New Trends and Issues
Proceedings on Humanities
and Social Sciences

Volume 5, Issue 4, (2018) 74–82

ISSN 2547-8818
www.prosoc.eu

Selected Paper of 7th Cyprus International Conference on Educational Research (CYICER-2018) 07-09 June, 2018, Acapulco Hotel Convention Center in Kyrenia, Cyprus

* Faculty of Education, Suleyman Demirel University, 32000, Isparta, Turkey

Saygili, G. (2018). Identification of Students' Learning Motivation. *New Trends and Issues Proceedings on Humanities and Social Sciences.* [Online]. *5*(4), pp 74–82. Available from: www.prosoc.eu

Selection and peer review under responsibility of Prof. Dr. Huseyin Uzunboylu, Near East University, Cyprus
©2018 SciencePark Research, Organization & Counseling. All rights reserved.

The purpose of this study is to identify the overall learning motivation of primary and middle school students. In this research study, the effect of such variables as gender, parents' educational status, academic achievement and grade level on primary and middle school students' intrinsic and extrinsic motivation levels were investigated. This study has a descriptive model as it aims to reveal and explain the current situation in detail. The participants of this study were primary and middle school students from different schools in Isparta. The motivation level detection scale was administered to determine the overall learning motivation of the participants. Mann–Whitney U and Kruskal–Wallis T tests were used to compare the mean scores with respect to variables. The results imply that the intrinsic and extrinsic motivation levels of the primary school students who participated in this study did not differ in their gender, academic achievement and their parents' educational status.

Primary school education, learning, learning motivation.

*ADDRESS FOR CORRESPONDENCE: , Faculty of Education, Suleyman Demirel University, 32000, Isparta, Turkey
E-mail address: salman.gizem@gmail.com / Tel.: +90 246 211 10 00

Learning is a phenomenon that provides people with information about particular topics, affects value systems and beliefs, and that determines the perspective of life in all areas. Therefore, learning is a significant process beginning from the birth and proceeding till the end of life. As the learning phenomenon has such a great importance for human life, research studies concerning how to succeed in learning have been carried out in the international arena (Akbaba, 2006; Hassandra, Goudas & Chroni, 2003; Jalongo, 2007; Marsh, Trautwein, Ludtke, Koller, & Baumert, 2005; Ozer, 2005; Ryan & Patrick, 2001). In an educational environment, while some of the students try to find solutions to emergent problems, some of them abstain from struggling with emerging problems since they are indifferent to lessons. In this regard, student motivation has a remarkable place in succeeding in learning because motivation is a driving force that enables students to be more eager to learn and that energises individuals. Moreover, motivation determines the direction, level and consistency of students' behaviours and the speed of achieving the desired goal in an educational environment (Martin, 2001; Meece, Glienke & Burg, 2006; Pintrich & Schunk, 1996; Wigfield & Eccles, 2000). Thus, in order for students to have a high level of learning motivation, it is essential to know how to motivate students towards lessons, maintain students' motivation and establish an efficient and enjoyable educational environment for students (Acat & Demiral, 2002; Akbaba, 2006). In many studies conducted in the field of education, the motivation for learning was indicated to be effective on the rise in students' level of academic achievement (Ispir, Ay & Saygi, 2011; Koka, 2013; Masitsa, 2008; Tseng, Tuan & Chin, 2009; Wang & Reeves, 2006). Furthermore, it is known that students' level of motivation for learning differ according to the manner of teacher and the type of lessons (Alam & Farid, 2011; De Meyer et al., 2013; Guthrie et al., 2006; Teoh, Koo & Singh, 2010).

There are internal and external conditions that affect the motivation focusing on process rather than outcome (Logan & Medford, 2011; Martin, 2001). Intrinsic motivation refers to the reactions that individuals develop against their internal needs. Intrinsic motivation can be exemplified as the need to know, understand and to be competent in a subject matter. On the other hand, extrinsic motivation is something/a situation that emerges through the effect of external reinforcers. The fact that a student studies in order to receive the teacher' appreciation is an example of external motivation. In educational environments, students' intrinsic and extrinsic motivation can be enhanced by the use of proper strategies, methods and techniques; thereby, students can become autonomous learners (Akbaba, 2006; Hynd, Holschuh & Nist, 2000; Hasandra, Goudas & Chroni, 2003; Logan & Medford, 2011; Nurmi & Aunola, 2005; Phakiti, 2003; Wigfield, Guthrie, Tonks & Perencevich, 2004; Wilson, 2001).

