

**REPUBLIC OF TURKEY  
SAKARYA UNIVERSITY  
INSTITUTE OF EDUCATIONAL SCIENCES  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND  
SUPERVISION**

**THE SOURCES OF MOTIVATION AND ACADEMIC  
MOTIVATION LEVELS IN SAKARYA MIDDLE SCHOOLS  
(SERDIVAN, TURKEY)**

**A MASTER'S THESIS**

**ALI SALIM ALI**

**SUPERVISOR**

**ASSIST. PROF. DR. MEHMET KAYA**

**APRIL 2016**



**REPUBLIC OF TURKEY  
SAKARYA UNIVERSITY  
INSTITUTE OF EDUCATIONAL SCIENCES  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND  
SUPERVISION**

**THE SOURCES OF MOTIVATION AND ACADEMIC  
MOTIVATION LEVELS IN SAKARYA MIDDLE SCHOOLS  
(SERDIVAN, TURKEY)**

**A MASTER'S THESIS**

**ALI SALIM ALI**

**SUPERVISOR**

**ASSIST. PROF. DR. MEHMET KAYA**

**APRIL 2016**

SIGNATURE OF THE JURY MEMBERS

The author of this thesis has been prepared by me, and that the study is carried out in conformity with academic standard and ethical guidance. I also proclaim that I have cited and referenced all information used in the thesis.

Signature: \_\_\_\_\_

**DECLARATION**

I declare that the present thesis has been prepared by me, and that the study is carried out in conformity with academic standard and ethical guidance. I also proclaim that I have cited and referenced all information used in the thesis.



Signature

Ali Salim Ali

**SIGNATURE OF THE JURY MEMBERS**

"The sources of motivation and academic motivation levels in Sakarya middle schools (Serdivan Turkey)' titled of the Master thesis in the Department of Educational Administration and Supervision is prepared and accepted by the jury.

Jury President: Assoc. Prof. Dr. Mübin KIYICI

Signature: 

Member (Advisor): Assist. Prof. Dr. Mehmet KAYA

Signature: 

Member: Assist. Prof. Dr. Meltem Yalın UÇAN

Signature: 

I confirm that, the above names and signatures of the jury members belong to my faculty.

25.5/2016

Signature



Assoc. Prof. Dr. Haşim İbrahim SAĞLAM

Enstitü Müdürü

## ACKNOWLEDGEMENT

This thesis could not have been realized without a great deal of guidance and support from different people who contributed in some way to the work described in this thesis.

First of all, my sincere thanks to my thesis Principal supervisor Assist. Prof. Dr. Mehmet and Co-supervisor Assist. Prof. Dr. Mehmet Kaya and Assist. Prof. Dr. Mehmet Ali Hamedođlu for their meaningful assistance, professionalism, tireless and valuable guidance, patience, expert advice and encouragement through this study. They made my thesis work possible. They have been actively interested in my work and have always been available to advise me without any hesitation.

I would like to thank my committee members Assoc. Prof. Dr. Mübin K1Y1C1, and Assist. Prof. Dr. Meltem Yalın Uçar for their collaboration and contributions in my work. Many thanks to the Head of Department Assoc. Prof. Dr. İbrahim Halil Sağlam for his faith and support. I owe a great sense of gratitude to my Department lectures Assoc. Prof. Dr. Osman Titrek, Assoc. Prof. Dr. Mustafa Bayrakçı and Assoc. Prof. Dr. Erkan Yaman for their inspiration, timely suggestions with kindness during my study at Sakarya University. I thank profusely all staff members for their kindly help and co-operation throughout my study period.

I am extremely thankful to all friends, colleagues and Tanzanian students at Sakarya University for providing me necessary technical and spiritual suggestions during my research pursuit. I am grateful to the Ministry of National Education candidates in Serdivan district for their permission in conducting my survey in all Serdivan Middle schools. Many thanks to school Headmasters and students for their full supports.

It is my privilege to thank my wife and daughter for their patience, motivation, unconditional love and constant encouragement throughout my three years study in Turkey. Special thanks to my dear Mom, Dad, brothers and sisters for providing me with unfailing support and immense love throughout my researching and writing this thesis. This accomplishment would not have been possible without them.

Finally, I would also want to extend my appreciation to those who could not be mentioned here, but have well played their role to inspire me behind my research.

**ABSTRACT**

**THE SOURCES OF MOTIVATION AND ACADEMIC  
MOTIVATION LEVELS IN SAKARYA MIDDLE SCHOOLS  
(SERDIVAN, TURKEY)**

Ali Salim, Ali

Master Thesis, Department of Educational Administration and Supervision

Supervisor: Assist. Prof. Dr. Mehmet KAYA

April, 2016. xiv+80 Pages.

The purpose of this study is to investigate the sources of motivation and academic motivation levels that have high impacts on students' learning environment in Serdivan middle schools. In this study, 11 middle schools were chosen. 8 were Government and 3 were private schools.

Simple random sampling of 722 middle school students (n=722) were selected in the study. 50.3% (n=363) of the students were female and 49.7% (n=359) were male.

This is the quantitative research study. A survey of the sources of motivation and academic motivation levels was conducted and collected using questionnaire. The responses were computed and analyzed using SPSS package version 20. Among the statistical attributes that were used in analyzing the data were ANOVA based on significance levels of 5% with Tukey post hoc test for multiple comparison, bivariate correlation, descriptive statistics, and t-test statistical analysis.

The analysis of data displayed that scores of academic motivation in terms of intrinsic motivation is high compared to extrinsic and amotivation factors in all surveyed middle schools.

In school resources, the results show that language lab, gym, theatre hall, conference room, music hall and swimming pool were the most common physical resource challenges in Serdivan public middle schools. While in teachers as resource, assistant staff and teachers' missing in certain subjects like English, Mathematics, Arabic and Religious culture were the top challenges in Serdivan middle school.

Moreover, parents were always supporting their children in many school activities. Occasionally, parents reward their children when succeed and help them with homework solving. Moreover, parents rarely use punishment when their children failed to succeed.

It was concluded that, the academic motivation levels, family support, school resources and classroom environment have high positive impacts to the students' educational success.

**Keywords:** Academic Motivation, Resources, Middle School, Student.



## ÖZET

# SAKARYADAKİ ORTAOKULLARDA OKUYAN ÖĞRENCİLERİN MOTİVASYON KAYNAKLARI VE AKADEMİK MOTİVASYON DÜZEYLERİ (SERDİVAN, TÜRKİYE)

Ali Salim, Ali

Yüksek Lisans Tezi, Eğitim Yönetimi ve Denetimi Anabilim Dalı

Danışman: Yrd. Doç. Dr. Mehmet KAYA

Nisan, 2016. xiv+80 Sayfa.

Bu çalışmanın amacı, Sakarya ili Serdivan ilçesindeki ortaokullarda öğrencilerin öğrenme çevresi üzerinde yüksek bir etkiye sahip olan akademik motivasyon ve motivasyon kaynaklarını araştırmaktır.

Bu doğrultuda araştırmaya, 11 ortaokul seçildi, bunların 8'i Devlet okulu 3'ü de özel okuldur. Araştırmaya 722 ortaokul öğrencisi dâhil edilmiştir ve basit tesadüfi örnekleme yöntemi çalışmada tercih edilmiştir.

Öğrencilerin; % 50.3'ü (n = 363) kız ve % 49.7'si (n = 359) erkektir. Öğrencilerin; 722 öğrenci şu şekilde dağılım göstermektedir.

Veriler, nicel araştırma metotları kullanılarak toplanmıştır. Motivasyon kaynakları ve akademik motivasyonun düzeyleri ile ilgili bir anket yapılmıştır.

Yanıtları hesaplanmıştır ve SPSS paket 20 programı kullanılarak analiz edildi. Verilerin analizinde kullanılan istatistiksel analizler arasında aşağıdakiler bulunuyordu; ANOVA ile %5 anlamlılık düzeylerine göre Tukey post hoc testi ile çoklu karşılaştırma yapıldı. İki değişkenli korelasyon, tanımlayıcı istatistikler ve t-testi de yapılan istatistiksel analizlerdendir.

Ayrıca elde edilen Verilerin analiz sonuçlarına göre, Serdivan'daki tüm ortaokulların dışsal motivasyon ve motivasyonsuzluğu, içsel motivasyondan daha yüksek olduğu gözlemlendi.

Okul kaynakları konusunda ise, sonuçlar, Serdivan devlet ortaokullarında dil laboratuvarı, spor salonu, tiyatro salonu, konferans salonu, konser salonu ve yüzme havuzu kaynak ihtiyacının en çok görülen fiziksel kaynak sorunları arasında

olduđunu gsteriyordu. Serdivan ortaokullarında grlen ğretmen kaynađı eksikliđi en ok İngilizce, matematik, Arapa ve din kltr blmlerindedir.

Ayrıca ebeveynler da ocuklarına okullarda destek olmaktadırlar. Zaman zaman ebeveynler ocukları bařarılı olduklarında dllendiriyor hem de onlara devlerinde yardım ediyorlar. Bunun yanında ebeveynler ocukları bařarısız olduklarında onları nadiren cezalandırmaktadırlar.

Akademik motivasyon dzeyleri, aile desteđi, okul kaynakları ve sınıf evresi ğrencilerin eđitim bařarısını yksek pozitif olarak etkilediđi sonucuna varılmıřtır.

**Anahtar Kelimeler:** Akademik Motivasyon, Kaynaklar, Ortaokul, ğrenci.

## TABLE OF CONTENTS

Declaration .....	iv
Signature of the Jury Members .....	v
Acknowledgement.....	vi
Abstract .....	vii
Özet .....	ix
Table of Contents .....	xi
List of Table .....	xiv
Chapter I, Introduction .....	1
1.1 Background of The Study .....	1
1.1.1 Meaning of Motivation .....	3
1.1.2 Types of Motivation.....	4
1.1.3 Family Support and Motivation .....	6
1.1.4 School Resources and Motivation.....	9
1.1.5 Classroom Environment and Motivation .....	12
1.1.6 Students' Performance .....	15
1.2 Purpose of The Study .....	16
1.3 Research Problem Statement.....	17
1.3.1 Sub Problem Statements .....	17
1.4 Importance of The Study.....	18
1.5 Limitation of The Study .....	199
1.6 Definitions of The Terms .....	19
1.7 Symbols and Abbreviation.....	20
Chapter II, The Theoretical Framework of The Research and Literature Review..	222
2.1 Theories of Motivation.....	222

2.1.1	Content Theories of Motivation .....	222
2.1.1.1	Maslow’s Theory .....	22
2.1.1.2	Herzberg’s Two Factors Theory .....	244
2.1.2	Process Theories of Motivation .....	244
2.1.2.1	Equity Theory.....	255
2.1.2.2	Reinforcement Theory .....	255
2.2	The Theoretical Framework of The Research.....	266
2.2.1	A Self Determination Theory (SDT).....	277
2.1.2	SDT Innate Needs .....	277
2.3	Literature Review.....	288
2.3.1	Research Gaps.....	299
2.3.2	Current Research.....	30
2.3.3	Results of Literature Review.....	31
	Chapter III, Method.....	32
3.1	Research Model.....	322
3.2	Area of the Study .....	32
3.2.1	Study Permission.....	333
3.2.2	Study Population .....	333
3.2.3	Study Sampling Process .....	333
3.3	Data Collection Tools .....	344
3.4	Data Collection Method .....	355
3.5	Data Analysis .....	366
	Chapter IV, Findings.....	388
4.1	Levels of Students’ Sources of Motivation.....	388
4.1.1	Family Support, School Resources and Classroom Environment .....	388
4.2	Students’ Academic Motivation Levels .....	399

4.2.1	Intrinsic Motivation to Know (IMTK).....	399
4.2.2	Intrinsic Motivation to Experience Stimulation (IMTES) .....	399
4.2.3	Intrinsic Motivation toward Accomplishment (IMTA) .....	40
4.2.4	Extrinsic Motivation Introjected (EMIT).....	40
4.2.5	Extrinsic Motivation External Regulation (EMER).....	41
4.2.6	Extrinsic Motivation Identifies (EMID) .....	41
4.2.7	Amotivation (AM) .....	42
4.3	Effect of Academic Motivation and Family Support.....	42
4.4	Effect of Academic Motivation and School Resources .....	43
4.5	Effect of Academic Motivation and Classroom Environment.....	444
4.6	The Significant Difference between School Types and Resources .....	444
4.7	The Significant Difference between Academic Motivation and Gender.....	455
4.8	The Statistical Significance between Academic Motivation and Grades .....	466
4.9	The Statistical Significance between Academic Motivation and School Type .	50
	Chapter V, Discussion, Conclusion and Suggestions .....	52
5.1	Discussion .....	52
5.2	Conclusion .....	57
5.3	Suggestions .....	59
5.4	Recommendation Based on the Results of the Research .....	61
5.5	Recommendation for Future Research.....	61
	References .....	63
	Attachments.....	74
	Background and Contact Information .....	80

## LIST OF TABLE

Table 1: Descriptive Statistics of Family Support, Classroom Environment and School Resources .....	388
Table 2: Descriptive Statistics of IMTK .....	399
Table 3: Descriptive Statistics of IMTES .....	399
Table 4: Descriptive Statistics of IMTA .....	40
Table 5: Descriptive Statistics of EMIT.....	40
Table 6: Descriptive Statistics of EMER .....	41
Table 7: Descriptive Statistics of EMID .....	41
Table 8: Descriptive Statistics of AM.....	42
Table 9: Descriptive Statistics and Correlations Between Total Academic Motivation and Family Support.....	42
Table 10: Descriptive Statistics and Correlations Between Total Academic Motivation and School Resources.....	43
Table 11: Descriptive Statistics and Correlations Between Total Academic Motivation and Classroom Environment .....	444
Table 12: Group Statistics and T-Test Between School Resources and School Type. ....	444
Table 13: Group Statistics And T-Test Between Academic Motivation And Gender. ....	455
Table 14: ANOVA and Tukey Post Hoc Comparison Test in Intrinsic Motivation to Experience Stimulation .....	466
Table 15: ANOVA and Tukey Post Hoc Comparison Test in Intrinsic Motivation to Know.....	466
Table 16: ANOVA and Tukey Post Hoc Comparison Test in Intrinsic Motivation toward Accomplishment .....	477

Table 17: ANOVA and Tukey Post Hoc Comparison Test in Extrinsic Motivation Identified .....	488
Table 18: ANOVA and Tukey Post Hoc Comparison Test in Extrinsic Motivation Introjected .....	488
Table 19: ANOVA and Tukey Post Hoc Comparison Test in Extrinsic Motivation External Regulation.....	499
Table 20: ANOVA and Tukey Post Hoc Comparison Test in Amotivation.....	50
Table 21: Group Statistics and T-Test Between Total Academic Motivation And School Type. ....	500

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 BACKGROUND OF THE STUDY**

Educational organization recognizes and understands the effort of motivating employees as the main important point in achieving those institutional goals. All institutions have visions and missions with targeted goals and objectives to accomplish. School as a learning institution is occupied with different facilities that enhance learners to achieve their educational goals. Educational administrators were trying to develop every day school condition in a great deal of time, energy, and effort for the aim of improving the effectiveness and efficiency of educational delivery system. In school, teachers use more effort in teaching their students. Different methods, activities were introduced by teachers to boost the learning process time to time. Many researches show that the great frustration which is mentioned by teachers, while they are at school is that their students are not motivated to learn. The 21<sup>st</sup> century is widely seen to be taken by science and technology in simplifying learning process but still motivational problems are seen in education sector. Learners' expectations are to perform well when motivated. They try to follow classroom regulations, maintain and establish relationship with classmates, participates in school extra activities and many school tasks in order to meet their educational desires and good academic performance.

Given the motivational challenges inherent in accomplishing these tasks, questions concerning how and why learners are motivated or not in academic level have been at the forefront of research for many years. Keçeli-Kaysili (2008), show that, a child that is motivated in learning and learning related activities can improve academically. Students who are not academically may not pay attention, complete their school works, or even attend school (Yonezawa, Jones & Joselowsky, 2009). Students' academic motives and how they map on to meaningful performance should be clearly investigated. Teachers have long been aware that, motivation is at the core of many of the pervasive problems of teaching young students. Teachers ranked motivating students as one of their main concerns (Veenman, 1984) and there is a



link between motivation and achievement (Gambrell, Palmer, Codling & Mazzoni, 1996). And this link is needed for teacher to increase his/her understanding of how students acquire the motivation to develop into active engaged learners.

The history of motivation at school reflects many theories over decades. Several learning theories try to explain the students' motivational concepts. However, no single theory of motivation explains all aspects of students' interest (Yenilmez & Çemrek, 2008:1). Students have different amounts and kinds of motivation. They vary in level and orientation from one environment to another or from time to time (Yenilmez & Çemrek, 2008:2). Initially, motivation theories focused on drives and needs with the patterns of rewards and punishments individuals received in school. Followed by social cognitive theories, which dominated the motivational concept in individuals' beliefs, self-efficacy, expectation for success, intelligence, sense of control, persistence and subsequent performance. Those took motivation to be considered as a branch of psychology and used in many dimensions like job satisfaction, school performance and others. Wentzel and Wigfield, 2007 argued that current interest and efforts in applied research have demonstrated the enduring strength of motivational concepts for improving students' engagement in learning activities, academic performance, school attendance and graduation rates, and social competencies.

There are needs for accessing the levels of motivation and sources of motivation in school because they are the core sources of students' success. Learners try their level best in reading and following school regulations for the aim of achieving in their studies. Teachers are responsible for the learners/ behavior in schools. However, highly motivated to perform a teacher' job may needs to possess the necessary ability to attain the expected level of performance. Educational administrators and education policy makers can are considered as the source of motivating teachers to teach effectively and meet the educational goals. This study will measure the level of motivation in eleven middle schools at Serdivan, Tukey. Additionally, analyzing the sources of motivation between Government and public schools in terms of family support, school resources and classroom environment will be considered.

### **1.1.1 Meaning of Motivation**

Motivation came from the word ‘ movere’ means ‘motive’ which is the inner state that energizes behavior, activities, directs and channels behavior towards the stated goals (Musaazi, 2006:44). To motivate means to provide with a motive; move to effort or action. Motivation is defined in different dimensions. According to Gardner (1985) states that motivation involves four aspects: 1) A goal. 2) An effort. 3) A desire to attain the goal. 4) A favorable attitude toward the activity.

Motivation is defined as the impetus to create and sustain intentions and goal seeking acts (Ames & Ames, 1989). Taking an example of Oxford and Shearin (1994) which defined motivation as a desire to achieve a goal combined with the energy to work toward that goal. The same point with Keller (1983) who states that motivation is the degree of the choices people make and the degree of effort they will exert. In related with education and students’ performance, practically, motivation is also known as academic engagement. Francis, Goheer, Haver-Dieter, Kaplan, Kerstetter, and Kirk, (2004) defined motivation as the most influential of all factors that affect students’ performance. As a learner view motivation is like a goal oriented. Pintrich and Schunk (2002:5) defined that motivation is the process whereby goal oriented activity is instigated and sustained. This is the internal states that arouses, directs and maintain behaviors (Woolfolk, 2004:350). The same idea is further explained by Thokildsen, Nicholls, Bates, Brankis and DeBott, (2002: xi) that, motivation is an internal force that activates, guides, and maintains behavior over time. This is the all forces within an individual that push or propel him/her to satisfy basic needs or wants (Yorks, 1976:21).

