

**FACTORS CONTRIBUTING TO MIDDLE SCHOOL STUDENTS'
MOTIVATION IN BEDENO TOWN**

MA THESIS

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**Factors Contributing to Middle School Students' Motivation in Bedeno
Town**

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MASTER OF ARTS IN EDUCATIONAL PSYCHOLOGY**

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DEDICATION

This thesis is dedicated to my parents who understood the value of education; they have been encouraging and supporting me since grade one up to this level. I will never forget them forever.

STATEMENT OF THE AUTHOR

By my signature below, I declare and affirm that this thesis is my own work. I have followed all ethical and technical principles of scholarship in the preparation, data collection, data analysis and completion of this thesis. Any scholar matter that included in the thesis has been given recognition through citation.

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BIOGRAPHICAL SKETCH

The author was born on September 5, 1979, in Kombolcha District, East Hararghe Zone, Oromia Regional State, Ethiopia. He attended Kombolcha Primary School from grade one to eight in 1984-1991, and then 1. He completed Secondary Grade 9-10 (1992-1993) at Kombolcha Secondary School. 2. He completed Preparatory School Grade 11-12 (1994-1995) at Haramaya Preparatory School. Then, he joined Jima University College of Education and Behavioral Science in the department of psychology in 1996 and graduated with a Bachelor of Arts in psychology in July 1998.

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ABBREVIATIONS AND ACRONYMS

MoE	Ministry of Education
OECD	Organization for Economic Co-operation and Development
UNESCO	United Nation, Education, Scientific, and Cultural Organization
UNICEF	United Nations International Children’s Emergency Fund
WB	World Bank

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Factors Contributing to Middle School Students' Motivation in Bedeno Town

Zewdu Wuleta Kechela

ABSTRACT

This study assesses factors contributing to middle school students' motivation in Bedeno town. The researcher employed a mixed research method, explanatory sequential design, to achieve the objective of the study. The population of the study was three middle schools in Bedeno Town. A total of 245 students were selected using stratified random sampling for questionnaires, and 3 principals and 3 vice-principals were selected using available sampling for interviews. Data was collected through a questionnaire and an interview. Data collected from the respondents was coded and entered into the computer for analysis using SPSS version 25. Quantitative data were analyzed using descriptive statistics such as percentage and frequency and inferential statistics such as regression and Pearson correlation. Qualitative data was analyzed through the thematic analysis. Analyze data through linear and multiple regressions. First, the linear regression results 69.3% of the variance in students' motivation could be explained by low-quality education. The coefficient $B = -.647$ an expected change in students' motivation; for a one-unit increase in low-quality education, students' motivation decreases by one unit. The p -value was less than 0.05 statistically significant differences in low-quality education affect students' motivation. Secondly, the study found that multiple regression 66.7% of the variance in students' motivation could be explained by contributing factors. The results of the stepwise multiple regressions of factors contributing to students' motivation revealed that these factors contributed 50% to the effects on students' motivation. Thirdly, the Pearson correlation coefficient result was $r = -.899$, $p < 0.01$, a strong negative relationship between low-quality education and students' motivation. Low-quality education had a statistically significant relationship with students' motivation. Finally, it was a recommendation for students, teachers, principals, vice principals, parents, and the community that should implement the strategy that boosts the quality of education among middle school.

1. INTRODUCTION

This chapter contains the background of the study and a statement of the problem. It also presents the objectives of the study, basic research questions, significance of the study, delimitation of the study, limitation of the study, and definition of key terms.

1.1. Background of Study

Globally, access to quality education was recognized as a basic human right and significant sustainable development (UNESCO, 2015). However, millions of children in the world lack access to quality education, facing challenges such as deficient infrastructure, poorly trained teachers, overcrowded classrooms, and insufficient learning materials. The research indicated that education was one of the key developments and successes in producing a skilled labor force that increases social and economic progress. The quality of education has been studied differently by various academics, researchers, and politicians. Each country had its own set of social, cultural, and economic values that determined the quality of education (Rehaf, 2018).

The research indicates a strong correlation between quality education and student motivation (Deci and Ryan, 2000). The low-quality education leads to feelings of frustration and disengagement, and a lack of self-efficacy reduce students' intrinsic motivation to learn. The study showed that there was an uneven effect of low-quality education on demoted groups, including children from low-income families, rural areas, and those with disabilities (World Bank, 2018).

The World Education Forum (2015) focuses on significant quality education in promoting economic growth, social unity, and individual well-being. The quality of education was close interaction that exists between teachers, curriculum planners, and management, and the capacity to act cooperatively to skillfully use knowledge and look forward and learn from the past (Zahra, 2023). The students were not motivated, felt no ambition or inspiration to learn new behavior, or did not engage in learning activities (Schunk, Meece, and Pintrich, 2014).

Sub-Saharan Africa (SSA) faced major challenges in implementing Universal Primary Education (UPE) at the Jomtien Conference because the high cost of education for poor families could not be funded, and materials for primary education could be directly funded by school payments (Anekeya, 2015). According to the World Bank (2018), numerous African countries struggle with issues such as overcrowded classrooms, insufficient teaching materials, and a lack of trained educators. These factors contribute to a learning environment that can diminish students' motivation. The quality of education varies significantly across countries, with low-income countries like those in Africa facing obstacles in providing quality education (UNESCO, 2019).

The research conducted by Akyeampong, Pryor, and Westbrook (2013) indicated that in countries like Ghana, students feel disengaged due to the ineffectiveness of the teaching methods used; besides, the lack of interest and poor self-esteem affect the knowledge and skills of students; as a result, they have outstanding abilities (Lazowski and Hulleman, 2016). Although education prepares children with relevant knowledge, practical skills, and socially acceptable attitudes (Kinyanjui, 2019).

The Ethiopian government was making efforts to improve the education system, but there was still a long way to go. The country faces challenges in providing quality education, such as a lack of resources, insufficient infrastructure, and poor teacher training, which can lead to reduced motivation and poor academic achievements among students (World Bank, 2018). The research conducted by the Ethiopian Civil Society Organization (2019) indicates that low-quality education directly correlates with decreased motivation among students, mainly in rural areas where infrastructure, qualified teachers, resources, and facilities were limited.

The United Nations International Children's Emergency Fund (UNICEF), the World Bank (WB), Save the Children (SC), and the United Nations Educational, Scientific, and Cultural Organization (UNESCO) have various ideas to set up quality education (Michael, 2017). The research studies suggested factors that contribute to low-quality education, including classrooms, textbooks, furniture, the curriculum, and the needs of students (Abie and Tadesse, 2023). Every person had the basic right to education, which serves as an association with other

human rights (Gizaw, 2012). Education was a process through which students passed on lessons learned to obtain knowledge and skill of development (MoE, 2020).

The East Hararghe Zone has been challenged by low-quality education; a study by Abdissa (2021) revealed that primary schools in this region lack educational facilities and trained teachers. The research indicated that students feel demotivated due to learning environments that do not stimulate engagement. Besides, the students frequently express feelings of frustration and disinterest, which could be attributed to low-quality education. Although enrollment has increased dramatically, there were still problems with quality education that lead to low motivation and poor achievements (Aweke, 2016).

The research until now had been different; rather than, the new research may need to assess the factor contribute to students' motivation among middle school students in Bedeno Town. Because there were few investigations carried out on this issue, with varied and contradictory findings. Hence, the present study was needed to assess the factor contribute to students' motivation among middle school students in Bedeno Town. The main reasons that inspired the researcher to conduct this study would be the researcher's experience and society's knowledge. The issue of students' motivation was failing, such as discomfort, disinterest, low self-esteem, underachievement, and high dropout rates in middle schools.

1.2. Statement of the Problem

Factors have influenced motivation and academic progress among middle school students. Research on contributing factors to students' motivation to date was limited in many respects. The gaps in previous studies can be viewed from the following significant points: geographical, conceptual, thematic area, methodology, sample size, and data analysis method. Numerous prior research studies had many restrictions due to small participant numbers being unable to generalize the population. Vietnam's research revealed that limited access to education and restricted options for higher education were causing students to learn to a lower standard and be unable to reach their full potential (De Guzman, 2003). The substandard education leads to low motivation, reduced self-esteem, poor interest, and decreased academic achievements as a result of insufficient teaching strategies and a lack of resources (Silva *et al.*, 2019).

The research conducted by Summers *et al.* (2017) suggests that students who learn in a substandard education were less likely to learn a higher education. Besides, a substandard education increases the likelihood of dropping out and reduces potential earnings in the future (Bajaj, 2015). As stated by Santos *et al.* (2020), they found a dropout rate caused by factors such as insufficient resources and a lack of motivation. Low-quality education can cause a lack of infrastructure that affects interest and academic achievement (Yangambi, 2023). As a study by Gossling (2019) shows, low-quality education related to external and internal factors that affect learning leads to less interest, low self-esteem, and underachievement.

The examined factors contribute to students' motivation in the Ethiopian context; prior research found socio-economic and educational factors lead to disengagement, low achievements, and high dropout rates (Melesse, 2015). The other factors contributing to students' motivation, such as lack of teaching resources, lack of infrastructure, limited resources and facilities, and lack of a pedagogical center, were due to this; students have extremely negative feelings about learning (Tadesse, 2017). A study by Tadesse and Ambissa (2022) claims that, regardless of a noticeable increase in student enrollment, the quality of education still falls short of expectations.

The local research findings by Ahmed (2016) suggest that teachers were low in the teaching-learning process and the majority of principals had backgrounds outside the field, which explains the lack of appropriate training and professional work as a result of this, which leads to factors affecting students' motivation.

Although the knowledge of the researcher was the gap in level of education, geographical areas, conceptual and thematic areas, data analysis methods, methodological areas, and restricted sample size, there was a lack of empirical evidence from local resources that needs research investigation on factors contributing to students' motivation among middle school students in Bedeno Town. Additionally, previous studies conducted in other places indicated contradictions and a lack of knowledge gaps about present problems. Due to this reason, the researcher required to fill the gap in the factor contributing to students' motivation in three selected middle schools in Bedeno Town.

1.3. Basic Research Question

This section dealt with the basic research question as follows.

- 1) What was the effect of low-quality education on students' motivation among middle school students in Bedeno Town?
- 2) What were the contributing factors to students' motivation among middle school students in Bedeno Town?
- 3) What was the relationship between low-quality education and students' motivation among middle school students in Bedeno Town?

1.4. Objectives of the Study

Here, the researcher was able to discuss both a general objective and a specific objective briefly as follows:

1.4.1. General objective

The general objective of the study was to assess the factor contributing to students' motivation among middle school students in Bedeno Town.

1.4.2. Specific objectives

The specifics of the objectives of the study were able to:

- 1) Examine the effect of low-quality education on students' motivation among middle school students in Bedeno Town.
- 2) Assess the factors contributing to students' motivation among middle school students in Bedeno Town.
- 3) Identified the relationship between low-quality education and motivation among middle school students in Bedeno Town.

1.5. Significance of the Study

The research might provide a viewpoint to the Education Office about the factors contributing to students' motivation among middle schools. Moreover, it might support public middle schools in developing solutions to the issue. The study might help the Education Office

develop plans. Hence, it might be put into action to improve the factors contributing to students' motivation in Bedeno Town. As a result, the study's findings might be useful to planners, policymakers, and implementers in helping them raise the quality of education. It might help teachers' work on the issue in general, and it might also help educational administration's work on issues of quality education.

1.6. Delimitation of the Study

The study was delimited into the following areas: Geographically, the study's scope was restricted to Bedeno District's three government middle schools in Bedeno Town, Bedeno District, in the East Hararghe Zone. The conceptual study would focus on the factors that contribute to students' motivation among middle school students. The reason was the need for the study in the area where the issue of the factor contributing to students' motivation was not investigated because of serious issues relating to the factor contributing to students' motivation in the study area. The students' motivation was a combination of factors, including limited resources, insufficient teacher training, high student-to-teacher ratios, insufficient support services, and a curriculum that was irrelevant and outdated.

The methodological study used a mixed-methods approach with an explanatory sequential design combining quantitative and qualitative data collection methods. The quantitative data was collected through a questionnaire from students. The qualitative data was collected through interviews with the principal and vice principal. Participants included students in grades 7 and 8, principals, and vice principals from public middle schools in Bedeno Town.

