

Asrat Dagne<sup>1</sup>

College of Education and Behavioral Science, Bahir dar University  
Bahir dar Ethiopia

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## THE RELATIONSHIP BETWEEN STUDENTS' ATTITUDES TOWARDS SCHOOL, VALUES OF EDUCATION, ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT IN GONDAR SECONDARY SCHOOLS, ETHIOPIA

**Abstract:** The current study investigated the relationship between students' attitudes towards school, values of education, achievement motivation and academic achievement. Accordingly, the study adopted a correlation research design. To achieve the objectives of the study, 362 students using systematic sampling technique were taken from grade 9 students of Fasiledes, Angerb, and Azezo secondary schools in North Gondar, Ethiopia. Based on the objectives of the research and previous findings related to the variables incorporated in the research; questionnaires for students were adopted. Average academic achievements were obtained from the record offices of the sample secondary schools. SPSS software computer programmes was used to analyze the collected data. One sample t-test was conducted to look at students' attitude towards school, values of education and achievement motivation of secondary school students. Pearson product moment was employed to examine the relationships between independent variables and dependent variable. And multiple-regression analysis was employed to see the effects of predictor variables on the criterion variable. The results obtained from grade 9 students indicated that students have positive and significant attitudes towards school, values education and achievement motivation. There was positive and significant relationship between students' attitude towards school, values of education, achievement motivation and academic achievement. Finally, the independent variables were found to be significant predictors of the criterion variable. On the basis of these results it was suggested that principals, supervisors, teachers, parents and educational practitioners should give attention to students' attitude towards school, values of education and achievement motivation in secondary schools and during instruction besides the cognitive factors.

Key Words: Students' attitude, Value of Education, Achievement motivation, & academic achievement.

### Introduction

Education is widely recognized as an indicator of development. One of the basic purposes of education is producing trained human capital who can overcome development impediments of a given country. Many researchers (Altinok, 2004; Weiner & Poteoan,, 1997; Linnehan, 2005; Gardner, 1975; Schreiber, 2000) have agreed that the effectiveness of this sector has been challenged by many factors. In order to make students grasp the lessons successfully, it is prudent to investigate potential factors that influence academic performance of secondary

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<sup>1</sup> [asratboza@yahoo.com](mailto:asratboza@yahoo.com)

school students. Attitude has been a very difficult concept to describe since it cannot be directly observed. Attitudes will affect the choices that a learner makes and may be acquired from a variety of sources (Gagne, 1985). Koballa (1988) extended the definition to explain attitudes. These were behaviors that are associated with critical thinking. The affective variables according to Koballa (1988) were: attitude, belief, opinion, value, behavioral intention, and behavior. The interaction of the affective variables helped to determine the attitudes of a student possessed. Koballa (1988) summarized three reasons for continuing to study attitudes. First, attitudes are enduring and seem to remain relatively stable over time. Second, attitudes are learned (students are not born liking or disliking schooling). Third, attitudes are related to behavior, that is, students' actions reflect their feelings toward objects and issues.

Motivation has received much attention from many researchers with different psychological and philosophical perspectives in different fields of study, especially psychology and education due to its significant effect on students' learning, persistence and academic achievement. It has been operationally defined from the perspective of different theoretical approaches over the past decades. For instance, Maslow (1970) defined human motivation from both intrapersonal and environmental perspectives as the driving force that causes people to work towards a goal and is essentially the power of hierarchy of human needs. Altinok (2004) emphasized that one of the students' features that have an important effect on learning process is students' attitude towards the lesson. One of the most important factors that lead one to his or her goal is the drive. This drive is achievement motivation. Atkinson (1964) stated that achievement motivation attempts to account for the determinants of the direction, magnitude and persistence of behavior and it is the important domain of human activities. Dave (1979) states that achievement motivation is a desire to do well in relation to some standard of excellence. This assures that achievement motivation is the critical element in students' success and learning.

In the study on predicting student success with the Learning and Study Strategies Inventory (LASSI), Hendrickson (1977) found that motivation and attitude were the best predictors of student grade point average. In contrast to the aforementioned findings, Rosen (1991) reported no significant relationship between academic achievement and achievement motivation. Researches have been done in relationship between independent variables and dependent variables in secondary schools were revealed different findings as shown above. The available researches on the relationship of the variable incorporated in this research were not systematically researched in the school context. Hence, examining the relationship between students' attitude towards school, values of education, achievement motivation and academic achievement was found to be timely mission for the success of academic achievement.

