

## The Academic Motivation Levels in Turkish Middle Schools

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### Abstract

The purpose of this study is to investigate the students' academic motivation levels that have high effects on learning environment. A Self Determination Theory of Deci and Ryan were introduced in this study. The data were collected using quantitative research method. A questionnaire survey of the academic motivation scale was conducted in eleven middle schools in Serdivan, Turkey. The responses of 722 participants were analyzed using the SPSS package program on significance levels of 5%. Analysis shows that scores of intrinsic motivation to experience stimulation, intrinsic motivation to know, intrinsic motivation toward accomplishments, extrinsic motivation introjected and extrinsic motivation external regulation differ significantly in all fifth, sixth, seventh and eighth grades. On the other hand, extrinsic motivation identified and amotivation scores did not differ significantly in all middle school grades. However, more initiatives are needed to deliver maximum achievement through motivation in both private and public schools.

**Keywords:** Academic motivation scale, intrinsic motivation, extrinsic motivation, amotivation, self-determination theory.

Different studies 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 the learning process, but still motivational problems are seen in many education sectors. Learner's expectations are to perform well when motivated. The term motivation came from the word 'movere' means 'motive' which is the inner state that energizes behavior, activities, directs and channel behavior towards the stated goals (Musaazi, 2006:44). In related with education and students' performance, 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's view on motivation, it is like a goal-oriented. Pintrich and Schunk (2002:5) explained motivation as the process whereby goal oriented activity is instigated and sustained. This is the internal state that arouses (activate), directs, guides, and maintains behavior over time (Woolfolk, 2004:350; Thokildsen, Nicholls, Bates, Brankis & DeBott, 2002: xi). It is a force that pushes or propels individuals to satisfy basic needs or wants (Yorks, 1976:21). Additionally, educational psychologists believe that motivation is ultimately derived from a tension that results when one or more of our important needs are unsatisfied (Dessler, 1986:332). Based on Deci and Ryan (1985) there are three types of motivation (intrinsic, extrinsic and amotivation).

Starting with intrinsic motivation, it the fact of doing an activity for itself and the pleasure and the satisfaction derived from participation (Deci & Ryan, 1985). This type of motivation result minor three types: 1) Intrinsic motivation to know (IMTK); this is the fact of performing an activity for pleasure and satisfaction that one experiences while learning (Vallerand, Pelletier, Blains, Briere, Senecal, & Vallieres, 1992:1005). 2) Intrinsic motivation toward accomplishment (IMTA); this is the fact of engaging in an activity for the pleasure and satisfaction experienced when one attempts to accomplish or create something (Vallerand et al., 1992:1005). 3) Intrinsic motivation to experience stimulation (IMTES); this is the fact of engaging aesthetic experiences, fun, excitement that derived from one's engagement in the activity (Cskszentmihalyi, 1975).

According to Deci (1975) extrinsic motivation are those behaviours which are engaged in as a means to an end, and not for their own sake. There are three branches of extrinsic motivation, 1) Extrinsic motivation external regulation (EMER); those behaviours that are

regulated through external means like rewards and constraints (Vallerand et al., 1992:1006). 2) Extrinsic motivation introjected (EMIT); 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 (Vallerand et al., 1992:1006). 3) Extrinsic motivation identification (EMID); 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 (Vallerand et al., 1992:1007).

Moreover, the last type of motivation is amotivation (AM) those behaviours that happen when individuals do not perceive contingencies between outcomes and their own actions. They are neither intrinsically nor extrinsically motivated. When that happened individual experience feeling of incompetence and expectancies of uncontrollability. This caused by forces out of learners own control (Vallerand et al., 1992:1007-1008). Academic motivation is affected by different factors including: family support, school resources, and classroom environment.

According to Eccles and Harold, (1993); Beyer, (1995) family is the key role in shaping students' aspiration and achievement. 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 careful 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, nurturance, involvement, attachment, monitoring, supervision, and discipline (Reitz, Dekovic', & Meijer, 2006). Family's level of education, expectations, and support for their children seems to extent some influences on many young learners' achievement motivation (Beyer, 1995). 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 learner's variables like: academic achievement, learners' sense of well-being, attendance, attitude, class and homework readiness, grades, and educational aspirations. Parental involvement in the school environment will continue to be of interest to academics and potential benefits in the educational system. Anson, Cook, Habib, Grady, Haynes, and Comer, (1991); Comer and Haynes, (1991) suggested that school systems oriented toward

understanding learners' parents often experience success in increasing parents' involvement and in improving students' performance.