1.7. Limitations of the Study

There were some limitations during conducting this research study. Among them, one limitation was that some respondents were not voluntarily filling out the questionnaire, unwilling to complete the questionnaire, and some interviewees were unwilling to interview the researcher. The researcher confronted a lack of updated literature in the study area about the perception effect of low-quality education on students' motivation. The researcher also met constraints on time during data gathering. Then the researcher obviously told the participants concerning the purpose of the questionnaire and interviews used to conduct the research on the factors contribute to students' motivation, in order to compromise these limitations.

1.8. Definition of Key Terms

- 1) **Motivation** is the process that initiates, guides, and maintains goal-oriented behavior, which means the driving force behind individuals engaging in specific actions to achieve objectives.
- 2) **Middle school** is an educational institution that typically serves students in the transitional period between elementary school and high school from grade 7 up to 8.
- 3) **Quality education** is defined as the degree to which students were satisfied with the educational process, its resources, and educational objectives.

2. REVIEW OF RELATED LITERATURE

This chapter includes general concepts of quality, definitions of quality education, the effect of low-quality education, factors that contribute to students' motivation and quality assessments, effectiveness, and efficiency, strategies to raise quality education and roles teachers play in providing quality education, the participation of parents and the community.

2.1. General Concept of Quality

The concept of quality was defined in many ways depending on the context, including manufacturing, services, education, and healthcare. Quality refers to the degree to which a set of essential characteristics fulfills requirements. Quality was a complex and dynamic concept that involved meeting the expectations of various stakeholders. The quality was also integrating it into culture, processes, and strategic direction that enhance customer satisfaction and drive continuous improvement. The different writers explained the qualities of education. A longer-term aim could be used to define quality, and this would help define medium-term goals and ultimately the immediate short-term objectives as stated by Iqbal, Shakir, and Fatima (2023). According to Hasan and Hosen (2020), different definitions of quality education could be used to categorize different ideas about quality into five different but connected schools of thought. These were the following:

2.1.1. Exceptional quality

The ideas of unique and special have been linked to the concept of quality. The quality could be assessed using a set of standards; rather, quality was distinct and out of reach for the majority of individuals. The conventional viewpoint holds the quality was different and immeasurable. The institution definition thrives when it joins the best students and gives them the best human and material resources. The knowledge was being engaged; regardless of how ordinary the instruction seemed, the excellence was doing the right things well. Education involves engagement in qualified progress and creating an atmosphere that allows for personal growth. The instruction was the right environment offered to support knowledge development on an individual basis. The idea of excellence was questioned when a product passes several quality reviews conducted on the basis of achievable standards (Khan, Zaman, and Rais, 2022).

2.1.2. Perfection in quality

The concept of quality, the process was given a lot of importance, and strict guidelines were established. The idea uses the term zero defects, which indicates the capacity to precisely and constantly follow a given specification to assess quality. The quality of excellence allows for competitors and imitation. The high quality was defined as something that meets a certain standard. The specification was not a standard in and of itself, nor was it assessed by any standards. The deciding factor was how well the product or service meets the requirements. It was feasible to shift the emphasis from input results to processes in order to achieve the right things. The excellence understood as meeting requirements rather than exceeding high standards. The criterion was that the product or service meets the requirements. The specifications take the place of meeting benchmark requirements. The special in perfection was the perfect of excellence (Cao, 2023).

2.1.3. Quality as appropriateness intended fitness for purpose

The effectiveness with which an item or service fulfills its intended purpose determines its quality. This raises a number of issues regarding the relative importance of determining who should accomplish what goal and the method by which appropriateness was judged. The two sub-conceptions that make up the view were appropriateness for purpose based on mission and appropriateness for purpose based on customer specification. Every product or service had the capacity to perform its intended purpose and be regarded as high quality. The newest, most general way to channel the desire for excellence was through purpose-driven fitness. The ideal of perfection was a zero-fault, wonderful way to describe quality. The recognizes that objectives change over time, and the continuous assessment of the specification's appropriateness was necessary. The students' expectations and impacts were mediated by the course or institution as it satisfies its own criteria (Wakjira, 2023).

2.1.4. Value for money in quality

The effectiveness was the main consideration when comparing value for money and quality. There were two ways to measure quality in terms of value for money: performance indicators, which provide the capital with a measure of accountability, and customer contracts, which capture accountability for the customers. The standard specification was closely tied to the

cost associated with the level of specification related to the outstanding quality. The quality of value for money was frequently used interchangeably, and quality was evaluated based on a number of factors that degree standard. The education performance measure indicators that center on tasks and characteristics that are simple to assess were frequently employed to measure quality. The method could assist in identifying important qualitative aspects of performance and progress, enabling the development of quality measurement scales and standards (Sabri and Falahati, 2012).

2.1.5. Transformative power of quality

The transformational perspective quality was predicated on the notion of qualitative change, a fundamental transformation. Transformation requires more than simply physical or external transformation; it involves mental perfection. The process of transformation was distinct and negotiated in the situation. The education was a continuous process of personal development for students rather than a service for clients. The education improves abilities, knowledge, and skill, and quality was measured in order to change individuals. The student takes ownership of the learning process and determines the style of learning. The transformation process offers a chance for empowerment that turns influences decision-making. The qualitative change describes a fundamental and continuous process of transformation, like researchers and students. The demands were raised about participant empowerment and enhancement of transformative aspects of education (Booker, 2013).

2.2. Definitions of Quality Education

Quality education was the process of acquiring knowledge, skills, attitudes, and values that enables individuals to participate effectively in their communities and contribute to the development of society as a whole (UNESCO, 2019). This definition emphasizes the importance of education in preparing individuals to become active and responsible citizens, as well as the need for education to contribute to the betterment of society. As stated by Huepe and Trucco (2023), test results and a variety of other inputs, such as the student's family background, the school's features, the teacher's qualities, and the student's basic ability, define a traditional school quality model UNICEF (2000) provided a further significant model of educational quality that includes five dimensions:

2.2.1. Learner quality

Early childhood development in the first three years of life was vital to the basis of successful formal education and a healthy life. The students were in good physical and mental health to do well in school. Psychosocial development was one of the cognitive outcomes of the students. The brain development required for arousal, behavioral control, and emotional regulation was early appropriate and effective stimulation. The children become school-age, showing that they need to attend school regularly in order to succeed academically. A student's achievement was greatly related to the curriculum to learn while regularly attending school. Parents possess the resources and experience necessary to assist their students in cognitive development and social growth during the academic years. The students' learning in school was in a variety of ways supported by parents in their educational attainment (Naim and Alahmari, 2020).

2.2.2. Quality of educational environments

The learning environments were the places formal learning occurs, well-equipped buildings to gathering places. The quality of school resources and facilities, infrastructure, adequate instructional materials, textbooks, and good working conditions was the basis for quality learning environments. The schools had expanded class sizes and the ratio of students to teachers to accommodate large numbers of new students. Psychosocial elements were peaceful, safe environments, a welcoming, non-discriminatory climate, and well-managed classrooms to create a quality learning environment. The students, teachers, and administrators should agree upon school and classroom rules and policies that should be clear and understandable. This reduces interpersonal and group conflict in school. The school service environment was essential to quality learning. The provision of health services for students by reducing absenteeism and inattention (Madani, 2019).

2.2.3. Content quality

The quality content refers to the intended and taught curriculum of schools. The national education goals and outcomes statements that translate goals into measurable objectives should provide the starting point for the development and implementation. The curriculum structures were based on standards that were student-centered and nondiscriminatory. The

curriculum should emphasize broad coverage of important areas of knowledge, skill, and contextual problems of the study. The subjects were primary education, like language, mathematics, science, and social studies. The literacy, the ability to read and write, was considered a primary goal of formal education. The numeracy skills, such as basic arithmetic and logical reasoning, advanced mathematics, and communication skills. The life skills assumed to cover broad topics, such as health, hygiene, protocol, and vocational skills. Peace education seeks to help students (Sayyed and Ahmed, 2015).

2.2.4. Process quality

The teachers were highly skilled in pedagogy and subject matter, which enabled them to support teacher competency, school effectiveness, and student learning. Professional development helps overcome shortcomings that were part of teachers' pre-service education and up-to-date new knowledge. The teachers had ongoing training, which had a direct impact on student achievement. The education in pre-service and in-service helps teachers develop teaching methods, skills, and new understandings of how students learn. The curriculum should be instructional methods, child-centered, and relevant. The teachers in evaluation and assessment practices measure individual student learning and adapt activities according to student needs. The quality education puts students at the center of the process of students' achievement. The quality of administrative support and leadership process helps students and teachers (Winingsih and Sulistiono, 2020).

2.2.5. Quality of outcomes

Quality learner outcomes were intentional, expected effects of the educational system. The academic achievement was in literacy and numeracy, key educational outcomes. Teaching students to read write, and do mathematics was considered the primary purpose of formal education, besides students' regular attendance and attention in school guaranteeing outcomes. Assessment achievement outcomes were mostly used in a summative rather than formative. Parents tend to see academic achievement as closely related to the opportunity for promotion and employment. Academic achievement was an indicator of school quality measurable using standardized tests. The content processes lead to the more effective outcomes of community participation in school. Educational quality and positive outcomes for participants in healthy

life conditions inside and outside the environment's infrastructure directly affect the quality of education (Winingsih and Sulistiono, 2020).

The quality of primary education had a direct effect on the advancement of individuals as well as groups. Many forums criticize primary education for being of low quality and for producing students who do not even possess the most basic information (Safdar, Sayyed, and Irfan, 2027). The United Nations International Children's Emergency Fund (UNICEF) is funding a front-line program called Assessment for Learning (AL) that guarantees teachers' capacity building for ongoing assessment procedures. The Assessment for Learning will incorporate activity-based learning, a more inclusive and student-friendly method of instruction (Abera, 2023).

The Education Sector Development Plan (ESDP I–IV) has made encouraging efforts to improve quality. The major goals of the plan were to raise the quality, equity, relevance, and efficiency of primary education; increase enrollment in primary education; enhance the curriculum by adding civics and ethical education; raise student achievement; establish a student-friendly learning environment; and enhance school administration (Aweke, 2016). Since the quality of their students determines a country's progress, teachers are the ones who build nations. The teachers were essential to their students' intellectual, social, and personal development (Imrab, Mushtaq, and Qudsia, 2013).

2.3. The Effect of Low-quality Education

The low-quality education had effects on middle school students, affecting motivation, academic progress, self-esteem, and social and emotional well-being. There were limited resources, insufficient infrastructure, and ineffective teaching methods that led to low-quality education, which also affected diverse learning experiences and essential skills required to succeed in life. The low-quality education influences the cognitive development of students, leading to poor thinking skills and creativity (Bunyamin and Gundogdu, 2018). Moreover, the low-quality education could affect students' academic progress and limited knowledge, as well as psychological and emotional effects (Silva, Santos, and Batista, 2019).

The effect of low-quality education was limited opportunities for future success because of the lack of opportunities it provides students (Summers, Parker, and Johnson, 2017). Moreover,

the low-quality education reduced critical thinking skills in the students (Kumar and Singh, 2016). In addition, low-quality education had adverse effects on students' social and emotional development and challenges in developing interest, self-esteem, and emotional intelligence due to poor support and insufficient guidance (Smith and Johnson, 2018).

The effect of low-quality education was the increased risk of dropout, which increases the likelihood of students dropping out of school. Factors such as poor teaching quality, lack of motivation, and insufficient resources contribute to high dropout rates among primary school students (Santos, Lima, and Silva, 2020). Moreover, the low-quality education affects the social development of students through poor interpersonal relationships and difficulty adapting to new environments, as well as reducing their future earning potential (Bajaj, 2015).

As a study by Schunk (2012) found that lower educational environments lead to diminished self-efficacy and motivation. This could be attributed to a lack of exposure to stimulating environments and limited access to resources that promote engagement and self-efficacy, so that educational attainment decreases and student motivation also declines. As stated by Deci and Ryan (2000), intrinsic motivation driven by internal rewards leads to higher levels of performance compared to extrinsic motivation, which can be more prevalent among individuals with lower educational backgrounds. Bandura (2013) found that low-quality education leads to a diminished sense of self-efficacy, resulting in students feeling unprepared and less motivated to participate actively in their learning.