Lewis (2008) stated that values of education can make a very important contribution to fostering strong positive relationship with academic achievement, positive dispositions to learning, producing a calm teaching and learning environment. Values of education nurture in students various dimensions of intellectual depth, communicative competence, and capacity for reflection, self-management and self-knowledge.

In order to achieve the objectives of this research and make specific recommendations the following questions were proposed to guide the entire research work:

1. What are students' attitudes towards school in secondary school students?
2. What is students' value of education in secondary school students?

3. What is students' achievement motivation in secondary school students?
4. Is there a significant relationship between students' attitudes towards school, values of education, achievement motivation and academic achievement of secondary school students?
5. Do students' attitudes towards school, values of education and achievement motivation significantly predict academic achievement of secondary school students?

The general objective of this study was to investigate the relationship between students' attitude towards school, value of education, achievement motivation and academic achievement in Gondar secondary schools. Accordingly, the specific objectives of the study were, to identify students' attitude towards secondary schools, to examine students' value of education, to assess students' achievement motivation in secondary schools, & to find out whether there is a significant relationship between students' attitude towards school, values of education, achievement motivation and academic achievement in secondary schools or not.

### **MATERIALS AND METHODS**

This study was focused on the existing problems of academic performance of first cycle secondary school students. The study was mainly a quantitative study and it adopted a correlation research design. Accordingly, this method was interested in establishing whether there is a relationship between secondary school students' attitudes towards school and academic achievement, values of education and academic achievement and achievement motivation, and academic achievement.

#### **Population, Sample and Sampling techniques of the study**

Currently, the Ethiopian education system is structured into primary and secondary level. The first cycle primary school consists of grade 1-4 & the second cycle primary school extends from grade 5-8. At the secondary cycle there are first cycle secondary school (grade 9 &10)and second cycle secondary school (grade 11 and grade 12). Among these, the target of this study was first cycle secondary school (grade 9) of three sample schools. The total numbers of students in the three selected schools were 1202(male 561 students, female 641) students. To be free from personal bias the researcher had used multistage sampling techniques. The number of students was not equal in each school and in each sex category proportional stratified random sampling was employed to limit the number of participants in each secondary school. After the strata were determined the researcher haddecided that how many students were administered in one section. Sections from each secondary school were selected using simple random sampling techniques (lottery Method). Respondents irrespective of their sex category in a section were determined using proportional stratified random sampling.

Table-1: Summary of sample schools, and number of students selected from each school.

S. N <sup>o</sup>	Sample schools	N <sup>o</sup> . of students in each school.			N <sup>o</sup> . of sample students selected from each school.		
		Grade 9			Grade 9		
		M	F	T	M	F	T
	1.Fasiledes secondary school	124	147	271	41	51	92
	2.Angereb secondary school	130	145	275	43	51	94
	3. Azezo secondary school.	307	349	656	104	119	223
		561	641	1202	188	221	409

Source: - From the sample schools documents

### Sources of Data

First cycle secondary school students (grade 9) were used as a source of data for the study.

### Data Gathering Instruments

Four measuring instruments were used to gather the required information for the study. These were average academic achievement scores, values of education questionnaire, achievement motivation questionnaire and attitudes towards school questionnaire. The questionnaire items were prepared in English language and translated in to the native language(Amharic) so as to make it clear.

The students' average academic achievement scores of 2016, first semester were obtained from the record offices of the sample secondary schools based on the students' role number that students had been applied on their self-report questionnaires. A Likert type 5-point value of education questionnaire rating of "strongly agree", "agree", "undecided", "disagree" and "strongly disagree" was used to test students' values of education.

### Data Analysis Techniques

The collected data was analyzed by statistical package for social science(spss) computer program. Students' first semester average scores of 2016 of grades 9 were considered as a dependent variable. And students' attitudes towards school scores, values of education scores, achievement motivation scores were employed as independent variables. Accordingly, one sample t-test was used to see the level of students' attitude towards school, values of education and achievement motivation. Pearson product moment correlation was used to investigate the interrelationships between the independent variables and academic achievement. Multiple-regression was used to investigate the effect of the predictor variables on criterion variable.