Additionally, in psychological point of view Kanfer (1998:12) states that motivation is "psychological mechanisms governing the direction, intensity, and persistence of actions not due solely to individual differences in ability or to overwhelming environmental demands that coerce or force action". It is ultimately derived from a tension that results when one or more of our important needs are unsatisfied (Dessler, 1986: 332). This is also elaborated by Burke, (1987:32) that, only unsatisfied needs provide the sources of motivation compared to satisfy one. Gareth et al (2000:721) motivation is a force that determines the direction of the person’s behavior, level of effort and performance in an organization (Porter, Gareth, Brown, & Chasek, 2000).

School should apply motivation time to time in both staffs and students. Staff motivation refers to the organized efforts and activities aimed at making the staff happy, healthy and duty conscious in order to inspire, help and encourage them perform to their level best (Lubanga, 2001).

In addition, motivation is the core factor of determine the students' performance. Knowing the students' behavior is not easy task, it needs observation and time. Educational administrators, teachers, family members and even community need to know the accurate motivational factors that can increase chance of students to succeed in their educational life. Many factors contribute learner to increase or decrease motivation while they are at school and home environment.

### **1.1.2 Types of Motivation**

Based on this research, motivation is classified as intrinsic, extrinsic and amotivation type. These types are based on the level of autonomy associated with students which lie on a continuum ranging from high to low self-determined respectively. Deci and Ryan, (1985) defined intrinsic motivation as the fact of doing an activity for itself and the pleasure and the satisfaction derived from participation. In school level of motivation based on intrinsic motivation is very important.

According to Deci and Ryan (1985) the intrinsic motivation can be divided into three categories namely; intrinsic motivation to know, intrinsic motivation toward accomplishment and intrinsic motivation to experience stimulation. Starting with intrinsic motivation to know; this is the fact of performing an activity for pleasure and satisfaction that one experiences while learning. Example: "I am going to school for the pleasure I experience when I discover new things never seen before" (Vallerand, Pelletier, Blains, Briere, Senecal, & Vallieres, 1992:1005). This type of motivation is related to exploration, curiosity, learning goals and intrinsic intellectuality (Gottfried, 1985). Secondly, intrinsic motivation toward accomplishment; this is the fact of engaging in an activity for the pleasure and satisfaction experienced when one attempts to accomplish or create something, Example: "I am going to school for the pleasure I experience while surpassing myself in my studies" (Vallerand, Pelletier, Blains, Briere, Senecal, & Vallieres, 1992:1005). This type of motivation happens when students interact with the

environment in order to feel competent which lead creation of unique accomplishments (Deci, 1975; Deci and Ryan, 1981, 1991). Thirdly, intrinsic motivation to experience stimulation; this is the fact of engaging aesthetic experiences, fun, excitement that derived from one's engagement in the activity (Cskszentmihalyi, 1975). Example: "I am going to school for the intense feelings I experience when I am communicating my own ideas to others" (Vallerand, Pelletier, Blains, Briere, Senecal, & Vallieres, 1992:1006). This type of motivation happens when students go to school/class for experience, the excitement of stimulating class discussion, read books for the intense feelings of cognitive pleasure derived from passionate and exciting passages.

Deci, (1975) defined extrinsic motivation as those behaviours which are engaged in as a means to an end, and not for their own sake. It is the external force that drives someone to do thing. There are three branches of extrinsic motivation: extrinsic motivation external regulation, extrinsic motivation introjected and extrinsic motivation identification. Starting with extrinsic motivation external regulation includes those behaviours that are regulated through external means like rewards and constraints. Example: "I am going to school in order to obtain a more prestigious job later on" (Vallerand, Pelletier, Blains, Briere, Senecal, & Vallieres, 1992:1006). Secondly, extrinsic motivation introjected; this type of motivation individual begins to internalize the reasons for his/her actions and truly self-determined since it is limited to the internalization of past external contingencies. Example: "I am going to school because I want to show myself that I can succeed in my studies" (Vallerand, Pelletier, Blains, Briere, Senecal, & Vallieres, 1992:1006). Thirdly, extrinsic motivation identification; are those behaviours which become valued and judged important for the individual, and especially that is perceived as chosen by oneself, then the internalization of extrinsic motives becomes regulated through identification. Example: "I am going to school because I think that a school education will help me better prepare for the career I have chosen" (Vallerand, Pelletier, Blains, Briere, Senecal, & Vallieres, 1992:1007).

The last type is amotivation. This type deals with those behaviours that happen when individuals do not perceive contingencies between outcomes and their own actions. They are neither intrinsically nor extrinsically motivated. When it happened,

individual experience feeling of incompetence and expectancies of uncontrollability. This caused by forces out of learners own control. Example: “Honestly, I don't know; I really feel that I am wasting my time in school” (Vallerand, Pelletier, Blains, Briere, Senecal, & Vallieres, 1992:1007-1008). The teaching and learning process in the school environment can be positively enhanced if the learners, administrators, principals, teachers and parents are adequately motivated through good motivational strategies.

Moreover, in relation to those types of motivation, if school improvement depends, fundamentally, on the improvement of teaching, ways to increase teacher motivation and capabilities should be among the core processes in making schools more effective focus to both teachers and students. In addition, highly motivated and need satisfied teachers create a good social, psychological and physical climate in the classroom environment. Exemplary teachers appear to be able to integrate professional knowledge (e.g., subject matter and pedagogy), interpersonal knowledge (e.g., human relationships), and intrapersonal knowledge (e.g., ethics) when teacher satisfied with the job conditions (Collinson, 1996) to motivate learners will be easily. Government and private schools have same vision of achieving high performance in all angles of school environment. Motivational level has variety relevance in school, classroom evaluation, effective management, and family support. The main focus of any school system is learning outcomes of good performance. As a result of this, an effective educational management will desire the inputs from adequate school evaluation. The entire process of school and classroom environment, teacher motivation, curriculum development, leadership and management instructions, and resources utilization, all converge at the application of the right motivational sources geared towards teaching and learning process.

### **1.1.3 Family Support and Motivation**

Barber (2008) argued that parental support is the basic element of the emotional atmosphere and cognitive development in the function of whole family system. In school environment, parental supports are those guidance, good communication, participation and interest shown by the parents to promote their regional or wards' progress in school. It is consisted with a variety of related constructs including

acceptance, responsiveness, support, warmth, and nurturance. Parental support includes involvement, attachment, warmth, monitoring, supervision, and discipline (Reitz, Dekovic', & Meijer, 2006). Parents are the key roles in shaping students' aspiration and achievement (Beyer, 1995). Family is the core attribute of any society. Example family's level of education, expectations, and support for their children seem to extent some influences on many young learners' achievement motivation (Beyer, 1995).

The compliment of parental participation in the schools has been remarked far and wide. For instance, Greenwood and Hickman (1991) accepted that there are relationships between parent involvement and learners' variables like: academic achievement, learners' sense of well-being, attendance, attitude, class and homework readiness, grades, and educational aspirations. Henderson and Berla, 1994 studies on programs in early childhood, elementary, middle, and high schools and indicated that efforts to improve learner' outcomes are more effective when parent is actively involved in some of the school duties. Parental participations play important roles in a student's educational success all the way to the high school level (Hart, 1988). Parental involvement is positively correlated to high school students' academic achievement (Paulson, 1994). Parents play an important role in the educational motivation of their children. They provide necessary facilities to their children and contribute to build conducive educational environment which results a good learners' performance in school. Parents when work together approve and appreciate students' activities related to education and remove any obstacle felt by their regions especially when unwanted behaviors started to rise by taking action though different ways like peer counseling.

Student progress is facilitated when parents give frequent verbal support and praise, regular feedback for school work and talk directly about school work and activities. Parents also enhance academic achievement of their children by teach them problem solving and negotiation skills. The quality of parent participation appears depend on three factors: 1) The family's understanding of his or her role in the child's life 2) The family's level of belief that they can help the child succeed in school 3) The general opportunities for participation presented by both the child and the school (Hoover-Dempsey & Sandler, 1997: 8-9). Epstein founds that parents feel most

involved when teachers actively encouraged them (Epstein & Dauber, 1991), because stronger teacher involvement practices were positively correlated to highest learning achievement among students (children) (Epstein, 1991), and that families who recorded stronger beliefs in the school's efforts to include them also believed strongly in the beneficence of school (Dauber & Epstein, 1993).

Additionally, Eccles and Harold (1994) notified that parents who held more positive views of the school's affinity, responsibility, and aspiration for parents' involvement were more involved in the school. Indeed, Epstein and Dauber (1991) reported that schools where teachers and parents reported strong desire about the importance of parental involvement were also the schools with stronger parent involvement programs and practices. In this research different sources of family support were introduces in measuring the level of family to children motivation. Among them are parental reward when their children success, parental punishment when their children failed to success, school spending money for buying necessity when they are at school environment, home room for doing exercise, home internet connection, home computer, parental help in solving their children's home work, home breakfast before going to school, and their help to their children to go early at school. As long as those sources when met a student can feel motivated automatically.

Collaboration on teachers' knowledge and information from students' family support and services in the school community will help to energize the link between home and school. When teachers asked what one thing they would change in the hopes of improving the public schools, Langdon and Vesper, (2000) accepted that family involvement in school issues are the top priority. Even public opinion rates lack of parent involvement in school environment as a main problem to improving schools, and a critical factor influencing school academic success (Rose, Gallup, & Elam, 1997). Even though types of parental participation strategies that work best with families are varying in terms of socioeconomic status and ethnicity of the family members, awareness, literate level, and family needs. Teachers are supposed to be apprised of the cultural disparities in parent involvement that do exist in order to be better prepared to interact with and involve parents in culturally sensitive ways. Teachers' attention in appreciation for the benefits of parent participation should be well focused due to family act as stakeholders in guarantee learners' behavior

accountability. Parental involvement in the school environment will continue to be of interest to academics and potential benefits in educational system. Comer & Haynes, 1991, suggested that school systems oriented toward understanding learners' parents often experience success in increasing parents' involvement and in improving students' performance.

#### **1.1.4 School Resources and Motivation.**

Sources of motivation are many including school itself act as resources when physical facilities and human resources are used effectively. In this research school resources are grouped in two groups: first, teacher as a resource where he/she deals with modeling the students' behavior. Teacher direct, instruct, show, observe, control, help and teach learners to be accepted at the society. In school teacher assist school duties and responsibilities. They can be permanent or per time with the standard number of students. Teachers arouse learners' appetite to like or dislike the subject. Level of motivation is determined by many factors including teachers' instructions to learners.

Different resources were introduced into the school system for the aim of increasing learners' motivation in school. Resources are materials, energy, services, staff, knowledge, or other assets that are transformed to produce benefit and in the process may be consumed or made unavailable (Miller & Spoolman, 2011). The importance of resources in the teaching and learning processes is among the significant consensus across school effectiveness (Pule, 2007). Consequently, Engin-Demir (2009) cited in Makori and Onderi (2013:175) equipping schools with different facilities is not enough to raise student achievement, rather what matters most is how these facilities are utilized properly.

Researches in the area of school resources have followed several avenues. Early work by Jean-Jacques Rousseau (1712-1778) and Fredrich Froebel (1782-1852), pioneers of early education emphasized the importance of play on children's development and since then the decades of research has documented that play has a crucial role in children's development. Play helps children not only to understand their environment, practice social, cognitive, emotional, and physical skills



(Wolfgang, 2004). While both indoor and outdoor play environments provide opportunities to young children to engage in play activities, the nature of the outdoor play environment encourages and supports different types of play that cannot be accomplished indoors. The design of the playground area and play materials are somehow linked to young children's play preferences (Sutterby & Frost, 2006). Additionally, young children's choice of play activities is influenced by the availability of the materials on playgrounds (Frost, Wortham, & Reifel, 2001). Both indoor and outdoor play opportunities enable young children to master both an understanding of their bodies and the ability to control their bodies more effectively by using the senses of taste, smell, touch, sight, and hearing (Wolfgang, 2004).

Mudulia (2012) reports on a relationship between availability of resources and achievement of their studies, arguing that high performing schools have higher availability of labs and laboratory. Even though enough skills for teachers in operating them are still the common problem observed. Teachers lack teaching skills and competency in labs, laboratory, library, playground, and sports (Kibirige & Hodi, 2013). For instance, Steele (2007) observes that some teachers are inefficient in the use of certain resources and therefore weakening their impact on the teaching and learning process. Several researchers addressed the issue of resources in school by different point of view ad different categories. Taneri and Engin-Demir (2011:94) elaborate the internet access issue by contributing that, 'Although, use of educational technology has a significant positive effect on achievement, computers, internet and the related electronic equipments required for connecting computers into network is generally absent or insufficient in some Turkish schools'.

Other work shown by Busayo, 2011; Lingam and Lingam, (2013) that, the benefits of a functional and/or good library system are enormous and include the provision of access to books and other reading materials or resources. The immediate benefit of access to reading resources is the promotion of reading culture which in turn underpins the growth and strengthening of literacy skills. The positive outcomes of reading culture is a marked increase in reading fluency, vocabulary acquisition and usage, ability to express ideas and concepts more clearly and accurately (Busayo, 2011).

According to Kibirige and Hodi (2013:245) who underscore the importance of laboratories in providing learners with opportunities to experience science by employing scientific research procedures. One such opportunity is engaging learners in the inquiry processes through which they can acquire research skills. Also learners gain in terms of understanding the nature of scientific problem solving (Kibirige & Hodi, 2013). Similar views are echoed by Owolabi and Oginni (2012:44) observed that different activities done by students in school environment provide a forum for practicing the theoretical knowledge gained in the classroom and for demonstrating the psychomotor skills of a teacher and learner, thus reinforcing the fact that students' engaging in laboratory equipment and processes is key to achieving the learning objectives. Students who are not engaged in the laboratory equipment see science as abstract and irrelevant (Owolabi & Oginni, 2012). Learners who use laboratory investigation improve their understanding of school environment.

Makotsi (2011:5) regular access to books while at school and developing the habit of reading for pleasure can increase vocabulary, text comprehension, and improvement in writing skills and self-expression for learners. Richards & Rodgers, (1986) language lab resource is the special place for language learning. Learners are free in expressing and practice foreign language quickly. It includes all aspects of phonological units (like phonemes), grammatical units (like clauses, phrases, sentences), grammatical operations (like adding, shifting, joining, transforming elements), and lexical items (like function words and structure words). According to Richards & Rodgers, 1986:17) language lab is a functional view (communicative view) for learners which address the role of language as a tool for expression of functional meaning for them. Language lab is like a vehicle for realization of interpersonal relations and for the performance of social transactions between individual.

Another work is from Pule (2007:18) availability of functional sports facility or resources would result in significant sports and/or physical activity participation among students. Pule (2007:17) has highlighted the benefits of learners' sports participation are positive influence on self-esteem and social competency inside and outside of school environment. Also, participation in sports has been reported to contribute positively to students becoming more disciplined, setting goals, organizing

time and developing self-confidence. Nevertheless, in school teachers are also resources, teacher is a specialized educator that focuses on helping children with learning difficulties to develop their reading and writing skills. They must be organized, patient, good at motivating students, extremely understanding of people's individual needs and able to accept people's differences (Marks, 2010). The expectations of educational researchers in identifying the best resources for learners achievement are high, for instance, many policy makers and other stakeholders in education argue that educational researchers need to do more in terms of identifying or isolating resources that have greater impact on students' achievement (Marks, 2010). Policy makers would want to make informed decisions in terms of spending wisely on resources that would result in higher students/pupils performance or returns. Unfortunately this has been a recurring concern in the educational research literature for some time now (Marks, 2010).

#### **1.1.5 Classroom Environment and Motivation**

The classroom environment is one among the important determinants of students learning in the views of educational system (Fraser, 1998a). Classroom environment may include furniture and decoration, teacher technology uses when teaching but also the emotional climate that is created within the class. A child's cognitive development is directly linked to its ability to interact with its environment. Piaget, (1951) children quickly develop mutual understanding of themselves through their interactions with events and materials outside themselves. Classroom environment has ability to contribute or retard this process development process. The motivation to interact with the environment exists in all children when they learn new things, where the cognitive development of the children is likely to be alleviated if they are exposed to the environments that are stimulating in which they get considerable attention and that keep them with the enriched cognitive experiences in many learning activities. Students focus well when they comprehend the classroom environment (climate) more positively.

Nowadays, the surveying of classroom environment has turned out as the main concern to many scholars, teachers, researchers, educational managers of school

system and parents. Researches on valuable information for educators and researchers on students' comprehension of classroom environment have been conducted time to time, place to place, nation to nation for the demand of better performance within the curriculum and education systems at all (Fraser, 1998a). According to a study published in the Journal of Educational Psychology, motivation is cherished by a structured classroom environment that meets the basic and psychological needs of the student, particularly in establishing a feeling of safety. In the theory of social cognitive development based on Vygotsky's (1978), the classroom environment is like a culture that determines students' cognitive and learning development. In classrooms, students' learning development are taking place when corporate and interacts between learners and tutor or among the learners' themselves. Inside the classroom, teachers create good environment by clearly communicating and reacting consistently to student behavior. With the existence of collaborative learning, students' level of learning would be improved from grade to grade. In other words, good classroom environment act as a culture that directs students how to think, evaluate, generalize and to acquire knowledge through well arranged and organized classroom activities.

Moreover, well organized courses with pre-determined materials and procedures for evaluation may give students a sense of secure in taking responsibility and accountability for their own learning success. The characteristics of the studying context can be learned from different numbers of perspectives. For example, Fraser & Walberg, (1991) show that educational psychologists have been established lines of researches focusing on multidimensional concepts which portray the psychological climate of the learning contexts, and argued that the good classroom environment is the core factor of students' performance. Educational researchers have also focused on direction of classroom management as premise of the entire classroom climate (Jones & Jones, 2000). Transposing a different view to describe classroom reality, socialists have looked at the dynamics of the learners' groups as the main part of the nominated discipline of group dynamics (Schmuck & Schmuck, 2001).

Motivational psychologists have taken motivational teaching practices and good strategies employed in the classroom as the main approach in focusing the learners'

performance (Pintrich & Schunk, 2002). Children who feel comfortable in class, yet stimulated in the environment are able to settle in and enjoy learning quickly. It also has impacts on parents as they can see that the classroom environment will be a safe and secure one for their children.

In 1992, Roth, Rosaen, Hasbach, Hazelwood, Peasley, Hoekwater, Ligatt, and Lindquist, reporting that among the top key ingredient for learners' success are good class settings. Example, in the model of Collins, Brown, & Newman, (1989) which referred to as the sociology of learning, and which Roth and her colleagues were made explicit by their contrasting of a conceptual change learning community were good work-oriented class setting. Pintrich, Marx, & Boyle (1993) also accepted that classroom contextual factors were likely to have positive impacts on the motivational beliefs toward students' succession.