According to study by Opendakker and Minnaert (2011) found that students in low-quality educational environments experience interest and disengagement. This could result from unqualified teachers, outdated curricula, and a lack of resources, which lead to a negative attitude towards teaching. UNESCO (2020) finds that poor educational quality correlates with high dropout rates, as students feel their efforts are useless in a non-supportive environment. Abdi and Rahmania's (2023) research has shown that students in low-quality educational settings tend to show lower motivation levels.

The research conducted by Romel, Tefera, and Nega. (2021) found that students in under-resourced schools in Ethiopia reported feeling less motivated to participate in class activities, stemming from a lack of stimulating learning materials. As stated by Kassaw and Demareva

(2023), finding that students struggle with poorly delivered content, feel discouraged, which further diminishes their motivation to learn. Abdalkader (2023) investigated how the motivational levels of primary school students varied between students attending well-resourced and poorly resourced schools, where the quality of educational resources and teaching methods directly influences students' motivation to learn.

As a study by Abebe (2020) suggests, when parents are not actively involved in their children's education, students may feel unsupported and less motivated to excel academically. This lack of encouragement can lead to a cycle of low motivation and poor academic performance. As researched by Arshad, Zaidi, and Mahmood (2015), students in under-resourced schools often feel demotivated because they cannot meet academic expectations, which could diminish their self-esteem and interest in learning. As studied by Mazambara and Mmalefikane (2024), it emphasizes that when students are not actively involved in their learning processes, their intrinsic motivation declines. Kebede (2019) stated that students who experience poor educational quality develop feelings of hopelessness regarding their academic futures. This disappointment can lead to disengagement, where students are less likely to invest effort in their studies.

2.4. The Factors Contribute to Students' Motivation

The scope of quality education and improvement was limited to the input and the process level. The aim of the current study was to assess the input factors teachers, school administrators, class sizes, instructional materials, and facilities that affect the quality of education (Gurmesa, 2019). Some of the factors affecting the quality of education among middle school students were as follows:

2.4.1. The learning motivation and capability of students

The standard of the learning environments in the home and at school, the students' physical and nutritional well-being, and their past educational experiences, including the level of parental stimulation, all have an effect on the students' capacity and motivation to learn (Ahmed, 2016). The conditions of a student's life before beginning formal education greatly influence the kind of learner the student can become (Papanthymoun and Darra, 2023). According to study by Barrance (2019), it would benefit teachers and students who do well on

assessments by having them follow prescribed curricula; students' study and work with standards in mind; and assessments of students' progress toward the standards would be conducted fairly and reliably.

2.4.2. Knowledge, ability, experience, and motivation of teachers

According to the saying „People who are more knowledgeable can accomplish more, “employees with higher levels of education would be better able to carry out quality improvements (Crawford and Shutler, 1999). The subject-matter expertise and pedagogical skill mastery of a teacher determine how effectively they teach, and these factors have a significant positive effect on student achievement. Teachers also require sufficient preparation, which indicates that in order to effectively support students (Ulla, 2018). The teachers play a major role in the quality of education, and the effectiveness of education is strongly supported by qualified teachers (Matasci, 2020).

The research conducted by Carnoy, Marotta, Louzano, Khavenson, Guimarães, and Caraubá (2018) state that the teacher's effort and the student's final grade are based on the quality of education. Education policymakers need to be more aware of the identities and perspectives of teachers inside the system, the kinds of professional development opportunities, promotions, and regulations that would motivate them to put in more effort and provide better education to students. Similarly, in order for educators to fulfill their duty, the OECD (Elfert, 2019) deals with improving educational standards, which had become of top importance and the teachers, are essential to enacting successful reform. As studied by Mekonnen (2021), it indicates that poorly trained teachers lack the skills necessary to inspire and motivate their students, resulting in a disconnection between students and their educational experience.

2.4.3. Appropriateness and curriculum development

The curriculum outlines the subjects that must be taught and provides general guidelines for how often and for how long to teach them. The syllabi and curriculum should be closely related to performance criteria and outcome measures (Klees, Ginsburg, Anwar, Robbins, Bloom, Busacca, and Reedy, 2020). The formulation of curriculum and its execution should start with the national education goals and the outcome statements that translate them into

measurable objectives. The curriculum should place as much emphasis on problem solving as it does on the acquisition of knowledge and skills (Papanthymoun and Darra, 2023).

The issue was that when curricular changes were made, there was no guarantee that the teaching resources needed to carry them out would be available. It was important to take into account the students' interests, needs, educational background, and achievement level in addition to what had already been done (Menuta and Hailu, 2018). To find out what the various actors and education beneficiaries expect in terms of social and economic standards for educational provision, more research is required (George, 2018). The research findings by Abdalkader's (2023) focused on how the quality of the curriculum affects student motivation. The study indicated that a well-structured and relevant curriculum positively influences student motivation, while poor-quality curricula lead to disengagement.

2.4.4. Infrastructure quality

The formal learning takes place in a variety of physical learning environments, from gathering places to new, well-equipped buildings (Papanthymoun and Darra, 2023). As a result, the infrastructure comprised things like offices, study spaces, restrooms, water and electricity services, etc. The Ministry of Education (Abie and Tadesse, 2023) lists a variety of facilities, including a pedagogical center, a library, a clinic, labs, water, and restrooms. The ministry believes that in developing countries like Ethiopia, access, equity, and quality were impacted by school facilities (Ayen, 2012). The MOE (2020) stated that the basic minimum of facilities that every school should have includes separate restrooms for boys and girls, a sufficient supply of clean water for drinking and washing, and counseling services for issues relating to personal education.

As the operational tool of education, a school library fulfills a number of purposes for the institution. It contains data, concepts, and viewpoints that serve as the foundation for students' education (Ahmed, 2016). One educational tool that could have a big effect on the teaching-learning process is the school library. Additionally, it enhances students' imaginations and gives them lifelong learning skills, preparing them to be responsible citizens (Ayodele, 2023).

As a study by Mahdi and Ismail (2020), a room or other area of a school building where teachers and students may conduct experiments is typically a designated room in the school

with particular tools and supplies for use in carrying out experiments. The most important method for systematically acquiring in-depth scientific knowledge was science education, which should place more of an emphasis on encouraging students to participate in laboratory work (Jote, 2023). Belete (2017) states that learning in a lab serves two purposes. It was advised to use tools, teachers' chairs and tables, teachers' demonstration tables, students' worktables, and laboratory cupboards as laboratory furniture. As stated by Brooke (2013), a low student-teacher ratio may make it necessary to employ additional staff in order to ensure that students receive an education.

2.4.5. Text books

In most countries, textbooks were the most widely used and important educational tool, second only to blackboards and chalkboards. As stated by Klees, Ginsburg, Anwar, Robbins, Bloom, Busacca, and Reedy (2020), nearly all studies on textbooks conducted in low- and middle-income nations demonstrate the beneficial effects of the books on student achievement. This was especially true for children from lower socio-economic backgrounds, where their families could not have enough money to purchase books. Ensuring that all students had the right textbooks and workbooks for the approved curriculum may help to minimize learning difficulties (Ahmed, 2016).

According to study by McEwan (2015), the most important educational materials used in the classroom are textbooks, which are the most widely used and important teaching tools in the majority of developed countries, right behind chalkboards and blackboards. Abdi and Rahmania's (2023) findings emphasize that inadequate educational resources, such as textbooks, learning materials, and classroom supplies, lead to decreased student motivation. Students in resource-limited environments often feel unsupported, which diminishes their interest in learning.

2.4.6. Management of schools

The management and leadership of schools play a crucial part in raising educational standards. According to a study by Abie and Tadesse (2023), the quality of education was unthinkable without the significant practices and actions of the school's management and leadership. As stated by Negesso (2023), school principals were tasked with implementing quality education

by selecting the appropriate start and end times for courses, establishing a partnership with a nearby school, and giving participants an orientation prior to the start of the course. Principals need a full education as well as relevant experience for success in their role, as evidenced by indicators that emphasize the importance of strong leadership for the growth of organizations and the effectiveness of educational facilities (Gurmesssa, 2019).

2.4.7. Instructional duration (period)

As stated by Wardoyo and Herdian (2017), in order for teachers to assess their own work and form reflective practices, they need time for teamwork, and enough time was required for teachers to enhance school activities. Roehrig (2023) discovered that time span and contact hours had a significant effect on opportunities for active learning and consistency in their study, analyzing the relationship between various features of quality education and teachers' outcomes and professional interactions with other teachers, loyalty to standards, and links to the objectives and experiences of teachers (Ahmed, 2016).

Schools need to provide teachers with a fixed number of learning hours and interaction time in order for quality education programs to be successful. A number of worldwide studies have demonstrated the importance of task time and learning chances for educational quality (Papanthymoun and Darra, 2023). Assigning homework was the method for expanding the learning period, and it has proven successful in OECD nations (Klees, Ginsburg, Anwar, Robbins, Bloom, Busacca, and Reedy, 2020).

2.4.8. Instructional language

The languages taught in schools have the potential to impact students' learning and general academic achievement. Research indicates that a number of benefits to teaching primary school in native African languages were not equipped to deal with scientific and technical concepts. Parents want children to master languages early, teaching English since they view it as critical for improving life for children. A problem was not addressed that the transition students make from using the home language to using the national language, which was the lack of learning resources and teaching support available, such as textbooks, learning materials, and teaching skills in local languages. Teachers were concerned about the language used in education. As stated by Menuta and Hailu (2018), students receive the subject's

content not just through the language of instruction but through linguistic interaction, which helps develop the necessary intellectual skills.

2.5. Assessment of Education Quality

As stated by Ahmed (2016), in this particular context, discussions regarding the quality of education usually revolve around exam scores, parents' satisfaction with the educational process, the knowledge, skills, and attitudes that students acquire that they can utilize in their primary education, and the condition of the learning environments. The regularity and speed, with which a student completes assignments, as well as their ability to meet the requirements of the task, determine the quality of their academic work (Barszcz, Oleszkowicz, Bąk, and Słowińska, 2023). In an educational system, the resources utilized in the teaching process are frequently employed to define the quality of achievement by students (George, 2018).

According to a study by Edward (2023), national standardized tests are currently given in the majority of countries at the end of the academic year, which, taking part in regional or even national assessments, a country could obtain some measure of learning outcomes as well as compare its performance to that of other countries in an objective manner. The society had specific status indicators, or overt or covert indicators of the quality of education, such as educational procedures, inputs, and outputs (Ginsburg, 2021).

2.6. Effectiveness, Efficiency, and Quality

The idea of quality education changes depending on how far the educational system and the teachers who teach have progressed (Ahmed, 2016). In a comparative analysis of educational institutions, the higher pass rates and scores can be attributed to the students' higher academic starting points and/or better educated families (George, 2020). The political factors responsible for education quality in the 1990s implemented school reform initiatives at the local, state, and federal levels in response to public concerns (Rania, 2023).

According to a study by Erzoah (2022), a lot of standards-based methods involve performance-based assessments that demand that students generate. As stated by Edward (2023), an effective school was made a significant contribution to the academic success of its students, regardless of their backgrounds or community. The most common application of

assumptive assessment, as opposed to formative assessment, had been in relation to academic achievement outcomes (Papanthymoun and Darra, 2023). In line with Elfert and Ydesen (2023), new associations need to be made between the assessment of institutional performance and capacity and the assessment of individual completeness through recognizing procedures.

2.7. Techniques to Raise the Quality Education in Middle Schools

Effective schools suggest an educational foundation that enabling students to learn as much as possible and to acquire the skills and knowledge specified in the national curriculum. Ensuring the quality of initial teacher training and providing incentives and opportunities for ongoing professional development. The principals should be able to supervise and support teachers and students in the school. The quality teachers had the ability to help students learn based on the profession's deep knowledge of subject matter and pedagogy, preparation of teachers before beginning work in the classroom. The affects educational quality since student achievement beyond basic skills depends on teachers' knowledge of subject matter and ability to use knowledge to help students learn. The East African program noted the importance of mentoring by trainers' continuous support and reinforcement (Joshi, 2013).

The effective working relationships with the personnel of line educational agencies, instructional leadership, managing finances, and human resources, and gaining the trust of the school management committee and parents were all characteristics of successful school leaders. The students and teachers were managed by administrations in the school, which ensured financial resources for education recurrent budgets; it was a necessity. The organizational support for teaching and learning takes the form of measures advocating better conditions and professional development, respecting teachers' autonomy and professionalism, and developing inclusive decision-making. The supervising in the classroom that showed the greatest learning regularly evaluated teachers, based on professional development and improved teaching practice (Gurmessa, 2019).