Furthermore, school resources are very important in motivating students at school. Resources are materials, energy, services, staff, knowledge, or other assets that are transformed to produce a benefit (Miller & Spoolman, 2011). Example of common school resources for learners' motivation may include playground, language lab, internet access, gym, theatre, conference room, swimming pool, music hall, painting studio, library and teachers. The expectations of educational researchers in identifying the best resources for learner 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). In his study Engin-Demir (2009) cited in Makori and Onderi (2013:175) accepted that, equipping schools with different facilities is not enough to raise student achievement, rather what matters most is how these facilities are either used properly or wrongly. Teacher acts as a resource at school by directing, instructing and helping children with learning difficulties so as to develop their reading writing and cognitive skills. Teachers have willing of understanding the learner's needs and able to accept learner's differences (Marks, 2010).

Additionally, Psychologists have taken motivation in the classroom as the main approach in focusing the learners' performance (Pintrich & Schunk, 2002). It is among the important determinants of students learning in the views of the educational system (Fraser, 1998a). Children who feel comfortable in class, yet stimulated in the environment are able to settle in and enjoy learning quickly. 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 from time to time. They try to follow classroom regulations, maintain and establish relationship with classmates, participates in school extra activities and many schools tasks in order to meet their educational desires and good academic performance.

Moreover, given the motivational challenges inherent in accomplishing these motivational tasks, questions concerning how and why learners are motivated or not in academic level have been at the forefront of research for many years. 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 a teacher to increase his/her understanding of how students acquire the motivation to develop into active engaged learners. A child that is motivated in learning and learning related activities can improve academically Cunningham, (2003); Keçeli-Kaysili, (2008), and if not, may not pay attention, complete their school works, or even not attend school (Yonezawa, Jones & Joselowsky, 2009).

On the other hand, the succession of motivation in school environment results good performance of learners from one grade to another. 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 from doing homework, class work project, attend extra activities, participating in sport and play and others. It is a function of motivation for students to cope with the task in a given environment (Cole, 1998). Students' achievements are difficult to compare over time because of different factors like changes in curricula, student population changes, unreliable background data and inconsistency test administration (Rothstein, 1997). 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, behavioral and motivational indicator of students' investment in and attachment to education is also very important (Tucker, Zayco & Herman, 2002:477; Matuga, 2009). Students seek many factors in order to be motivated in their studies. One such factor is that, the student' perception of being either intrinsically or extrinsically motivated may result proper engagement in learning activities in educational environments (Barron & Harackiewicz, 2001; Elliot & Trash, 2001). Still the question on which is the best source types of motivation that can influence Serdivan middle school students on the academic performance remain in many young researcher's mind. This study focuses on academic motivation level of the students in their learning environment.

#### *The study purpose and importance*

The purpose of this study is to measure and classify different sources of motivation in middle school students using the Academic Motivation Scale (AMS). The study tends to explore the relationship exposed between school grades and the AMS in terms of intrinsic

motivation, extrinsic motivation and amotivation toward students' achievement in Serdivan middle schools. Teachers and students as an educational process attributers need the best and accurate source of motivation in reaching their educational expectations. The study will helps to show the current motivational levels of Serdivan middle school learners. Moreover, it serves those middle schoolteachers to stick on the best sources of motivation in solving learners' problems for the aim of increasing learning effectiveness and efficiency.

### *Problem statement*

How academic motivation levels in Serdivan middle schools differ from one grade to another?

### *Sub problem statements*

1) Are there any significance difference of amotivation, intrinsic and extrinsic motivational factors between 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades in Serdivan middle schools?

2) How motivation levels predict learners' performance in school environment?