## RESULTS

To achieve the objective of the study three types of questionnaire & average achievement scores (AAS) were used. The first questionnaire deals with students' attitude towards school, the second deals with values of education and the third deals with achievement motivation whereas; academic achievement scores were taken from the record offices of the sample secondary schools. Since all the data are numeric and are suitable to feed the computer, the statistical package for social science (spss) software version 20 was used to analyze the data. In this sub-topic the two-tailed correlation coefficients were computed for the overall sample to answer the leading questions. According to these analyses, the results were presented as follows.

### Descriptive Statistics

The means and standard deviations of the scores of students' attitudes towards school (Sch.Att), values of education (Val.Edu), achievement motivation (Ach.Mot) and academic achievement (Aca.Ach) of the students were displayed.

Table-2: Descriptive statistics of the variables considered in the study. (N=362)

Statistics	variables			
	Ach.Mot	Val.Edu	Sch.Att	Aca.Ach
Mean	4.37	4.15	4.10	69.56
SD	0.36	0.34	0.39	9.14
Variance	63.75	60.47	86.71	83.57

### Students' Attitude towards School, Values of Education and Achievement Motivation in Secondary School Students

One sample t-test analysis was investigated to see students' attitude towards school, values of education and achievement motivation. The calculated means of the sample group of 362 respondents item scores of students' attitude towards school (M=98.44), achievement motivation (M=96.23) and values of education (M=95.55), were greater than expected mean scores (M=72, 66 and 69 respectively) as displayed in Table 3.

Table-3: Results of one- sample t-test analysis

Variables	n	Mean	Expected mean	sd	t	p
Ach.Mot	362	96.23	66	7.98	72.05	0.000
Sch.Att	362	98.44	72	9.31	54.02	0.000
Val.Edu	362	95.55	69	7.78	64.97	0.000

t- Critical=1.96

In case of students' attitudes towards school, achievement motivation and values of education item scores the calculated values of t (72.05, 54.02 and 64.97 respectively) were greater than the critical t-value (1.96), at 0.05, level of significance. These results revealed that, there were significant differences. Furthermore, the p-values obtained from the independent variables (students' attitudes towards school, values of education and

achievement motivation) were all 0.000s. These  $p$ -values of the independent variables were less than 0.05 and all were significant.

All the three independent variables (students' attitudes towards school, values of education and achievement motivation) were significant.

### Relationship between Students' Attitudes towards School, Values of Education, Achievement Motivation and Academic Achievement.

As Table 4 below shows, students' attitude towards school, achievement motivation and values of education were positively correlated with academic achievement ( $r=0.548, p<0.01$ ), ( $r=0.585, p<0.01$ ) and ( $r=0.661, p<0.01$ ) respectively).

The  $t$ -test for students' attitude towards school, values of education and achievement motivation ( $t=12.43, 16.71$  and  $13.69$ ) with academic achievement were greater than the  $t$ -critical value (1.96) at 0.01 level of significance. The  $p$ -value obtained from the correlation of the independent variables and academic achievement was 0.01. By comparing, the obtained  $p$ -value (0.01) was less than the probability error (0.05). These results indicated that there was positive and significant relationship between independent variables and academic achievement.

Table-4: Results of the correlation analysis

Variables	Sch.Att	Val.Edu	Ach.Mot	Aca.Ach
Sch.Att	1.00			
Val.Edu	0.468**	1.00		
Ach.Mot	0.547**	0.379**	1.00	
Aca.Ach	0.548**	0.661**	0.585**	1.00

\*\*Correlation is significant at the 0.01 level (two-tailed)

### Independent Effect of Predictor Variables on Academic Achievement

The regression coefficient ( $\beta$ s) was statistically significant to academic achievement. The effect of students' attitude towards school on academic achievement ( $\beta = 0.152, t = 3.512, p < 0.001$ ), values of education on academic achievement ( $\beta = 0.467, t = 11.916, p < 0.000$ ), and achievement motivation on academic achievement ( $\beta = 0.325, t = 7.853, p < 0.000$ ) were positive and statistically significant. This showed that each independent variable have positive relationships with the dependent variable. Furthermore, the  $p$ -value of each independent variable was less than 0.05, indicated that there was significant relationship between independent variables and dependent variable. Hence, each independent variable had significant contribution for secondary school academic achievement.