2.8. Teachers' Roles in Providing Quality Education

Teachers were vital in student development and educational success, shaping critical thinking and creativity, imparting knowledge, fostering emotional growth, and creating a positive learning environment. The teachers adapt approaches to meet diverse needs, employ

innovative methods, and collaborate with stakeholders to ensure quality education was accessible, inclusive, and impactful; guide students; shape attitudes; and create supportive environments. The roles of the teachers were as follows:

2.8.1. Teacher professional development

Professional development could help overcome teachers' shortcomings, pre-service education, and keep teachers up-to-date on new knowledge and practices in the field. The teachers had ongoing training that directly enhances student achievement. The continuing professional development in the early years after initial preparation and then ongoing throughout a career contributes significantly to student learning and retention. Effective strategies for teachers to increase knowledge like peer and supervisor observations, discussion, and reflection with colleagues (UNICEF, 2000). Building on method professional development, a school improvement project program demonstrated teachers got external and in-service workshop training that enhanced child centered teaching and learning practices. The best teachers possessed understanding of their subject matter and pedagogy, supporting students' teaching and preparation teachers got before starting to teach in the classroom (Horn, 2018).

2.8.2. Competency of teachers and school effectiveness

The teachers modern and traditional teach strategies so that effective utilization of class time had impact on students' learning. The first step was the teacher's presence in the classroom. The teachers face transportation and housing obstacles that hinder them from getting to school on time and staying until school hour's end and teachers hold second jobs which may reduce the time and the left energy expended in the classroom, and teachers may miss school altogether. Schools have been able to organize schedules according to children's work, and family obligations had seen greater success in student persistence and achievement. In Ethiopia, for instance, schools that began and ended a day earlier than usual and scheduled breaks during harvest times found educational quality improved. The quality of teaching of individual teachers was higher in schools able to make more efficient use of the available time of their teachers and their students (Rafiq, 2019).

2.8.3. Mechanisms for teacher feedback

Teachers were adept at both teaching strategies and evaluation and assessment procedures, which enabled them to measure each student's progress and modify lessons to meet the needs of each student. The process should include performance assessment and assessment of factual knowledge. The effective teachers possess not only pedagogical expertise but also skill in evaluation and assessment techniques, enabling them to monitor the learning progress of each individual student. According to observations made in certain countries, teachers get relatively little training in evaluation methods, the ongoing assessment processes official programs advocate (Tadesse, 2017). Certainly, many teachers and educational systems continue to depend entirely on traditional paper-and-pencil tests of factual knowledge, which tend to promote rote memorization rather than high-order thinking skills (Colby, 2000).

2.8.4. Teachers think all students were capable of learning

The priorities and expectations of school had an impact on how time was spent. Quality education puts students at the center of the process; student achievement must be the school's earliest priority. Since students were the reason schools exist, however, teachers might not have always believed in the school's capacity to help all students due to the complexity of educational institutions. Research conducted in some countries has shown that low expectations for student achievement affect entire educational systems. Rather than setting high standards and believing that students could meet them. Teachers and administrators in many developing nations expect up to half of students to drop out or fail in primary grades. The schools committed to student learning communicate expectations and challenging assignments, monitor performance, and give students the chance to participate (Rafiq, 2019).

2.9. Participation of Parents and the Community

According to a study by the Organization for Economic Cooperation and Development (OECD) (2001), learning was now not limited to what occurs in classrooms. The role of the school must be closely tied to the changes occurring in the surrounding community. The OECD highlights the pressure for new forms of governance and partnership, such as shared decision-making with teachers, parents, and community members, increases when power is decentralized to the school itself. The students' growth and development were significantly

impacted by the relationships that exist between the school and the community (Klees, Ginsburg, Anwar, Robbins, Bloom, Busacca, and Reedy, 2020).

According to Sheldon and Jung (2020), the resources available for teaching and learning when parents and community members were involved in school life expand the environment. The administration of the school establishes trust with the community and parent when they could collaborate to create a shared vision for school reform, according to a study by Proctor, Roch, Breidenstein, and Forsey (2023), parental involvement in school activities includes a wide range of activities, such as practicing good parenting at home, offering homework assistance, interacting with teachers, attending school events, and participating in school governance. Parental involvement was generally linked to children's improved academic performance, increased academic perseverance, improved behavior, improved social skills, and lower dropout rates (Stefanski, Valli, and Jacobson, 2016).

2.10. The Conceptual Framework

The framework presented below was developed based on a theoretical explanation and the empirical findings reviewed. So far, in this chapter, low-quality education could be an independent variable, and students' motivation could be a dependent variable among middle school students.

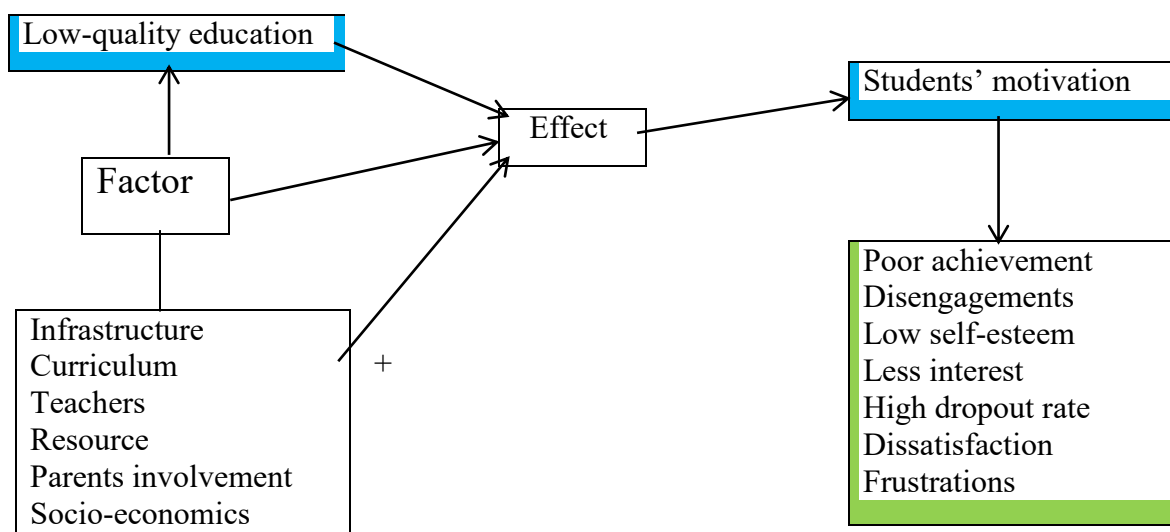


Figure 1: Conceptual framework

2.11. Summary of the Review of Related Literature

Based on the review literature mentioned above, the researcher confirmed that quality was vital in all areas of life. The review of literature related to the answer to the basic research question and achieves the objective of the study, the factors contributing to students' motivation among middle school students. It was education connected to motivation, psychological and emotional well-being, and also academic achievements. The quality concepts could be grouped into different but related ways of thinking, such as exceptional, perfection, appropriateness, value for money, and transformation quality. The model qualities were learner, educational environment, content process, and outcome quality.

The review literature mentioned above shows that different factors contribute to students' motivation, such as students, teachers, curriculum, textbooks, administration, instructional time, and language. The quality of education was evaluated for effectiveness and sufficiency. The effects of low-quality education on students' motivation, such as low interest and self-esteem, the emotional and psychological effects, underachievement, reduced thinking, and high dropout rates. The techniques to raise the quality of education and teachers' roles in providing quality education, such as professional development, competency of teachers, school effectiveness, mechanisms for teacher feedback, and teachers thinking all students are capable of learning. The participation of parents and the community

Overall, it's the researcher's confident interest to find the factors contributing to students' motivation among middle school students in the Ethiopian context, particularly from the perspective of Bedeno Town middle school, which was an area where there was a shortage of literature. As a result of this, the review literature above shows that most of the findings were easily obtained based on the resources and evidence collected in the area of the study, which would assess the factors contributing to students' motivation among middle school students.

3. RESEARCH DESIGN AND METHODOLOGY

This chapter deals with a description of the study area, research design, source of data, population, sample size, and sampling technique, data collection instruments, procedures of data collection, methods of data analysis, and ethical consideration.

3.1. Description of the Study Area

The study would be conducted in the Bedeno District, which was located in the south-central part of the East Hararghe Zone, Oromia regional state, Ethiopia. Bedeno District was one of the twenty-one districts found in the East Hararghe Oromia Regional State. The district was found between $8^{\circ} 52' 30''\text{N}$ and $9^{\circ} 13' 30''\text{N}$ latitude and $41^{\circ} 30' 0''\text{E}$ and $41^{\circ} 50' 0''\text{E}$ longitude (Figure 2). Goal Oda and Meyu Muluke border Woreda on the south, Melka Balo on the southwest, Dedar on the west, Goro Muti on the northwest, Karsa in the north, Kurfachale in the northeast, and Gurewa in the east. It was located about 641 km from Addis Ababa, the capital city of Ethiopia, and 115 km southwest of Harar town (CSA, 2005). The land mass of Bedeno Woreda is 97,410 hectares (BDAO, 2022).

The topography could be classified as plateaus (55%), plains (37%), and deep gorges (8%), with three agro-climatic zones, namely Dega (17%), Woinadega (15%), and Kola (8%). The total population of the study area was 300,115 (M = 150,916, F = 149,199). Urban residents were 14,024 (M = 7, 429; F = 6,595), while rural residents were 286,091 (M = 143,487; F = 142,604). The main economic activities of the study area were agriculture, rain-fed subsistence mixed farming, which includes crop and livestock rearing, and also khat, coffee, and vegetables, which were cash crops. The majority of people speak the Afan Oromo language (96%), and a few people speak the Amharic language (4%). The religion of the majority of people was Muslim (94%), and a few people are Christian, such as Orthodox (4.5%) and Protestant (1.5%).

The case study area was where the researcher was living, but factors contributing to students' motivation were not studied in the area. In regard to the education system, in middle school, issues related to quality education include a lack of qualified teachers, insufficient resources and facilities, overcrowded classrooms, and curricula being irrelevant and outdated.

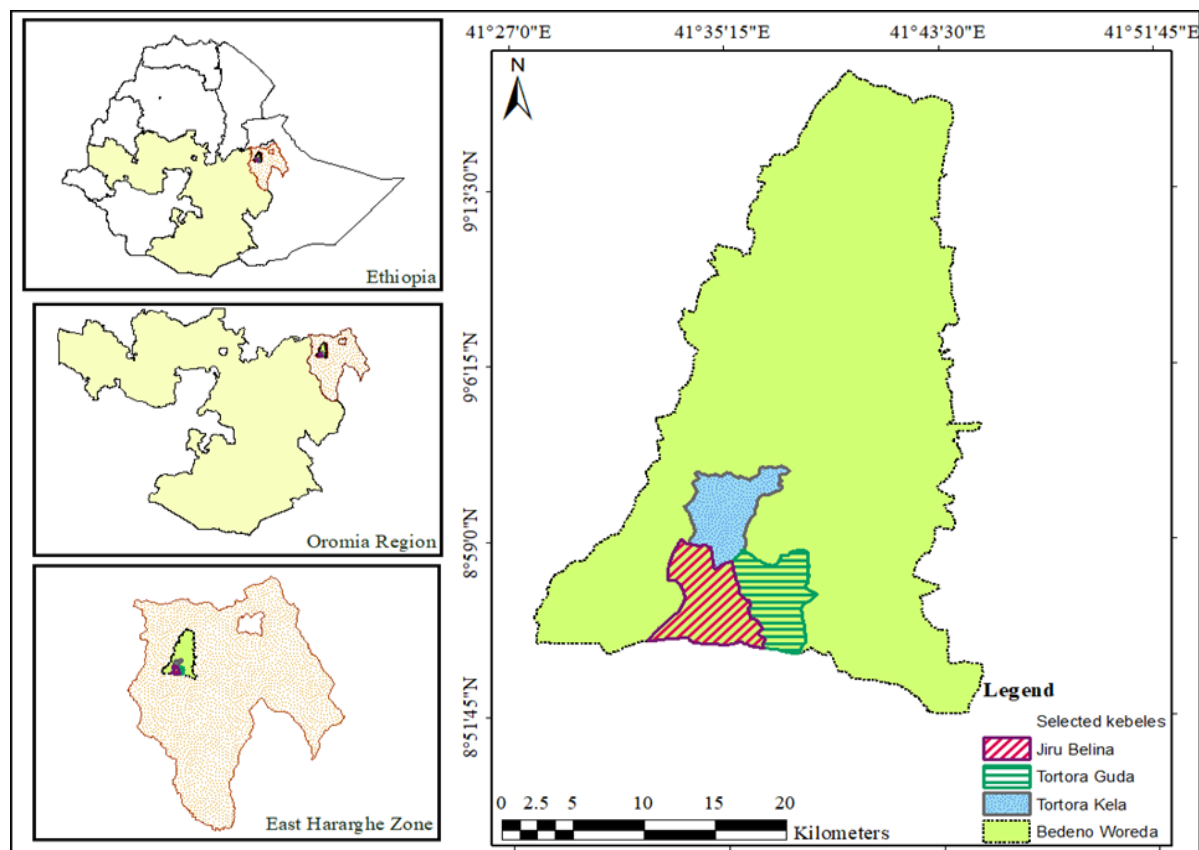


Figure 2: Map of the study area

Source: Own extracted from Arc GIS software10.3.

