

**An investigation of Academic Motivation of middle
school students in Nicosia, North Cyprus**

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ABSTRACT

The aim of the study is to investigate the extrinsic motivation, intrinsic motivation and amotivation of middle school students. To achieve this aim, a quantitative research approach was used and data was collected from private and public schools of the district Nicosia in Turkish Republic of Northern Cyprus (TRNC). Nicosia district was selected as the region of the study, because this district could be regarded as a region to represent all middle schools of North Cyprus. In this study, there were 703 public school students and 245 private school students. Every private and public middle school in Nicosia was included in the study. Students from one of the public schools (n=295) were chosen for the pilot study. The number of the other Nicosia middle school students was 948. Since there was no problem in the pilot study, 295 students from this study were added to the original sample and a total of 1243 students were obtained in the actual study.

Survey Research method was used to investigate the motivation of the students. The data were collected with the scale prepared for the students both in private and public schools. The items were in Turkish which was the mother tongue of the students. The instrument consisted of two sections with 34 items in total. The questions 1 to 6 asked students their gender, grade level, mother's education, mother's nationality, father's education and father's nationality. The questions from 7 to 34 asked the students to state why they came to school.

Statistical Package for the Social Sciences (SPSS) program was used for analysis of the data. Analysis of the data included the differences between amotivation, extrinsic motivation and intrinsic motivation of the students according to gender, grade level, mother's education, mother's nationality, father's education and father's nationality.

Keywords: Middle school students, Extrinsic Motivation, Amotivation, Intrinsic Motivation.

ÖZ

Bu çalışmanın amacı ortaokul öğrencilerin içsel ve dışsal motivasyonlarını incelemektir. Bu amaç doğrultusunda için Kuzey Kıbrıs Türk Cumhuriyeti'nde Lefkoşa ilçesinde özel okullarda ve devlet okullarında veri toplanmıştır. Çalışma bölgesi olarak Lefkoşa seçilmiştir ve Lefkoşa pilot bölge olarak kabul edildiği için Kuzey Kıbrıs'taki diğer okulları temsil etmektedir.

Çalışmaya toplam 1243 öğrenci katılmıştır. Katılımcılar 703 devlet okul ve 245 özel okul öğrencilerinden oluşmuştur. Devlet okullarının bir tanesi 295 öğrenci katılımıyla pilot çalışma olarak seçilmiştir. Pilot çalışma dışında diğer Lefkoşa okullarında toplam 948 öğrenci katılımı olmuştur. Pilot çalışmada herhangi bir sorun ile karşı karşıya gelinmediği için, pilot çalışma için kullanılan 295 öğrenci katılımı da esas çalışmada kullanılmıştır ve toplam 1243 öğrenci ile çalışılmıştır.

Bu çalışmada öğrencilerin motivasyonlarını incelemek için nicel bir araştırma yöntemi olan anket uygulama yöntemi kullanılmıştır. Özel ve devlet okullarında okuyan öğrencilere Türkçe olarak hazırlanan akademik motivasyon ölçeği uygulanmıştır. Ölçek toplamda 34 sorudan oluşmuştur. 1'den 6'ya kadar olan sorular öğrencilerin cinsiyetlerini, sınıf düzeylerini, annelerinin ve babalarının eğitim düzey ve uyruklarını öğrenmek amaçlı hazırlanmıştır. 7'den 34'e kadar olan sorular ise öğrencilerin okula neden geldiklerini öğrenmek amaçlı hazırlanmıştır.

Bu arařtırmadan cıkarılan bilgiler SPSS programı kullanılarak analiz edilmiřtir. Analizler, bu bilgilerin cinsiyet, sınıf dzeyi, anne-baba eęitim dzeyi ve anne-baba uyruęu farklılıklarına gre ęrencilerin motivasyon eřitleri (isel motivasyon,dıřsal motivasyon ve motivasyonsuzluk) arasındaki farkı iermektedir.

Anahtar Kelimeler: Ortaokul ęrencileri, isel motivasyon, dıřsal motivasyon ve motivasyonsuzluk

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Chapter 1

INTRODUCTION

In Chapter 1, there are seven sections. Study background is introduced in the first section. Study context is provided in the second section. Information about the problem statement is in the third section and aim of the study is in the fourth section. Research questions are given in the fifth section and the significance of the study is discussed in the six section. The definitions of terms are included in section seven.

1.1 Background to the Study

Motivation as a psychological concept is an important issue in education. It was stated that by McClelland, Atkinson, Clark, and Lowell (1953) people need food or water to live and similarly, they need motivation in order to achieve anything. Two basic motives were identified in the theories behind motivation for success which can be stated as, 'fear for failure' and 'need for success'. The researchers studied when and how these motives expressed themselves (McClelland, 1951; Atkinson, 1957).

Motivation can be divided as extrinsic motivation and intrinsic motivation. Deci and Ryan (1985) indicates that lots of research shows the educational motivation that is related to actions such as persistence, curiosity, learning, and performance (as cited in Vallerand et al., 1992, p.1004). Apart from intrinsic and extrinsic motivation,

researchers are working on ‘amotivation’ which refers to unmotivated students (Deci & Ryan,1985).

Intrinsic motivation (IM) is the pleasure and satisfaction that arises from achievement. In IM, the student does the activity for him\herself (Deci, 1975; Deci and Ryan, 1985). A student, who attends a class because he\she finds it interesting, wants to learn more, is a good example for intrinsic motivation. There are three different types of intrinsic motivation. These are:

- a. To accomplish things.
- b. To experience stimulation.
- c. To know.

An extrinsic motivation (EM) is not like an intrinsic motivation. It does not come from inside of the student. The student is affected from outside. According to Deci and Ryan (1985), extrinsic motivation can be located along a self-determination continuum. EM is affected by external regulations, introjections and identifications. For example, the student does not like going to school and his\her parents force him\her to go to school and get high grades. He\she does not have an intrinsic motivation. The student has an EM, as specified in this example.

