deeper into understanding the specific aspects of the school environment, not discussed in this study, that contribute to student motivation as individual experiences may vary.

Teacher factors have emerged as influential factors in student motivation. Students generally perceived their teachers as qualified and competent, which positively affected their motivation to learn. Moreover, the data indicated that student’s motivation to learn can be influenced by their teachers' motivation to teach. When teachers help students connect with their interests, choices, and beliefs, they foster a sense of personal interest and ownership in their academic journey, leading to increased motivation (Ferlazzo 2015). Teachers must create a setting that encourages student autonomy and fosters a sense of personal interest in their work. In a study on academic cheating in Addis Ababa Schools, 2015, the research showed “a considerable number of students argued that 42.3% of the teachers neither motivated nor provided them with the necessary reinforcement and care (37.7%).” The status of an educated person both financially and societal recognition is a factor highlighted by most respondents. This shows the impact a positive attitude would bring for motivating students to keep learning and expanding their knowledge. Parents have a prominent role in recognizing teachers' work by attending meetups when asked, sharing how influential teachers led to their current position, and following up on their child's academic progress to share suggestions for teachers and increase the communication trend. This finding is consistent with Ashenafi Ambire's study on teacher motivation in 2018, stating "the quality of an educational system cannot outperform the quality of its teachers."

Most students found the intensity of their courses to impact their motivation. There has been the development of a new curriculum that would solve this and contain only the basic content for high school students. Until that is implemented, however, teachers need to continue their unwavering support to make their respective subjects' curiosity sparking and exciting to learn. This can be done by honest communication with students and learning new approaches they prefer from other teachers. As Bryan et al., 2011 stated "The motivation to learn science can lead students to scientific literacy—to understand scientific knowledge, identify important scientific questions, draw evidence-based conclusions, and make decisions about how human activity affects the natural world."
The home environment also plays a significant role in student motivation. The influence of family background, parental support, and parents’ level of education and socioeconomic status on students’ motivation and academic performance influence students’ motivation to pursue their education (Ogbemudia & Aiasa, 2013). The mean score of 2.31 indicated that lack of parental support negatively affected student motivation. Parents, as their children's first teachers, must identify their children's needs and provide support when necessary. Educators should also be aware of the diverse origins and cultures of their students to effectively tailor their motivational techniques.

External influences, such as the outside environment and the status of an educated person, were perceived by students to negatively affect their motivation to learn more than lack of parental support. This suggests that external factors, such as news, family, and community, can have a strong impact on student motivation (Woldeyohanins et al., 2021). The status of an educated person, including economic and recognition factors, also negatively influences student motivation as shown by a mean of 3.27 and a -0.217 skewness (Athman et al., 2004).

Personal factors, including parental support and excessive social media use, were found to influence student motivation. Parents' involvement and support are essential for facilitating children's academic achievement (IEA, www.unesco.org). Excessive social media usage was also perceived by the students as moderately affecting their learning. There is a need for students to effectively manage their time and balance their online activities with their academic responsibilities which could be given as a general lesson within relevant subjects or topics at school.

Furthermore, the data confirmed the importance of career choices and teacher motivation. Teachers who have chosen teaching as their primary career are likely to have a genuine passion for their profession, which can positively influence their motivation and commitment to teaching. This, in turn, can impact student motivation (Dr. Meghna Mehndroo & Ms. Vandana, 2020).

*Academic Motivation and Students’ learning experiences*

This section focuses on understanding the relationship between academic motivation and student learning experiences, and the analysis of various factors that contribute to this relationship.

Motivation plays a crucial role in academic performance during childhood and adolescence. Studies have shown that motivation is linked to important outcomes, such as perseverance, performance, curiosity, and learning (Elliott et al. 2005). Moreover, low student motivation has been found to harm academic achievement, highlighting the strong connection between motivation and performance (Athman et al., 2004). These findings emphasise the significance of fostering motivation among students to enhance their learning experiences.