3.2. Research Design

The study employed a mixed-method approach with explanatory sequential design to answer the basic research questions. In an explanatory sequential approach, the researcher first collects and analyzes quantitative data, then follows qualitative data collected and analyzed to explain quantitative findings and provide deep insights into quantitative results. This method allows for a deep understanding of the results and enriches the understanding of the research problem. The mixed research approach involves the collection, analysis, and interpretation of both quantitative and qualitative data in a single study, and it was effective in addressing complex research questions, allowing researcher to draw on the strengths of quantitative data while providing rich context through qualitative data.

The explanatory sequential design was characterized by two different phases. First was the quantitative phase, which involved collecting data through questionnaires. The data were

analyzed using statistical measures of inferential statistics, such as regression and correlation, to assess the factors contributing to students' motivation. Second, the qualitative phase: after the quantitative results were analyzed, qualitative data was collected through interviews using open-ended questions. The data were analyzed in a thematic analysis, then to provide a deep understanding of findings from the first phase. The phase focused on understanding experiences, perceptions, and challenges related to factors contributing to students' motivation.

The integration results during the discussion stage, in which the quantitative findings provided a broad understanding and the qualitative findings offered detailed explanations and contextualized the statistical trends, ensured a deep understanding of the phenomenon.

3.3. Sources of Data

Primary data sources would be collected from students by using closed-ended questionnaires and from principals and vice principals by using open-ended question interviews from the respective middle schools in Bedeno Town in both quantitative and qualitative data.

3.4. Population Sample Size and Sampling Techniques

The target populations of the study would be middle school students, principals, and vice principals in the 2023–2024 academic years. The total number of middle schools in Bedeno Town was three (3). These middle schools were from grade 7 up to 8. The total number of students in three middle schools was 634 (M = 414, F = 220). The total of principals in three middle schools (M = 3) and the total of vice principals in three middle schools (M = 3).

The sample techniques used probability sample techniques, such as stratified random sample techniques, and other samples used non-probability sample techniques, such as available sample techniques and purposive sample techniques. From the three middle schools (grades 7-8), the three middle schools were selected using purposive sampling techniques because of specific schools in Bedeno Town. A sample of the population was selected by stratified random sampling, such as students. The other sample of the population was also selected by principals and vice-principals using the available sampling techniques due to the limited number of respondents.

According to Hanna's (2019) recommendation, it was possible to use a minimum sample size that notices a moderate effect size with a 5–10% level of significance for most research. To get the required number of samples from the total population, the sample size of this research would be determined by computing the Yamane (1967) formula for proportional allocation to the size of the strata with a 95% confidence level of interval and a 5% degree of sampling error precision. Therefore, the sample size (n) of the study would be calculated as follows: $n_i = \frac{N_i}{1 + N_i(e)^2}$ where $e =$ margin of error (0.05), $N_i =$ total population, $n_i =$ sample size

The students would expect to be included in the sample size of the three schools.

$$n_i = \frac{N_i}{1 + N_i(e)^2} = \frac{634}{1 + 634(0.05)^2} = \frac{634}{1 + 634(0.0025)} = \frac{634}{1 + 1.585} = \frac{634}{2.585} = 245.26$$

Students will be expected to be included sample size at 0.05

$$\text{In \% } \left(\frac{n_i}{N_i} \right) \times 100 = \left(\frac{245}{634} \right) \times 100 = 38.643, 0.3864, 38.6\%$$

$$P1 = 370 \times 0.3864 = 143$$

$$P2 = 48 \times 0.3864 = 19$$

$$P3 = 216 \times 0.3864 = 83$$

$$\text{Total} = 634 \times 0.3864 = 245$$

The total sample size of students from three schools was 245, which was 38.6% of the total population of the study. Probability sampling was a stratified random sampling technique that would be used for quantitative data because one of the purposes of the researcher was to assess the effect of low-quality education on students' motivation.

The nonprobability sampling was selected by available sampling techniques used for qualitative data in the study. The researcher conducted interviews in the study area using semi-structured interview questions. The respondents were three principals and three vice-principals from three middle schools. The participants in the interview sessions had more than five years of leadership experience. The total sample size was 251 (39.2%), which was used in both quantitative and qualitative data in three middle schools.

Table 1: Population sample size and sampling techniques.

No	Type of population	Elementary (7-8)	Mission (7-8)	Madrasa(7-8)	Population	Sample size	%	Sampling technique
1	Students	370	48	216	634	245	30	Stratified random
2	Vice principals	1	1	1	3	3	100	Availability
3	Principals	1	1	1	3	3	100	Availability
Total		372	50	218	640	251	77	Total

Source: The sample of school

3.5. Data Collection Instruments

In this section, the researcher would use questionnaires and interviews to collect data that answers the basic research questions and achieves the objectives of this study. The detailed actions in administering the instrument of data collected were presented as follows:

3.5.1. Questionnaire

In this study, the researcher used questionnaires to collect data from students. The researcher also employed quantitative data collected by questionnaires from participants on factors contribute on students' motivation among middle school. The scale questionnaire prepared for students, which was composed of 32 items rated on a five-point Likert scale, was first translated from English to Afan Oromo. The translated questionnaire was back-translated into English in consultation with language and subject area experts to ensure accuracy and conformity with the original version. After that, a translated version of the Afan Oromo questionnaire was distributed to 245 students.

The questionnaire was divided into four major parts in line with the objective of the study. Part one was composed of items that were prepared for collecting demographic information from respondents, such as gender, age, educational status, and school. Part two consists of items that collect data on the effect of low-quality education on students' motivation. Part

three involves items that collect data on the factors contributing to students' motivation. Part four consists of an item that collects data on the relationship between low-quality education and motivation.

The administered questionnaire, the effect of low-quality education on students' motivation, factors contributing to students' motivation, and the relationship between low-quality education and motivation scales were selected as the primary tools for data collection in this study because of their appropriateness in collecting significant information. In addition, this scale was recognized for its capacity to assess both positive and negative feelings related to issues of factors contributing to students' motivation. A scale questionnaire was utilized in which respondents rated their agreement or disagreement on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

The researcher was to check reliability and validity, which employed a pilot test that would be conducted among 30 students before applying it for data collection. Significant comments would be collected; hence, the content items would be modified in the questionnaire based on feedback comments. The reliability result of the effect of low-quality education on students' motivation, a factor that contributes to students' motivation, and the relationship between low-quality education and motivation were composed of items of the students that were .86, .83, and .78, respectively, and the overall reliability test was .82. In general, Cronbach's alpha results of the score were .82; the questionnaire had enough reliability for its proposed use in the final study.

3.5.2. Interview

The researcher developed semi-structured questions for 3 principals and 3 vice principal respondents. Interviews would be conducted through face-to-face contact conversations between the interviewer and the interviewee. The semi-structured interview was more powerful in the sense that it allows the researcher to acquire in-depth information from the interviewee. These interviews were inflexible and adaptable, permitting the researcher to answer their question and continue the inquiry based on the response of the interviewee (Ruslin *et al.*, 2022).

The researcher utilized note-taking books and pens, along with audio-recorded interviews for transcription. Each interview took 10–15 minutes, with follow-up questions asked to obtain additional explanation and the respondents' comprehensive knowledge and experience related to the effect of low-quality education. At the end of each interview, the researcher ensured that the recorded interview was easy to audible.

3.6. Procedures for Data Collection

In order to obtain accurate data, the researcher follows a series of steps. First and foremost, the instrument for data collection that scaled the questionnaire prepared for students was translated to Afan Oromo because it was difficult to understand for students in English. The researcher used a pilot test, which was conducted as a pretest among small numbers of respondents. The researcher also checked the validity and reliability of the item based on feedback comments, which were inappropriate; wording was corrected, and it was an easy-to-read and understandable item.

Before starting the collection of data, the researcher would receive a letter of permission from the department of psychology. The researcher would also obtain a permission letter from the educational office; after getting permission, the data collector would be given instructions to respondents on how to fill out and complete the questionnaire; then the data collectors would distribute the questionnaire to respondents and after filling it out, the respondents submitted it to the data collector. In this case, an in-depth interview was conducted with respondents, such as the principals and vice principals, who have more than five years of leadership experience. The interview was used for key informants' principals and vice principals.

3.7. Methods of Data Analysis

In this study, the researcher employed both quantitative and qualitative approaches to data analysis to achieve the objective of the study. After the data was collected, it would be checked for completeness, consistency, and clarity to ensure its correctness, and the data would be coded into a computer so that the statistical package for social sciences (SPSS) software version 25 would manage the data and then analyze the data on the computer.

The quantitative data analysis technique employs both descriptive and inferential statistics. Leary (2004) suggested using descriptive statistics to describe and summarize the basic features of the quantitative data analysis by using frequency, percentages, and tables. The quantitative data was analyzed using inferential statistics through regression and Pearson correlation. The first research question, an analysis of linear regression, was utilized to examine the effect of low-quality education on students' motivation. The second research question analysis, multiple regressions, was used to assess factors that contribute to students' motivation. The third research question analysis in Pearson correlation was used to identify the relationship between low-quality education and students' motivation.

The qualitative data was collected through interviews, so that the data analysis methods were used in thematic analysis, and then systematically analyzed to identify themes, patterns, and appropriate insight related to issues of students' motivation. The qualitative data was also interpreted and analyzed through thematic analysis, which takes the bodies of data and groups them according to theme coding, and categorizing the comments and quotations.

3.8. Ethical Consideration

The research ethic was one of the significant things in the entire research study task. In this study, informed consent, anonymity, and secrecy were prioritized as key ethical considerations to safeguard the rights and identity of respondents when conducting the research. The researcher explained the goal of the research to the participants and wrote in the introduction in the parts of the questionnaire. While administering the questionnaire and interview, the researcher respects the rights and identity of participants, protects the confidentiality of participants, and fairly explains the nature of the research to participants.

All the information of the respondents that was submitted saved confidentiality, and it would not be shared with third parties.. The data of participants provided would only be used for the purpose of the study. Additionally, the participant names, phone numbers, or any other private information will not be recorded during the data collection procedure. Participation in this study would only be chosen willingly.

4. RESULTS AND DISCUSSIONS

This chapter deals with presenting, analyzing, and interpreting data collected from the respondents through a questionnaire and interview related to the factors contributing to students' motivation among middle school in Bedeno Town. This chapter was divided into two parts. Part one that describes the demographic characteristics of the respondents includes age, gender, educational status, school and year of leadership experience. Part two describes the effect of low-quality education on students' motivation, the factors contributing to students' motivation, and the relationship between low-quality education and motivation. It provided a result, and in discussion, the findings of the study were presented supporting previous studies.

The sample size of the study was 245 students from three middle schools in Bedeno Town. The distributor was 32 questionnaire distributions to 245 students were completed and returned to the distributor. Because the participants were present on the school site, which provided a specific kept area that made it easier to manage the administration of the questionnaire during its distribution and collection, questionnaire. The researcher was provided with semi-structured interview questions for 3 principals and 3 vice principals in sessions on the school site. In the analysis of the data collected, a mixed research method with an explanatory sequential approach was utilized. The quantitative data analysis in descriptive and inferential statistics was applied to interpret and analyze the data obtained through questionnaires.