1.2 The Context of the Study

This study was implemented in rural and urban middle schools of Nicosia (in Chapter 3, a more detailed description of the schools will be given). Ministry of Education Youth and Sports directs all schools (private & public) in TRNC. The language of instruction is Turkish in public schools. On the other hand, English is the language of instruction in

private schools. Academic year are consist of two periods; first period is between september and january, second period is between february and june. Education begins at 7:55 am and continues until 1:05 pm in all state schools. In the private schools, the class starts at 8 am and ends at 4 pm. Middle school education is the last phase of compulsory education in the TRNC. Continuing to high school depends on the choices and preferences of the families and adolescents and is not compulsory. Since middle school is compulsory, teachers, school administrators and parents must try to keep motivation of students as high as possible for a successful education.

1.3 Problem Statement

This research aimed to investigate the extent of the extrinsic motivation and intrinsic motivation of first and third year middle school students in Nicosia district. In the TRNC, the researcher could not find any comprehensive study about the motivation of students. For this reason, this study reports the extent of the three types of motivation in middle schools. The intention is to inform educators, so they will take necessary precautions to increase the motivation of students.

The role of motivation in education is very important. Especially, intrinsic motivation for school learning is related to school achievement. Intrinsic motivation is defined as the motivation in which pleasure is derived from performing an activity for internal satisfaction without any apparent external reward (Deci, 1975). IM has received an increasing amount of attention as an influential factor in learning and performance (Deci, 1975). Research indicates that extrinsic reinforcement can have deleterious effects on learning and performance (Condry, 1977). Hence, motivation of middle

school students has to be investigated to let know the administrators, teachers, parents and all the other related people to make necessary arrangements to increase the level of motivation of students.

1.4 Aim of the Study

The purpose of the study is to investigate the intrinsic motivation, extrinsic motivation and amotivation levels of first and third year middle school students. The researcher examined the differences in motivation of these students with respect to gender, grade level, mother's educational level, mother's nationality, father's educational level, father's nationality and type of school (private or public). According to this purpose, the following research questions were set:

1. How are the amotivation, intrinsic motivation and extrinsic motivation of first and third year middle school students?
2. How do the extrinsic motivation, intrinsic motivation and amotivation of the middle school students differ with respect to
 - a. type of school,
 - b. gender,
 - c. grade level,
 - d. mother's education,
 - e. mother's nationality,
 - f. father's education,
 - g. father's nationality.
3. How is the relationship between amotivation, extrinsic motivation and intrinsic motivation of first and third year middle school students?

1.5 Significance of the Study

Many developed countries such as the United States have studied on the motivation of students (Lepper, Corpus, and Iyengar 2005, Yu Wang, and Guthrie 2004). Since previously no study on this issue has been researched in the TRNC, it was concentrated on this topic. If implemented, it is believed that this study will make a significant contribution to the educational perspective of TRNC. It is important to understand how middle school students (year 1 and year 3) are motivated (intrinsically, extrinsically and amotivationally). This research will reveal possible measurable differences in motivation from different perspectives. With this information, the Ministry of Education Youth and Sports, teachers, school administrators, and parents can find new methods to increase students' motivation which is essential for achievement.

Chapter 2

LITERATURE REVIEW

This Chapter covers the literature review about academic motivation in general and the investigation of studies about motivation of middle school students. Also, the Chapter covers studies which investigated how motivation differs with respect to: type of school, gender, grade level, mother's educational level, mother's nationality, father's educational level and father's nationality.

2.1 Motivation

Motivation is a broad topic, because motivation has complex and various definitions. Researchers argued the definition of motivation for many years. Regardless of differences in the definition of motivation, the importance of motivation has always been underlined. If the students intend to be successful in their lessons, motivation is one of their basic needs. If they are not motivated they can be categorized as unmotivated students and the term amotivation can be used to represent this kind of motivation (Deci, Ryan 1985).

According to Tim Urdan and Erin Schoenfelder (2006), a complex part of human psychology and behavior is motivation. Some motivation theories have concentrated on components within a person such as their drives, needs and beliefs.

Lintern (2002) declares that motivation is the combination of willingness to attain a goal and the effort exerted towards that goal. Jare Brophy (1987) believes that motivation is a

competence gained for learning. According to Green (2002,) “motivation is an internal state that activates, guides and maintains behaviour” (as cited in Palmer, 2005, p.1857). Tan, Parsons, Hinson, and Brown (2003) stated “The concept of motivation as applied when a person is energized to satisfy some need or desire. The person will engage in, or be attracted toward activities that are perceived as having the potential to meet this need or desire” (p.202).

Nicholas, Vincent and Merrill (1960) stated that the learning performances of human subjects are affected by motivational factors. These motivational factors are:

- a. Life Goals
- b. Knowing results
- c. Being under stress
- d. Intention for learning
- e. Reward and Punishment.

Deci and Ryan (1985) posit that “motivation is one of the most important psychological constructs in education” (as cited in Vallerand et al., 1992, p.1004). They strongly believe that motivation is related to various outcomes such as learning and performance, curiosity, persistence.

Adelman and Taylor (1983) believe that motivational factors play an important role in students’ education.

There are textbooks on psychology which include various definitions of motivation. Motivation is sometimes described as a need, desire or want. According to Kleinginna (1981), motivation has three different definitions:

1. “Influence of needs and desires on the intensity and direction of behaviour”.
2. “Internal state or condition that activates behaviour and gives it direction”.
3. “Desire or want that energizes and directs goal-oriented behavior: (as cited in Huit, W, 2001).

Franken (1994) provides another definition as motivation is “the arousal, direction, and persistence of behaviour” (as cited in Huit, W, 2001). Students’ motivation may increase when the classroom atmosphere is positive. They participate more in activities, get encouraged to ask questions, and let them and lead some of the classroom activities when they are motivated.