Additionally, children also respond positively to the environment that they are in because behavior is improved in responsive, attractive and stimulating environments that have been well planned by school administrators or teachers. It should be known that among the role of the environment in children's lives is acknowledge the classroom environment. However, Posner, Strike, Hewson, & Gertzog, (1982) proposed conditions for substantial conceptual change of effective classroom environment. Furthermore, Pintrich, Marx, & Boyle, (1993), show that some of the motivational belief factors are likely to be affected by classroom contextual factors including: mastery goals, learners' beliefs, personal (learners') interest, utility value, important (classroom) activities, (students') self-efficacy, anxiety, autonomy, and self-control.

Moreover, classroom environments that children can experience in their early years of life are responsible for creating their understanding of many concepts, reasoning, giving them spatial awareness, educating their senses, nourishing their curiosity and personal appearance, cooperating and encouraging their interaction between them. In this research different classroom activities were measured in leveling the motivation standards of students like: Teachers' reward when students succeed, teachers punish when students failed to success, uses of computers in the classroom especially during teaching, uses of the internet during the lesson, teacher's provide free environment

for students to ask when they have questions or did not understand lesson, classroom cleanliness as a personal hygiene, students are happy when entered to class are among the list factors of motivation in class.

### **1.1.6 Students' Performance**

Teachers make work done by teaching, instructing, directing and helping students to meet their goals in high level. Performance is the behavioral aspect that defines the way in which organization, teams and individuals get work done (Armstrong, 2003:478). Basically, students' academic performance can be resulted by doing homework, class work project, attend extra activities, participating in sport and play. It is a function of motivation for students to cope with the task in a given environment (Cole, 1998).

Students' performance can be good or poor. Good performance involves being punctual at work provided by school, cooperating with fellow students, managing in overcoming problems, having control over emotion, commitment and regular at work, Those will lead student to success in class and national exams in all levels. Poor performance includes, late arrivals at schools, leaving early, lack of commitment, absenteeism, too much complaints to teachers, unwillingness to accept the delegated school duties, no control over emotion hence fail in class and poor grade in national exams (Cole, 1998). Students' achievements are difficult to compare over time because of different factors like changes in curricula, students population changes, unreliable background data and inconsistency test administration (Rothstein, 1997).

By considering the level of achievement in motivational factors, different authors argued that there is a relation between academic achievement and motivation (Stipek, 2002:12). The cognitive, emotional and behavioral indicators of students' investment in and attachment to education is also very important (Tucker, Zayco & Herman, 2002:477). This is also accepted by Matuga (2009) that there are many factors that influence the development and use of motivation strategies of students in school. Students seek many factors in order to be motivated in their studies. One such factor is the students' perception of themselves as being intrinsically or extrinsically

motivated to engage in learning activities within educational environments (Barron & Harackiewicz, 2001; Elliot & Trash, 2001).

Motivation is one among the important tool to be considered in promoting teachers and students success in school environment. The study was conducted in Serdivan. It is a district where Sakarya University (SU) is found. I lived there for almost three years and do many survey trips in school environment. The public middle schools in Serdivan are still face the problem of quality education, some schools are far away from students' home environment, lacking of standard of school facilities are the main problems that students faced while learning. Many private schools are in standard due to high services and monthly meeting for school performance discussion, Like Fatih collage which is one among the top private schools in Turkey is also found in Serdivan. Different methods have been used by teachers and school itself to motivate learners' achievements. Still the question on which is the best source types of motivation that can influence Serdivan middle students on academic performance remain in many young researchers' mind. This study focuses on different school facilities (resources) and academic motivation of the students in their learning processes.

## **1.2 PURPOSE OF THE STUDY**

The purposes of this study are to measure and classify different sources of motivation in middle school level students using the AMS (Academic Motivation Scale). The motivational sources in this research are mainly concerning with family support, school resources, and classroom environment. Through those sources and academic motivation scale different levels of the motivation will be measured corresponding to age, gender, school type, and grade.

Also, the study tends to explore the relationship exposed between the sources of motivation and learning effectiveness on Serdivan middle schools. This relation will focus on diagnosing the motivational issues that are weakest and strongest in both public and private middle schools. As long as how this academic motivation level correlate with school resources, family support and class environment. Furthermore,

the relationship between the school resources and how can influence learners motivation on their studies while they are at school will be considered. Moreover, the study will discover the relationship and differences between the sources of motivation and teaching effectiveness on both government and middle school teachers.

### **1.3 RESEARCH PROBLEM STATEMENT**

Based on the study where students' academic motivational level responds were measured, the availability of school resources, condition of classroom environment and effects of family support are also considered as among the high motivational factors which affect learners' achievement in educational progresses. Through those factors, following research problem statement was constructed:

- 1) How different sources of motivation and academic motivation levels differ in Serdivan middle schools?

#### **1.3.1 Sub Problem Statements**

- 1) What is the level of the motivational sources of the middle school students?
- 2) What is the motivational level of:-
  - a) Family support
  - b) School resources and
  - c) Classroom environment toward middle school students?
- 3) What is the level of the academic motivation of the middle school in:-
  - a) Intrinsic motivation to know
  - b) Intrinsic motivation to experience stimulation
  - c) Intrinsic motivation toward accomplishment
  - d) Extrinsic motivation introjected



- e) Extrinsic motivation external regulation
  - f) Extrinsic motivation identifies
  - g) Amotivation?
- 4) How is academic motivation affected by:-
- a) Family support
  - b) School resources and
  - c) Classroom environment?
- 5) Is there any relation between academic motivation and level of:-
- a) School resources
  - b) Classroom environment
  - c) Family support?
- 6) Is there any significant difference between school types and school resources?
- 7) Is there any significance between total academic motivation and:-
- a) Gender
  - b) Grade
  - c) Type of the school (private and government) of the students?

#### **1.4 IMPORTANCE OF THE STUDY**

Teachers and students as educational process attributers need the best and accurate motivation in reaching their educational expectations. In school environment, resources are well influenced by learners' motive toward their learning. In class teacher need the best way of motivation in arousing learners' moods. It is the duty of all surrounding community, teachers, school staffs, fellow students, head master/mistress and educational authority to work together in rising learners' performance in school. This is why the study will help to show the best sources of motivation while they are at school, class, and home environment. The study is also

intends to assist those policy makers and funding agencies on identifying what work to improve performance in educational setting through experimental school based intervention research.

Moreover, the study will serve those middle school teachers to stick on the best sources of motivation as selected by this study for the aim of increasing learning effectiveness and efficiency.

The study will assist teachers to control learners' behaviors by assisting them on the best sources of motivation and quit all unwanted one.

### **1.5 LIMITATION OF THE STUDY**

There were three major limitations of this study. The study was expected to include 770 students but only 722 participated. Many factors result 48 participants not to respond when asked including not finish to answer the questionnaire in many parts or did not recollect when time reached. The second one is, the questionnaires for Head Master/Mistress were filled by their assistants, this due to the absent or busy of Head Master/Mistress when informed to answer the questions. Thirdly, range of grade five is smaller compared to grade seven where only 159 grade five students were participated compared to 202 grade seven students, this was caused by many factors including lack of seriousness of students or some of the schools have low numbers of grade five students.

### **1.6 DEFINITIONS OF THE TERMS**

*Academic achievement:* Is the performance outcomes that indicate the extent to which a learner has accomplished specific goals that were the focus of activities in instructional environments, specifically in academic areas like school, college, and university.

*Academic Motivation Scale:* A measurement of intrinsic, extrinsic and amotivation in education.

*Amotivation:* A state of lacking any motivation to engage in an activity, characterized by lacking of perceived competence and/ or a failure to value the activity or its outcomes.

*Educator:* One who teach something.

*Extrinsic motivation:* It refers to motivation that comes from outside an individual. The motivating factors are external, or outside, rewards such as money or grades. These rewards provide satisfaction and pleasure that the task itself may not provide.

*Intrinsic motivation:* It refers to the type of motivation that comes from inside an individual rather than from any external or outside reward, such as money or grades. Act of doing an activity for itself and the pleasure and the satisfaction derived from participation.

*Learner:* One who study something.

*Motivation:* Is the act or process of giving someone a reason for doing something; a force or influence that causes someone to do something.

*Resources:* Are the productive factors required to accomplish an activity, or as means to undertake school and achieve desired outcome like those physical and human resources in school.

*School:* Educational institution designed for the teaching of students (pupils, learners) under the direction of teachers.

*Self Determination Theory:* A macro theory of human motivation, personality development and wellbeing. It focuses especially on the basic and universal psychological needs which are essential to vital, healthy human functioning.

## **1.7 SYMBOLS AND ABBREVIATION**

SDT: Self Determination Theory

AMS: Academic Motivation Scale

IMTK: Intrinsic motivation to know

IMTES: Intrinsic motivation to experience stimulation

IMTA: Intrinsic motivation toward accomplishment

EMID: Extrinsic motivation identifies

EMI: Extrinsic motivation introjected

EMER: Extrinsic motivation external regulation

AM: Amotivation

## **CHAPTER II**

### **THE THEORETICAL FRAMEWORK OF THE RESEARCH AND LITERATURE REVIEW**

#### **2.1 THEORIES OF MOTIVATION**

Based on human behavior theories of motivation are categories in two groups. 1) Content theories (example: Maslow and Herzberg's two factor theories 2) Process theories (example: Equity and reinforcement theories).

##### **2.1.1 Content Theories of Motivation**

The content theories are characterized by emphasis on what motivate people. They concern with individual goals and needs which are said to be the same for every person. Although, they assume that all people possess a similar set of needs, they differ in defining what those needs are.

##### **2.1.1.1 Maslow's theory**

Abraham Maslow's is the founder of need-based theory of motivation which is the most widely recognized theory in many fields of education and perhaps the most referenced of the content theories all over the world. Maslow's basis was human behavior. Man's behavior is controlled by both internal and external factors. According to him needs are flow like the hierarchy, which consists of five basic needs series groups. Maslow's idea was people will not be healthy and well-adjusted unless they have their needs met (Greenberg 1999). He arranged those needs in

different levels in order of importance as: physiological needs, safety needs, social needs, esteem needs, and self-actualization.

In level one there is physiological needs, which are the biological needs of the human being for air, water, food, shelter and clothing, pay, good and comfortable work conditions and so on. Physiological needs are the human instinct to survive. When all physiological needs are satisfied and no longer controlling thoughts and behaviors, the needs for security can become active. Security (safety) needs are important for survival. One's attention turns to safety and security in order to be free from the threat of physical and emotional harm. Example: the need for safety, fair treatment, protection against threats, job security. The third level social (affiliation) needs which are those needs related to interaction with other people. It includes the needs of being loved, accepted, part of a group etc. In the fourth level, there is esteem needs, it includes the need for recognition, respect, achievement, autonomy, independence, and so on. Esteem needs which is the person feeling in the sense of belonging, i.e., the need to feel important arises. Finally, top level, there is self-actualization needs, which are the highest according to Maslow's need theory, include realizing some one's full potential or self-development.

Indeed, he also accepted that, once a need is satisfied it is no longer a need. It may cease to motivate employees' (students') behavior and they are motivated by the need at the next level up the hierarchy. It is a sample of how human can be satisfied in any environment when those needs are met. Students learn best in a nonthreatening environment according to humanism or hierarchy of needs. Students need to feel comfortable and safe in order to learn most effectively. All educators need to manage their classrooms in such a way that they create this sort of environment. However, validating Maslow's theory may failed to find evidence in support of the needs hierarchy in some environmental studies (Ifinedo 2003), although many researchers continue to find the hierarchy model of Maslow as very useful and attractive (Naylor, 1999).

### **2.1.1.2 Herzberg's two factors theory**

Herzberg, Mausner and Snyderman's (1959) introduced two-factor theory which is heavily based on need fulfillment because of their interest in how best to satisfy workers environment. It includes hygiene and motivating factors. Hygiene Factors as those environmental factors that cause workers to be dissatisfied. Including company policy and administration, salary, technical supervision, interpersonal relationship with supervisors and work conditions (i.e., they are associated with job content like achievement, recognition, work itself, responsibility and advancement). Also there is motivating factors where the individuals' need for advancement, growth, increased responsibility and work itself are considered (Herzberg, Mausner, & Snyderman, 1959). The opposite of dissatisfaction is not satisfaction but no dissatisfaction. Hygiene factors and motivators both are important but in different ways (Naylor 1999: 542).

Though, commitment between teaching and working place environment have been found to be improved by psychic rewards (e.g., acknowledgement of teaching), collaboration, meaningful and varied work, job autonomy and decision making, positive feedback, administrative support, reasonable work load, adequate resources, and learning opportunities and achievement (Firestone & Pennel, 1993). Teacher's working environment is the actual satisfiers as intrinsic factors and encourages a greater effectiveness in designing and developing teachers higher level needs. That is giving teachers greater job opportunity, task responsibility, authority and autonomy (Whawo, 1993).

### **2.1.2 Process Theories of Motivation**

Process theories are characterized by a dynamic character, not static as content theories. The main concern is not what motivates people but how motivation occurs. Process theories try to explain how and why peoples' behavior is directed to certain choices.

### **2.1.2.1 Equity theory**

Equity theory was a result of the work of J. Stacy Adams and states that when individuals determine whether the compensation they receive is fair compared to their coworkers' compensation, any perceived inequity will affect their motivation (Lewis, Goodman, & Fandt, 1995: 502). The theory matches the notions of a fair day's work for a fair day's pay. It focuses on perceptions of inequality in the output ratio whose effect may be similar to the hygiene factors of Herzberg theory (Naylor, 1999). Equity and fairness in the workplace are the major factors in determining teachers' motivation and job satisfaction (Lewis, Goodman, & Fandt, 1995: 502).

In addition, it assumes that one important cognitive process involves people looking around and observing what effort other people are putting into their work and what rewards follow that effort as a process. The idea of equity theory is to have the (outcomes) rewards be directly related with the (inputs) quality and quantity of the employee's contributions (Walster, Traupmann & Walster, 1978). The sense of inequity can either be felt as negative inequity, when teachers feel they have received less than others who performed the same task, or felt as positive inequity, when workers feel they have received more than others who performed the same task. A research by Sweeney (1990) confirmed that, equity theory is one among the most useful frameworks for understanding teachers' motivation. The way teachers base their experience with satisfaction for their job is to make comparisons with themselves to the teachers they work with. If a teacher notices that another teacher is getting more recognition and rewards for his/her contributions, even when both have done the same amount and quality of work, it would persuade the teacher to be dissatisfied.

### **2.1.2.2 Reinforcement theory**

The idea of Reinforcement theories is related to that of operant conditioning. The theories are concentrated on the link between behavior and its consequences. Naylor (1999:549) define Reinforcement as any effect that can causes behavior to be repeated or inhibited which can be positive or negative. They carried out several researches and came up with a conditioning model which proposes that if pleasant



consequences follow a certain behavior, the behavior will tend to continue whereas, if certain unpleasant consequences follow a behavior, the behavior tends to stop (Luthans & Kreitner, 1985). In addition, this theory of motivation suggests that internal states of the mind like needs are misleading, scientifically immeasurable, and in any case hypothetical. Therefore, reinforcement theory rests on two common underlying assumptions: 1) Human behavior is determined by the environment 2) Human behavior is subjected to observable laws and can be predicted and changed. In relation with education, Mergel (2011) explained reinforcement based on operant conditioning as follows: (1) Positive Reinforcement or reward: Responses that are rewarded are likely to be repeated. For example teachers' good grades to students reinforce careful study. (2) Negative Reinforcement: Responses that allow escaping from painful or undesirable situations are likely to be repeated. For example, students being excused from writing a final examination because of good term work. (3) Extinction or Non- Reinforcement: Responses that are not reinforced are likely to be repeated. For example teachers' ignoring student's misbehavior should remove that behavior for better students' academic performance. (4) Punishment: Responses that bring painful or undesirable consequences will be suppressed. But they could reappear if reinforcement contingencies change. For example, teachers' penalizing late students by withdrawing privileges will likely stop their lateness (Mergel, 2011). Moreover, the foundation of the reinforcement theory is the law of effect, which states that behavior will be repeated or not depending on either the consequences are positive or negative (Lewis, Goodman, & Fandt, 1995).

## **2.2 THE THEORETICAL FRAMEWORK OF THE RESEARCH**

This research based on Self Determination Theory framework. Through its explanation of the motivational sources and levels of academic motivation in middle schools were interpreted.

### **2.2.1 A Self Determination Theory (Sdt).**

Most current theories of motivation focus on goals or outcomes and on the instrumentalities that lead desired outcomes (Dweck, 1986). They concerned with the direction of behavior but did not deal with the question of why certain outcomes are desired. That is to say they fail to address the issue of the energization of behavior. SDT does address the energization issue as well as the direction issue. SDT also addresses such basic issues as personality development, self-regulation, universal psychological needs, life goals and aspirations, energy and vitality, nonconscious processes, the relations of culture to motivation, and the impact of social environments on motivation, affect, behavior, and wellbeing (Deci & Ryan, 2008:182). This study is based on SDT of motivation dedicated by Deci and Ryan in 1985. SDT is a macro theory of human motivation, personality development and wellbeing (Encyclopedia, 2015). It focuses especially on volitional or self-determined behavior and conditions that promote it as well as a set of basic and universal psychological needs which are essential to vital, healthy human functioning. The needs are basically psychological and are inherited in human life (Deci, Vallerand, Pelletier & Ryan, 1991:3).

### **2.1.2 Sdt Innate Needs**

The theory focused on three innate needs. Those needs are competence, relatedness and autonomy. Starting with competence: is the condition of understanding and attaining various external and internal outcomes are attained and being efficacious in performing the requisite actions (Deci, Vallerand, Pelletier & Ryan, 1991:3). Next is relatedness: is the developing of secure and satisfy connections with others in ones' social milieu (Deci & Ryan, 1985). Thirdly, autonomy: is the self-initiating and self-regulating of one's own actions (Deci & Ryan, 1985).

According to Deci, Vallerand, Pelletier and Ryan, (1991:3-4) show that innate needs are very important in motivational study. It drawing together and integrating a range of phenomena that might not seem connected at a superficial level. It allows one to specify the contextual condition that will facilitate motivation, performance and development. SDT when applied to the realm of education, it primarily promoting

students learning, valuing of education and confidence in their own capacities and attributes (Deci & Ryan, 1985; 1991). SDT results high quality learning conceptual understanding which enhanced personal growth and adjustment (Deci, Vallerand, Pelletier & Ryan, 1991:1). SDT proposed that human motivation varies in the extent to which it's autonomous (self-determined) or controlling. Reeve, (2002) argued that SDT is concerning with behavior and actions that are autonomous which are freely initiated and emanated from within one's self. In contrast, when behavior is controlled it is regulated by external force. This leads individual to feel pressured to engage in the behavior.