The quantitative data collected through questionnaires was coded and entered into SPSS-25 for analysis. The qualitative data was collected through interviews, which were analyzed in thematic analysis. The significant themes have been identified and supported by quotations from the interviewees in order to present the qualitative data.

4.1. Result

4.1.1. Demographic background of the study participants

The demographic characteristics of the sample respondents included gender, age, education status and school. To analyze this, the researcher utilized descriptive statistics such as frequency, percentage, and table.

Table 2: Demographic background of the respondent

NO	Item	Variable	S	S	
				F	%
1	Sex	Male	169	169	69.0 %
		Female	76	76	31.0%
		Total	245	245	100.0%
2	Age	10-12 years	65	65	27.5%
		13-15 years	138	138	56.3%
		16 and above years	42	42	17.1%
		Total	245	245	100.0%
3	School	Elementary	143	143	58.4%
		Mission	21	21	8.6%
		Mad rasa	81	81	33.1%
		Total	245	245	100.0%
		Grade 7	131	131	53.5%
4	Educational status	Grade 8	114	114	46.5%
		Total	245	245	100.0%

Source: Field survey data, 2024.

Key word: S= Student, P= Principal, V= Vice principal. F= Frequency and %= Percent

As in the above table 2 presented item 1, it was indicated that 169 (69.0%) of the respondents were male and the remaining 76 (31.0%) were female. This demonstrated the number of respondents was more male than female among middle school students. According to item 2, in the same table, it was indicated that 65 (27.5%) of the respondents were between the ages of 10 and 12 years, 138 (56.3%) were between the ages of 13 and 15 years, and also 42 (17.1%) were between the ages of 16 and above years among middle school students. This indicates that the majority of the respondents' ages were between 13 and 15 years among middle school students.

From table 2, item 3, it was shown that the distribution of respondents from three middle schools was different. The major respondents in school one were 143 (58.4%) students, in school two were 21 (8.16%) students, and in school three were 81 (33.1%) students among middle school students. This indicates that school one had more participation of students than two and three among middle school students. In table 2, depicted item 4, it clearly indicated that the educational status of the respondents, 131 (53.5%) were in grade 7, and 114 (46.5%) were in grade 8 among middle school students.

4.1.2. The effect of low-quality education on students' motivation

In this section, the first objective of the study was for the researcher to assess the effect of low-quality education on students' motivation to address the basic research questions to achieve the purpose of the study among middle schools in Bedeno Town. The linear regression analysis was used to analyze one independent variable, such as low-quality education, on the dependent variable, such as students' motivation.

Table 3: Results of linear regression analysis on the effect of low-quality education (n = 245, P < 0.5)

Model summary			Coefficients			
Model	R	R ²	Unstandardized Coefficients	Standardized Coefficients	T	Sign
			B	Beta		
1	.832	.693	2.263		23.588	.000
	(Constant)		.112			
	Low quality education		-.647	-.668	-13.993	

a. Predictors (Constant): Low quality education

b. Dependent Variable: Students motivation

Source: Field survey data, 2024, using SPSS 25.

As in Table 3 above, the linear regression result R-squared value of .693 means that 69.3% of the variance in students' motivation could be explained by low-quality education. The independent variable accounts for a substantial portion of the variation in students' motivation. The model explains 69.3% of the variation in the students' motivation, and the remaining 30.7% unexplained by the model could be beyond study parameters. The regression model P-

value was less than 0.05, statistically significant that low-quality education affects students' motivation.

The coefficient ($B = -.647$) indicates an expected change in student motivation for each one-unit increase in low-quality education. The means that for every unit increase in low-quality education, students' motivation decreases by $-.647$ units; the negative coefficient shows the negative effects of low-quality education on students' motivation. The coefficient ($Beta = -.668$) signifies a strong negative relationship between low-quality education and students' motivation.

4.1.3. The factor contributes to students' motivation

In this part, the second objective of the study, the researcher analyzed to examine the factors contributing to students' motivation to answer basic questions to achieve the purpose of the study in middle schools in Bedeno Town. The multiple regression analysis was used to analyze the three independent variables, such as infrastructure, curriculum, and teacher, on one dependent variable, such as students' motivation.

Table 4: Result of multiple regression analysis on factors contributing to students' motivation ($n = 245, p < 0.05$)

Model summary			Coefficients				
Model	R	R ²	Unstandardized Coefficients	Standardized Coefficients	T	Sign	
			B	Std. Error	Beta		
1			(Constant)	2.233	.098	24.001	.000
			Infrastructure	-.666	.033	-.795	-.000
			Curriculum	-.430	.085	-.432	-.000
			Teacher	-.159	.054	-.365	-.000

a. Predictors : (Constant), Infrastructure

b. Dependent variable: Students motivation

Source: Field survey data, 2024, using SPSS 25.

From table 4 above, the multiple regressions result R-squared value of $.667$ means that 66.7% of the variance in students' motivation could be explained by a factor contributes.

The substantial portion revealed that independent variables, such as infrastructure, curriculum, and teachers, were the sources of the variance in the students' motivation. The potential factor in students' motivation was 66.7%, attributed to the independent variable. The model explains 66.7% of the variance in students' motivation, and the remaining 33.3% unexplained by the model could be beyond study parameters. In the regression model, the p-value was less than 0.05, statistically significant factors contributed to students' motivation.

The regression analysis of factors that lead to an effect on students' motivation could be associated with components of factors contributing measured by the regression correlation coefficient (2.23), which were contributed by 50% of the factors that lead to students' motivation as measured by the stepwise multiple regression coefficient (R²)*100. The regression equation predicts infrastructure (x1), curriculum (x2), and teachers (x3) factor into students' motivation, explained by statistically significant independent variables: $y = 2.23 - .66 \times 1 - .43 \times 2 - .15 \times 3$. Where 2.23 was constant. The negative slopes of predictor variables were -.66, -.43, and -.15; a unit increase in independent variables led to decreased students' motivation.

The beta weight was the average amount the dependent variable decreased when the independent variable increased compared to each other. The infrastructure (-.795) had a strong, significant effect on students' motivation, and the curriculum (-.432) had a moderate, significant effect on students' motivation, whereas teachers (-.365) had fewer significant effects on students' motivation than other explanatory variables.

4.1.4. The relationship between low-quality education and motivation

In this part, the third objective of the study, the researcher analyzes to identify the relationship between low-quality education and motivation to answer the basic research questions to achieve the purpose of the study among middle schools in Bedeno Town. The Pearson correlation was used to analyze the relationship between low-quality education and motivation.

Table 5: Result indicates a correlation between low-quality education and motivation (n = 245, p < 0.01)

Correlation		Low-quality education	Motivation
Low-quality education	Pearson correlation	1	-.899**
	Sign(2-tailed)		.000
	N	245	245
Motivation	Pearson correlation	-.899**	1
	Sign(2-tailed)	.000	
	N	245	245

** Correlation is significant at the 0.01 level (2-tailed)

Source: Field survey data, 2024, using SPSS 25.

In table 5 above, the Pearson correlation analysis was used to compute the relationship between low-quality education and students' motivation. In this case, the correlation coefficient was $r = -.899$, $p < 0.01$, a relationship between low-quality education and students' motivation. Conversely, the correlation coefficient was $r = -.899$, $p < 0.01$, a relationship between students' motivation and low-quality education. The correlation coefficient of $-.899$ suggested a strong negative relationship between low-quality education and students' motivation. The p-value associated with the correlation coefficient was 0.00, less than the typical significance level of 0.01.

Based on this study, the results indicate that low-quality education had a statistically significant relationship with students' motivation. The result was that the students' low-quality education increased, the students' motivation decreased, whereas the students' low-quality education also decreased, the students' motivation increased.

Qualitative data was collected after quantitative data was analyzed in the first phase, the qualitative data to explain and support the finding of the result and more to the understanding of the quantitative findings. The findings from the interviews with a key informant provided further support to the results obtained from statistical analysis. The key informant, who was knowledgeable and experienced in teaching and leadership, confirmed the existence of significant differences in the effect of low-quality education on students' motivation and factors that contribute to students' motivation.

The first objective of the study was to assess the effect of low-quality education on students' motivation to address the basic research questions. The researcher utilized qualitative data collected through interviews from the target group of respondents, including principals and vice principals, related to the effect of low-quality education on students' motivation in their school, their perceptions, opinions, attitudes, and views, and also the effect of low-quality education that relates to teachers in their school.

Qualitative data analysis used thematic analysis, which was a technique for categorizing and arranging data that involved assigning unique codes to each comment and quotation. Coding was the process of analyzing, comparing, understanding, and categorizing data. It was process of making a list of concepts or themes that best describe a collection of information.

During the interview, the key informant's principals and vice principals from Bedeno Town middle school students were suggested the following ideas:

As we had teaching experience and as school leadership, we were explained (reported) the motivational effect of low-quality education in our school(s) on students in our school, which was lowering students' interest and motivation for learning, and students were discouraged and students were divided by the motivation they had to learn. Students' abilities and competencies were declining. It makes students feel inferior and spreads dependent behavior. Students were vulnerable to mental and psychological problems. Students were exposed to various addictions such as alcohol, chat, hashish, shisha, and smoking tobacco. It was lowering students' performance scores. Students' motivation and hope for secondary and higher education was weakening, and students hate education and lack interest. Students were missing the goal and hope of future productive growth. Exposure to economic and social problems it was the growth of student waste. It was a widespread lack of interest in student families and the community. Students' lack of interest and respect for school hours as well as students' families' lack of attention to education. Students were vulnerable to illegal immigration, and students were vulnerable to underage marriage. It undermines the morale and interests of students' families and the community and widespread dependence on students' families.

During the interview, the key informant's principals and vice principals from Bedano Town middle school suggested that concerning teachers as follows:

As we had teaching experience and as school leaders, we were willing to explain (reported) the effect(s) of declining quality of education on student motivation in our school, which was to lower the teacher's responsibility to teach. The teacher was less motivated to create new things and becomes weak in teaching. Teachers were becoming more dissatisfied and less self-confident in teaching, and the efficiencies of teaching were decreasing, and students' families and communities were losing hope and courage from teaching. The teacher was not paying attention to the teaching work. The teacher did not monitor and control the students.

The second objective of the study was to examine the factors that contribute to students' motivation to address the basic research questions. The researcher utilized data collected through interviews with target group respondents, such as principals and vice principals, about the factors that contribute to students' motivation in their school perception, opinion, attitude, and views on infrastructure, curriculum, resources, parent involvement, and socio-economic conditions, and also factors that relate to teachers in their school.

The researcher interviewed principals and vice principals key informants about factors contributing to students' motivation among middle school students.

The interviewer responded that:

As we had teaching experience and as school leadership in our school, we were explained (reported) the factor contributing to the decline in quality of education on students motivation in our school lack of comfortable school facilities such as student seats, classrooms, student books, and guide teachers. Lack of pedagogical center, library and laboratory, School was not free from a variety of major voices. Facility was the lack of water in the school, for example, for girl's students in need of more water. There were no separate toilets for boys and girls in the school. Student family and community involvement were weak in the school. Families of students lack complete student educational materials, for example, notebooks and pencils. Classes and student numbers are inconsistent. The ratio of teachers to students was uneven. There was an unequal increase in student

participation and the material being taught; there was a shortage of teachers, and teachers were teaching without professional training. It was the lack of a trained English teacher to teach the assignment. It was the lack of interest from the students' families and other communities as well as the lack of interest of the students. Economic and social problems of students' families and Lack of technology and internet in schools, weak monitoring and control of students' families, and poor monitoring and supervision of teachers. The food of the students in the school started well, but it was not enough because it was collected from the community, and for this reason it had not been able to solve the problem of the students in the school.

The researcher interviewed principals and vice principals key informants about factors contributing to students' motivation among middle school teachers.