In the studies (Cavas, 2011; Ekici, Kaya & Mutlu, 2014; Teoh, Koo & Singh, 2010; Tseng, Tuan & Chin, 2009) related to learning motivation whose significance is acknowledged by everyone nowadays, the importance of identifying the factors affecting motivation for learning is emphasised. On the basis of the need for the research studies that contribute to the fact that primary school students are educated as individuals who can control and guide their own learning process, the aim of this study is to determine primary school students' overall learning motivation. In line with this purpose, the primary school students' intrinsic and extrinsic motivation for learning was examined according to their gender, parents' educational status, students' level of academic achievement and grade level. The findings of this study in which the factors that have bearings on students' motivation were investigated are considered to encourage educators' efforts to raise the level of learning. In this regard, the results of this study are expected to guide educators in terms of organising learning environment, content of the courses, the materials used in the courses, instructional methods and environmental factors in such a way that there is an increase in motivation for learning.

The study has a descriptive model as it aims to reveal and explain the current situation in detail (Cepni, 2005). More specifically, it was designed as a cross-sectional survey research that identifies the primary and middle school students' overall learning motivation (Karasar, 2005, pp.77).

2.1. Participants

The participants of this study were primary and middle school students from different schools in Isparta. The students' grade levels varied from 2nd grade to 8th grade. The participants' demographic information was presented in Table 1.

Gender	Female	297	50.9
	Male	287	49.1
Mother's educational status	Primary school and below	204	35.9
	Middle school	80	14.1
	High school	149	26.2
	University and above	135	23.8
Father's educational status	Primary school and below	138	24.6
	Middle school	78	13.9
	High school	173	30.9
	University and above	171	30.5
Academic achievement level	Normal	76	13.0
	Good	255	43.7
	Very good	253	43.3
Grade level	2nd grade	78	13.5
	3rd grade	23	4.0
	4th grade	134	23.2
	5th grade	75	13.0
	6th grade	83	14.4
	7th grade	94	16.3
	8th grade	91	15.7

2.2. Instruments

The motivation level detection scale which was developed by Lepper et al. (2004) and adapted to Turkish by Ozkip (2009) was used as the data collection instrument in the study to determine the participants' overall learning motivation. The scale is used to measure intrinsic and extrinsic motivation relevant to learning. It is a five-point Likert scale ranging from 1(Never) to 5 (Always). The number of the items in each sub-scale and the maximum and minimum scores children can get from these subscales as well as the mean scores obtained in this study were presented in Table 2.

The number of the items	17	13
The minimum score for each subscale	17	13
The maximum score for each subscale	85	65
The mean scores of current participants (X ± SD)	67.04 ± 10.9	36.14 ± 11.3

While the participants' scores on intrinsic motivation subscale were slightly higher than the mean score, participants got mean level scores on extrinsic motivation subscale.

2.3. Data analysis

In order to analyse the data collected for this study, SPSS 15.0 for Windows Package Program was used. In the first phase of the analysis, a reliability analysis was performed. On the basis of the reliability analysis, the value for Cronbach's alpha was found to be 0.82. This value shows that this scale is quite reliable (Tavsancil, 2002). This value was found to be 0.89 in the study carried out by Ozkip (2009). In order to check whether the data collected from the sample has a normal distribution, the one-sample Kolmogorov-Smirnov test was conducted. Since the data for subscales did not have a normal distribution, non-parametric tests were used as a statistical analysis method. In order to compare the means of intrins12(era(Win)4(ds12(er)9(ex)-3(trin)4(s12(er13(m)6(o)(ist1-97(v)-(ist1-(tio)-5(n)32(eracf(c