### **2.3 LITERATURE REVIEW**

Different sources of motivation academically were introduced into school system to increase performance rate of students. Ünal-Karagüven did a research on academic motivation and test anxiety on 336 Turkish high school students based on the demographic and communal mastery factors like gender, school type, parents' level of education, having computer at home and academic achievement by arguing that, teachers and parental supports to students are one among the best motivational factors that should be used in raising academic motivation (Ünal-Karagüven, 2015:8). Additionally, academic motivation, sources of motivation are foremost problems in education. Educational psychology researchers prioritize them in solving the educational challenges for both learners and teachers (Ünal-Karagüven, 2015:7).

Research in the area of motivation has followed several avenues. Early work by House, (1997:95-109) on students academic achievement was concern with a best usage of sources of motivation. The same view was shown by Busato, Prins, Elshout and Hamaker, (2000: 1060-1062) that achievement motivation was positively associated with academic success through learning style, personality and intellectual ability of students. Several researchers addressed the problem of motivation in academic performance in several ways. In 2009, Uzbař conduct a research survey in Turkish students on academic motivation and test anxiety. He gave the notation that

low academic performance, motivational problems and test anxiety have been indicated as the most prominent student relevant issue in today's classroom by the teacher and school counselors (Uzbaş, 2009).

Çeliköz, (2009:29-44) studied various factors of motivation that affect academic performance. According to him, sources of motivation and academic performance level of students are affected by reason to choose the school, order of preferences, future expectation, attitude towards the teacher, social circle, appropriateness of the classrooms and efficiency of the educational material (Çeliköz, 2009:29-44). In a report on specific case of Amasya district, Aksan and Koçyiğit did a survey in primary and secondary schools on reasons for poor academic performance. They indicated that self-efficacy level of many Turkish students were very low due to the lack of enough academic motivation in their learning struggles (Aksan & Koçyiğit, 2011). The general results reflecting the student academic performance caused by motivation are shown by many researchers. Nevertheless, sources of motivation and academic motivation levels were found to affect strongly over the students' performance from grade to grade. In 2012, Kusrkar, Tencate, Vos, Westers and Croiset conducted a motivational research for medical students and compare between males and females students. The study was imply that there are evidences that the quality of motivation from different sources (intrinsic an extrinsic motivation) are very important in determining levels of performance among students (Kusrkar, Tencate, Vos, Westers & Croiset, 2012:67). They also emphasized that relative autonomous motivation is possitively associated with the use of a good study strategy by students and study effort (Kusrkar, Tencate, Vos, Westers & Croiset, 2012:66).

### **2.3.1 RESEARCH GAPS**

The study of how different sources of motivations, academic motivation levels influence the learners' performance in different dimensions at middle school level still need alot of research. By this reason many researchers show their responds to make a furher reading to this concept. From the research findings of Linnenbrinck

and Pintrich, (2002:6-7) on their article entitled “Motivation as an enabler for academic success”. They argued that the intervention studies promote the development of adaptive motivational beliefs to students such as increased self efficacy; attributions to internal controllable factors; interest in academic tasks; and mastery goal orientations affect directly the learners’ motivation. These enhance achievement motivation by reflecting typically with students learning environment. Therefore, educational researchers need to collaborate with teachers and administrators to impliment the academic motivation factor changes to the context of learners’ environment and evaluate (measure the motivational level) the effectiveness of these changes. In addition, the work done by Uzbař, (2009) elaborated that, there is a need for researchers to determine effectiveness of resources risk factors on students’ academic motivation so as to raise academic performance.

Another work is from Wells, (2011:116) on his dessertation paper entitled “The impact of motivation on academic success: Using imposter phenomenon to understand the experiences of a selected group in a black higher education institution” elaborated that much has been learned about the nature of students’ motivation and how it is influenced by the social learning environments, students’ experience. The complexity of resources and academic motivation relations, as well as their situation specificity, means that much work remains to be done in this area.

### **2.3.2 Current Research**

In this paper we present a SDT as a theoretical framework in predict the academic motivation level of the students obtained in their daily learning life at school. The psychological needs of students based on this theory was concerned (competence, relatedness and autonomy) as the sources of success determinant for students. This research will evaluate the level of academic motivation and motivational sources in Serdivan middle schools, Turkey. The school resources concerned in this research are physical and human resources, family support, classroom environment and academic motivation scale.

### **2.3.3 Results of Literature Review**

Many researchers were considering the performance standards of the school as measurement of the students' motivation level. As research reviews show, teachers and educational administrators having hard time in allocating the best methods, resources of motivating students and can result good performance. They changes the methodology of teaching time to time , innovate teaching strategies and others but still to motivate learners is among the difficult task. It is caused by many factors where learner his/herself act as the core sources followed by teacher, family, community and administrator. From literature review, among the reasons that learners not to be motivated includes: the use of a poor study strategy by students and study effort, lack of enough academic motivation in their learning struggles from parents and teachers, future expectation still is unknown by many students, attitude towards the teacher behavior is difficult to be attained by some student because of fear or negative feedback from teaches when asked, social circle wher some community does not take much effort in controlling, guiding and instructing children to be accepted in certain community, inappropriateness of the classroom environment and inefficiency of the educational materials.

## **CHAPTER III**

### **METHOD**

#### **3.1 RESEARCH MODEL**

In this research, the situation determination of students' academiv motivational levels and school resources were done through using survey model as postulated by Karasar (2008). The survey model is a research methodology which aims to describe a situation that either existed in the past or has been occurring presently as it exists (Karasar, 2008:86). In the present study, the responses of the students and the Head Master/Mistress in the questionnaire were gathered thorough using open-ended and close-ended questionnaire items and in order to determine the current situation of motivational levels of th students. Among the importance of this model is it helps to reach a judge upon a unit of the universe by examining this definite unit (such as an individual, a family, a school) and by determining its relationships with itself and its environment in depth and width (Karasar, 2008:86).

#### **3.2 AREA OF THE STUDY**

This study was conducted in Serdivan district at Sakarya, Turkey. Sakarya region has 16 districts (Adapazarı, Akyazı, Arifiye, Erenler, Ferizli, Geyve, Hendek, Karapürçek, Karasu, Kaynarca, Kocaali, Pamukova, Sapanca, Serdivan, Söğütlü and Taraklı). Serdivan is the second largest district after Adapazarı. It has 14 middle schools. 1 of them is for disability students, 4 private schools and 9 public schools. Serdivan was chosen as a pilot district because of its nearest to Sakarya University.

Easy transport system from all sides during the whole day. Serdivan is among the top place containing many foreigners in Sakarya, this enhance many Young Turk students to be familiar with many foreigners. The district is located with many dormitories. The nature of Serdivan middle school students' family occupied with normal socioeconomic level which are able to go to school every day. Educational standard of many Serdivan school teachers were undergraduate degree which is enough for students competition at these grades.

### **3.2.1 Study Permission**

Once after getting the permission from the head of department of education at Sakarya University and the head of the Ministry of education in Serdivan, the study was conducted in both private and public middle school with the total of 11. See appendix 4 and 5.

### **3.2.2 Study Population**

The school names were numbered randomly out of 13, 11 were chosen to represent the total population. Students were from grade 5, 6, 7, and 8. The sampled students from those grades were between the age of 9-15 which most of them are eager in learning and doing many activities while they are at school. Also, they are in transition and preparation to inter in high schools especially 8<sup>th</sup> grade. Equality of genders was considered in answering the questions. Accordingly, 722 middle school students (n=722) were included in the study. 50.3% (n=363) of the students were female and 49.7% (n=359) were male. Out of 722 students, 22.0% (n=159) were fifth-grade, 23.8% (n=172) were sixth-grade, 28.0% (n=202) were seventh-grade and 26.2% (n=189) were eighth-grade students. The questionnaires for Head Master/Mistress were 11, all participants respond positively.

### **3.2.3 Study Sampling Process**

After 11 middle schools were selected, each school was provided with 70 questionnaires for students and 1 questionnaire for Head Master/Mistress. The



students were simple randomly selected. In all classes the researcher himself supervised. Student names were written in pieces of papers. From 7-15 students were selected to represent in one class. This procedure removes the chance of bias to occur. The questionnaires were distributed to selected students. 20-30 minutes were provided to answer the questionnaires. Students were free to ask any question if they did not understand the question. After 30 minutes those questionnaires were collected. For Head Master/Mistress spend between 5-10 minutes to answer the questions, than collected for Data analysis.

### **3.3 DATA COLLECTION TOOLS**

This research was conducted by using questionnaires. There were three questionnaires, 2 of them were self-constructed questions which are corrected by supervisor and admitted by University research committee members. The remaining was based on Academic Motivation Scale postulated by Vallerand et al (1992). The questionnaires contain both closed and opened ended questions. Questionnaire was derived into two parts A and B, where A part required participants' personal information like age, sex, class, type of school, class size, school code, and teachers' type. The B part contained Likert scale type, one opened ended question and the remaining were closed ended questions. 1 questionnaire for Head Master/Mistress of middle schools which include 17 questions. The questionnaire was concerned with school resources (facilities) see Appendix 1. The remaining 2 were for students, where one questionnaire guides them on the best sources of motivation while they are at school, class and home. The instrument composed of 16 questions see Appendix 2. The last one guides them on the three types of motivation (intrinsic, extrinsic and amotivation) based on Academic Motivation Scale postulated by Vallerand's et al (1992:1003-1004) see Appendix 3. The instrument had a total of 28 questions divided into 7 subscales assessing 3 types of intrinsic motivation (to know, to accomplish thing and to experience stimulation), 3 types of extrinsic motivation (external regulation, introjected and identification) followed by Amotivation. The instrument had 7 points Likert scale system. According to Vallerand et al

(1992:1003) AMS can range as follows: intrinsic and extrinsic motivation from low of 12 to a high of 84; each of the six intrinsic and extrinsic subscales as well as the amotivation scale from a low of 4 to a high of 28. This provides the evidence of instrument validity and identified the overall scale's internal consistency reliability as .86 based on coefficient alpha. In the present study, overall AMS 28 reliability was .91. The reliability coefficients for the intrinsic motivation, extrinsic motivation and amotivation scales were .93, .89, and .91 respectively. The AMS was originally created in French and referred to as l'Échelle de Motivation en Éducation (Vallerand, Blais, Brière, & Pelletier, 1989). It was later translated into English and proved to be satisfactory in conversion when tested for psychometric properties (Vallerand, et al., 1992). The AMS also translated into Turkish version as Akademik Motivasyon Ölçeği in the study of The Adaptation of the academic Motivation Scale for Turkish Context (Akademik motivasyon Ölçeğinin Türkçeye Uyarlanması) by Yurt and Bozer in 2015. The internal consistency estimates ranged from .83 to .86, which were quite similar to the French version estimates ranging from .76 to .86 (Vallerand, et al., 1992; Yurt, and Bozer, 2015).

### **3.4 DATA COLLECTION METHOD**

This study represents a survey description of quantitative methodology. The questionnaire technique was introduced. Many researchers use questionnaires in measuring level of motivation in different sectors. In educational environment, the questionnaires are widely used approach to measure motivation in classroom, school environment, students' parental support, and others. Different researchers use questionnaire techniques for better motivational performance. O'Bryen, (1996) give an introduction to the use of and development of questionnaires to access motivation in second language classroom. Oppenheim, (1992) uses questionnaires in measuring attitude. Questionnaire can be used at the beginning of the interaction to diagnose several factors influencing motivation such as achievement, motive, creativity, sensation seeking scale, extroversion intention, work importance and centrality (Matsubara & Nagamachi, 1996). Also questionnaires can be used as a post-test in

accessing the number of motivational factors like, curiosity, interest, tiredness, boredom, expectation and challenges of the task and partnership itself (Whitelock & Scanlon, 1996:276).

### **3.5 DATA ANALYSIS**

The data will be processed by means of statistical analysis. According to Brink (1999) the aim of data analysis is to reduce and to synthesize information to make sense, and to allow an inference about the population. The statistical procedures that will be employed are descriptive statistics, the Pearson Product Moment correlations, ANOVA test and t-test for the purpose of measuring the level of motivation and statistical significance between students and school type, classroom environment, and family support.

In this research a quantitative approach was implemented. McMillan and Schumacher (2006:10) highlight some of the advantages of data analysis by quantitative method using SPSS: data collection and data analysis procedures are explicitly explained, best statistical methods in social science, the results can be verified, parsimonious explanation is present in the quantitative approach, empirical data is obtained, there is logical, deductive reasoning and conditional conclusions are made, therefore, statements of statistical probability are deducted from the results of the study.

Each variable was entered into SPSS for analysis in order to determine its levels and effect on the participants' motivation. According to Borg and Gall (1983) the basic form of data analysis in a prediction study consists of correlating each predictor variable with each criterion. The questionnaires were inspected by researcher; those which are incomplete were eliminated in data analysis. Data were computed by SPSS program. Statistical analyses were conducted on the participants' responses on motivational levels. Descriptive statistics included coefficient variation percentages for homogeneous/heterogeneous categories data, and means, standard deviations for continuous interval/ratio data. Standard deviation measures statistical dispersion, or

the spread of values in a data set. If the data points are all close to the mean, then the standard deviation is close to zero.

To examine sub question 1, 2 and 3, that for how levels of motivation differ in Serdivan middle schools; a descriptive statistics were conducted.

To examine sub question 4 and 5, that there is a relationship between academic motivation and family support, school resources and classroom environment; a Pearson product moment  $r$  correlation was conducted.

To examine sub question 6, that there is significant difference between schools type and school resources; a matched  $t$ -test was conducted.

To examine sub question 7a, and c, that there are significant difference between academic motivation and gender, school type; a matched  $t$ -test was conducted on the perception of student's responses.

To examine sub question 7b, that there is statistical significant difference between academic motivation and grades; ANOVA test was conducted. It took one month for the researcher to complete coding and generalizing data. Finally, data were then transferred to research paper for further discussion.

## CHAPTER IV

### FINDINGS

#### 4.1 LEVELS OF STUDENTS' SOURCES OF MOTIVATION.

Seven hundred and twenty two students were surveyed (N= 722). The lowest mean for sources of motivation in schools, class and family is M= 13.25 where the highest is M= 32.62. This further show that the dispersion of sources of motivation is between (coeffient variation 18 and 19).

##### 4.1.1 Family Support, School Resources and Classroom Environment

Table 1: Descriptive Statistics Of Family Support, Classroom Environment And School Resources

	N	Range	Minimum	Maximum	M	SD	Variance (V)	Coefficient of variation (CV)
Family support	722	15	9	24	14.01	2.714	7.367	19
Classroom environment	722	14	7	21	13.25	2.503	6.266	18
School resources	722	21	24	45	32.62	6.320	39.939	19
Valid N	722							

Base on table 1, mean total of students' motivational level are increased from classroom environment M= 13.25 followed by family support by M= 14.01 to M= 32.62 in school resources. Classroom environment has lowest distribution in motivational level scores SD= 2.503 compared to family support and school resources SD= 2.714, 6.320 respectively. These results show that students'

motivation are affected much by school resources (CV= 19) and family support (CV= 19) compare to classroom environment (CV= 18) and there is no uniformity in all three motivational factors.

## 4.2 STUDENTS' ACADEMIC MOTIVATION LEVELS

The students' academic motivation level in Serdivan middle schools are ranging from M= 7.14 to M= 25.50, spread level of SD= 4.207 to SD= 6.109 and coefficient variation from 16 to 73.

### 4.2.1 Intrinsic Motivation to Know (Imtk)

Table 2: Descriptive Statistics Of IMTK

	N	Range	Minimum	Maximum	M	SD	V	CV
Intrinsic motivation to know	722	24	4	28	24.30	5.040	25.404	20
Valid N	722							

From table 2, the students' academic level of motivation in IMTK scores M= 24.30, which is high, students have the internal force on guiding themselves in learning process, through all grades this level is highly distributed for S= 5.04. Yet, the coefficient variation of CV= 20 tends to explain that students are little differ in responses of intrinsic motivation to know from one grade to another.

### 4.2.2 Intrinsic Motivation to Experience Stimulation (Imtes)

Table 3: Descriptive Statistics Of IMTES

	N	Range	Minimum	Maximum	M	SD	V	CV
Intrinsic motivation to experience stimulation	722	24	4	28	21.31	6.041	36.490	28
Valid N	722							

The table 3 indicates that, the students' academic level of motivation in IMTES scores  $M= 21.31$ , which are moderate according to mean level of all motivation types, through internal stimulation students can learn accordingly. This type of motivation is distributed for  $SD= 6.041$  which is highly distributed among the middle school learners. Yet, the coefficient variation of  $CV= 28$  make it to heterogeneity since no uniformity of responses in all grades.

#### 4.2.3 Intrinsic Motivation toward Accomplishment (Imta).

Table 4: Descriptive Statistics Of IMTA

	N	Range	Minimum	Maximum	M	SD	V	CV
Intrinsic motivation toward accomplishment	722	24	4	28	23.77	5.071	25.717	21
Valid N	722							

In table 4, the students' academic level of motivation in IMTA scores  $M= 23.31$  which is high through mean level standard of this study. Students can learn through their self-awareness of accomplishing things. In all grades this type is highly distributed  $SD= 5.071$ . Though, no uniformity of students' response in intrinsic motivation toward accomplishment for  $CV= 21$ .

#### 4.2.4 Extrinsic Motivation Introjected (Emit)

Table 5: Descriptive Statistics of EMIT

	N	Range	Minimum	Maximum	M	SD	V	CV
Intrinsic motivation introjected	722	24	4	28	22.27	6.109	37.324	27
Valid N	722							

According to table 5, the students' academic level of motivation in EMIT scores  $M=22.27$  which is high. This type has highest distribution compare to all other type for  $SD= 6.109$ . Yet, have high Coefficient variation  $CV= 27$ . This means the level of external force introjected to learners is high and grades are differ in this factor.

#### 4.2.5 Extrinsic Motivation External Regulation (Emer)

Table 6: Descriptive Statistics Of EMER

	N	Range	Minimum	Maximum	M	SD	V	CV
Extrinsic motivation external regulation	722	24	4	28	23.49	5.332	28.433	22
Valid N	722							

Table 6 shows that, the students' academic level of motivation in EMER scores  $M= 23.49$  which is high according to this study level. The result show that the external forces that are regulated to learners are high for the distribution level of  $SD= 5.332$ . Students are highly differ (no uniformity) in this factor for  $CV= 22$ .

#### 4.2.6 Extrinsic Motivation Identifies (Emid)

Table 7: Descriptive Statistics Of EMID

	N	Range	Minimum	Maximum	M	SD	V	CV
Extrinsic motivation identified	722	24	4	28	25.50	4.207	17.701	16
Valid N	722							

The findings for table 7 show that, the students' academic level of motivation in EMID scores  $M= 25.50$  which is moderate according to other motivational level



factors with lowest distribution level  $SD= 4.207$ . This means external force for students to be identified is poor in all middle school grades. There is uniformity of ideas about this factors in some grades for  $CV= 16$ . This homogeneity can be resulted by many factors like teachers are not aware for the students to be identified themselves in some extrinsic factors.