2.2 Motivated Students

Some scholars (Smith and Noi Smith, 1999) assert that students can be motivated in two ways. These are known as intrinsically motivated students and extrinsically motivated students. On the other hand, some scholars (Vallertand, Pelletier, Blais, 1992) argue that there should be a third category for motivation and they define it as ‘no motivation’ and is termed as ‘amotivation’.

2.2.1 Intrinsic Motivation

Ryan and Deci (2000) believes “intrinsic motivation ... as doing something because it is inherently interesting or enjoyable” (as cited in Palmer, 2005, p.1857).

“Intrinsic motivation refers to the motivation to engage in an activity for its own sake” (as cited Deniz Karagöl, 2008, p.6). These researchers believe that intrinsically motivated people get involved on tasks because they accept those tasks as enjoyable. Harter (1981) asserts that students who are intrinsically motivated have preferences for interest and curiosity, challenge, judgment and independent mastery. They all have internal criteria for achievement. Other researchers, such as Molone and Lepper (1987) have a different definition for intrinsic motivation. They defined intrinsic motivation more simply in terms of what people do without an external incentive. IM activities are those that people get engaged in for no reward other than the interest and enjoyment that accompanies those activities.

2.2.2 Extrinsic Motivation

Pintrich and Schunk (1996) believe that motivation which involves an activity can be categorized as extrinsic motivation and Dörnyei (2001) identified four categories for extrinsic motivation:

1. Interjected Regulation which describes behavior of students with rewards that are promised threatened sensations, according to pressurizing demands or internalized rules.
2. External Regulation which refers to behavior introduced by some other person. For example: parental opposition or praise.
3. Integrated Regulation which describes activities that are self-determined totally and are primary parts of development in adults.

4. Identified Regulation which appears when the activity is valued by the individual.

Ryan and Deci (2000) describes the extrinsic motivation "...and extrinsic motivation...refers to doing something because it has a separable outcome" (as cited in Palmer, 2005, p.1857).

2.3 Unmotivated Students

Apart from intrinsic and extrinsic motivation, Deci and Ryan (1985) posited that "...a third type of motivational construct is important to consider in order to fully understanding behavior. This concept is termed amotivation" (as cited Vallerand, et al. 1992). Deci and Ryan defined amotivation as when the students are neither intrinsically nor extrinsically motivated, they become unmotivated. Also individuals are unmotivated when they do not perceive the relationship between their own actions and outcomes. The students become unmotivated and they start asking themselves why they go to school.

2.4 The Effects of Gender in Motivation

Rusillo and Arias (2004) studied gender differences in the academic motivation of secondary school students. They found that male students had more extrinsic motivation than female students.

Other researchers who studied gender differences in motivation were Meece, Glienke and Burg (2006). They described four contemporary theories of achievement motivation: attribution, expectancy-value, self-efficacy and achievement goal perspectives. The researchers reported that boys had stronger ability and interest in mathematics and science. On the other hand, girls are more confident, and interested in writing and language arts.

2.5 Grade Level in Motivation

Lepper, Corpus, and Iyengar (2005) collected data to measure extrinsic and intrinsic motivational constructs. The researchers were interested in grade level differences between third grade and eighth grade students. The data were collected from two public school districts in the San Francisco Bay Area of California. The first district was a large urban area and the second district was a suburban area in the study. There were different races in the study: Asian American, Caucasian, small percentage of African American, and Hispanic students. In the study, there were no significant correlation between grade level, school, and gender.

2.6 Importance of Parents in Motivation

Dominquez (2003) believes that schools are not the only place that makes children learn things. The motivation of students is very important and parents have a real role in motivating them. Educators must get parents involved in the education of their children. While the students do their homework, parents should help their children so they could perform better. The teacher should have a good relationship with parents and always keep in touch by planning parent-teacher conferences, phone calls, etc.

Henderson & Mapp (2002) stated that the cultural background, education level, and income level of the parents affect the motivation of the students. These all influence students' positively or negatively. Furthermore, the researchers Meece, Glienke, and Burg (2006) also claim that parents play an important role in motivation of students. The beliefs and expectations of parents can affect the occupational choices of students. The families can build a better relationship with the school and teachers. Thus, the students are often more motivated, learn more and become more successful in school (Chiu & Mc Bride-Chang in press).

Sichivitsa (2007) researched about the influences of parents, teachers, peers and other factors on students' motivation in music lessons. The researcher found that the students whose parents were superlative and involved in music had higher motivation. Many researchers, Frome & Eccless (1998), Jodl, Michael, Malanchuh & Eccless, (2001) believe that internal factors (task value) and external factors (supporting of parents & teachers) influence the motivation of students. Especially parental influence is an important external factor that affects the motivation.

2.7 Importance of Nationality in Motivation

Smith and Smith (1999) investigated the differences between Chinese and Australian students. They found significant differences in intrinsic motivation of students with respect to their culture, and gender. Chinese males had higher intrinsic motivation than Australian males. On the other hand, intrinsic motivation of Australian females was higher than intrinsic motivation of Chinese females.

Extrinsic motivation of the Chinese students was higher than Australian students' extrinsic motivation. They also investigated the achievement motivation of Chinese and Australian students. According to their results, achievement motivation of Chinese students was higher than Australian students. Male students were more highly motivated towards achievement than female students.

Chiv and Chow (2010) reported that in male dominated countries girls learned less than in other countries. Also, in these countries extrinsic motivation and achievement were weaker for both female and male students.

2.8 Role of Teachers Attitudes in Motivation

There are many factors that affect intrinsic motivation. Teachers' teaching style is one of the main factors that can influence intrinsic motivation of the students. 7th and 8th grade math students were studied by Valas and Sovik (1993). They discovered that math students who have belief in their teachers permitted more autonomy inclined to have higher intrinsic motivation than students who believed that their teachers had more authority in class. Students who had more autonomy in class had higher motivation and as a result they had higher achievement scores. Lepper (1988) stated that an extrinsically

motivated student performs to obtain some reward such as grades, stickers, and the approval of the teacher or avoid some punishment external to the activity itself. According to Brondy (1992), almost all teachers use extrinsic reinforcement in some form to motivate their students. Although they may not realize, they are doing so and may not always use such reinforcement effectively. Goldbeck and Ryan (2003) believe and state that teachers have a strong effect on the motivation of students to learn.