Table-5: Results of multiple-regression analysis

Variables	Standardized coefficients( $\beta$ )	Sig
Sch.Att	.152	.001
Val.Edu	.467	.000
Ach.Ach	.325	.000
<b>R<sup>2</sup>=0.582</b>		.000

$P < 0.05$ ,  $t$ -critical = 1.96,  $F$  critical = 3.88

The significance of the overall contribution of the independent variables was checked by F-test. The obtained  $R^2$  value was 0.582. It indicated that the overall contribution of the independent variables (58.2%) was significant to academic achievement, at  $f(3,358) = 166.443$ ,  $p < 0.000$ . Thus, 58.2% of the variation in academic achievement was explained by value of education, achievement motivation and attitude towards school.

### Discussion

The main purpose of the study was to examine the relationship between students' attitudes towards school, values of education, achievement motivation and their academic achievement on Gondar secondary school students. Thus, the discussion follows along the following three sections:

#### **Students' Attitudes towards School, Values of Education and Achievement Motivation in Secondary School Students**

One sample t-test analysis was investigated to see students' attitude towards school, values of education and achievement motivation. The calculated means of the sample group of 362 respondents item scores of students' attitude towards school ( $M=98.44$ ), achievement motivation ( $M=96.23$ ) and values of education ( $M=95.55$ ), were greater than expected mean scores ( $M=72, 66$  and  $69$  respectively).

In case of students' attitudes towards school, achievement motivation and values of education item scores the calculated values of  $t$  (72.05, 54.02 and 64.97 respectively) were greater than the critical  $t$ -value (1.96), at 0.05, level of significance. These results revealed that, there were significant differences. Furthermore, the  $p$ -values obtained from the independent variables (students' attitude towards school, values of education and achievement motivation) were all 0.000s. These  $p$ -values of the independent variables were less than 0.05 and all were significant.

All the three independent variables (students' attitude towards school, values of education and achievement motivation) were positive and significant. The comparison means of the sample group revealed that students' who have positive and significant attitudes towards schools have scored higher grades than these who have lower attitude towards schools. Students' who have higher values of education outperform than students who have lower educational values. And finally, students who have higher achievement motivation had outperform than students who are weakly internally motivated.

The findings were congruent with some available foreign studies. Altinok (2004) emphasized that one of the students' features that have an important effect on learning process is students' attitudes towards the school. Linnehan (2005) found that students' have positive and significant attitudes towards school. In the same study, he found that students' who have positive attitudes towards school and valued education are better in academic achievement. Furthermore, Schreiber (2000) noted that positive attitudes are conducive to good performance.

Weiner and Poteoan (1997) concluded that school or academic success is associated with high achievement orientation, self-attribution of success to both effort and ability and a belief that

failure is not caused by lack of ability. One of the most important factors that lead one to his or her goal is the drive. This drive is achievement motivation. Atkinson (1964) stated that achievement motivation attempts to account for the determinants of the direction, magnitude and persistence of behavior and it is the important domain of human activities. Dave (1979) stated that achievement motivation is a desire to do well in relation to some standard of excellence. This assures that achievement motivation is the critical element in students' success and learning. According to the Sadeghi (2006), the most important single ingredient in achievement motivation is a feeling of self-directed competence. Achievement motivation which is the drive for performance has been found to have an influence on students' academic behavior.

Lewis (2008) stated that values of education can make a very important contribution to fostering strong positive relationship with academic achievement, positive dispositions to learning, producing a calm teaching and learning environment.

This result contradicted the study result conducted by different scholars that some students often perceive the school as another symbol of adult authority, full of restrictions and rules, and quite often they decide to drop out. It is worth mentioning that individual students who hold negative views towards school decided to drop out of school bring emotional frustration and shatter the expectations people had in them for their future success. Fraser and Butts (1982) proved that no correlation between attitude towards school and academic achievement and Rosen (1991) that reported no significant relationship between academic achievement and achievement motivation.

#### **The Relationship between Students' Attitudes towards School, Values of Education, Achievement Motivation and Academic Achievement**

As Table 4 indicated, students' attitude towards school, achievement motivation and values of education were positively correlated with academic achievement ( $(r=0.548, p<0.01)$ ,  $(r=0.585, p<0.01)$  and  $(r=0.661, p<0.01)$  respectively).