Experienced teachers tend to have a deeper understanding of effective instructional strategies, classroom management techniques, and student needs, which enable them to create engaging and motivating learning environments. However, it is important to note that there was some variability in the level of expertise and teaching style among teachers, as indicated by the slightly negative skewness value of the teachers’ questionnaire. This suggests that there is a higher concentration of teachers with fewer years of experience, which could influence overall student motivation within an institution.
Moreover, the alignment of instruction and policies with students’ needs is a significant factor in promoting motivation. Faculty members expressed a consensus that the instructions and policies received from higher educational authorities might not adequately address broader institutional needs, as indicated by the negative skewness value. This finding emphasises the importance of considering a balanced approach that addresses both student-centred practices and overall institutional objectives and priorities. By incorporating a student-focused perspective, while ensuring that institutional goals are met, a more effective framework can be established to support student motivation and promote positive learning experiences.

Finally, the consistent agreement among faculty members regarding the allocation of the majority of the school's budget and resources to improve teaching and learning practices indicates the importance of investing in learning quality. This allocation strategy has the potential to positively impact student motivation and academic outcomes as it contributes to a supportive and engaging educational environment.

Overall, the findings highlight the importance of fostering motivation among students, targeting at-risk students, leveraging teachers' expertise, creating a supportive school environment, aligning instruction and policies with students’ needs, and allocating context-based resources to enhance learning.

**Summary**

In this study, the analysis of academic motivation among students in the DHASS revealed several key takeaways. First, students displayed a low level of excitement when attending school illustrated by the teacher, administration, and their low score in academic motivation level. Additionally, there were variations in their levels of motivation, which indicate the need for equity in addressing students’ unique circumstances. Similarly, teachers’ negative societal perceptions were identified as a significant factor that negatively impacted their motivation to teach, which indirectly contributed to low student motivation.

Furthermore, the contrast between administration faculty and parents on student motivation and teacher and student contrasting thoughts on teacher motivation showed a lack of communication between these stakeholders. However, the school environment was seen to have a strong negative influence on student and teacher motivation, showing a negative influence on the low academic motivation of students. In contrast, teacher motivation was more strongly influenced by the outside environment (82.4%) and society’s low perception of the occupation (64.7%). This was supported by both the head teacher development and the teachers themselves.

87.5% of parents, on the other hand, agreed that their children are motivated to attend and learn. This assumption, however, may not represent the whole parent population due to the small sample size of respondents. Since most surveyed parents didn’t finish secondary school, there is a common consensus among parents in wishing their child a successful academic outcome, better than themselves.

Generally, most potential factors that could contribute to the observed decline in academic motivation didn’t show a statistically significant trend. Most of the collected data showed a noticeable standard deviation, indicating a strong divide on which factors affect students and to what extent. For instance, all the Likert-scale data of the student questionnaire had a standard deviation of 1.2 and above. Thus, it is hard to conclude such a scattered pool of
perceptions. However, this is expected due to the abstract and subjective nature of the study; the data shows the need for interventions based on the unique circumstances of groups of students being impacted by certain influences.

Conclusion

The analysis of collected data along with the integration of the existing literature has yielded findings that support the conclusions listed below.

One finding was students at the DHASS displayed a moderate level of excitement in attending school, indicating a baseline level of motivation. This finding is supported by an average rating of 2.93 on the scale. However, it is important to note that there were variations in individual levels of enthusiasm, as indicated by the standard deviation of 1.448. This implies that, while there is a general level of anticipation and interest in attending school, some students may exhibit higher or lower levels of excitement.

While teachers' motivation is impacted by students’ low academic motivation (94.1%), the outside environment (82.4%), and society’s low perception toward their occupation (64.7%) contributes to the low status of an educated person. Based on the responses on their future, 53.3% of students choose careers that don’t need a tertiary level of education indicating that the status of an educated person and profession decreased the motivation of most students' responses, 53.3% of students choose careers that don’t need a tertiary level of education indicating that the status of an educated person and profession decreased the motivation of most students. In a study on academic cheating, the research showed “a considerable number of students argued that 42.3% of the teachers neither motivated nor provided them with the necessary reinforcement and care (37.7%) (A Study in Academic Cheating in Addis Ababa Schools, 2015).”

82.3% of teachers responded that they spend most of their time with their students, but most students stated that the school environment is affecting their motivation the most and needs further study.

Another finding is that there are consistently contrasting perceptions on both the levels and impact of motivation observed from the school community. Teachers demonstrated a high level of teaching motivation, with an average rating of 4.29 on their questionnaire. While students and administration stated otherwise. Students and administration faculty demonstrated a low academic motivation among students, whereas parents stated a high excitement for their children.