#### 4.2.7 Amotivation (Am)

Table 8: Descriptive Statistics Of AM

	N	Range	Minimum	Maximum	M	SD	V	CV
Amotivation	722	24	4	28	7.14	5.223	27.278	73
Valid N	722							

The results in table 8 again show that the students' academic level of motivation in AM scores  $M= 7.14$  which is the lowest mean level according to this study, even though it has high distribution of  $SD= 5.223$ . This means students did not accept that neither intrinsic nor extrinsic motivate learners at school. The highest level of heterogeneity  $CV= 73$  means learners have high level of not accepting amotivation as a type of motivation factor in all Serdivan middle school grades.

### 4.3 EFFECT OF ACADEMIC MOTIVATION AND FAMILY SUPPORT

Table 9: Descriptive Statistics And Correlations Between Total Academic Motivation And Family Support

	School type	N	M	SD	CV	Correlation	TAM	FS
Total academic	Government	722	147.8	25.63	17	Pearson correlation	1	-.196**
Motivation (TAM)	and Private					p. (2-tailed)		.000
Family support	Government	722	14.01	2.71	19	Pearson correlation	-.196**	1
(FS)	and Private					p. (2-tailed)	.000	

\*\* . Correlation is significant at the .01 level (2-tailed)

Table 9 clearly display that, seven hundred and twenty two students in Serdivan middle schools were surveyed about their family support (M= 14.01, SD= 2.714), and total academic motivation (M= 147.78, SD= 25.634). A Pearson's r data analysis revealed that, there was a moderate negative correlation  $r = -.196$ . This shows that when academic motivation increases family support is decreased.

#### 4.4 EFFECT OF ACADEMIC MOTIVATION AND SCHOOL RESOURCES

Table 10: Descriptive Statistics And Correlations Between Total Academic Motivation And School Resources

	School type	N	M	SD	CV	Correlation	SR	TAM
School resources	Government	722	32.62	6.320	19	Pearson correlation	1	-.159**
(SR)	and private					p. (2-tailed)		.000
Total academic	Government	722	147.78	25.634	17	Pearson correlation	-.159**	
Motivation (TAM)	and Private					p. (2-tailed)		.000

\*\* . Correlation is significant at the .01 level (2-tailed)

Seven hundred and twenty two students in Serdivan middle schools were surveyed about their school resources (M= 32.62, SD= 6.320), and total academic motivation (M= 147.78, SD= 25.634). A Pearson's r data analysis revealed that, there was a strong negative correlation  $r = -.159$ . This shows that when academic motivation increases in learners' environment the usability of school resources are decrease (See table 10)

## 4.5 EFFECT OF ACADEMIC MOTIVATION AND CLASSROOM ENVIRONMENT

Table 11: Descriptive Statistics And Correlations Between Total Academic Motivation And Classroom Environment

	School type	N	M	SD	CV	Correlation	SR	TAM
Total academic Motivation (TAM)	Government and Private	722	147.78	25.634	17	Pearson correlation p. (2-tailed)	1	-.388**
Classroom environment (CE)	Government and Private	722	13.25	2.503	18	Pearson correlation p. (2-tailed)	-.388**	1

\*\* . Correlation is significant at the .01 level (2-tailed)

Table 11 illustrate that, seven hundred and twenty two students in Serdivan middle schools were surveyed about their classroom environment (M= 13.25, SD= 2.503), and total academic motivation (M= 147.78, SD= 25.634). A Pearson's r data analysis revealed that, there was a low negative correlation  $r = -.388$ . This shows that when academic motivation is increased the classroom motivation is decreased.

## 4. 6 THE SIGNIFICANT DIFFERENCE BETWEEN SCHOOL TYPES AND RESOURCES

Table 12: Group Statistics And T-Test Between School Resources And School Type.

	School type	N	M	SD	Std.error mean	Levenes' test for equality of variances	t-test for equality of means		
						F	t	df	p.
School resources	Government	531	29.39	3.237	.140	10.50	-44.105	720	.000
	Private	191	41.62	3.424	.248				

According to table 12, an independent sample t test was conducted to compare school type and school resources. There was a significant difference in the scores for public school (M= 29.39, SD= 3.237) and private school (M= 41.62, SD= 3.424) compared to resources found in both school type,  $t(720) = -44.105$ ,  $p = .000$ . These results suggest that school type does have effect on school resources. Specifically, our results suggest that private schools are more concern to school resources compared to public schools.

#### 4.7 THE SIGNIFICANT DIFFERENCE BETWEEN ACADEMIC MOTIVATION AND GENDER

Table 13: Group Statistics And T-Test Between Academic Motivation And Gender.

	Gender	N	M	SD	Std.error mean	Levenes' test for equality of variances	t-test for equality of means		
						F	t	df	p.
Total academic motivation	Male	359	149.64	26.705	1.409	.031	1.941	720	.050
	Female	363	145.94	24.427	1.282				

An independent sample t test was conducted to compare gender type and academic motivation. There was a significant difference in the scores for male type (M= 149.64, SD= 26.705) and female type (M=145.94, SD= 24.427) compared to total academic motivation in both gender,  $t(720) = 1.941$ ,  $p = .050$ . These results suggest that gender does have effect on academic motivation. Specifically, our results suggest those males are more motivated academically compared to female (See table 13).

## 4.8 THE STATISTICAL SIGNIFICANCE BETWEEN ACADEMIC MOTIVATION AND GRADES

Table 14: ANOVA And Tukey Post Hoc Comparison Test In Intrinsic Motivation To Experience Stimulation

ANOVA	SS	df	MS	f	p.	Tukey post hoc test		p.	
Intrinsic motivation to experience Stimulation	Between grades	558.369	3	186.123	5.190	.001	5 <sup>th</sup> grade	6 <sup>th</sup> grade 7 <sup>th</sup> grade 8 <sup>th</sup> grade	.831 .084 .002*
	Within grades	25751.262	718	35.865			6 <sup>th</sup> grade	5 <sup>th</sup> grade 7 <sup>th</sup> grade 8 <sup>th</sup> grade	.831 .427 .026*
	Total	16309.630	721				7 <sup>th</sup> grade	5 <sup>th</sup> grade 6 <sup>th</sup> grade 8 <sup>th</sup> grade	.084 .427 .522
							8 <sup>th</sup> grade	5 <sup>th</sup> grade 6 <sup>th</sup> grade 7 <sup>th</sup> grade	.002* .026* .522

\*. The mean difference is significant at the .05 level.

Statistical significant between groups were determined in intrinsic motivation to experience stimulation ( $f(3,718) = 5.190, p = .001$ ) as shown by one way ANOVA. Even though compared to Tukey post hoc test little difference was obtained that level of intrinsic motivation experience is not statistical significant between grade 5 and 6 ( $p = .831$ ), 7 and 8 grades ( $p = .522$ ), 5 and 7 grades ( $p = .084$ ). The remaining grades were ranging from  $p = .002$  to  $p = .026$ .

Table 15: ANOVA And Tukey Post Hoc Comparison Test In Intrinsic Motivation To Know

ANOVA	SS	df	MS	F	p.	Tukey post hoc test		p.	
Intrinsic motivation to know	Between grades	599.447	3	199.816	8.098	.000*	5 <sup>th</sup> grade	6 <sup>th</sup> grade 7 <sup>th</sup> grade 8 <sup>th</sup> grade	.838 .006* .000*
	Within grades	17717.125	718	24.676			6 <sup>th</sup> grade	5 <sup>th</sup> grade 7 <sup>th</sup> grade 8 <sup>th</sup> grade	.838 .050* .003*
	Total	18316.572	721				7 <sup>th</sup> grade	5 <sup>th</sup> grade 6 <sup>th</sup> grade 8 <sup>th</sup> grade	.006* .050* .686
							8 <sup>th</sup> grade	5 <sup>th</sup> grade 6 <sup>th</sup> grade 7 <sup>th</sup> grade	.000* .003* .686

\*. The mean difference is significant at the .05 level.

In intrinsic motivation to know a statistical significant between groups were found by one way ANOVA ( $f(3,718) = 8.098, p = .000$ ). This shows that students are motivated by self-inner force in learning. Compared to Tukey post hoc test the grade difference were shown where between grade 5 and 6, 7 and 8 no statistical significant found ( $p = .838, p = .686$  respectively). The remaining grades were ranging from  $p = .000$  to  $p = .050$ . See table 15.

Table 16: ANOVA And Tukey Post Hoc Comparison Test In Intrinsic Motivation Toward Accomplishment

ANOVA		SS	Df	MS	f	p.	Tukey post hoc test		
Intrinsic motivation toward Accomplishment	Between grades	663.648	3	221.216	8.884	.000*	5 <sup>th</sup> grade	6 <sup>th</sup> grade 7 <sup>th</sup> grade 8 <sup>th</sup> grade	.283 .039* .000*
	Within grades	17878.186	718	24.900			6 <sup>th</sup> grade	5 <sup>th</sup> grade 7 <sup>th</sup> grade 8 <sup>th</sup> grade	.282 .840 .006*
	Total	18541.834	721				7 <sup>th</sup> grade	5 <sup>th</sup> grade 6 <sup>th</sup> grade 8 <sup>th</sup> grade	.039* .840 .050*
							8 <sup>th</sup> grade	5 <sup>th</sup> grade 6 <sup>th</sup> grade 7 <sup>th</sup> grade	.000* .006* .050*

\*. The mean difference is significant at the .05 level.

In intrinsic motivation toward accomplishment a statistical significant between grades were determined by one way ANOVA ( $f(3,718) = 8.884, p = .000$ ). This shows that students can be motivated by toward accomplishment as intrinsic type. The details shown by Tukey post hoc test that in grade 5 and 6 no statistical significant between them  $p = .282$  and in 6 and 7 grades also no statistical significance where  $p = .840$ . The remaining grade comparisons there were statistical significance ranging from  $p = .000$  to  $p = .050$ . See table 16.

Another motivation type measured in this study was extrinsic motivation where external factors act as a means of motivating learners.

Table 17: ANOVA And Tukey Post Hoc Comparison Test In Extrinsic Motivation Identified

ANOVA		SS	Df	MS	F	p.	Tukey post hoc test			
Extrinsic motivation identified	Between grades	73.858	3	24.610	1.393	.244	5 <sup>th</sup> grade	6 <sup>th</sup> grade	.982	
								7 <sup>th</sup> grade	.970	
								8 <sup>th</sup> grade	.249	
	Within grades	12688.641	718	17.672				6 <sup>th</sup> grade	5 <sup>th</sup> grade	.982
									7 <sup>th</sup> grade	1.00
									8 <sup>th</sup> grade	.435
	Total	12762.499	721					7 <sup>th</sup> grade	5 <sup>th</sup> grade	.970
									6 <sup>th</sup> grade	1.00
									8 <sup>th</sup> grade	.435
8 <sup>th</sup> grade									5 <sup>th</sup> grade	.249
									6 <sup>th</sup> grade	.435
									7 <sup>th</sup> grade	.435

\*. The mean difference is significant at the .05 level.

The results were as follows: In extrinsic motivation identified no statistical significance between groups obtained by one way ANOVA, ( $f(3,718) = 1.393, p = .244$ ). By Tukey post hoc test for multiple comparison no statistical significant were found, where in all grades the intervals were ranging from  $p = .249$  to  $p = 1.000$ . See table 17.

In table 18, extrinsic motivation introjected has statistical significance between groups when computed by one way ANOVA, ( $f(3,718) = 5.322, p = .001$ ). The results shows, this motivational factor has impact to learners in school. The details of grades were explained by Tukey post hoc test that in grade 5 and 6 there were no statistical significant ( $p = .806$ ; 6 and 7 grades  $p = .083$ ; 7 and 8 grades  $p = 1.000$ ). But the remaining classes were ranged from  $p = .007$  to  $p = .009$ . (See table 18).

Table 18: ANOVA And Tukey Post Hoc Comparison Test In Extrinsic Motivation Introjected

ANOVA		SS	Df	MS	f	p.	Tukey post hoc test			
Extrinsic motivation introjected	Between grades	585.391	3	195.130	5.322	.001	5 <sup>th</sup> grade	6 <sup>th</sup> grade	.806	
								7 <sup>th</sup> grade	.007*	
								8 <sup>th</sup> grade	.009*	
	Within grades	26324.942	718	36.664				6 <sup>th</sup> grade	5 <sup>th</sup> grade	.086
									7 <sup>th</sup> grade	.083
									8 <sup>th</sup> grade	.104
	Total	26910.334	721					7 <sup>th</sup> grade	5 <sup>th</sup> grade	.007*
									6 <sup>th</sup> grade	.083
									8 <sup>th</sup> grade	1.00
8 <sup>th</sup> grade									5 <sup>th</sup> grade	.009*
									6 <sup>th</sup> grade	.104
									7 <sup>th</sup> grade	1.00

\*. The mean difference is significant at the .05 level.

In terms of extrinsic motivation external regulation, here a statistical significant between groups were found as determined by one way ANOVA ( $f(3,718) = 3.340, p = .019$ ).

Table 19: ANOVA And Tukey Post Hoc Comparison Test In Extrinsic Motivation External Regulation

ANOVA		SS	Df	MS	f	p.	Tukey post hoc test		p.
Extrinsic motivation external regulation	Between grades	282.189	3	94.063	3.340	.019*	5 <sup>th</sup> grade	6 <sup>th</sup> grade 7 <sup>th</sup> grade 8 <sup>th</sup> grade	.731 .050* .021*
	Within grades	20218.173	718	28.159			6 <sup>th</sup> grade	5 <sup>th</sup> grade 7 <sup>th</sup> grade 8 <sup>th</sup> grade	.731 .568 .244
	Total	20500.361	721				7 <sup>th</sup> grade	5 <sup>th</sup> grade 6 <sup>th</sup> grade 8 <sup>th</sup> grade	.050* .568 .927
							8 <sup>th</sup> grade	5 <sup>th</sup> grade 6 <sup>th</sup> grade 7 <sup>th</sup> grade	.021* .244 .927

\*. The mean difference is significant at the .05 level.

In relation to Tukey post hoc test details show that no statistical significant between grade 5 and 6 ( $p = .731$ ), grade 6 and 7 ( $p = .568$ ), 8 and 7 grades ( $p = .927$ ). The remaining comparison of grades were ranged from  $p = .021$  to  $p = .050$ . See table 19.

Amotivation is the type of motivation where learner cannot be forced by neither intrinsic nor extrinsic types of motivation (see table 20). There was no statistical significance between groups in amotivation type as determined by one way ANOVA ( $f(3,718) = 1.876, p = .132$ ).



Table 20: ANOVA And Tukey Post Hoc Comparison Test In Amotivation

ANOVA	SS	Df	MS	f	p.	Tukey post hoc test				
Amotivation	Between grades	152.954	3	50.985	1.876	.132	5 <sup>th</sup> grade	6 <sup>th</sup> grade	.755	
								7 <sup>th</sup> grade	.993	
								8 <sup>th</sup> grade	.299	
	Within grades	19514.471	718	27.179				6 <sup>th</sup> grade	5 <sup>th</sup> grade	.755
									7 <sup>th</sup> grade	.548
									8 <sup>th</sup> grade	.876
	Total	19667.425	721					7 <sup>th</sup> grade	5 <sup>th</sup> grade	.993
									6 <sup>th</sup> grade	.548
									8 <sup>th</sup> grade	.142
								8 <sup>th</sup> grade	5 <sup>th</sup> grade	.299
								6 <sup>th</sup> grade	.876	
								7 <sup>th</sup> grade	.142	

\*. The mean difference is significant at the .05 level.

A Tukey post hoc test revealed that amotivation for all grades are ranging from  $p = .142$  to  $p = .993$  which mean no any statistical different between grades and amotivation. This show that amotivation cannot be considered as motivational factor in 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students in Serdivan middle schools.

#### 4.9 THE STATISTICAL SIGNIFICANCE BETWEEN ACADEMIC MOTIVATION AND SCHOOL TYPE

Table 21: Group Statistics And T-Test Between Total Academic Motivation And School Type

	School type	N	M	SD	Std.error mean	Levenes' test for	t-test for equality of means		
						equality of variances	t	df	p.
Total academic motivation	Government	531	150.85	23.193	1.006	24.605	5.463	720	.000
	Private	191	139.26	29.896	2.163				

The results in table 21 clearly show that, an independent sample t test was conducted to compare school type and academic motivation. There was a significant difference in the scores for public school (M= 150.85, SD= 23.193) and private school (M= 139.26, SD= 29.896) to total academic motivation,  $t(720) = 5.463$ ,  $p=.000$ . These

results suggest that school type does have effect on academic motivation. Specifically, our results which suggests that private schools are more motivated academically compared to public schools.

These findings show the current situation of students' motivational levels in Serdivan middle schools. The surveyed questionnaire shows that teachers try their level best in raising good learners' study behaviors in both public and private middle schools in Serdivan.

## **CHAPTER V**

### **DISCUSSION, CONCLUSION AND SUGGESTIONS**

#### **5.1 DISCUSSION**

From the findings different levels of motivation and sources of motivation were shown according to 722 students' responses and 11 Head Master/Mistress in Serdivan middle schools. School resources in this research were generalized by two categories' one dealing with teachers as resource and other school facilities. Starting with teachers as resource, still there are some challenges in some Serdivan middle school. Those challenges include: lack of assistant staffs in school and lack of teachers in some subjects especially in those Government schools. Assistants are all who help teachers and administration at school. This challenge is common to many public schools, where four out of eleven surveyed schools do not have any assistant staff. Some of the public schools have six assistant staff, some eleven, some ten. But this is different in private schools where one school can have sixteen to twenty one assistant staff. Meanwhile, subject missing teachers is another challenges faced by some of middle schools in Serdivan. Three of the surveyed schools suffer from shortage of teacher resource where all of them are government schools. The common missing subjects teachers including, Mathematics, English, Social science, Arabic and Religious culture.

Apart from teacher as a resource, lack of some physical resources also exists in many Serdivan middle schools. Many times private and public schools differ in terms of resource availability, but for language lab neither public nor private school has it. It

is a special lab for students to learn different language quickly, where modern instruments like computers, large speakers, video games, and other soft materials are used in language preparation. It motivates learner to be active in practicing language easily with much freedom. Next is conference room resource. This is a special room for meeting and students' organization work like conference and work shop. Among the surveyed schools three out of eleven do not have it. Two have it but not improved, five not enough for students' number and only one private school has it in well improved standard.

Additionally, playground resource, this is a special place for plays and extra curricula activities. In Turkish schools, playground is compulsory to be constructed before school opening. All schools in Serdivan have playground. It differs in the quality when compared from public and private one. Some of the playground has enough space for holding many students but some of the public schools lack enough space for holding large mass of students. Through play, children learn to use language effectively and gain the knowledge and skills through activities. Thus, outdoor play areas have several resources to support young children's development by providing attractive and age appropriate equipment to encourage play activities, stimulate their senses, and allow interaction between children and adults as well as among children (Frost, Wortham, & Reifel, 2001).