level acachievement	Very good (*n* = 253)	67.4 ± 11.0	35.3 ± 11.2		
Grade level	2nd grade (*n* = 78)	68.3 ± 11.2	36.1 ± 11.0		
	3rd grade (*n* = 23)	66.4 ± 9.3	30.3 ± 6.9		
	4th grade (*n* = 134)	67.1 ± 11.0	35.6 ± 11.7	X^2= 3.53	X^2= 13.9
	5th grade (*n* = 75)	66.3 ± 11.0	38.4 ± 11.9	*P*= 0.739	*P*= 0.030
	6th grade (*n* = 83)	65.8 ± 10.2	35.9 ± 10.9		
	7th grade (*n* = 94)	67.6 ± 10.3	34.8 ± 10.3		
	8th grade (*n* = 91)	67.0 ± 12.4	38.1 ± 12.5		

Z = Mann–Whitney U test; X^2 = Kruskal–Wallis H test; *P* = Level of significance

When Table 3 was examined, it was seen that the participants' mean scores of internal and external motivation did not differ statistically according to their gender, their mothers' educational status, fathers' educational status and their academic achievement level ($p > 0.05$). In addition to this, it was observed that there was not a significant difference in the participants' intrinsic motivation levels according to their grade level ($p > 0.05$) and that there was only a significant difference in their extrinsic motivation levels according to their grade level ($p < 0.05$). The 3rd grade students were found to have the lowest level of extrinsic motivation. On the basis of the results of the post hoc test conducted to identify which grade levels differ from each other, it was determined that the 3rd grade students' mean scores of extrinsic motivation was significantly lower than those of the students in the 2nd, 4th, 5th, 6th and 8th grades ($p < 0.05$). Moreover, it was observed that both the 5th and 7th grade students' mean scores were significantly higher than those of the 7th grade students ($p < 0.05$).

In this study, it was found out that primary school students' intrinsic and extrinsic motivation for learning did not differ statistically according to their gender. Bagceci (2004) also found out that the variable gender does not have an influence on learning motivation. On the other hand, it is known that primary school students' motivation for some courses differs according to their gender (Acat & Demiral, 2002; Logan & Medford, 2011; Marsh et al., 2005; Nurmi & Aunola, 2005; Ozkal, Gungor & Cetinoz, 2004; Phakiti, 2003). Therefore, it is needed to identify what type of motivation students have for each course in addition to their overall learning motivation. That is because students' negative attitudes and motivation levels for some courses can affect their overall learning motivation negatively over time.

It was determined that the extrinsic and intrinsic motivation levels of the primary school students did not differ significantly by their mothers' and fathers' educational status. It was also stated in a variety of studies in the literature that parents' educational status does not affect students' attitude and motivation for learning (Bagceci, 2004; Oner & Gedikoglu, 2007). However, it is known that parents have an important role as their teachers to improve students' motivations for learning, need to develop new strategies to improve their children's academic success and that they need to exhibit positive attitudes to their children about education. (Akbaba, 2006; Edmunds & Bauserman, 2006). Thus, no matter what the parents' educational status is, motivating their children for education is highly critical for parents in terms of students' academic success. The reason that there was no significant difference according to parents' educational status in this study can be the similarities in parents' socio-economic background, and that they motivate their children at similar levels.

It was found out that there was not a statistically significant difference in primary school students' intrinsic and extrinsic motivation according to their academic success. Some other researchers also found out that the increase in students' motivation for learning is closely related to academic success (Ekici, Kaya & Mutlu, 2014; Erdem & Gozukucuk, 2013; Marsh et al., 2005). In this regard, it can be supposed that students' motivation for learning differ by their academic success, but in this study, the

level of overall motivation for learning was investigated rather than that of motivation for a specific course. The variables such as course content, teacher's attitude and friends in the classroom environment can affect the motivation for courses. Of course, the students who have high academic success can have a high level of motivation for courses, and similarly, the students who have a low level of academic performance can have a low level of motivation for courses. However, it should not be expected that there is a par3 do wten 5668(m)-4(o)5nlin for course and motivation for learning.

Alam, M. T. & Farid, S. (2011). Factors affecting teachers' motivation. *International Journal of Business and Social Science, 2*(1), 298–304.