The t-test for students' attitudes towards school, values of education and achievement motivation ( $t=12.43, 16.71$  and  $13.69$ ) with academic achievement were greater than the t-critical value (1.96) at 0.01 level of significance. The p-value obtained from the correlation of the independent variables and academic achievement was 0.01. By comparing, the obtained p-value (0.01) was less than the probability error (0.05). These results indicated that there was positive and significant relationship between independent variables and academic achievement.

Students' attitudes towards school was positively correlated with academic achievement ( $r=0.548, p<0.01$ ). The result revealed that as students' attitudes towards school increase so does academic achievement of students' increase. Students' attitudes towards school decrease as students' academic achievement also decrease. The relationship between values of education and academic achievement was positively correlated ( $r=0.661, p<0.01$ ). This result showed that as students' values of education increase, academic achievement also increase. Students' values of education decrease as students' academic achievement decrease. The relationship between achievement motivation and academic achievement was positively correlated ( $r=0.585, p<0.01$ ). This result showed that as students' achievement motivation increase so does students' academic achievement increase. Or as



students' achievement motivation decrease so does students' academic achievement decrease.

The t-test for students' attitudes towards school, values of education and achievement motivation ( $t=12.43, 16.71$  and  $13.69$ ) with academic achievement were greater than the t critical value (1.96) at .01 level of significance. This result was indicated that there was positive, significant and linear relationship between independent variables and academic achievement. The finding was congruent with some available foreign studies. Schreiber (2000) showed that positive attitudes are conducive to good performance. Papanastasiou (2002) has demonstrated that there is a significant correlation between attitude and achievement. Mahmood and Ismail (2011) work on relationship between students' attitude and the students' academic performance show a positive relationship. It was noted that some students often perceive the school as another symbol of adult authority, full of restrictions and rules, and quite often they decide to dropout. It is worth mentioning that individual students who hold negative views towards school and decided to drop out of school bring emotional frustration and shatter the expectations people had in them for their future success.

This result contradicted the study result conducted by Fraser and Butts (1982) that revealed as there is no correlation between attitudes and achievement. Ghanbarzadeh (2001) has reported that although there is a relation between attitudes and achievement, this relation should not be considered definite. Hence, he noted that being merely aware of an individual's attitudes towards a subject is a weak predictor of his subsequent performance.

There was a significant and positive relationship between achievement motivation and academic achievement ( $r = .585, p < .01$ ). The study conducted by Morgan (1986) revealed that academic performance of students is a function of achievement motivation. Further, Graham (2004) shows that motivation is crucial to a students' academic success at any age. However, different types of motivation have different implications for academic achievement. If a student has high levels of academic motivation, knowing whether that student is extrinsically or intrinsically motivated may be important in making predictions about that student's academic career. Blank (1997) found out that students' participation in academic motivation are more likely to have increased levels of academic achievement and have lower dropout rates. Abesha (2012), study also documented a significant and positive relationship among academic achievement motivation and academic performance of Teachers' Training Institutes (TTIs) students. Goldberg and Cornell (1998) found a positive relationship between intrinsic motivation and academic achievement.

This result contradicted with the study result conducted by Rosen (1991) reported no significant relationship between academic achievement motivation and subjects' academic performance. Abesha(2012) found that achievement motivation was not significantly related to academic achievement, even though the relationship among the two variables was positive.

Finally, students' values of education and academic achievement were correlated positively and significantly in this research. The finding was congruent with some available foreign studies. value of education is for enabling young people to study the contribution of the positive aspect of a value to the enrichment of their character and the negative drawback of a disvalue which impoverishes and denigrates the character. Lickona (1991) found that values of

education in schools in the USA are making a positive difference in the moral attitudes and behavior of students. Lewis (2008) stated that values of education can make a very important contribution to fostering strong positive relationship with academic achievement, positive dispositions to learning, producing a calm teaching and learning environment.

However, many studies were conducted mainly on value education; the learners' values that they are learning affect their progress. As the findings of this research not only students' progress due to the school values the experience but also students' belief and academic performance affected. On the other hand with less values of education learning can be handicapped.

### **Independent Effect of Predictor Variables on Academic Achievement**

The combined effect which was defined as the intensity of relationship was .582. It was indicated that 58.2% of the variation in academic achievement was explained by value of education, achievement motivation and attitude towards school. This implies that, variables other than these considered in this study accounted for by 41.8% of the variability in students' academic achievement in secondary school of Gondar. This result was indicated the presence of other important unmeasured case of students' academic achievement. The significance of the overall contribution of the independent variables (58.2%) was significant to academic achievement, ( $f(3,358) = 166.443, p < 0.000$ ).