Library service is another resource that is used frequently in schools. Library is the special place where learners read books, journals, Novels, Magazine and Newspapers. Moreover, many school built with libraries for the aim of accessing learning material within school. In Serdivan, only one out of eleven school lack library where some of government library is not enough compared to the number of students. All Private schools that are surveyed have advanced libraries where all students extra learning needs are provided in libraries. Mji and Mkagato (2006) add that library usage contributes to the improvement of the learners' higher order of learning skills such as analysis, problem solving and evaluation. Another one is, gym accessibility, this is another challenge faced by many Serdivan middle schools. This is the place for special exercise with special exercise machines. All most of the public schools do not have gym for students sporting while only one private school has advanced gym for students and teachers.

Apart from that, many students like to act thrill, action, drama and do other modeling work. In Serdivan middle schools, lack of theatre hall in school is another challenge. It is a collaborative form of fine art that uses live performers to present the experience of a real or imagined event before a live audience in a specific place, often a stage. The performers may communicate this experience to the audience through combinations of gesture, speech, song, music, and dance. Out of eleven supervised schools only three of them have theatre hall. Additionally, music hall and swimming pool are other important school resources found in Serdivan middle schools. For today's world it is very important that students learn in different angles for skill expanding. Many Serdivan middle schools lack music hall and swimming pool. Only two private schools introduced these sources.

Furthermore, internet accesses resource. This is one among the best success resource in many Turkish schools. All Serdivan middle schools have internet access. They can review online materials easily like news and sports. Many of schools have internet room for learners. Painting studio is another resource surveyed in this research where only four out of eleven surveyed schools have painting studio. Nevertheless, school resources other factors that are surveyed in this research are family support.

Family support is weak according to many students' responses. Parents are still not helping their children especially when they are at home. Homework and other school activities are done only by children themselves. Support of family in making special room for studying is also observed as among the problem faced by many children at Serdivan. Computer room or internet service are only applicable at school while at home many students' accept not to have them because family does not care most at those technology motivation. Additionally, rewarding students when they did best at school is not observed by many families. Students need reward as extrinsic motivation. Instead few of family reward their children when they pass and some of them they can even punish their children when they failed to pass. Moreover, some families are not considered even to give their children money for spending at school. According to this study when school increase their effort on motivating students family support decrease. This may be caused by lack of enough knowledge by some family members as both school and parents play the same role for students' success.

Another factor is, classroom environment, it is the core place for students to gain knowledge at school. As a learner, needed for good classroom environment is very important. In classroom teacher also is considered as the tie gap for students' success. According to this research, classroom environment is conducive for many learners. Teachers participate in many classroom activities with their students. Few of them use computer and internet while they are at classes. Teachers' reward is not observed in many government schools instead private school reward their students in advanced. Punishment is not observed in this research by many teachers. Even though, some of teachers use punishment when students did mistake or control unwanted learners' behavior.

In terms of motivational levels, the internal forces as well as external force are very important to students' learning environment. To know the level of motivation is very important as a teacher in order to help learners with different abilities.

Based on Academic Motivation Scale, when students asked why they go to school, as intrinsic motivation to know, 599 students out of 722 (83%) accepted that they go to school 'because they experience pleasure and satisfaction while learning new things' or 'for the pleasure they experience when they discover new things never seen before' or 'for the pleasure that they experience in broadening their knowledge about subjects which appeal to them' or 'because studies allow them to continue to learn about many things that are interested to them'. In intrinsic motivation toward accomplishment, 558 students out of 722 (77.3%) accepted that they go to school 'because school allows them to experience personal satisfaction in their quests for excellence in their studies' or 'for the satisfaction they feel when they are in the process of accomplishing difficult academic activities' or 'for the pleasure that they experience while they are surpassing in one of their personal accomplishments' or 'for the pleasure they experience while surpassing in their studies. In intrinsic motivation experience stimulation, 663 students out of 722 (92%) accepted that they go to school 'because of pleasure that they experience when they read interesting authors' or 'for the intense feelings they experience when they communicating with others' ideas' or 'for the pleasure that they experience when they feel completely absorbed by what certain authors have written' or 'for the high feeling that they experience while reading about various interesting subjects'.

In extrinsic motivation identifies, 73 students out of 722 (10.1%) accepted that they go to school 'because they believe that a few additional years of education will improve their competence as a workers' or 'because school will help them to make a better choice regarding their career orientations' or 'because eventually school will enable them to enter the job market in a field that they like' or 'because they think that school education will help them to have better prepare for the career they have chosen'. In extrinsic motivation introjected, 585 students out of 722 (80%) accepted that they go to school 'because they want to show themselves that they can succeed in their studies' or 'because of proving themselves that they are capable of completing their college degrees' or 'because of the fact that when they succeed in schools they feel important' or 'because they want to show themselves that they are intelligent persons'. In extrinsic motivation external regulation, 282 students out of 722 (39.1%) accepted that they go to school 'in order to have a better salary later on' or 'because they want to have the good life later on' or 'In order to obtain a more prestigious job later on' or 'because with only a high school degree they would not find a high paying job later on'.

In amotivation, 152 students out of 722 (20%) accepted that the go to school because 'they don't know; they feel that they are wasting their times in school' or 'they once had good reasons for going to school; however, now they wonder whether they should continue' or 'they can't see why they go to school and frankly, they couldn't care less' or 'they don't know; they can't understand what they are doing in school'. Indeed, teacher's support is another factor of motivation surveyed in this research. They are the best motivational factors that should be used in raising academic motivation to students (Ünal-Karagüven, 2015:8). Much effort is needed in establishing those missing motivational resources for the aim of catering learners to have best motivation while they are at school. During surveying, many students show their responses in different motivational levels when asked. Some of them they like to be motivated by their teachers while studying. Few numbers of Serdivan middle school students (3%) do not like studying due to many challenges from their homes and school environment. Challenges may include: poor participation of teachers to learners activities, lack of computer labor, library, lack of family support to some students especially when they are at home, field trip is counted not well arranged in

some schools where some of them only one trip per year, lack of counseling teachers in many Serdivan middle schools and others. These numbers of challenges may increase if there are no any initiatives to be taken to minimize or eradicate them. They hinder the skills of many students in school. By knowing that at school environment, students are supposed to learn all good deeds in different dimensions.

## 5.2 CONCLUSION

Based on the findings and discussion, it is accepted that *there is significance difference of amotivation, intrinsic and extrinsic motivational levels between grades 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> in Serdivan middle schools*. The academic levels from those grades are differing in terms of students' perceptions or behaviors, where motivation acts as a powerful sources in students' achievement. Teachers from Serdivan middle schools try their level best in motivating learners' behavior in order to be competence in study from grade to grade. Some external factors should be emphasized in teaching students like school can improve their competence as workers, helps them to make a better choice regarding their career orientations when finishing their studies and through schooling they can enable to enter the job market in a field that they like. Those are among the weakest motivational factors in many Serdivan middle schools. But in terms of intrinsic motivation almost surveyed students have high inner force of learning in school environment. Psychologists believed that the innate needs are very important in motivate learners as stated by Deci and Ryan. Academic motivation drawing together and integrating a range of phenomena that might not seem connected at a superficial level from one grade to another. It also allows students to specify the contextual condition in school environment that will facilitate their motivation, performance and development.

The analyses results of academic motivation level when applied to the realm of education, primarily promoting students learning, valuing of education and confidence in their own capacities and attributes. Successions of learners from proper manage of motivation, results high quality learning conceptual understanding which



enhanced personal growth and adjustment. That may result students' autonomous (self-determined).

In school resources, based on findings and discussion, *there is relationship between school resources and school type*, which show that, school resources differ between those public and private schools even though there are some common challenges to both. Evidence of those finding of school resources high light the resources in two sections. Based on teacher as a resource many efforts are needed in government middle schools especially subject missing teachers. This challenge decreases the performance of learners in school where some subjects cannot be taught effectively by professional teachers. Among them are English, Arabic, History, and Social Science. As a government increasing of teachers in these areas are needed. Communities send their children at government school by knowing that the education is free in state schools, they expect good quality of education to their children. If the same problem exists for several times it may leads poor performance of learners in certain subject. Private schools try their level best in serving their learners for high standards. This enhances good quality education in many private middle schools in Serdivan. All subjects are taught effectively without any missing subject teacher in all private schools. In the case of assistant staff, there is a large gap between public and private school where some of public school does not have any assistant for long time. All works are done by teachers themselves or school administrators besides of large number of students. The assistant staff minimizes the work load of teachers and administrators. The same challenges cannot be seen in private school. They are well organized with enough school assistant staff. By those reasons, it can be concluded that, *private schools were more academic motivational active compared to Government one*.

Additionally, according to the findings, *the levels of physical resource in many surveyed schools are not sufficient where some challenges are still exist in both public and private schools*. All surveyed schools lack language labs even though some of private schools use computer room for the same task. Many surveyed school have playground, libraries and internet access in high standards. Availability of those resources can influences quick learning for students. Both public and private school initiate those services as a heart of school development. Nevertheless, gym, theatre,

swimming pool, conference room, music hall and painting studio are among the common challenges in all surveyed public schools. These challenges hinder the talents of many students in school. By knowing that at school environment, students are supposed to learn all good deeds in different dimensions.

Furthermore, according to discussion, *the classroom environment and family support have significant impact on students' motivation*. Many families does not care much to what their children learnt at school, in deed, they are only aware of performance of semester examinations. Educators should endeavor to foster intrinsic motivation in their students by making learning activities interesting. Educators also need to create a learning environment that fosters the psychological needs of success, relationships, and choice. When educators create a positive learning environment, then students will be more likely to have positive motivation which leads to more positive learning outcomes. This may influence family to support them.

In case of academic motivation and gender, *there is statistical difference between gender and academic motivation*. The males were more motivate academically compared to females, this may be caused by many factors including females were the one fore home responsibilities rather than males. Female does not have enough time to revise the lesson at home compared to males. Moreover, based on the levels of motivation, *the levels of academic motivation in many students are high*. Teachers' efforts should be appraised in motivating students. Even though there are little challenges for them especially in terms of insufficient school resources, but they try their level best in motivating students. Head teachers cooperate with their staff accordingly.

### **5.3 SUGGESTIONS**

A teacher should give students frequent, early, positive feedback that supports students' beliefs in the view that they can do well in their learning activities. Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult for the aim of attracting them to like the subjects and teachers. Students' motivation increase when they feel some sense of autonomy in the learning process

like picking their class partners and free environment to ask questions. As a teacher, he/she should help students to define themselves especially their identities while they are at school and outside school; this is very importance in diagnosing the learners' problems. Create an atmosphere that is open and positive to all students without bias. Help them to feel that they are valued members of a learning community, by allow them to try in all school activities, class exercise and others.

The research show that some of Serdivan middle schools still lack language lab, school library, gym, theatre room, conference room, swimming pool, music hall, painting studio, teachers for English, Arabic and Turkish languages, History, Social science, Religious culture, Mathematics and assistant staff. Many suggestions are provided for solving the resource problems in school. The solutions are based on the school administrators as they are the one who supervise the resources, like: school library should be well stocked with the best print and digital books for improving literacy rate to learners, circulate and identify missing school resources and should be reported level to level to the Ministry level for further solution, assign resource assets to specific departments and reduce loss of unwanted usage of school resources in improper manner, keep a log of all changes made related to each resource available and missing one, know the value of each resource from purchase price to current depreciated values and the information should be delivered to student for proper utilization and care, report inventory status of any resource that needs maintenance, provide help desk services on all resource assets.

Family support play role in contribute learners' performance. Family should give their children money to spend at school, follow their progress at school time to time, give reward whey their children pass at school activities, establish conducive environment for learning at home, help to solve the school activities when their children ask them like home work, remove straight punishment instead use different ways of counseling them in engaging to study.

#### **5.4 RECOMMENDATION BASED ON THE RESULTS OF THE RESEARCH**

This research provides the current situation of motivational factors in middle schools at Serdivan, Turkey. The direct impact of motivational levels learners' performance is not shown. Researcher recommends this because of its important to school, teachers, and family. As parents should be aware on many unwanted activities done by their children and being up to date on school performance.

As one system of educational learning (4+4+4) the gap between private and public middle schools Serdivan, Turkey is still happens. Measures are needed to minimize and even eradicate it. The Turkish school system is well centralized where proper management of school resources can be improved within a short time. Proper strategies from educational planners and researchers are needed to be conducted in many schools as possible for effective development of school resources.

Needs of learners are increasing time to time and grade to grade. Much effort is needed in establishing those missing resources for the aim of catering learners to have best motivation while they are at school. During surveying, many students show their talents in different activities when asked. Some of them they like sport very much but no gym at school. Some like painting and drawing but no painting studio at all. Some like singing but no music hall at school.

#### **5.5 RECOMMENDATION FOR FUTURE RESEARCH**

Future study efforts are needed to develop effective strategies for how we can improve the school resources and ensuring the appropriate use in order to be beneficial for high students' success. In this part the school resources for how it can affect the learners' performance. It can be accepted that availability of many school resources influence the learners' performance but still some schools experience poor performance even though they have many school resources.

Additionally, the Government supports in schools are mainly seen in Government school rather than private school even though both school types use the same

curriculum. Further research is needed to compare the influence of Government support in motivating school's resources.

Moreover, further research can be conducted on the strategies used by private schools administrator in motivating teachers, students, and other school staff. In this section research is needed in differentiating the strategies used by Government school administrators compared to those used by private school administrators.

## REFERENCES

- Aksan, M., and Koçyiğit, M. (2011). *Research Report for 2009-2010 Years About the Reasons for Poor Academic Performance of Primary and Secondary Students of Amasya*. Guidance and Councelling Center. Retrieved from [http://okulweb.meb.gov.tr/05/01/117498/haberduyuru/rehberlik/bna\\_degerlendirme.doc](http://okulweb.meb.gov.tr/05/01/117498/haberduyuru/rehberlik/bna_degerlendirme.doc).
- Ames, C., and Ames, R. (1989). *Research in Motivation in Education*. San Diego: Academic Press.
- Armstrong, M. (2003). *A Handbook of Human Resource Management Practice* (9<sup>th</sup> Ed.), 120 Penton Avenue London N19JN.UK. Cambrian Printers Limited.
- Barber, B. K. (2008). Parental Psychological Control: Revisiting a Neglected Construct. *Child Development*, 67(6), 3296–3319.
- Barron, K. E., and Harackiewicz, J. M. (2001). Achievement Goals and Optimal Motivation: Testing Multiple Goal Models. *Journal of Personality and Social Psychology*, 80(5), 706-722.
- Beyer, B. K. (1995). *Critical Thinking*. Bloomington, IN: Phi Delta Kappa Educational Foundation.
- Borg, W. R., and Gall, M. D. (1983). *Educational Research an Introduction*. White Plains: Longman Inc.
- Brink, H. I. (1999). *Fundamentals of Research Methodology for Health Care Professionals* (2<sup>nd</sup> Ed). Cape Town: JUTA.
- Burke, W.W. (1987). *Organizational Development*. Reading, MA: Addison Wesley Publishing Company.
- Busato, V. V., Prins, F. J., Elizabeth, J. J., and Hamaker, C. (2000). Intellectual Ability, Learning Style, Personality, Achievement Motivation and Academic Success of Psychology Students in Higher Education. *Personality and Individual Differences*, 29, 1057-1068.

- Busayo, I. (2011). *The School Library as a Foundational Step to Children's Effective Reading Habits: Library, Philosophy and Practice*. Retrieved from <http://www.webpages.uidaho.ud/~mbolin/busayo-reading.htm>
- Çeliköz, N. (2009). An Analysis of Pre-School Teachers' and Teachers' Attitudes to Inclusion and their Self-Efficacy. *International Journal of Special Education*, 24 (3), 29-44.
- Cole, G. A. (1998). *Management Theory and Practice*. London: The Guernsey Press Limited.
- Collins, A., Brown, J., and Newman, S. (1989). Cognitive Apprenticeship: Teaching the Crafts of Reading, Writing and Mathematics. In L. Resnick (Eds.), *Knowing, Learning and Instruction: Essays in Honour of Robert Glaser* (Hillsdale, NJ: Erlbaum), 453-493.
- Collinson, V. (1996). *Reaching Students: Teachers Ways of Knowing*. Newbury Park, CA: Corwin Press.
- Comer, J. and Haynes N. (1991). Parent Involvement in Schools: An Ecological Approach. *Elementary School Journal*, 91, 261-269.
- Csikszentmihalyi, M. (1975). *Beyond Boredom and Anxiety: Experiencing Flow in Work and Play*. San Francisco: Jossey-Bass.
- Dauber, S. and Epstein, J. (1993). Parents' Attitudes and Practices of Involvement in Inner-City Elementary and Middle Schools. In N.F. Chavkin (Eds.), *Families and Schools in a Pluralistic Society* (pp. 53-71). Albany: State Univ of NY Press.
- Deci, E. L. (1975). *Intrinsic Motivation*. New York: Plenum Publishing Co.
- Deci, E. L., and Ryan, R.M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum Press.
- Deci, E. L., and Ryan, R.M. (2008). Self Determination Theory: A Macrotheory of Human Motivation, Development, and Health. *Canadian Psychology*, 49(3), 182-185

- Deci, E. L., Vallerand, R.J., Pelletier, J.G., and Ryan, R.M. (1991). Motivation and Education: The Self-Determination Perspective. *Educational Psychologist*, 26(3&4), 325-346.
- Dessler, G. (1986). *Organization Theory, Integrating Structure and Behavior*. (2<sup>nd</sup> Ed.) Englewood Cliffs, New Jersey: Prentice Hall.
- Duttweiler, P. C. (1986). Educational Excellence and Motivating Teachers. *Eric Journal, the Clearing House*, 59, 371-374. ERIC, EJ 275791.
- Dweck, C. S. (1986). Motivational Processes Affecting Learning. *American Psychologist*, 41, 1040-1048.
- Eccles, J. and Harold, J. (1994). Family Involvement in Children's And Adolescents' Schooling. *Paper Presented at the Family School Links Conference*. Pennsylvania State University/United State. 1994, October-November.
- Elliot, A. J., and Trash, T. M. (2000). Achievement Goal and Hierarchal Model of Achievement Motivation. *Educational Psychology Review*, 13(2), 139-159.
- Encyclopedia. (2015). *Self-Determination Theory*. Retrieved from <http://www.encyclopedia.com/doc/1G2-3045302380.html>.
- Epstein, J. and Dauber, S. (1991). School Programs and Teacher Practices of Parent Involvement in Inner-City Elementary and Middle Schools. *Elementary School Journal*, 91, 291-305.
- Epstein, J. (1991). *Effects on Student Achievement of Teachers' Practices of Parent Involvement*. S. B. Silvern (Ed.), Vol. 5, (pp. 261-276). Greenwich, CT: JAI Press.
- Firestone, W. A., and Pennel, J. R. (1993). Teacher Commitment, Working Conditions and Differential Incentive Policies. *Review of Educational Research*, 63(4), 489-525
- Francis, A., Goheer, A., Haver-Dieter, R., Kaplan, A. D., Kerstetter, K., and Kirk, A. L. (2004). *Promoting Academic Achievement and Motivation: Discussion and Contemporary Issues Based Approach*. Retrieved from



[http://www.wepapers.com/papers/57793/promoting\\_academic\\_achievement\\_and\\_motivation-\\_a\\_discussion\\_%26\\_contemporary\\_issues\\_based\\_approach](http://www.wepapers.com/papers/57793/promoting_academic_achievement_and_motivation-_a_discussion_%26_contemporary_issues_based_approach).