Literature review has been given in this chapter and the method of the study will be given in the next chapter.

Chapter 3

METHOD

The design of this study is presented in this chapter. There are eight sections in this chapter. At the beginning of the chapter, research design is described. Study context, population and sample are described next. Then, adaptation of the instrument to TRNC context and ethical issues are discussed. Chapter 3 continues with a description of how data are collected and the analyses of the data for finding answers for the research questions set in Chapter 1 are done. Finally, the limitations of the study are presented.

3.1 Research Design

In this study, the Survey Research technique was used. Researchers are often interested in the opinions of a large group of people about a specific topic. During a survey, there are three basic characteristics. These are:

1. Information is collected from a group of people in order to describe some aspect of the population.
2. Information is collected by asking questions of the members of the selected group.
3. Information is collected from a sample rather than from every member of the population (p. 397).

There are two types of Survey Research. One of them is called a cross – sectional survey which collects information from a sample that has been drawn from a pre-determined population. It is also the information that is collected at just one point in time, even though it could take days to gather all the data. This type of survey is called a census if the entire population is surveyed. A second type of survey is called a longitudinal survey. This type of survey collects information at different points in time in order to study changes over time. In this study, a cross-sectional survey method is adopted.

3.2 Participants and Sampling Procedures

Convenience cluster sampling was used in this study. Convenience sampling is selecting participants who are simply available to the researcher at the time of the study (Fraenkel, Jack, Norman, 2006). First, Nicosia district was selected as the region of the study, because this district could be regarded as a region to represent all middle schools of North Cyprus. The study was conducted in all of the nine middle schools in Nicosia: Atleks Sanverler Ortaokulu, Şht. Hüseyin Ruso Ortaokulu, Bayraktar Türk Maarif Koleji, Değirmenlik Ortaokulu, Bayraktar Ortaokulu, Demokrasi Ortaokulu, Levent koleji, Yakınođu Koleji and Türk Maarif Koleji. For this study, only 6th and 8th grade students were considered, hence, only 6th and 8th grade classes were chosen. Hence, population of the study can be considered as all the 6th and 8th grade students in the Nicosia district. Approximately fifty percent of the students of every middle school in Nicosia were included in the sample by the permission of the principal and the teachers teaching those classes. Since, only convenient classes were taken into the sample this can be considered as stratified convenience cluster sampling.

The total number of participating students in the study was 1243. Table 2 shows the student numbers who participated in the study.

Table 1. Numbers of students participating in the study

| School Type | Number of Students |
|-----------------|--------------------|
| Public Schools | 1084 |
| Private Schools | 159 |
| Total | 1243 |

3.3 Ethical Considerations

Anonymity: The students did not write their names on the answer sheet. The names of all students were unknown. Therefore, the anonymity of the participants has been protected.

Permission: Necessary documents related to this study were prepared and given to the Ministry of Education to obtain permission to collect the data in schools. After the researcher provided the documents, permission was granted within approximately two weeks (Appendix 3).

3.4 Data Collection

Data were gathered from private and public schools in the district of Nicosia. A total of 1243 students participated (1084 public school students, 159 private school students) in the study. The instrument that included the motivation scale and questions for demographic variables was administered.

3.4.1. Preparation of the Data Collection Instrument: The Instrument

The instrument was prepared in two languages; English (See appendix 1) and Turkish (See appendix 2). The students were given an instrument written in Turkish, since the students' mother tongue was Turkish.

The Motivation Scale was used to measure the extrinsic motivation, amotivation and intrinsic motivation of the students. Also, there were six questions for investigating demographic features of the students.

The researcher wrote directly to Robert J. Vallerand (Research Laboratory on Social Behaviour and Department of Psychology University of Quebec at Montreal), Luc G. Pelletier (University of Ottawa), Marc R. Blais (Motivation and Quality of Life Laboratory University of Quebec at Montreal), Nathalie M. Beriere (Montreal General Hospital), Caroline Senecal (Research Laboratory on Social Behaviour and Department of Psychology University of Quebec at Montreal), Evelyne F. Vallieres (Research Office Solicitor General Ottawa, Ont. Canada) to ask permission to use the Academic Motivation Scale. She received the permission from them and used the translation-back translation technique to translate the instrument into Turkish.

The researcher went to each middle school personally to explain to the headmaster the purpose of the study and how much time was needed.

After the researcher received permission from the headmaster \ headmistress, the researcher entered each class on her own and explained to the students what they had to do. The teacher was in the classroom for the discipline while the researcher presented the scale to the students.

The scale and the questions about demographic information of the students took approximately 15 minutes. The researcher sometimes entered the class to deliver the scale at the beginning of the class, and then used last 15 minutes before the lesson finished. The headmaster \ headmistress and the classroom teachers decided when to give the scale.

3.4.2 Administration of the Data Collection Instrument

All nine schools in Nicosia were included in the study. The researcher personally talked with the headmasters \ headmistresses, principals to inform them about this study. The researcher visited all the schools to administer the scale herself. The researcher began to administer the instrument in each school after the first exams (October 2010), and it was finished before last exams (April 2011). The students ticked their answers on optic answer sheet for more accurate analysis of the results. The instrument was distributed to the students. Answer sheets were also handed out with the instrument. Information about the purpose of the study was given to the students and then each item was read out loudly by the researcher and all the students were waited until all responded to that item. When the next item was read out loud similarly all students completed this item and the next item was read and so on. The students filled in the appropriate response on the optic sheets. The optic sheets were used to eliminate tedious work of entering the data into the

computer. Instead an optic reader was used to read the data from the answer sheets. The data in text format were then imported to SPSS for statistical analyses.