The interviewer responded that:

As we had teaching experience and as school leadership, we were explained (reported) that the factor contributing to the decline in quality of education on students' motivation in our school was the lack of teacher assignment to the trained subject and teaching untrained subject, which was a teacher shortage related to each other. There was a lack of educational facilities such as a pedagogical center, library, laboratory, textbooks, a guide teacher, classrooms, and seats for students in the school. It was not an attractive school place. Classrooms and student numbers were not consistent. The ratio of teachers to students was not equal, economic and social problems of students' families. Teacher shortages were related to teaching without professional training. It was the lack of a trained English teacher to teach the assignment. The teacher comes from a distant place to teach due to lack of housing. The curriculum was not student-centered. Student participation was increasing, and material resources were not matching, failure to provide educational muscle supported to the education office. There was weak involvement of students' families and community and a lack of quality in the construction of additional classrooms with public participation. Disinterest in other students was not respecting school hours. Leadership at various levels was not paying attention to educational work. Monitoring and control of students' families was weak, and it was the families of students who view education as useless.

4.2. Discussion

This part deals with the discussion of the results of the study in comparison with other studies reviewed so far; it also provides general possible explanations for the study findings. The major discussion of the topic was basically related to the basic research questions and the objective of the study. These include the effect of low-quality education on students' motivation, the factors that contribute to students' motivation, and the relationship between low-quality education and students' motivation.

4.2.1. The effect of low-quality education on students' motivation

In current study, results indicate that the variance in students' motivation could be explained by low-quality education. The low-quality education had a statistically significant negative effect on students' motivation. The coefficient for a one-unit increase in low-quality education, students' motivation decreases by one unit. The beta coefficient shows a strong negative relationship between low-quality education and students' motivation. The effects of low-quality education on students' motivation include poor academic achievement, disinterest, disengagement, frustration, hopelessness, dissatisfaction, reduced self-esteem, decreased confidence, high dropout rates, increased absenteeism and tardiness, and a negative attitude towards education.

In support of this study, Bunyamin and Gundogdu (2018) stated that low-quality education influences the cognitive development of students, which leads to poor thinking skills and creativity. The effect of low-quality education was limited opportunities for future success (Summers *etal.*, 2017). Low-quality education hinders students' academic progress and emotional and psychological effects (Silva *etal.*, 2019). Besides, low-quality education reduced motivation and confidence (Kumar and Singh, 2016). In addition, low-quality education has adverse effects on students' social and emotional development and challenges in developing interest, self-esteem, and emotional intelligence (Smith and Johnson, 2018). Moreover, a strong association between low-quality education and students' motivation (Smith, 2020).

Abdi and Rahmania (2023) studied that students in low-quality educational settings tend to have lower levels of motivation. Similarly, Bandura (2013) found that low-quality education leads to diminished

self-efficacy, and students feel less motivated to participate in learning. The effect of low-quality education was the increased risk of dropouts that increases the likelihood of students dropping out of school (Santos *et al.*, 2020). Mazambara and Mmalefikane (2024) found that a lack of interactive and participatory teaching methods leads to disinterest in learning, causing students to disengage from the educational process. Besides, students who lack motivation are less likely to pursue higher education (Abebe, 2020). Substandard teaching methods reported feeling less capable negatively affected motivation, which led to decreased self-esteem and negative perception of academic abilities (Kassaw and Demareva, 2023).

Arshad *etal.* (2015) stated that students in under-resourced environments feel demotivated because they cannot meet academic expectations, which diminishes self-esteem. Similarly, Kebede (2019) found that disappointment causes students to disengage from learning, high dropout rates, and low academic achievement. In addition, UNESCO (2020) studied that poor educational quality correlates with higher dropout rates because students feel useless.

4.2.2. The factor contribute to students' motivation

The present study results showed that the variance in students' motivation could be explained by contributing factors. The factors had statistically significant differences in effect on students' motivation. The predictor variable unit increases independent variables, which leads to a decrease in students' motivation. The beta weights average amount; the dependent variable decreased when the independent variable increased. The infrastructure was the largest factor that affected students' motivation, and the curriculum moderately affected students' motivation, and teachers had less effect on students' motivation, and other factors included a lack of resources, educational equipment, and parents' involvement, ineffective methods of teaching, and socio-economic factors.

In assistance with this study, Klees *etal.* (2020) stated the curriculum outlines the subjects taught and provides general guidelines on how long to teach, syllabi, performance criteria, and outcome measures. The formulation of the curriculum and its execution start with the national education goals and the outcome statements that translate into measurable objectives (Papanthymoun and Darra, 2023). The subject matter expertise and pedagogical skill mastery of a teacher determine effective teaching (Ulla, 2018). Teachers play a major role in quality education and effectiveness; education strongly supported by qualified teachers (Matasci,

2020). Similarly, Mekonnen (2021) studies that poorly trained teachers lack the skills necessary to inspire and motivate their students. Additionally, Barrance (2019) claimed teachers benefit, and assessments of students' progress toward standards conducted fairly and reliably.

Carnoy *et al.* (2018) study indicates that the correlation between teacher effort and students' final grades was based on quality education, and policymakers need to be aware of the identities and perspectives of teachers. The unqualified teachers, outdated curricula, and lack of resources lead to a negative attitude towards teaching (Opdenakker and Minnaert, 2011). Mahdi and Ismail (2020) stated that the room of a school building where teachers and students conduct experiments and designated rooms with special tools for carrying out experiments and solving problems. The Ministry of Education (Abie and Tadesse, 2023) lists a variety of facilities, including a pedagogical center, a library, a clinic, labs, water, and restrooms.

The MOE (2020) stated that the smallest basic facilities in all schools include separate restrooms for boys and girls and a sufficient supply of clean water for drinking and washing. The Education Ministry believes in developing countries like Ethiopia; access, equity, and quality affect school facilities (Ayen, 2012). Brooke (2013) shows that a low student-teacher ratio makes it necessary to employ additional staff in order to ensure that students receive an education. The operational tool school library fulfills a number of purposes, including ensuring students' right textbooks and workbooks (Ahmed, 2016). McEwan (2015) studied that educational materials used in classroom textbooks used learning tools in developing countries, right behind chalkboards and blackboards.

4.2.3. The relationship between low-quality education and motivation

In the current study, the results of the correlation coefficient show a strong negative relationship between low-quality education and students' motivation. Low-quality education had a statistically significant relationship with students' motivation. Low-quality education increased, and students' motivation decreased.

In support of this study, Schunk (2012) found low educational environments lead to reduced self-efficacy and motivation. The negative correlation between low education and students' motivation. Individuals with low educational backgrounds have a diminished self-concept and

a lack of skills and confidence, which leads to low motivation. Similarly, Deci and Ryan (2000) found that they focus on the importance of intrinsic motivation, which was driven by personal interest and enjoyment in the task itself. Individuals with high educational attainment like to engage in intrinsically motivated behaviors.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the major summary, conclusion, and recommendation based on the results of the findings. The first part was a summary of the findings of the study. The second part was the conclusion of the findings of the study. Last, part recommendations were made based on the findings of the study.

5.1. Summary

The major objective of this study was assessing the factors contributing students' motivation among middle school students in Bedeno Town. The specific objectives of the study were to first assess the effect of low-quality education on students' motivation. Second, examine the factors contributing to students' motivation; third, identify the relationship between low-quality education and motivation. In order to achieve the objective of the study, the researcher answers the following basic research questions:

- 1) What was the effect of low-quality education on students' motivation among middle school students in Bedeno Town?
- 2) What were the factors contributing to students' motivation among middle school students in Bedeno Town?
- 3) What was the relationship between low-quality education and students' motivation among middle school students in Bedeno Town?

In order to answer the basic research questions, related literature was reviewed. The study utilized an explanatory research design, with which the associations of certain factors contributing students' motivation of middle school students were examined. The researcher used data collection instruments like questionnaires, and interviews. The primary data was collected through a questionnaire, which consisted of 32 items on a five-point rating scale. The 32 questionnaires provided for students were translated into Afan Oromo to ensure understanding. The reliability of data from the actual study population could be checked by administering it to 30 students. Based on the information provided, the test reliability coefficient (alpha result) of .82 suggests a relatively high level of reliability. The semi-structured interview questions were conducted with 3 principals and 3 vice principals.

The participants of this study were students, principals, and vice-principals. The researcher used purposive sampling techniques to select three middle schools. The researcher utilized available sampling techniques to select 3 principals and 3 vice principals. The researcher also utilized stratified random sampling techniques to select 245 students. Sample size for this present study was determined using Yamane's (1967) formula for a known population, where population size and margin of error were taken into account to determine the sample size. Both quantitative and qualitative approaches were used in data analysis. The collected data was analyzed using SPSS version 25. The researcher also utilized data analysis in descriptive statistics such as frequency, percentage, mean, and standard deviation, and inferential statistics such as Pearson correlation and regression analysis. The qualitative data was analyzed using thematic analysis. Basic research questions aim to assess the effect of low-quality education on students' motivation, examine factors contributing to students' motivation, and identify the relationship between low-quality education and motivation.

The results of the current study indicated that the effects of low-quality education on students' motivation among middle school students. The study found that a linear regression analysis R square value of .693 means that 69.3% of the variance in students' motivation could be explained by the low quality of education. The coefficient ($B = -.647$) indicates an expected change in students' motivation for each one-unit increase in low-quality education. The coefficient means for every unit increase in low-quality education, the students' motivation decreases by $-.647$ units. The coefficient ($Beta = -.668$) signifies a strong negative relationship between low-quality education and students' motivation.

The study result indicates that the multiple regression analysis R square value of .667 means that 66.7% of the variance in students' motivation could be explained by the factor that contributes. The results of the stepwise multiple regressions of factors contributing to students' motivation revealed that these factors contributed 50% to the effect on students' motivation. The negative slopes of the predictor variables were $-.66$, $-.43$, and $-.15$ which indicate that a unit increase in the independent variables would tend to decrease the students' motivation. The study indicates that the Pearson correlation analysis used to compute the relationship between low-quality education and students' motivation. The results also showed that the correlation coefficient was $r = -.899$, indicating a strong negative relationship between low-quality

education and students' motivation, with a p-value less than 0.01, a statistically significant difference.

The study found that the low-quality education's effect on students' motivation, such as poor achievements, disengagement, frustration, hopelessness, dissatisfaction, reduced self-esteem, decreased confidence, and high dropout rates. The result of the study also indicated that the factors contributing to students' motivation include insufficient infrastructure, curriculum irrelevance and outdatedness, unqualified teachers, lack of school resources, parents' involvement, ineffective methods of teaching, and socio-economic factors.

5.2. Conclusions

The study focused on the factors contributing to students' motivation among middle school students in Bedeno Town. The following conclusions were drawn on the basis of the entire study and a summary of the above main findings:

- 1) The study found that the effects of low-quality education on students' motivation include disengagement, frustration, hopelessness, disinterest, dissatisfaction, reduced self-esteem, and decreased confidence. In addition, the lack of motivation to learn correlates with poor academic achievement; high dropout rates, increased absenteeism and tardiness, and a negative attitude towards education.
- 2) The study findings on factors contributing to students' motivation include a shortage of qualified teachers, deficiency of teachers' continuous professional development (CPD), ineffective teaching strategies, the absence of modern pedagogical practices, outdated and irrelevant curriculum, poor community participation, parent involvement, socio-economic conditions, and lack of textbooks, teacher guides, technology, and teaching and learning aids.
- 3) The study resulted in insufficient infrastructure, including overcrowded classrooms, high student-teacher ratios, facilities, resources, staff, laboratories, libraries, and basic utilities.
- 4) The findings study a correlation coefficient between a strong negative relationship between low-quality education and motivation. Low-quality education has a statistically significant relationship with students' motivation. Students with low-quality education

increased, students' motivation decreased, whereas students with low-quality education decreased, and students' motivation increased.

5.3. Recommendations

The research findings on factors contributing to students' motivation among middle school students in Bedeno Town, based on the conclusion and summary of the study findings, recommendations forward for students, teachers, principals, vice principals, parents, and communities were as follows:

1. Students should take proactive steps to enhance motivation and academic achievement to address challenges posed by low-quality education. Developing self-directed learning skills; engaging actively in class; seeking help; setting personal goals; promoting a positive mindset; involving parents; and utilizing community resources can empower students to overcome obstacles and achieve academic success.
2. Teachers should improve the quality of education and students' motivation. The focus on professional development, active learning, supportive classroom environments, differentiated instruction, parental involvement, relevant curriculum, and reflective practices should empower teachers to create engaging and effective educational experiences for students.
3. Parents and the community should improve educational quality and motivation. Active parental involvement, supportive home environments, community programs, and advocacy for educational improvement should create a conducive learning atmosphere.
4. Principals and vice-principals should enhance quality education and students' motivation in schools. The strong leadership that supports the teachers, a positive school culture, community engagement, effective resource allocation, and fact-based decision-making were vital components of creating an environment where students are motivated to learn and succeed. The collaborative efforts among school leaders, teachers, students, parents, and the community were crucial to improving the educational atmosphere.