Bagceci, B. (2004). Ortaogretim kurumlarinda Ingilizce ogrenimine iliskin ogrenci tutumlari: Gaziantep ili ornegi. [Attitudes of the students towards learning English in middle schools, Gaziantep case]. (XIII). Malatya, Turkey: Ulusal Egitim Bilimleri Kurultayı, Inonu Universitesi.

Bagceci, B. & Yasar, M. (2007). Ortaogretim kurumlarinda Ingilizce ogretimine iliskin ogrenci gorusleri [Opinions of students attending high schools in Gaziantep about the teaching of English]. *Gaziantep Universitesi Sosyal Bilimler Dergisi, 6*(1), 9–16.

Cavas, P. (2011). Factors affecting the motivation of Turkish primary students for science learning. *Science Education International*, *22*(1)*, 31–42.*

Cepni, S. (2005). *Arastirma ve Proje Calismalarina Giris* [*Research and Introduction to Project Work*]. Ankara, Turkey: Pegem Release Distribution

De Meyer, J., Tallir, I. B., Soenens, B., Vansteenkiste, M., Aelterman, N., Van den Berghe, L., Speleers, L. & Haerens, L. (2013). Does observed controlling teaching behavior relate to students' motivation in physical education? *Journal of Educational Psychology*. Advance online publication. doi: 10.1037/a0034399

Edmunds, K. M. & Bauserman, K. L. (2006). What teachers can learn about reading motivation through conversations with children. *The Reading Teacher, 59*(5), 414–424.

Ekici, D., Kaya, K. & Mutlu, O., (2014). Ortaokul ogrencilerinin fen ogrenmeye yonelik motivasyonlarinin farkli degiskenlere gore incelenmesi: Usak ili ornegi [Investigating of motivation about science learning of middle school students to different variables: The case of Usak province]. *Mersin Universitesi Egitim Fakultesi Dergisi, 10*(1), 13–26.

Erdem, A. R. & Gozukucuk, M. (2013). Ilkogretim 3. 4. ve 5. sinif ogrencilerinin Turkce dersine yonelik motivasyonlari ve tutumlari arasındaki iliski [The relationship between motivations and attitudes of the 3rd, 4th and 5th class primary students for Turkish lesson]. *Pegem Egitim ve ogretim Dergisi, 3*(2), 13–24.

Guthrie, J. T., Wigfield, A., Humenick, N. M., Perencevich, K. C., Taboada, A. & Barbosa, P. (2006). Influences of stimulating tasks on reading motivation and comprehension. *The Journal of Educational Research, 99*(4), 232–246.

Guvercin, O. (2008). *Investigating elementary students' motivation towards science learning: a cross age study* (Unpublished master's thesis). Middle East Technical University, Ankara, Turkey.

Hassandra, M., Goudas, M. & Chroni, S. (2003). Examining factors associated with intrinsic motivation in physical education: a qualitative approach. *Psychology of Sport And Exercise, 4*(3), 211–223.

Hynd, C., Holschuh J. & Nist, S. (2000). Learning complex scientific information: Motivation theory and its relation to student perceptions. *Reading & Writing Quarterly, 16*, 23–57.

Ispir, O. A., Ay, Z. S. & Saygi, E. (2011). Ustun basarili ogrencilerin ozduzenleyici ogrenme stratejileri, matematige karsi motivasyonlari ve dusunme stilleri [High achiever students' self regulated learning strategies, motivation towards mathematics and their thinking styles]. *Egitim ve Bilim, 36*(162), 235–246.

Jalongo, M. R. (2007). Beyond Benchmarks and scores: reasserting the role of motivation and interest in children's academic achievement. *Childhood Education, 83*(6), 395–407.

Karasar, N. (2005). *Bilimsel arastirma yontemi* [*Scientific research method*].Ankara, Turkey: Nobel Release Distribution

Koka, A. (2013). The relationships between perceived teaching behaviors and motivation in physical education: A one-year longitudinal study. *Scandinavian Journal of Educational* Research*, 57*(1), 33–53.

Logan, S. & Medford, E. (2011). Gender differences in the strength of association between motivation, competency beliefs and reading skill. *Educational Research, 53*(1), 85–94.