3.5 Data Analyses

The research question number one was set to examine ‘how the intrinsic motivation, extrinsic motivation and amotivation of first and third year middle school students’ are. SPSS program was used for the analyses of the data. Exploratory factor analysis with Varimax with Kaiser Normalization was implemented to find the components of the instrument.

Each one of the factors represented a different motivation, namely, intrinsic motivation, extrinsic motivation and amotivation (see Table 3). Items 2, 6, 7, 9, 11, 13, 14, 16, 18, 27, 28 were loaded on intrinsic motivation factor; items 1, 3, 8, 10, 15, 17 were loaded to on extrinsic motivation factor; and items 5, 19, 26 were loaded on the amotivation factor. Items 4, 12, 20, 21, 22, 23, 24, 25 were eliminated because they did not load on any of the three factors.

The second question ‘how do the amotivation, extrinsic motivation and intrinsic motivation of the middle school students differ with respect to their type of school (private and public), their gender (female and male), their grade level (grade 1 and grade 3), their mothers’ education level (elementary school, middle school, high school, university, did not go to school at all), their mothers’ nationality (Turkish Cyprus, Turkish, Others), their fathers’ educational level (elementary school, middle school, high

school, university, did not go to school at all), and their fathers' nationality (Turkish Cyprus, Turkish, Others)'.

3.6 Exploratory Factor Analysis Results

Table 2. Results of exploratory factor analysis

| | | |
|---|--------------------|---------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy | | .897 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 5974.36 |
| | df | 190 |
| | Sig. | .000 |

Kaiser meyer okin (KMO) measure of sampling adequacy index was found to be .897, hence the sample size is considered to be adequate since any sample with KMO index of .70 is considered as accepted as the lower limit for adequate sample size.

Barletts test of sphericity shows that $X^2(190) = 5974.36, p = .000$.

By the looking Table 3, Rotated Component Matrix reveals that there are 3 Components Each component represents a different type of motivation: Component 1 represents intrinsic motivation, component 2 represents extrinsic motivation and component 3 represents amotivation. "Component 1" which represents intrinsic motivation, includes items 2, 6, 7, 9.11, 13, 14, 16, 18, 27 and 28. "Component 2" which represents extrinsic motivation, includes items 1, 3, 8, 10, 15 and 17. "Component 3" which represents amotivation, includes items 5, 19 and 26.

Table 3. Rotated Component Matrix

| | Components | | |
|---------|------------|------|------|
| | 1 | 2 | 3 |
| Item 2 | .558 | | |
| Item 6 | .592 | | |
| Item 7 | .475 | | |
| Item 9 | .675 | | |
| Item 11 | .540 | | |
| Item 13 | .672 | | |
| Item 14 | .570 | | |
| Item 16 | .665 | | |
| Item 18 | .592 | | |
| Item 27 | .515 | | |
| Item 28 | .510 | | |
| Item 1 | | .521 | |
| Item 3 | | .599 | |
| Item 8 | | .697 | |
| Item 10 | | .663 | |
| Item 15 | | .601 | |
| Item 17 | | .546 | |
| Item 5 | | | .737 |
| Item 19 | | | .823 |
| Item 26 | | | .805 |

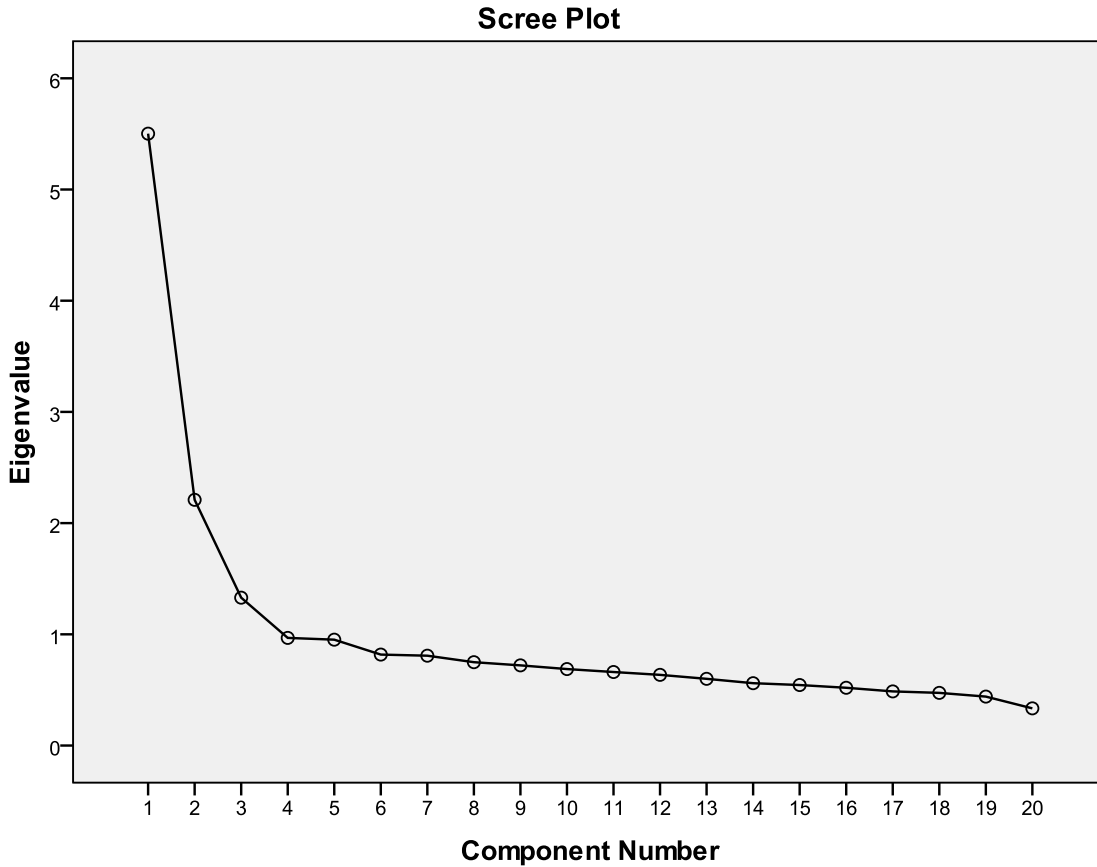


Figure 2. Scree Plot for exploratory factor analysis.