### *Method*

This study was conducted in Serdivan district at Sakarya, Turkey. Eleven middle schools were randomly chosen. A total number of 722 students from both private and public schools participated 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 study represents a survey description of quantitative methodology. The questionnaire technique was introduced using the Academic Motivation Scale of Vallerand et al., (1992). Self-determination theory of motivation dedicated by Deci and Ryan in 1985 was used. It is a macro theory of human motivation, personality development and well-being (Encyclopedia, 2015). It focuses especially on 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 and Ryan, 1991:3). The Academic Motivation Scale had a total of 28 questions divided into seven subscales assessing three types of intrinsic motivation (to know, to accomplish thing and to experience stimulation), three types of extrinsic motivation (external regulation, introjected and identification) followed by Amotivation. The instrument had seven points Likert scale system.

Data were analyzed by statistical package for the social science (SPSS) version 20. ANOVA (Analysis Of Variance) was used as a statistical tool where class levels (5-8) were compared their responses on AMS and further details in Tukey's post hoc test for multiple comparisons in all grades. Based on SDT the analyses were focused on three innate needs. Those needs are; competence, relatedness and autonomy. Competence: Understanding how to attain various external and internal outcomes and being efficacious in performing the requisite actions (Deci et al., 1991:3). Relatedness: Developing secure and satisfy connections with others in ones' social milieu (Deci and Ryan, 1985). Autonomy: Self initiating and self regulating of one's own actions (Deci and Ryan, 1985). When those needs are met, the students' learning motivation and achievement in schools will be increased from level to level.

### Findings

Data analysis of the study results were shown by ANOVA tables. All value results above  $p > .05$  are statistical not significant, and below or equal to  $p \leq .05$  are statistical significant in a result generalizations, followed by Tukey's post hoc test for multiple comparisons of each grade. Starting with intrinsic type of motivation, many students agreed that internal desire; force them to learn in all grades.

*Table 1*

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 experience stimulation	Between grades	558.369	3	186.123	5.190	.001	5 <sup>th</sup> grade	6 <sup>th</sup> grade	.831
	Within grades	25751.262	718	35.865			6 <sup>th</sup> grade	7 <sup>th</sup> grade	.084
							6 <sup>th</sup> grade	8 <sup>th</sup> grade	.002*
Total	16309.630	721				7 <sup>th</sup> grade	5 <sup>th</sup> grade	.831	
								7 <sup>th</sup> grade	.427
								8 <sup>th</sup> grade	.026*
							8 <sup>th</sup> grade	5 <sup>th</sup> grade	.084
								6 <sup>th</sup> grade	.427
								8 <sup>th</sup> grade	.522
							8 <sup>th</sup> grade	5 <sup>th</sup> grade	.002*
								6 <sup>th</sup> grade	.026*
								7 <sup>th</sup> grade	.522

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

Statistical significant between groups were determined in IMTES ( $f(3,718) = 5.190, p = .001$ ) as shown by one way ANOVA. Even though compared to Tukey's post hoc test little difference was obtained, where the level of intrinsic motivation to experience stimulation 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  $p = .026$  (See Table 1).

In IMTK 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's 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 2).

Table 2

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	.838	
								7 <sup>th</sup> grade	.006*	
								8 <sup>th</sup> grade	.000*	
	Within grades	17717.125	718	24.676				6 <sup>th</sup> grade	5 <sup>th</sup> grade	.838
									7 <sup>th</sup> grade	.050*
									8 <sup>th</sup> grade	.003*
	Total	18316.572	721					7 <sup>th</sup> grade	5 <sup>th</sup> grade	.006*
									6 <sup>th</sup> grade	.050*
									8 <sup>th</sup> grade	.686
									8 <sup>th</sup> grade	.686
8 <sup>th</sup> grade							5 <sup>th</sup> grade	6 <sup>th</sup> grade	.000*	
								6 <sup>th</sup> grade	.003*	
								7 <sup>th</sup> grade	.686	

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

In IMTA a statistical significant between grades were determined by one way ANOVA ( $f(3,718) = 8.884, p = .000$ ) (See Table 3).

Table 3

ANOVA and Tukey post hoc comparison test in intrinsic motivation toward accomplishment

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

7<sup>th</sup> grade .050\*

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

This shows that students can be motivated by toward accomplishment as intrinsic type. The details shown by Tukey's 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  $p = .050$ .