- Fraser, B., and Walberg, H. (1991). *Educational Environments: Evaluation, Antecedents and Consequences* (Eds.). Oxford: Pergamon.
- Fraser, B. J. (1998a). Classroom Environment Instruments: Development, Validity and Applications. *Learning Environment Research*, 1, 7-33.
- Frost, J. L., Wortham, S., and Reifel, S. (2001). *Play and Child Development*. New Jersey: Prentice Hall.
- Gambrell, L. B., Palmer, B. M., Codling, R. M., and Mazzoni, S. A. (1996). Accessing Motivation to Read. *The Reading Teacher*, 49 (7), 518-532.
- Gardner, R. C. (1985). Social Psychology and Second Language Learning: *The Role of Attitudes and Motivation*. London, UK: Edward Arnold.
- Greenberg, J. (1999). *Managing Behavior in Organization* (2<sup>nd</sup> Ed.). Alpha Book. New Jersey: Prentice Hall.
- Greenwood, G. E., and Hickman, C. W. (1991). Research and Practice in Parent Involvement: Implications for Teacher Education. *Elementary School Journal*, 91(3), 279-288.
- Hart, T. E. (1988). Involving Parents in the Education of their Children. *OSSC Bulletin*, 32(3), 1-48.
- Henderson, A. T., and Berla, N. (1994). A New Generation of Evidence: *The Family is Critical to Student Achievement*. Report Number ISBN-0-934460-41-8. Accessed from <http://firststepskent.org/wp-content/uploads/2014/09/Parent-Involvement-Research-Article.pdf>.
- Herzberg, F., Mausner, B. and Snyderman, B. B. (1959). *The Motivation of Works* (2<sup>nd</sup> Ed). New York: John Wiley and Sons.
- Hoover-Dempsey, K. and Sandler, H. (1997). Why do Parents Become Involved in their Children's Education? *Review of Educational Research*, 67(1), 3-42.

- House, J. D. (1997). The Relationship between Self-Beliefs, Academic Background and Achievement of Adolescent Asian American Students. *Child Study Journal*, 27, 95-109.
- Ifinedo, P. (2003). *Employee Motivation and Job Satisfaction in Finnish Organizations: A Study of Employees in the Oulu Region, Finland*. Unpublished Master Dissertation. The London State University.
- Jones, F., and Jones, L. (2000). *Comprehensive Classroom Management: Creating Communities of Support and Solving Problems* (6<sup>th</sup> Ed). Needham Heights, MA: Allyn and Bacon.
- Kanfer, R. (1998). Motivation. In Nocholson, N. (Eds.). *Encyclopedic Dictionary of Organizational Behavior*. Oxford: Blackwell Publishers Ltd.
- Karasar, N. (2008). *Bilimsel Araştırma Yöntemi (Scientific Research Method)* (17th Eds.) Ankara: Nobel.
- Keçeli-Kaysalı, B. (2008). Akademik Başarının Arttırılmasında Aile Katılımı. Ankara Üniversitesi Eğitim. *Özel Eğitim Dergisi*, 9(1), 69-83.
- Keller, J. M. (1983). Motivational Design of Instruction. In C. M. Reigeluth (Eds.), *Instructional Design Theories and Models: An Overview of Their Current Status* (pp. 383-434). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.
- Kibirige, I., and Hodi, T. (2013). Learners' Performance in Physical Sciences Using Laboratory Investigation. *International Journal of Education Science*, 5(4), 425-432.
- Kusurkar, R. A., Tencate, T. J., Vos, C. M., Westers, P., and Croiset, G. (2013). How Motivation Affects Academic Performance: A Structural Equation Modeling Analysis. *Advances in Health Sciences Education*, 18(1), 57-69.
- Langdon, C. A., and Vesper, N. (2000). The Sixth Phi Delta Kappa Poll of Teachers' Attitudes Toward the Public Schools. *Phi Delta Kappan*, 81(8), 607-611.
- Lewis, P. S., Goodman, S. H. and Fandt, P. M. (1995). *Management: Challenges in the 21<sup>st</sup> Century*. New York: West Publishing Company.

- Lingam, G., and Lingam, N. (2013). Making Learning and Teaching a Richer Experience: A Challenge for Rural Fijian Primary Schools. *Education Research Reviews*, 8(21), 2160-2168.
- Linnenbrink, E. A., and Pintrich, P. R. (2002). Motivation as an Enabler for Academic Success. *School Psychology Review*, 31(3), 6-7.
- Lubanga, F. X. (2001). *Teachers Performance in Hard to Reach Areas*. New Vision: Kampala.
- Luthans, F. and Kreitner, R. (1985). *Organizational Behavior Modification*. Glenview, 111: Scott, Foresman.
- Makori, A., and Onderi, H. (2013). An Evaluation of Secondary School Principals' Perception of Learning Resources in Free Secondary Education Era in Kenya. *African Educational Research Journal*, 1(3), 171-182.
- Makotsi, R. (2011). *Sharing Resources-How Library Networks Can Help Reach Education Goals*. Book International Publisher. Accessed from <http://www.bookaid.org/wpcontent/uploads/2011/06/sharing-Resources-how-library-networkscan-help-reach-education-goals.pdf>
- Marks, G. (2010). What Aspects Of Schooling Are Important? School Effects on Tertiary Entrance Performance. *School Effectiveness and School Improvement*, 21(3), 267- 287.
- Maslow, A. H. (1970). *Motivation and Personality* (2<sup>nd</sup> Eds.). New York: Harper and Row.
- Matsubara, Y., and Nagamachi, M. (1996). Motivation System and Human Model For Intelligent Tutoring. In Claude Frasson., Gilles Gauthier., & Alan Lesgold (Eds.), *Proceeding of the Third International Conference in Intelligent Tutoring Systems*. 1996 (139-147). New York. Sringer-Verlag.
- Matuga, J. M. (2009). Self-Regulation, Goal Orientation and Academic Achievement of Secondary Students in Online University Courses. *Educational Technology and Society*, 12(3), 4-11.

- McMillan, J. H., and Schumacher, S. (2006). *Research in Education: Evidence-Based Inquiry* (6<sup>th</sup> Eds.). Boston: Pearson.
- Mergel, B. (2011). *Instructional Design and Learning Theories*. Retrieved from: file:///E:/evaluation/brenda.htm. Accessed in 16/6/2015.
- Miller, G.T., and Spoolman, S. (2011). *Living in the Environment: Principles, Connections, and Solutions* (17<sup>th</sup> Eds.). Belmont, CA: Brooks-Cole.
- Mji, A., and Makgato, M. (2006). Factors Associated With High School Learners' Poor Performance: A Spotlight on Mathematics and Physical Science. *South Africa Journal of Education*, 26(2), 253-266.
- Mudulia, A. (2012). The Relationship between Availability of Teaching/Learning Resources and Performance in Secondary School Science Subjects in Eldoret Municipality, Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPs)*, 3(4), 530-536.
- Musaazi, J.C.S. (2006). *The Theory and Practice of Educational Administration* (1<sup>st</sup> Ed.). London and Oxford: Macmillan Education Limited.
- Naylor, J. (1999). *Management*. Harlow: Prentice hall.
- O'Bryen, P. (1996). Using Questionnaires to Asses Motivation in Second Language Classroom. *University Of Hawaii Working Paper in ESL*, 14(2), 73-125.
- Oppenheim, A. N. (1992). *Questionnaire Design, Interviewing and Attitude Measurement*. London: Printer Publishers.
- Owolabi, T., and Oginni, I. (2012). Improvisation of Science Equipment in Nigerian Schools. *Universal Journal of Education and General Studies*, 1(3), 44-48.
- Oxford, R. L., and Shearin, J. (1994). Language Learning Motivation: Expanding the Theoretical Framework. *The Modern Language Journal*, 78, 12-28.
- Paulson, S. E. (1994). Relations of Parenting Style and Parental Involvement with Ninth-Grade Students' Achievement. *Journal of Early Adolescence*, 14(2), 250-267.
- Piaget, J. (1951). *Play, Dreams and Imagination in Childhood*. London: Heinemann.

- Pintrich, P. R., Marx, R. W. and Boyle, R. A. (1993). Beyond Cold Conceptual Change: The Role of Motivational Beliefs and Classroom Contextual Factors in the Process of Conceptual Change. *Review of Educational Research*, 63, 167-199.
- Pintrich, P. R., and Schunk, D. H. (2002). *Motivation in Education: Theory, Research and Applications* (2<sup>nd</sup> Ed.). New Jersey: Prentice Hall.
- Porter, A., Gareth, M. S., Brown, J. W., and Chasek, P. S (2000). *Global Environment Politics* (3<sup>rd</sup> Ed.). Colorado: Westview Press.
- Posner, G. J., Strike, K. A., Hewson, P. W., and Gertzog, W. A. (1982). Accommodation of A Scientific Conception: Towards a Theory of Conceptual Change. *Science Education*, 66(2), 211 – 227.
- Pule, E. (2007). *Sports Participation In Secondary Schools At Atteridgeville, Pretoria West*. Unpublished Master's Thesis. Tshwane University of Technology, South Africa.
- Reeve, J. (2002). Self-Determination Theory Applied to Educational Setting. In Deci, E.L and Ryan, R.M (Eds.). *A Handbook of Self-Determination Research* (183-203). Rochester, New York: University of Rochester Press.
- Reitz, E., Dekovic', M., and Meijer, A. M. (2006). The Structure and Stability of Externalizing and Internalizing Problem Behavior during Early Adolescence. *Journal of Youth and Adolescence*, 29(3), 419–436.
- Richards, J. C., and Rodgers, T. S. (1986). *Approaches and Methods in Language Teaching: A Description and Analysis*. Cambridge: Cambridge University Press.
- Rose, L. C., Gallup, A. M., and Elam, S. M. (1997). The 29th Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes toward the Public Schools. *Phi Delta Kappan*, 79(1), 41-56.
- Roth, K. J., Rosaen, C., Hasbach, C., Hazelwood, C., Peasley, K., Hoekwater, E., Ligatt, C. and Lindquist, B. (1992). *The Role of Writing in Creating a Science Learning Community*. Elementary Subjects Center Series No. 56. ERIC Reproduction Service No. ED 352 259.

- Rothstein, R. (1997). *What do we Know About Declining (Or Rising) Students' Achievement*. Arlington, VA: Educational research services, pp 1-26.
- Ryan, R. M. (1991). The Nature of the Self in Autonomy and Relatedness. In G. R. Goethals and J. Strauss (Eds.), *Multidisciplinary Perspectives on the Self* (208-238). New York: Springer-Verlag.
- Schmuck, R., and Schmuck, P. (2001). *Group Processes in the Classroom* (8<sup>th</sup> Ed). Boston, MA: McGrawHill.
- Steele, F. (2007). The Effect of School Resources on Pupils' Achievement: A Multilevel Simultaneous Equation Modeling Approach. *Journal of the Royal Statistical Society, 170*, 801-824.
- Stipek, D.J. (2002). *Motivation to Learn: Integrating Theory and Practice* (4<sup>th</sup> Ed.). Boston: Allyn and Bacon.
- Sutterby, J. A., and Frost, J. L (2006). Creating Play Environments for Early Childhood: Indoors and Outdoors. In O. N. Saracho & B. Spodek (Eds.). *Handbook of Research on the Education of Young Children*. (p. 255-295). Lawrence Erlbaum Associates, Inc. Mahwah: New Jersey.
- Sweeney, P. D. (1990). Distributive Justice and Pay Satisfaction: A Field Test of an Equity Theory Prediction. *Journal of Business and Psychology, 4*(3), 329-341
- Taneri, P., and Engin-Demir, C. (2011). Quality of Education in Rural Schools: A Needs Assessment Study (Ankara-Kalecik Sample). *International Online Journal of Educational Sciences, 3*(1), 91-112.
- Thokildsen, T. A., Nicholls, J. B., Bates, A., Brankis, N., and DeBott, T. (2002). *Motivation and the Struggle to Learn: Responding to Fractured Experiences*. Boston, Massachusetts: Allyn and Bacon.
- Tucker, C. M., Zayco, R. A., and Herman, K. C. (2002). Teacher Child Variables as Predictors of Academic Engagement Among Low-Income African Children. *Psychology in the School, 39*(4). 477-488.

- Ünal-Karagüven, M. H. (2015). Demographic Factors Andcommunal Mastery as Predictors of Academic Motivation and Anxiety. *Journal of Education and Training Studies*, 3(3), 1-8.
- Uzbaş, A. (2009). Okul Psikolojik Danışmanlarının Okulda Saldırganlık ve Şiddet Yönelik Görüşlerinin Değerlendirilmesi. *Mehmet Akif Ersoy Üniversitesi, Eğitim Fakültesi Dergesi*, 9(18). 90-110.
- Vallerand, R. J., Pelletier, J. G., Blains, M. R., Briere, N. M., Senecal, C., and Vallieres, E. F. (1992). *The Academic Motivation Scale: A Measure of Intrinsic, Extrinsic, and Amotivation in Education*. Canada: Educational Psychological Measurement Inc.
- Veenman, S. (1984). Perceived Problems of Beginning Teachers. *Review of Educational Research*, 54, 143-178.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
- Walster, E., Traupmann, J., and Walster, G. W. (1978). Equity and Extramarital Sexuality. *Archives of Sexual Behavior*, 7, 127-142.
- Wells, R. S. (2011). *The Impact of Motivation on Academic Success: Using the Imposter Phenomenon to Understand the Experiences of a Selected Group in a Black Higher Education Institution*. Unpublished Doctoral Dissertation. The University of Zululand, South Africa.
- Wentzel, K. R., and Wigfield, A. (2007). Promoting Motivation at School: Interventions that Work. *Educational Psychologist*, 42, 187-194.
- Whawo, D. D. (1993). *Educational Administration: Planning and Supervision*. Benin City: Jodah Publications.
- Whitelock, D., and Scanlon, E. (1996). A Motivation, Media and Motion: Reviewing a Computer Supported Collaborative Learning Experience. In Brna, P., Paiva, A., and Self, J (Eds.), In *Proceedings of European Conferences on Artificial Intelligence in Education* (276-283). Lisbon: Portugal.

- Wolfgang, C. H. (2004). *Child Guidance Through Play: Teaching Positive Social Behaviors*. Boston: Pearson.
- Woolfolk, A. E. (2004). *Educational Psychology* (9<sup>th</sup> Ed.). New York: Pearson.
- Yenilmez, K., and Çemrek, F. (2008). Teaching Motivation of the Students in Secondary Teacher Training Schools in Turkey. *International Journal of Environmental and Science Education*, 3(2), 82-88.
- Yonezawa, S., Jones, M., and Joselowsky, F. (2009). Youth Engagement in High Schools: Developing a Multidimensional, Critical Approach to Improving Engagement for All Students. *Journal of Educational Change*, 10, 191-209.
- Yorks, L. (1976). *A Radical Approach to Job Enrichment*. New York: Amacon
- Yurt, E., and Bozer, Nur. E. (2015). Akademik Motivasyon Ölçeğinin Türkçeye Uyarlanması (The Adaptation of the Academic Motivation Scale for Turkish Context). *Gaziantep University Journal of Social Sciences*, 14(3), 669-685.



## ATTACHMENTS

### APPENDIX-1. THE EFFECT OF THE SCHOOL FACILITIES TO STUDENT MOTIVATION IN MIDDLE SCHOOL

1.	What is your availability school code?				
2.	What is your teaching type of education?	Double training ( )		Full day ( )	
3.	How many teachers in your school?				
4.	How many assistant staff in your school?				
5.	What is the average number of students in the class?				
6.	The average number of teachers who enter in each class.				
7.	Do you have a language lab in your school?	No	Yes (Insufficient)	Yes (Intermediate)	Yes (Improved)
8.	Is your school has gym?	No	Yes (Insufficient)	Yes (Intermediate)	Yes (Improved)
9.	Do you have a theater in your school?	No	Yes (Insufficient)	Yes (Intermediate)	Yes (Improved)
10.	Do you have a conference room at your school?	No	Yes (Insufficient)	Yes (Intermediate)	Yes (Improved)
11.	Is there a swimming pool at your school?	No	Yes (Insufficient)	Yes (Intermediate)	Yes (Improved)
12.	Is your school has music hall?	No	Yes (Insufficient)	Yes (Intermediate)	Yes (Improved)
13.	Is your school has painting studio?	No	Yes (Insufficient)	Yes (Intermediate)	Yes (Improved)
14.	Do you have internet access at your school?	No	Yes (Insufficient)	Yes (Intermediate)	Yes (Improved)
15.	Is your school has playground?	No	Yes (Insufficient)	Yes (Intermediate)	Yes (Improved)
16.	Is your school has library?	No	Yes (Insufficient)	Yes (Intermediate)	Yes (Improved)
17.	Do you have a missing teacher in your school? If Yes, in which branches?	No			

### APPENDIX-2. SOURCES OF MOTIVATION FOR STUDENT IN MIDDLE SCHOOL

#### A: Personal information

Gender: ( ) Male ( ) Female. Age: ( )

School type: ( ) Government ( ) Private

	Please indicate your answer from the options by selecting the most suitable phrase for you.			
B.	Family Support			
1.	My parents reward me when I succeed	Always	Occasional	Rarely
2.	My family punish me when I failed	Always	Occasional	Rarely
3.	I am taking enough money when I come to school	Always	Occasional	Rarely
4.	I have my room for doing exercise at home	Always	Occasional	Rarely
5.	I have my computer at home	Always	Occasional	Rarely
6.	I have internet connection at home	Always	Occasional	Rarely
7.	My family help me to do exercise at home	Always	Occasional	Rarely
8.	Before coming to school I took my breakfast	Always	Occasional	Rarely
9.	I come to school on time	Always	Occasional	Rarely
C.	Classroom environment			
10.	My teachers treat me well when I succeed	Always	Occasional	Rarely
11.	My teachers punish me when I failed	Always	Occasional	Rarely
12.	We use computers in the classroom	Always	Occasional	Rarely
13.	During the lesson we use the internet	Always	Occasional	Rarely
14.	During the lesson if I did not understand I can easily ask my teacher	Always	Occasional	Rarely
15.	Our classroom is clean	Always	Occasional	Rarely
16.	I feel happy when I entered to our class	Always	Occasional	Rarely