The scree plot graphs the eigenvalues. It can be seen that there are 3 factors in the analysis. The first two columns of the table immediately above and from the third factor on, the line is almost flat.

Hence, it is understood from this plot that three factors can be extracted in the analysis.

3.7 Validity and Reliability

The analysis as can be followed from Table 4, expounded the alpha reliability estimate as .85 for the whole instruments. This result shows that the instrument is highly reliable.

Table 4. Reliability Analysis Results

| | N of items | Cronbach's |
|-----------------------------|------------|------------|
| Intrinsic Motivation | 11 | .82 |
| Extrinsic Motivation | 6 | .72 |
| Amotivation | 3 | .77 |
| All items of the instrument | 20 | .85 |

For the intrinsic motivation, there are 11 items and the reliability for the factor formed by these items is .82, which represents a high reliability. Reliability analysis for the six extrinsic motivation items revealed a Cronbach's alpha value of .72, which is considered as a fair reliability. Three items were used for amotivation, and the reliability analysis revealed a Cronbach's alpha value of .77 which is considered as a fairly high reliability. The total number of items for the whole instrument is 20 and the reliability is .85, which implies a high reliability.

Some of the items could not be loaded on any component in the factor analysis so they were left out. These items were:

Item 4. Because I really like going to school.

Item 12. I once had good reasons for going to school; however, now I wonder whether I should continue.

Item 20. For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.

Item 21. To show myself that I am an intelligent person.

Item 22. In order to have a better salary later on.

Item 23. Because my studies allow me to continue to learn about many things that interest me.

Item 24. Because I believe that my middle school education will improve my competence as a worker or high school student.

Item 25. For the “high” feeling that I experience while reading about various interesting subjects.

The items for Intrinsic Motivation:

Item 2. Because I experience pleasure and satisfaction while learning new things.

Item 6. For the pleasure I experience while surpassing myself in my studies.

Item 7. To prove to myself that I am capable of completing my middle school degree.

Item 9. For the pleasure I experience when I discover new things that I have never seen before.

Item 11. Because for me, school is fun.

Item 13. For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.

Item 14. Because of the fact that when I succeed in school I feel important.

Item 16. For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.

Item 18. For the pleasure that I experience when I am taken by discussions with interesting teachers.

Item 27. Because middle school allows me to experience a personal satisfaction in my quest for excellence in my studies.

Item 28. Because I want to show myself that I can succeed in my studies.

The items for Extrinsic Motivation:

Item 1. Because I need a middle school degree in order to study in high school or to get a good job

Item 3. Because I think that a middle school education will help me better prepare for the high school I have chosen.

Item 8. In order to get accepted to a more prestigious university later on.

Item 10. Because eventually it will enable me to enter the type of high school that I like.

Item 15. Because I want to have “the good life” later on.

Item 17. Because this will help me make a better choice regarding my career orientation.

The items for amotivation:

Item 5. Honestly, I don't know, I really feel that I am wasting my time in school.

Item 19. I can't see why I go to school and frankly, I couldn't care less.

Item 26. I don't know, I can't understand what I am doing in school.

3.8 Limitations

Although the research reached its aims, there was a limitation in the study. Students filled the optic sheets by reading the scale. The researcher looked at the validity and reliability of their answers. Because they are still children, it was very difficult for the researcher to be sure that their responses reflected their views.

The next chapter will deal with the results of data analyses.

Chapter 4

RESULTS OF DATA ANALYSES

This chapter gives results of the analyses of data collected to compare motivation of 1st year and 3rd year middle school students.

4.1 Results of Analysis related to Research Question 1

The first research question is,

“What are the intrinsic motivation, extrinsic motivation and amotivation of middle school students?”

Descriptive statistics show that the valid number of responses is 1243, with no missing values (Table 5). The meadians of intrinsic motivation, extrinsic motivation and amotivation are 3.7273, 4.5000, and 5.0000 respectively. Furthermore, standard deviations of the distribution of intrinsic motivation, extrinsic motivation, amotivation are .81006, .73196, 1.04816 respectively.

Table 5. Descriptive statistics for intrinsic motivation, extrinsic motivation and amotivation

| | | Intrinsic Motivation | Extrinsic Motivation | Amotivation |
|----------------|------------------|----------------------|----------------------|-------------|
| N | Valid | 1243 | 1243 | 1243 |
| Missing | | 0 | 0 | 0 |
| Mean | | 3.6227 | 4.2742 | 4.3022 |
| Median | | 3.7273 | 4.5000 | 5.0000 |
| Mode | | 3.55 | 5.00 | 5.00 |
| Std. Deviation | | .81006 | .73196 | 1.04816 |
| Skewness | | -.527 | -1.140 | -1.462 |
| Kurtosis | | -.058 | .890 | 1.128 |
| Percentiles | 20 th | 2.9091 | 3.6667 | 3.6667 |
| | 40 th | | | |
| | 60 th | 3.4545 | 4.3333 | 4.6667 |
| | 80 th | 3.9091 | 4.6667 | 5.0000 |
| | | 4.3636 | 5.0000 | 5.0000 |

4.2 Results of analyses related to Research Question 2

Second research question is:

“How do the intrinsic motivation, extrinsic motivation and amotivation of the middle school students differ with respect to:

- a. Gender
- b. Grade Level
- c. Type of School
- d. Mother’s Education

e. Mother's Nationality

f. Father's Level

g. Father's Nationality"

In this section, analyses results for differences in motivation according to grade level are given.

4.2.1. Analyses results with respect to gender

Mann-Whitney Test was done to find the differences in mean ranks of intrinsic motivation, extrinsic motivation and amotivation of middle school students according to their gender. As can be seen from Table 6, there was a slight difference in mean ranks of intrinsic motivation, a significant difference in extrinsic motivation and a high significant difference in amotivation of male and female students (Table 6).