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

Table 4

ANOVA and Tukey post hoc comparison test in extrinsic motivation identified

	ANOVA	SS	df	MS	f	p.	Tukey post hoc test		p.
motivation	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
motivation	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
Extrinsic identified	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 EMID no statistical significance found between groups obtained by one way ANOVA, ( $f(3,718) = 1.393$ ,  $p = .244$ ). The same results when compared to Tukey's 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 4).

In Table 5, EMIT has statistical significance between groups when computed by one way ANOVA, ( $f(3,718) = 5.322$ ,  $p = .001$ ). The result shows, this motivational factor has positive impact to learners in many grades.

Table 5

ANOVA and Tukey post hoc comparison test in extrinsic motivation introjected

	ANOVA	SS	df	MS	f	p.	Tukey post hoc test		p.
Extrin	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.

The details of grades were explained by Tukey’s 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  $p = .009$ .

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

Table 6

ANOVA and Tukey post hoc comparison test in extrinsic motivation external regulation

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

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

In relation to Tukey’s 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 6). The last measured type was amotivation where learner cannot be forced by neither intrinsic nor extrinsic types of motivation (See Table 7). There was no statistical significance between groups in amotivation type as determined by one way ANOVA ( $f(3,718) = 1.876, p = .132$ ).

Table 7

ANOVA and Tukey post hoc comparison test in Amotivation

	ANOVA	SS	df	MS	f	p.	Tukey post hoc test		p.
↙	Between	152.954	3	50.985	1.876	.132	5 <sup>th</sup> grade	6 <sup>th</sup> grade	.755

grades				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's post hoc test revealed that AM for all grades are ranging from  $p = .142$  to  $p = .993$  which means no any statistical different between grades and amotivation. This show that amotivation cannot be considered as a 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.

These findings show the current situation of students' motivational levels in Serdivan middle schools. Intrinsic and extrinsic motivations play major roles in many students. The surveyed questionnaire shows that teachers try their level best in raising good learners' study behaviors in both Serdivan Government and private middle schools.

## Results and Discussion

From the findings, different levels of motivation were shown according to 722 students' responses in Serdivan middle schools. The internal forces as well as external one are very important to students' learning environment. As a teacher, to know the level of motivation is very important in order to help learners with different abilities.

Based on AMS, 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 are 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 worker' or 'because school will help them make a better choice regarding their career orientations' or 'because eventually school will enable them 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 they 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'. Teacher' and parental support to students is one among the best motivational factors that should be used in raising academic motivation (Ünal-Karagüven, 2015:8). Much effort is needed in establishing those missing motivational resources for the aim of catering learners to have the 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.

Fewer numbers of Serdivan middle school students (3%) do not like studying due to many challenges from their homes and school environment. They include: poor participation of teachers to learners' activities, lacks of computer labor and library, lacks of family support to some students, especially when they are at home, a field trip is limited in many schools and not well arranged in some schools where some of them only one time per year, lacks of counseling teachers in many Serdivan middle schools and others. These numbers of challenges may increase if there are not any initiatives to be taken to minimize or eradicate them. They hinder the skills of many students in school. By knowing that, in school environment, students were supposed to learn good manners in different dimensions.

### Conclusion and Recommendations

It is accepted that there are significant difference of amotivation, intrinsic and extrinsic motivational factors 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 power full source in students' achievement. Psychologists believed that, the innate needs are very important in motivating the learners. It's draw together and integrating a range of phenomena that might not seem connected at a superficial level. It also allows students to specify the contextual condition in school environment that will facilitate their learning desire, performance and development. 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 to learners while teaching like; school can improve their competence as workers, helps them in making 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.

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, help students to define

themselves, especially their identities while they are at school and outside school; this is very important in diagnosing the learners' problems. Create an atmosphere that is open and positive for all students without bias. Help them feel that they are valued members of a learning community, by allowing them to try in all school activities, class exercise and others.

The analyses 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, result high quality learning conceptual understanding which enhanced personal growth and adjustment. That may result students' autonomous (self-determined). Further studies are needed to be conducted in middle schools, especially on the impact of motivational levels to gender. This may enhance parents to be aware of many unwanted activities done by their children, and minimized the motivation gaps between male and female students in an educational environment.

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