Marsh, H. W., Trautwein, U., Lüdtke, O., Köller, O. & Baumert, J. (2005). Academic self concept, interest, grades, and standardized test scores: reciprocal effects models of causal ordering. *Child Development, 76*(2), 397–416.

Martin, A. J. (2001). The student motivationscale: A tool for measuring and enhancing motivation. *Australian Journal of Guidance and Counselling, 11*, 11–20.

Masitsa, G. (2008). Tracing the development of poor student motivation and performance in township secondary schools. *Africa Education Review, 5*(1), 84–108.

Meece, J. L., Glienke, B. B. & Burg, S. (2006). Gender and motivation. *Journal of School Psychology, 44*, 351–373.

Nurmi, J. E. & Aunola, K. (2005). Task-motivation during the first school years: a person-oriented approach to longitudinal data. *Learning and Instruction, 15*(2), 103–122.

Oner, G. & Gedikoglu, T. (2007). Ortaogretim ogrencilerinin Ingilizce ogrenimlerini etkileyen yabanci dil kaygisi [Foreign language anxiety affecting middle school students' English learning]. *Gaziantep Universitesi Sosyal Bilimler Dergisi, 6*(2), 144–155.

Ozer, M. A. (2005). Etkin ogrenmede yeni arayışlar: Isbirligine dayali ogrenme ve bulus yoluyla ogrenme [New pursuits on efficient learning: Cooperative learning and innovative learning]. *Bilig, 35*, 105–131.

Ozkal, N., Gungor, A. & Cetinoz, D. (2004). Sosyal bilgiler dersine iliskin ogretmen gorusleri ve ogrencilerin bu derse yonelik tutumları [Teachers' ideas about the social studies course and students' attitudes towards this course]. *Kuram ve uygulamada egitim yonetimi, 40*, 600–615.

Ozkip, E. (2009). *Effect of computer assisted English teaching on motivation* (Master's thesis). Nigde University, Nigde, Turkey.

Phakiti, A. (2003). A closer look at gender and strategy use in L2 reading. *Language Learning, 53*(4), 649–702.

Pintrich, P. R. & Schunk, D. H. (1996). *Motivation in education: theory, research and application* (2nd ed.). Englewood Cliffs, NJ: Merrill Company.

Ryan, A. M. & Patrick, H. (2001). The classroom social environment and changes in adolescents' motivation and engagement during middle school. *American Educational Research Journal*, *38*(2), 437–460.

Spinath, B. & Spinath, F. M. (2005). Longitudinal analysis of the link between learning motivation and competence beliefs among elementary school children. *Learning and Instruction, 15*(2), 87–102.

Tavsancil, E. (2002). *Assessment of Attitudes and Data Analysis with SPSS*. Ankara, Turkey: Nobel Release Distribution

Teoh, S. H., Koo, A. C. & Singh, P. (2010). Extracting factors for students' motivation in studying mathematics. *International Journal of Mathematical Education in Science and Technology, 41*(6), 711–724.

Tseng, C. H., Tuan, H. L. & Chin, C. C. (2009). Investigating the influence of motivational factors on conceptual change in a digital learning context using the dual-situated learning model. *International Journal of Science Education,* 1–23.

Uzun, N., & Keles, O. (2012). Ilkogretim ogrencilerinin fen ogrenmeye yonelik motivasyon duzeylerinin degerlendirilmesi [Evaluation of primary school students' motivation levels for science learning]. *Mustafa Kemal Universitesi Sosyal Bilimler Enstitusu Dergisi, 9*(20), 313–327.

Wang, S. K. & Reeves, T. C. (2006). The effects of a web-based learning environment on student motivation in a high school earth science course. *Educational Technology Research and Development, 54*(6), 597–621.

Wigfield, A. & Eccles, J. S. (2000). Expectancy-value theory of achievement motivation. *Contemporary Educational Psychology, 25*, 68–81.

Wigfield, A., Guthrie, J. T., Tonks, S. & Perencevich, K. C. (2004). Children's motivation for reading: Domain specificity and instructional influences. *The Journal of Educational Research, 97*(6), 299–310

Wilson, J. (2001). *Increasing Student Motivation through the Use of Instructional Strategy.* ERIC Document Reproduction Service No. ED455962.