Table 6. Mann–Whitney Test for intrinsic motivation, extrinsic motivation and extrinsic motivation with respect to gender

| | Gender | N | Mean Rank | Sum of Ranks | Z | P |
|----------------------|--------|------|-----------|--------------|--------|------|
| Intrinsic Motivation | Female | 595 | 641.29 | 381570.50 | | |
| | Male | 646 | 602.31 | 389090.50 | | |
| | Total | 1241 | | | -1.916 | .055 |
| Extrinsic Motivation | Female | 595 | 653.62 | 388901.50 | | |
| | Male | 646 | 590.96 | 381759.50 | | |
| | Total | 1241 | | | -3.104 | .002 |
| Amotivation | Female | 595 | 681.05 | 405226.00 | | |
| | Male | 646 | 565.69 | 365435.00 | | |

Continued next page

Total 1241 -6.288 **.000**

Significant differences are in bold face

There is a slight difference between girls (M=641.29) and boys (M=602.31) in their intrinsic motivation, $z = -1.916$, $p = .055 > .05$, but the difference is not significant at .05 level.

Based on the Mann-Whitney Test results, it can be seen that there is a significant difference in extrinsic motivation of girls (M= 653.62) and boys (M=590.96 , $z = -3.104$, $p = .002 < .05$. In other words extrinsic motivation of girls is higher than the boys.

There is also a high significant difference in amotivation of female (M = 681.05) and male (M = 565.69) middle school students, $z = -6.288$, $p = .000 < .05$. This means that girls are more amotivated than boys.

4.2.2 Analyses results with respect to grade Level

To compare the mean ranks of the extrinsic motivation, intrinsic motivation and amotivation of the middle school students with respect to grade level, Mann-Whitney Test was used and the results can be seen in Table 7.

Table 7. Mann–Whitney Test for intrinsic motivation, extrinsic motivation and amotivation with respect to grade level

| | Grade Level | N | Mean Rank | Sum of Ranks | z | P |
|----------------------|-----------------|------|-----------|--------------|--------|-------------|
| Intrinsic Motivation | 6 th | 682 | 633.96 | 432364.00 | | |
| | 8 th | 544 | 587.84 | 319787.00 | | |
| | Total | 1226 | | | -2.267 | .023 |

Continued next page

| | | | | | | |
|----------------------|-----------------|------|--------|-----------|--------|------|
| Extrinsic Motivation | 6 th | 682 | 608.45 | 414965.50 | | |
| | 8 th | 544 | 619.83 | 337185.50 | | |
| | Total | 1226 | | | -.564 | .573 |
| Amotivation | 6 th | 682 | 601.12 | 409962.00 | | |
| | 8 th | 544 | 629.02 | 342189.00 | | |
| | Total | 1226 | | | -1.523 | .128 |

The Mann-Whitney Test result is significant for intrinsic motivation, $z = -2.267$, $p = .023 < .05$, which implies that intrinsic motivation of 6th and 8th grade students are significantly different ($M = 633.96$, $M = 587.84$ respectively).

Based on the Mann-Whitney test results as displayed in Table 7, there is no significant difference in extrinsic motivation, $z = -.564$, $p = .573 < .05$, which implies that extrinsic motivation of 6th and 8th grade ($M = 608.45$) and ($M = 619.83$) students in the middle school is significantly different.

As can be seen from Table 7, Mann-Whitney test result for amotivation is not significant, $z = -.1523$, $p = .128 > .05$, which implies that the amotivation of 6th grade ($M = 601.12$) and 8th grade students ($M = 629.02$) students in the middle schools revealed no significant difference.

4.2.3 Analyses results with respect to type of School

Mann-Whitney Test was used to evaluate the differences in mean ranks of the amotivation, extrinsic motivation and intrinsic motivation of the middle school students with respect to type of school. The results of this test were presented in Table 8.

Table 8. Mann-Whitney Test for difference in intrinsic motivation, extrinsic motivation and amotivation according to type of school

| | Type of School | N | Mean Rank | Sum of Ranks | Z | P |
|----------------------|----------------|------|-----------|--------------|--------|-------------|
| Intrinsic Motivation | Public School | 1084 | 624.18 | 676607.50 | | |
| | Private School | 159 | 607.16 | 96538.50 | | |
| | Total | 1243 | | | -.558 | .577 |
| Extrinsic Motivation | Public School | 1084 | 631.15 | 684172.00 | | |
| | Private School | 159 | 559.58 | 88974.00 | | |
| | Total | 1243 | | | -2.368 | .018 |
| Amotivation | Public School | 1084 | 629.87 | 682779.50 | | |
| | Private School | 159 | 568.34 | 90366.50 | | |
| | Total | 1243 | | | -2.239 | .025 |

According to the Mann-Whitney Test results, significant difference was not found in intrinsic motivation, $z = -.558$, $p = .577 > .05$ according to type of school. In other words, intrinsic motivation of students from public ($M = 624.18$) and private ($M = 607.16$) schools is not significantly different.

As can be seen from Table 8, the test result is significant, $z = -2.368$, $p = .018 < .05$, for extrinsic motivation which implies that there is a significant difference in extrinsic motivation with respect to type of school. It shows that extrinsic motivation of students from public ($M = 631.15$) and private ($M = 559.58$) schools is significantly different from each other. Hence, it can be concluded that students from public middle schools have higher extrinsic motivation than students from private middle schools.

The test for difference in amotivation of students according to school type revealed a significant difference, $z = -2.239$, $p = .025 < .05$ which imply that there is a significant difference in amotivation of students from public ($M = 629.87$) and private ($M = 568.34$) middle schools. Hence, this shows that students from public middle schools have higher amotivation than students from private middle schools.

4.2.4. Analyses results with respect to mother's education

Kruskal-Wallis Test was used to test the differences in intrinsic motivation, extrinsic motivation and amotivation of students according to their mother's education.