Furthermore, some factors seemed to affect various respondents with varying intensity. For instance, teachers were more affected by societal perception, while students showed a minor outside influence. However, students, teachers, and administration faculty agreed that the economic, societal, and general status of an educated person did influence students’ academic motivation to pursue their studies and also impacted their career choice. Students showed a slight negative effect of the household state, but parents did recognize the home environment to have no potential impact on their children.

In conclusion, the findings of this research emphasise the importance of considering the multivariable influences on students’ academic motivation in conducting the learning environment. Similarly, the various subjective and individual circumstances of students
emphasise the need for collaborative efforts from teachers, parents, school administration, and other students for fostering a motivating learning environment for all stakeholders.

**Recommendation**

A theme that emerged during data analysis was the lack of common factors affecting the respondents' perceptions. This was due to the lack of organised, periodic, and effective communication between most stakeholders. After analysing the data and drawing conclusions from the research, several recommendations came forth to address the identified challenges and enhance student motivation. These recommendations aim to create a supportive and engaging learning environment that fosters academic success and personal growth in the context of DHASS.

**Personalised Support for Students**

As we observed variations in individual levels of motivation, it is crucial to provide personalised support for students. The DHASS should focus more on providing resources to enable the Guidance and Counselling department to remedy the issue through one-on-one sessions where qualified mentors can help students identify their strengths, interests, and goals. Additionally, teachers making an effort to understand students' unique circumstances and conducting regular meetups with students of common backgrounds with their parents would help deliver a personalised solution with a greater impact.

Furthermore, organising motivational workshops and self-reflection activities can empower students to develop a sense of purpose and intrinsic motivation. By tailoring interventions to students' unique needs, we can foster a positive and inclusive classroom environment that promotes student autonomy and collaboration.

Additionally, certain schools have implemented programs targeting specific groups of students who are prone to losing motivation. These initiatives often allocate additional resources, including financial and teacher support, to ensure the quality of education (UNICEF, 2022; CEP, 2012). By focusing on prospective dropouts or at-risk students, these programs aim to prevent further declines in motivation and promote a positive learning environment. Such programs could be implemented in DHASS as well.

**Creating a Supportive Learning Environment**

The DHASS should strive to create a supportive school environment that nurtures student motivation. This can be achieved by establishing clear expectations and goals for academic achievement and emphasising the value of learning. Promoting positive relationships between students, teachers, and administrative staff will foster a sense of belonging and connectedness within the DHASS community. Moreover, ensuring the availability and accessibility of resources, both physical and digital, is crucial. However, investing in well-equipped classrooms, libraries, and online learning platforms will not be sufficient to provide students with the necessary tools to support their learning journeys. Continuous monitoring of suggested recommendations and modification of these measures based on current circumstances would make sustainable and better outcomes with time.
**Collaboration with External Stakeholders**

One of the most important steps to enhance student motivation and broaden their educational experiences is to collaborate with external stakeholders. This can be through engaging parents and guardians in the educational process by assigning school tasks that need parental input. This would incentivise teachers and parents to communicate through the student. Additionally, the DHASS administration should establish effective and less bureaucratic channels of communication to provide regular updates on students’ progress and involve parents in decision-making processes. This can be through online announcements, having decentralised parent-teacher meetups with specific agendas, or providing suitable means for parents to get information about the school, teachers, and their students. Especially, making the parent committees active by assigning specific tasks with regular checkups would allow a proper communication channel to emerge between the school and parents.

Finally, collaborating with community organisations, local businesses, and professionals can provide valuable opportunities for students to engage in real-world learning experiences, internships, and mentorship programs. When these programs are available by a joint decision of teachers, administration, and parents, it will enable students to have greater academic motivation and be introduced to careers those academic pursuits may lead. For example, by connecting academic pursuits to future career prospects and highlighting practical applications of their studies, students will be motivated to excel academically and ease the burden on teachers.

Implementing these recommendations realistically will require the commitment and collaboration of the DHASS, its stakeholders, and the broader educational community. Regular evaluation and feedback mechanisms should be established to assess the effectiveness of these initiatives and make necessary adjustments. By prioritising student support, teacher development, a supportive learning environment, and external collaborations, the DHASS can empower students, inspire teachers, and foster a culture of academic motivation and success.

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