Regarding the relationship among the variables, the analysis of t-test and the p-value obtained with variables depicted, the regression coefficients ( $\beta$ s) were statistically significant. The students' attitudes towards school, values of education, achievement motivation had positive and significant relationship with academic achievement. Hence, all the three independent variables were significantly predict academic achievement.

Based on the results indicated above many scholars agreed that values of education, achievement motivation, and students' attitudes towards school were significant contributors of academic achievement. According to Lickona (1991), there is positive correction that value of education in school makes a positive difference moral attitude and behavior of students. Also Allen (1975) expressed as value of education can contribute to solve environmental problems. Those individuals who have high educational value tend to learn the given lesson better. We can conclude that students highly valued education performed better in the school. Hence, a value of education is good predictors of students' academic achievement.

Achievement motivation is also significant predictor of academic achievement. The study of Morgan (1986) revealed that academic performance of students is a function of achievement motivation, with students high in achievement motivation out-performing those with low achievement motivation. Mitchell (1992) in his study of college students found out that intrinsic motivation positively related to grade point average but not standardized test scores, and extrinsic motivation negatively related to both measures of academic achievement. Blank (1997) has found out that students' progress in academic motivation are more likely to have increased levels of academic achievement and have lower dropout rates. They confirmed that, highly intrinsically motivated students perform better in school. This is also true in the case of this study, students who had high achievement motivation performed better in schools with respect to average academic achievement.

Regarding to the prediction of students' attitudes toward school on academic achievement Rebelo (2008) reported students' school performance was influenced by the attitudes they showed toward school, learning and commitment to school. He noted that students with lower attitudes towards school have low performance and higher rate of school failure and students who have positive attitudes towards school feel more satisfied with school academic values and perform better. In addition, Linnehan (2995) found that students' have positive and significant attitudes towards school. In the same study, he found that students' who have positive attitude towards school and valued education are better in academic achievement. This study shows that, students who have positive attitudes towards school, highly valued education and high in achievement motivation performed better in academic achievement. Thus, it is proved that values of education, achievement motivation and students attitude towards school are significant predictors of academic achievement.

### **Conclusion**

From the aforementioned discussions, the following conclusions were derived: Students' attitudes towards school, values of education and achievement motivation were positive and significant in secondary school students. Students' attitudes towards school, values of education and achievement motivation had positive and significant relationship with academic achievement. And students' attitudes towards school, values of education and achievement motivation were significant predictors of academic achievement.

The affective factors are internal states that affect any overt behavior. They can negotiate the students' response toward learning and develop very strong feeling that motivates and triggers the individuals to perform better. Therefore, applying this research finding in to practice is critically important for all customers and stake holders involved in the education system because these variables are influential for academic achievement.

### **Recommendations**

Based on the aforementioned discussions and conclusions the following recommendations were made.

1. It would be advisable for supervisors, principals, teachers and parents to bear in mind that affective factors like attitudes towards school, values of education, achievement motivation had significant importance on students' academic achievement by preparing some kind of experience sharing conferences, workshops and seminars as extra-curricular activities.
2. Individuals with low school attitudes, values of education and achievement motivation seem to be impeded in performing their academic achievement. Therefore, teachers and school practitioners should pay attention to the students' attitude towards school, values of education and achievement motivation. Since the variables are important predictors of academic performance.
3. Students unfavorable attitudes towards school, misperceptions towards values of education and low achievement motivation would prudently be investigated through student self-report checklist or questionnaire and early appropriate interventions could be taken by arranging special program such as persuasion, modeling and by rendering counseling services.

4. Furthermore, an investigation should be carried out how to apply in practice students' attitudes towards school, values of education and achievement motivation to enhance secondary school students' academic achievement.

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### **Biographical note**

**Asrat Dagnew** kelkay has got his first degree in pedagogical science at Bahir dar University. He has attended his second degree in Addis Ababa University in curriculum and instruction 1992. At Andhra university, he achieved his ph.D. He published more than 12 articles in the international reputable journals. He is an associate professor in education by now. As quality assurance coordinator, department head and course chair, Dr.Asrat contributes too much in Bahir dar university. He is an effective teacher in the department of teacher education and curriculum studies.