**APPENDIX-1. OKULUN OLANAKLARININ ÖĞRENCİ  
MOTİVASYONUNA ETKİSİ (TURKISH VERSION)**

1.	Okul mevcudunuz nedir?				
2.	Öğretim türünüz nedir?	İkili Öğretim ( )	Tam Gün ( )		
3.	Öğretmen sayınız (kadrolu ) nedir?				
4.	Yardımcı personel sayınız (kadrolu) nedir?				
5.	Sınıflardaki ortalama öğrenci sayısı nedir?				
6.	Her sınıfa ortalama kaç öğretmen girmektedir.				
7.	Okulunuzda dil laboratuvarınız var mı?	Yok	Var (Yetersiz)	Var (Orta Düzey)	Var (Gelişmiş)
8.	Okulunuzda spor salonu var mı?	Yok	Var (Yetersiz)	Var (Orta Düzey)	Var (Gelişmiş)
9.	Okulunuzda tiyatro salonunuz var mı?	Yok	Var (Yetersiz)	Var (Orta Düzey)	Var (Gelişmiş)
10.	Okulunuzda konferans salonunuz var mı?	Yok	Var (Yetersiz)	Var (Orta Düzey)	Var (Gelişmiş)
11.	Okulunuzda yüzme havuzu var mı?	Yok	Var (Yetersiz)	Var (Orta Düzey)	Var (Gelişmiş)
12.	Okulunuzda müzik salonu var mı?	Yok	Var (Yetersiz)	Var (Orta Düzey)	Var (Gelişmiş)
13.	Okulunuzda resim atölyesi var mı?	Yok	Var (Yetersiz)	Var (Orta Düzey)	Var (Gelişmiş)
14.	Okulunuzda internet erişiminiz var mı?	Yok	Var (Yetersiz)	Var (Orta Düzey)	Var (Gelişmiş)
15.	Okulunuzda oyun bahçesi var mı?	Yok	Var (Yetersiz)	Var (Orta Düzey)	Var (Geniş)
16.	Okulunuzda kütüphane var mı?	Yok	Var (Yetersiz)	Var (Orta Düzey)	Var (Gelişmiş)
17.	Okulunuzda öğretmen eksikliğiniz var mı? Varsa hangi dallarda?	Yok			

**APPENDIX-2. ÖĞRENCİLERE YÖNELİK MOTİVASYON KAYNAK  
ANKETİ (TURKISH VERSION)**

**A: Kişisel bilgiler**

Cinsiyet: ( ) Bay ( ) Bayan Yaş : ( ) Sınıf : ( )  
Okul türü: ( ) Devlet ( ) Özel

<b>B.</b>	<b>İfadenin karşısındaki seçeneklerden sizin için en uygun olanı işaretleyerek cevabınızı belirtiniz.</b>			
1.	Başarılı olduğumda ailem beni ödüllendirir	Her zaman	Ara Sıra	Nadiren
2.	Başarısız olduğum zaman ailem ceza verir	Her zaman	Ara Sıra	Nadiren
3.	Okula yeterince harçlık alarak gelirim	Her zaman	Ara Sıra	Nadiren
4.	Evde çalışma odam var	Her zaman	Ara Sıra	Nadiren
5.	Evde bilgisayarım var	Her zaman	Ara Sıra	Nadiren
6.	Evde internet erişimim var	Her zaman	Ara Sıra	Nadiren
7.	Evde ailem derslerime yardım ediyor	Her zaman	Ara Sıra	Nadiren
8.	Sabah okula kahvaltı ederek geliyorum	Her zaman	Ara Sıra	Nadiren
9.	Okula vaktinde geliyorum	Her zaman	Ara Sıra	Nadiren
<b>C.</b>				
10.	Başarılı olduğumda öğretmenim beni ödüllendirir	Her zaman	Ara Sıra	Nadiren
11.	Başarısız olduğum zaman öğretmenim ceza verir	Her zaman	Ara Sıra	Nadiren
12.	Sınıfta derslerde bilgisayar kullanıyoruz	Her zaman	Ara Sıra	Nadiren
13.	Sınıfta derslerde internet kullanıyoruz	Her zaman	Ara Sıra	Nadiren
14.	Sınıfta anlamadıklarımı öğretmenime rahatça sorabiliyorum	Her zaman	Ara Sıra	Nadiren
15.	Sınıfımız temizdir	Her zaman	Ara Sıra	Nadiren
16.	Sınıfımıza girdiğimde mutlu hissediyorum	Her zaman	Ara Sıra	Nadiren

### APPENDIX-3. STUDENTS ACADEMIC MOTIVATION SCALE (AMS) IN MIDDLE SCHOOL

Scale Description: This scale assesses the same 7 constructs as the Motivation scale toward school studies. It contains 28 items assessed on a 7-point scale. Using the scale below, indicate to what extent each of the following items presently corresponds to one of the reasons why you go to school. Show your response by circle the correct number.		
Strongly disagree                      Neither agree nor disagree                      Strongly agree 1                      2                      3                      4                      5                      6                      7		
1.	Because with only a high-school degree I would not find a high paying job later on.	1 2 3 4 5 6 7
2.	Because I experience pleasure and satisfaction while learning new things.	1 2 3 4 5 6 7
3.	Because I think that a school education will help me better prepare for the career I have chosen.	1 2 3 4 5 6 7
4.	For the intense feelings I experience when I am communicating my own ideas to others.	1 2 3 4 5 6 7
5.	Honestly, I don't know; I really feel that I am wasting my time in school.	1 2 3 4 5 6 7
6.	For the pleasure I experience while surpassing myself in my studies.	1 2 3 4 5 6 7
7.	To prove to myself that I am capable of completing my college degree.	1 2 3 4 5 6 7
8.	In order to obtain a more prestigious job later on.	1 2 3 4 5 6 7
9.	For the pleasure I experience when I discover new things never seen before.	1 2 3 4 5 6 7
10.	Because eventually it will enable me to enter the job market in a field that I like.	1 2 3 4 5 6 7
11.	For the pleasure that I experience when I read interesting authors..	1 2 3 4 5 6 7
12.	I once had good reasons for going to school; however, now I wonder whether I should continue	1 2 3 4 5 6 7
13.	For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.	1 2 3 4 5 6 7
14.	Because of the fact that when I succeed in school I feel important.	1 2 3 4 5 6 7
15.	Because I want to have "the good life" later on.	1 2 3 4 5 6 7
16.	For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.	1 2 3 4 5 6 7
17.	Because this will help me make a better choice regarding my career orientation.	1 2 3 4 5 6 7
18.	For the pleasure that I experience when I feel completely absorbed by what certain authors have written.	1 2 3 4 5 6 7
19.	I can't see why I go to school and frankly, I couldn't care less.	1 2 3 4 5 6 7
20.	For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.	1 2 3 4 5 6 7
21.	To show myself that I am an intelligent person.	1 2 3 4 5 6 7
22.	In order to have a better salary later on.	1 2 3 4 5 6 7
23.	Because my studies allow me to continue to learn about many things that interest me	1 2 3 4 5 6 7
24.	Because I believe that a few additional years of education will improve my competence as a worker	1 2 3 4 5 6 7
25.	For the "high" feeling that I experience while reading about various interesting subjects.	1 2 3 4 5 6 7
26.	I don't know; I can't understand what I am doing in school.	1 2 3 4 5 6 7
27.	Because school allows me to experience a personal satisfaction in my quest for excellence in my studies.	1 2 3 4 5 6 7
28.	Because I want to show myself that I can succeed in my studies.	1 2 3 4 5 6 7
References: Vallerand, R.J., Blais, M.R., Brière, N.M., & Pelletier, L.G. (1989). Construction et validation de l'Échelle de Motivation en Éducation (EME) (Construction and validation of the Motivation toward Education scale) <i>Canadian Journal of Behavioural Science</i> , 21, 323-349.		
<u>KEY FOR AMS-28</u>		
# 2, 9, 16, 23	Intrinsic motivation - to know	
# 6, 13, 20, 27	Intrinsic motivation - toward accomplishment	
# 4, 11, 18, 25	Intrinsic motivation - to experience stimulation	
# 3, 10, 17, 24	Extrinsic motivation - identified	
# 7, 14, 21, 28	Extrinsic motivation - introjected	
# 1, 8, 15, 22	Extrinsic motivation - external regulation	
# 5, 12, 19, 26	Amotivation	

### APPENDIX-3. ORTAOKUL ÖĞRENCİLERİ İÇİN AKADEMİK MOTİVASYON ÖLÇEĞİ (TURKISH VERSION)

Değerli öğrenci, bu ölçek; neden okula devam ettiğinizi belirlemek için yapılan bir bilimsel araştırmanın yürütülmesi amacıyla hazırlanmıştır. Ölçekte yer alan sorulara verdiğiniz yanıtlar, kesinlikle size <u>not vermek</u> ya da sizi <u>eleştirmek</u> amacıyla <u>kullanılmayacaktır</u> . Bu soruların herkes için geçerli doğru yanıtları bulunmamaktadır. Bu nedenle, <u>neden okula gidiyorsunuz?</u> . Sorusunu cevaplamak için aşağıda verilen tüm ifadeleri dikkatle okuyunuz. İfadenin karşısındaki seçeneklerden sizin için en uygun olanı işaretleyerek cevabınızı belirtiniz.		
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">Hiç uyumuyor</div> <div style="text-align: center;">Orta derece uyumuyor</div> <div style="text-align: center;">Tamamen uyuyor</div> </div> <div style="text-align: center; margin-top: 5px;"> </div>		
1	İleride yüksek ücretli bir iş bulabilmeme yardımcı olacağı için okula Gidiyorum	(1) (2) (3) (4) (5) (6) (7)
2	Yeni şeyler öğrenmek istediğim için okula gidiyorum	(1) (2) (3) (4) (5) (6) (7)
3	İleride seçebileceğim liseye daha iyi hazırlanmamda bana yardımcı olacağı için okula gidiyorum	(1) (2) (3) (4) (5) (6) (7)
4	Kendi düşüncelerimi başkalarıyla paylaşmak beni mutlu ettiği için okula Gidiyorum	(1) (2) (3) (4) (5) (6) (7)
5	Dürüst olmak gerekirse, bilmiyorum, aslında okulda boşa zaman harcıyordum gibi geliyor	(1) (2) (3) (4) (5) (6) (7)
6	Çalışmalarımı başarı ile tamamladığımda mutlu olduğum için okula gidiyorum	(1) (2) (3) (4) (5) (6) (7)
	Okulu bitirebileceğimi kendime kanıtlamak için okula gidiyorum	(1) (2) (3) (4) (5) (6) (7)
8	Ailemin istediği iyi bir liseye gidebilmek için okula gidiyorum	(1) (2) (3) (4) (5) (6) (7)
9	Daha önce hiç bilmediğim şeyleri keşfetmeyi sevdiğim için okula gidiyorum	(1) (2) (3) (4) (5) (6) (7)
10	Gelecekte saygın bir liseye girebilmemi sağlayacağı için okula gidiyorum	(1) (2) (3) (4) (5) (6) (7)
11	İlgi çekici metinler okumaktan zevk aldığım için okula gidiyorum	(1) (2) (3) (4) (5) (6) (7)
12	İlk zamanlar okula gitmem için geçerli nedenlerim vardı; fakat şimdi devam edip etmeme konusunda kararsızım	(1) (2) (3) (4) (5) (6) (7)
13	Kişisel hedeflerimi gerçekleştirecek başarılı olmak için okula gidiyorum	(1) (2) (3) (4) (5) (6) (7)
14	Başarılı olduğumda kendimi önemli hissettiğim için okula gidiyorum	(1) (2) (3) (4) (5) (6) (7)
15	İleride iyi bir hayat yaşamak istediğim için okula gidiyorum	(1) (2) (3) (4) (5) (6) (7)
16	İlgimi çeken konularda bilgimi artırmak için okula gidiyorum	(1) (2) (3) (4) (5) (6) (7)
17	Gelecekte, daha iyi bir meslek seçebilmemi sağlayacağı için okula gidiyorum	(1) (2) (3) (4) (5) (6) (7)
18	Derslerde geçen konulara kendimi kaptırmaktan büyük keyif aldığım için okula gidiyorum	(1) (2) (3) (4) (5) (6) (7)
19	Neden okula gittiğimi bilemiyorum, açıkçası çok da umurumda değil	(1) (2) (3) (4) (5) (6) (7)
20	Derslerde zor olan etkinlikleri başarı ile yapabildiğimi görmek bana zevk verdiği için okula gidiyorum	(1) (2) (3) (4) (5) (6) (7)
21	Kendime zeki olduğumu göstermek için okula gidiyorum	(1) (2) (3) (4) (5) (6) (7)
22	Sınavlarda daha yüksek puanlar alabilmek için okula gidiyorum	(1) (2) (3) (4) (5) (6) (7)
23	İlgimi çeken konularda beni sürekli öğrenmeye yönlendirdiği için okula Gidiyorum	(1) (2) (3) (4) (5) (6) (7)
24	Lise de daha başarılı olmamı sağlayacak bilgi ve becerilerimi geliştireceği için okula gidiyorum	(1) (2) (3) (4) (5) (6) (7)
25	Birbirinden farklı ve ilginç konular öğrenirken hissettiğim büyük zevkten dolayı okula gidiyorum	(1) (2) (3) (4) (5) (6) (7)
26	Bilmiyorum, zaten okulda ne yaptığımı bir türlü anlayamıyorum	(1) (2) (3) (4) (5) (6) (7)
27	Derslerimde başarılı olmak, beni mutlu ettiği için okula gidiyorum	(1) (2) (3) (4) (5) (6) (7)
28	Derslerimde başarılı olabileceğimi kendime göstermek için okula gidiyorum	(1) (2) (3) (4) (5) (6) (7)

**Kaynaklar:**  
Yurt, E., and Bozer, Nur. E. (2015). Akademik motivasyon Ölçeğinin Türkçeye Uyarlanması (The Adaptation of the academic Motivation Scale for Turkish Context). *Gaziantep University Journal of Social Sciences*, 14(3):669-685.

**Anahtar numaralar**  
# 2, 9, 16, 23      Bilmeye Yönelik İçsel Motivasyon  
# 6, 13, 20, 27      Başarıya Yönelik İçsel Motivasyon  
# 4, 11, 18, 25      Uyarım Yaşamaya Yönelik İçsel Motivasyon  
# 3, 10, 17, 24      Belirlenmiş Dışsal Motivasyon  
# 7, 14, 21, 28      İçerik Yansıyan Dışsal Motivasyon  
# 1, 8, 15, 22      Dışsal Motivasyon-Dış Düzenleme  
# 5, 12, 19, 26      Motivasyonsuzluk

**APPENDIX -4. PERMISSION FROM SERDIVAN MINISTRY OF  
EDUCATION**



T.C.  
SERDİVAN KAYMAKAMLIĞI  
İlçe Millî Eğitim Müdürlüğü

Sayı : 49303644/44/12294176  
Konu: Anket Uygulama  
(Ali Salim ALİ)

30/11/2015

KAYMAKAMLIK MAKAMINA

İlgi : Eğitim Bilimleri Enstitüsü Müdürlüğünün 23.11.2015 tarih ve 14771 sayılı yazısı.

Sakarya Üniversitesi Eğitim Bilimleri Enstitüsü 1370Y45011 numaralı Eğitim Yönetimi ve Denetimi Bilim Dalı Yüksek Lisans öğrencisi Ali Salim ALİ, hazırladığı ve ekte sunulan "Motivasyon Kaynakları-Akademik Motivasyon" konulu anket formlarını ilçemizdeki ortaokul öğrencilerine uygulamak istemektedir.

Sözü edilen anket formları müdürlüğümüzce incelenmiş olup, anketin İlçemiz resmi/özel ortaokul öğrencilerine uygulanması Müdürlüğümüzce uygun mütalaa edilmekte ise de Makamlarınızca uygun görüldüğü takdirde ;

Olur'larınıza arz ederim.

Ali DERE  
İlçe Millî Eğitim Müdürü

EK:1-Anket Örneği (3 Sayfa)

Ayşe Nur AKBULUT  
Memur

OLUR  
30/11/2015

Ramazan ŞAHİN  
Kaymakam

04 12 15

İstiklal Mah.2.Cad.No:35 Serdivan/SAKARYA  
Elektronik Ağ: <http://serdivan.meb.gov.tr/>  
e-posta: serdivanmem@gmail.com

Ayrıntılı bilgi için: Ayşe Nur AKBULUT Memur  
Tel: (0 264) 211 53 23  
Faks: (0 264) 211 55 33

Bu evrak güvenli elektronik imza ile imzalanmıştır. <http://evraksorgu.meb.gov.tr> adresinden a874-4dc4-37b7-93f2-871b kodu ile teyit edilebilir.

**APPENDIX-5. PERMISSION FROM SAKARYA UNIVERSITY  
CHANCELLOR**

Evrak Tarihi ve Sayısı: 23/11/2015-14771



T.C.  
SAKARYA ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Eğitim Bilimleri Enstitüsü Müdürlüğü

Sayı : 81179084/044/  
Konu : Anket Uygulama (Ali Salim  
ALİ)

İLGİLİ MAKAMA

İlgi : Ali Salim ALİ 20/11/2015 tarihli ve - sayılı yazı

Enstitümüz Eğitim Yönetimi ve Denetimi Bilim Dalı Yüksek Lisans 1370Y45011 numaralı öğrencisi Ali Salim ALİ; "*Motivasyon Kaynakları-Akademik Motivasyon*" ile ilgili anket formları hazırlamıştır.

Anket formları Enstitümüzce incelenmiş olup, yasal gerekliliğin ilgili okul müdürlüklerine ait olması ve derslerin aksatılmaması kaydı ile yapılması uygun görülmüştür. Gereğini bilgilerinize saygılarımla arz/rica ederim.

Doç.Dr. Halil İbrahim SAĞLAM  
Müdür Vekili

20/11/2015 V.H.K.İ  
23/11/2015 Enst.Sek. Vekili

E.ÇORAPÇIGİL  
H.F.TATAROĞLU

Evrak Doğrulama İçin : <http://193.140.253.232/envision.Sorgula/BelgeDogrulama.aspx?V=BEND3DAZ7>

Öğrenci İşleri Birimi Sakarya Üniversitesi Eğitim Bilimleri Enstitüsü 54300  
Hendek/Sakarya  
Tel:0264 214 2454 Faks:0264 295 7492  
E-Posta :egitim@sakarya.edu.tr Elektronik Ağ :www.egitim.sakarya.edu.tr



Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.



## **BACKGROUND AND CONTACT INFORMATION**

**Ali Salim Ali** was born in Zanzibar-Tanzania in 1984. He completed his primary and Ordinary secondary education in Bububu, Zanzibar. In 2003-2004 he continued his Advance secondary education at Lumumba high school, Zanzibar. He joined with Nkrumah teacher training college in the Department of Educational Science for teaching preparation in 2004-2005. He studied at the Department of Science with Education at The State University of Zanzibar and graduated with a BSc degree in 2011. He gained several certificates including Certificate of Professional Teaching in 2006 and Tanzania Muslim students and youth association in 2009-2011. He worked as a teacher for students at the Government secondary schools in Zanzibar for 9 years. He has been studying as a Master student in the field of Educational Administration and Supervision at Sakarya University, Turkey since 2013.

**Tel:** +90 531 457 4978

**E-mail:** [assasfamily2@gmail.com](mailto:assasfamily2@gmail.com)