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APPENDIXES I

APPENDIX B: AN ENGLISH VERSION QUESTIONNAIRE
HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF PSYCHOLOGY

Questionnaires to be filled by students selected from middle school in Bedeno town.

Dear, respondents

The purpose of this questionnaire was to collect data for the study of the factors contributes to students' motivation among middle school students in Bedeno Town for the partial fulfillment of the requirements for the Masters of Arts Degree in Education Psychology. This study would only be used for academic purposes, and you were requested to give truthful answers to the best of your knowledge. You should not write your name on the questionnaire. Your participation in this study was completely voluntary, and you were free to grant or refuse your consent to participate. I treat all information you provide as strictly confidential and do not disclose individualized information to anyone. The discussion on the given questionnaire was strictly forbidden as it was an individual task.

Thanks you in advance for your cooperation!!!

Part I: Personal information

Instruction: Please tick (√) your personal information in the alternative space provided.

- 1) Gender: A. Male ___ B. Female ____.
- 2) Age of participation: A. less than 9 years; B. 10-12 years; C. 13-15 years; D. greater than 16 years
- 3) Grade: A. 5; B. 6; C. 7; D. 8
- 4) School: A. One; B. Two; C. Three

Part II: Factor contributes to students' motivation among middle school students.

Instruction: Put (√) mark in front of the statements in the table under the number or scale best represents yours. Strongly Disagree (SDA) =1 Disagree (DA) =2 Undecided (UND) =3 Agree (A) =4 Strongly Agree (SA) =5.

No	Item	Alternative scale				
		1	2	3	4	5
I	Effect of low-quality education on motivation					
	I Impact of low-quality education					
	1 The lack of resources negatively affects the quality of my education.					
	2 The infrequent updates to the curriculum make learning less relevant.					
	3 The poor infrastructure hinders my ability to think in class.					
	4 The limited access to qualified teachers affects my learning skills.					
	II Impact of students' motivation					
	5 I feel less motivated to study due to the poor quality of education I am learning.					
	6 The low-quality teaching methods decrease my interest in learning subjects.					
	7 I am less likely to participate in class activities when I feel low-quality education.					
	8 The lack of support from school decreases my motivation to perform academically.					
II	Factors that contribute to students' motivation	1	2	3	4	5
	I Infrastructure					
	9 The school facilities were well-maintained and conducive to learning.					
	10 There was adequate space for classrooms, libraries, and recreational areas.					
	11 The school environment was safe and attractive for students to learn.					
	II Curriculum					
	12 The subjects offered reflect a diverse range of interests and skills.					
	13 The curriculum was regularly updated to incorporate new information and developments.					
	14 There were practical skills integrated into the curriculum that enhance learning.					
	III Teacher					
	15 My teachers were knowledgeable in their subject areas.					
	16 I feel supported by my teachers in my academic activities.					
	IV Resource					
	17 There were enough educational materials available for all students.					
	18 The school library offers sufficient resources for learning and study.					
	V Method of teaching and learning					
	19 The teaching methods used in my classes engage students effectively.					
	20 The teachers used a variety of instructional strategies to meet diverse learning.					
	VI Students' motivation					
	21 I feel less motivated to learn when the classroom environment was not positive.					
	22 I was less likely to participate in class when I found the material disengaging.					
	23 My motivation to succeed academically was not influenced by the quality of education I learned.					
	24 I set personal academic goals that were not based on the support I learned at school.					
III	Relationship between low-quality education and motivation	1	2	3	4	5
	I Low-quality education					
	25 The curriculum in my educational institution was outdated and irrelevant.					

Continues...					
	26	Teachers lack the necessary resources and support to teach effectively.			
	27	The frequency of classes and lessons was insufficient for understanding of subjects.			
	28	The students insufficiently prepared for academic success and challenges.			
	II	Motivation	1	2	3 4 5
	29	I feel motivated to achieve my personal and skill goals.			
	30	I am often inspired by others to pursue my objectives.			
	31	I find it easy to maintain motivation over the long term			
	32	I set clear goals for myself that help drive my motivation.			

DABALATA I

DABALATA B: GAAFFII AFAAN OROMOO

Kutaa I: Odeeffannoo dhuunfaa

Qajeelfama: Maaloo odeeffannoo dhuunfaa keessan bakka filannoo kenname keessatti (√) mallatteessi.

- 1) Saala: A. Dhiira ___ B. Dubartii ____.
- 2) Umurii hirmaannaa: A. waggaa 9 gadi; B. Waggaa 10-12; C. Waggaa 13-15; D. waggaa 16 ol ta'e
- 3) Kutaa: A. 5; B. 6; C. 7; D. 8. 8.
- 4) Mana Barumsaa: A. Tokko; B. Lama; C. Sadii

Kutaa II: Dhiibbaa qulqullinni gadi aanaan kaka'umsa barattootaa barattoota mana barumsaa giddu galeessaa irratti qabu.

Qajeelfama: Himoota gabatee keessa jiran fuulduratti lakkoofsa ykn iskeelii kan kee akka gaariitti bakka bu'u jalatti mallattoo (√) kaa'i. Cimsee walii hin galu (SDA) =1 Walii hin galu (DA) =2 Murtoo hin qabne (UND) =3 Walii hin galu (A) =4 Cimsee walii hin galu (SA) =5.

Lak	Qabxilee	skeelii filannoo				
		1	2	3	4	5
I	Dhiibbaa barnoonni qulqullina gadi aanaa qabu kaka'umsa irratti qabu					
I	Dhiibbaa barnoota qulqullina gadi aanaa qabu					
1	Hanqinni qabeenya qulqullina barnoota koo irratti dhiibbaa hamaa geessisa.					
2	Fooyya'iinsi kaarikulamii yeroo baay'ee hin raawwatamne barumsi akka hin barbaachifne taasisa.					
3	Bu'uraaleen misoomaa gaarii hin taane dandeettii daree keessatti yaaduu koo gufachiisa.					
4	Barsiisota gahumsa qaban argachuun daangeffamuun dandeettii barumsaa koo irratti dhiibbaa qaba.					

	II	Dhiibbaa kaka'umsa barattootaa					
	5	Qulqullina barnootaa ani barachaa jiru gadi aanaa ta'uu isaa irraa kan ka'e kaka'umsi barnootaa xiqqaa ta'ee natti dhaga'ama.					
	6	Malli barnootaa qulqullina gadi aanaa qabu fedhii ani gosoota barnootaa barachuuf qabu hir'isa.					
	7	Yeroon barnoonni qulqullina gadi aanaa qabu natti dhaga'amu sochii daree irratti hirmaachuun koo xiqqaadha.					
	8	Deeggarsi mana barumsaa irraa argachuu dhabuun kaka'umsa ani ga'umsa barnootaa irratti qabu hir'isa.					
II		Qabxiilee barnoota qulqullina gadi aanaa qabuuf gumaachan	1	2	3	4	5
	I	Bu'uuraalee misoomaa					
	9	Bakki mana barumsichaa haala gaariin kan kunuunfamee fi barachuuf kan mijatu ture.					
	10	Bakki daree barnootaa, mana kitaabaa fi bakka bashannanaa gahaa ture.					
	11	Haalli mana barumsaa barattoonni akka barataniif nageenya kan qabuu fi hawwataa ture.					
	II	Kaarikulamii					
	12	Barnoonni kennaman fedhii fi dandeettii adda addaa kan calaqqisiisanidha.					
	13	Kaarikulamiin yeroo yeroon haaromfamee odeeffannoo fi guddina haaraa of keessaa qaba ture.					
	14	Dandeettiinwan qabatamaa barnoota guddisan kaarikulamii keessatti walitti makaman turan.					
	III	Barsiisaa					
	15	Barsiisonni koo gosa barnootaa isaanii irratti beekumsa qabu turan.					
	16	Sochii barnootaa koo keessatti barsiisota kootiin akka na deeggaraman natti dhagahama.					
	IV	Qabeenya					
	17	Meeshaaleen barnootaa barattoota hundaaf gahaa ta'an turan.					
	18	Manni kitaabaa mana barumsichaa qabeenya gahaa barumsaa fi qo'annoodhaaf ni kenna.					
	V	Mala baruu fi barsiisuu					
	19	Malli barsiisuu daree koo keessatti fayyadamu barattoota haala bu'a qabeessa ta'een hirmaachisa.					
	20	Barsiisonni barumsa adda addaa qunnamuuf tooftaalee barsiisaa adda addaa fayyadamaniiiru.					
	VI	Kaka'umsa barattootaa					
	21	Yeroo naannoon daree gaarii hin turretti barachuuf kaka'umsi akkan hin qabne natti dhaga'ama.					
	22	Barreeffamni sun akka natti hirmaatu yeroon argadhu carraan daree keessatti hirmaachuu koo xiqqaa ture.					
	23	Kaka'umsi ani barnootaan milkaa'uuf qabu qulqullina barnootaa ani baradheen dhiibbaa hin geessisu ture.					
	24	Galmoota barnootaa dhuunfaa kan deeggarsa mana barumsaa keessatti baradhe irratti hin hundoofne nan kaa'a ture.					
III		Hariiroo barnoota qulqullina gadi aanaa fi kaka'umsa gidduu jiru	1	2	3	4	5
	I	Barnoota qulqullina gadi aanaa qabu					
	25	Kaarikulamiin dhaabbata barnoota koo keessatti yeroon isaa darbee fi barbaachisaa kan hin taane ture.					

Contue...

	26	Barsiisonni haala bu'a qabeessa ta'een barsiisuuf qabeenyaafi deeggarsa barbaachisu hin qaban.					
	27	Irra deddeebiin daree fi barnootaa hubannoo guutuu gosoota barnootaa gahaa hin turre.					
	28	Barattoonni milkaa'ina barnootaa fi qormaataaf qophii gahaa hin qaban.					
	II	Kaka'umsa	1	2	3	4	5
	29	Kaayyoo dhuunfaa fi ogummaa koo galmaan ga'uuf kaka'umsi natti dhaga'ama.					
	30	Yeroo baay'ee kaayyoo koo hordofuuf namoota kaaniin kaka'a.					
	31	Yeroo dheeraaf kaka'umsa qabaachuun salphaa natti fakkaata					
	32	Galma ifa ta'e kan kaka'umsa koo oofuuf gargaaran ofii kootiif nan kaa'a.					

APPENDIXES II
APPENDIX A: AN ENGLISH VERSION QUESTIONNAIRE
HARAMAYA UNIVERSITY
POSTGRADUATE PROGRAM DIRECTORATE
COLLEGE OF EDUCATION AND BEHAVIORAL SCIENCES
DEPARTMENT OF PSYCHOLOGY

Interview guides for principals and vice principals middle school in Bedeno town.

Dear, Interviewee

The purpose of this interview was to collect information for the study of the factors contributing to students' motivation among middle school students. The researcher kindly asks you to give your real answer, which was voluntary. The information you provide would only be used for study purposes; the confidentiality would be ensured, and there would be no reporting. This interview would take you only about 15 minutes.

Part I: Personal Information

- 1) Gender: A. male; B. female.
- 2) Age of participation: A. 24 less than B. 25-35 years; C. 36-45 years; D. above 45 years.
- 3) Educational level: A. Certificate; B. Diploma; C.
- 4) Years of teaching experiences: A. 0-5 years; B. 6-11 years; C. 12-17 years; D. 18 years greater than year.
- 5) Years of leadership experience: A. 0-5 years; B. 6-11 years; C. 12 greater than years

PART II: Interview Summary Form

Date of interview: _____

Time of interview: _____

Place: _____

PART III: Significant Data

- 1) How would you define the effect of low-quality education based on student motivation in the context of primary schools?
- 2) In your opinion, what are the factors that contribute to low-quality education in primary schools?
- 3) How does low-quality education affect a student's motivation to learn?