Table 9. Kruskal-Wallis Test results for differences in intrinsic motivation, extrinsic motivation and amotivation with respect to mothers' education of students.

| | Mothers' Education | N | Mean Rank | χ^2 | df | P |
|----------------------|---------------------|-----|-----------|----------|----|---|
| Intrinsic Motivation | No formal education | 45 | 608.16 | | | |
| | Elementary school | 283 | 635.70 | | | |
| | Middle school | 181 | 601.70 | | | |
| | High school | 479 | 621.35 | | | |
| | University | 248 | 607.50 | | | |

Continued next page

| | | | | | | |
|----------------------|---------------------|------|--------|--------|---|-------------|
| | Total | 1236 | | 1.364 | 4 | .850 |
| Extrinsic Motivation | No Formal education | 45 | 553.29 | | | |
| | Elementary school | 283 | 603.60 | | | |
| | Middle school | 181 | 571.42 | | | |
| | High school | 479 | 651.14 | | | |
| | University | 248 | 618.64 | | | |
| | Total | 1236 | | 9.310 | 4 | .054 |
| Amotivation | No Formal school | 45 | 586.19 | | | |
| | Elementary school | 283 | 615.97 | | | |
| | Middle school | 181 | 556.00 | | | |
| | High school | 479 | 642.87 | | | |
| | University | 248 | 625.79 | | | |
| | Total | 1236 | | 10.155 | 4 | .038 |

Significant differences are in bold face

There is no significant difference in mean ranks of intrinsic motivation of middle school students in regards to the level of their mothers' education, $\chi^2(4) = 1.364$, $p = .850 > .05$. On the other hand, there is a significant difference in mean ranks of extrinsic motivation of middle school students according to the level of their mothers' education, $\chi^2(4) = 9.310$, $p = .054 \cong .05$. In addition to the extrinsic motivation, there is a significant difference in mean ranks of amotivation of middle school students in regards to the level of their mothers' education, $\chi^2(4) = 10.155$, $p = 0.38 < .05$.

Since there are significant differences in extrinsic and amotivation of students according to the results of Kruskal-Wallis Test, it is necessary to perform Mann-Whitney test as post hoc test to find pairwise differences between groups of students with mothers of different level of education.

Table 10. Mann-Whitney Test for pairwise differences in extrinsic motivation and amotivation of students with mothers of middle school and high school graduates.

| | Mothers' Education | N | Mean Rank | Sum of Ranks | Z | P |
|----------------------|--------------------|-----|-----------|--------------|--------|-------------|
| Extrinsic Motivation | Middle School | 181 | 300.22 | 54339.50 | | |
| | High School | 479 | 341.94 | 163790.50 | | |
| | Total | 660 | | | -2.531 | ,011 |
| Amotivation | Middle School | 181 | 297.29 | 53809.00 | | |
| | High School | 479 | 343.05 | 164321.00 | | |
| | Total | 660 | | | -3.060 | ,002 |

Significant differences are in bold face

Based on the results of Mann-Whitney Test for extrinsic motivation of students with respect to their mothers' level of education, there is a significant difference in extrinsic motivation of students whose mothers are middle school and high school graduates, $z = -2.531$, $p = .011 < .05$. Hence, it can be concluded that extrinsic motivation of students whose mothers are high school graduates ($M = 341.94$) is higher than students whose mothers are middle school graduates ($M = 300.22$). Also, there is a significant difference in amotivation of students whose mothers are middle school and high school graduates, $z = -3.060$, $p = .002 < .05$. Hence, it can be concluded that amotivation of students

whose mothers are high school graduates (M= 343.05) is higher than students whose mothers are middle school graduates (M = 397.29).

Table 11. Mann-Whitney Test results for intrinsic motivation and extrinsic motivation with mothers of middle school and university graduates.

| | Mother's Education | N | Mean Rank | Sum of Ranks | Z | p |
|----------------------|--------------------|-----|-----------|--------------|--------|-------------|
| Extrinsic Motivation | Middle School | 181 | 204.99 | 37103.50 | | |
| | University | 248 | 222.30 | 55131.50 | | |
| | Total | 429 | | | -1.440 | ,150 |
| Amotivation | Middle School | 181 | 200.56 | 36301.00 | | |
| | University | 248 | 225.54 | 55934.00 | | |
| | Total | 429 | | | -2.237 | ,025 |

Significant differences are in bold face

According to the Mann-Whitney test results for amotivation of students with respect to their mothers' level of education, there seems to be significant difference in amotivation of the students, $z = -2.237$, $p = .025 < .05$, whose mothers graduated from middle school (M = 200.56) and university (M = 225.54).

4.2.5. Analyses results with respect to mother's nationality

According to Kruskal-Wallis test results, as shown in Table 12, there is no significant difference in mean ranks of intrinsic motivation of middle school students in regards to their mothers' nationality, $\chi^2 (3) = 4.343$, $p = .227 > .05$. On the other hand, there is a

significant difference in mean ranks of extrinsic motivation of middle school students according to their mothers' nationality, $\chi^2(3) = 8.853, p = .031 < .05$.

Table 12. Kruskal-Wallis Test for intrinsic motivation, extrinsic motivation and amotivation with respect to mothers' nationality of students

| | Mothers' Nationality | N | Mean Rank | df | p |
|----------------------|----------------------------|------|-----------|-------|---|
| Intrinsic Motivation | TRNC | 566 | 612.32 | | |
| | Turkey | 430 | 627.88 | | |
| | Both TRNC and Turkey | 180 | 605.29 | | |
| | Other than TRNC and Turkey | 49 | 518.57 | | |
| | Total | 1225 | | 4.343 | 3 |
| Extrinsic Motivation | TRNC | 566 | 627.18 | | |
| | Turkey | 430 | 623.07 | | |
| | Both TRNC and Turkey | 180 | 576.75 | | |
| | Other than TRNC and Turkey | 49 | 493.94 | | |
| | Total | 1225 | | 8.853 | 3 |
| Amotivation | TRNC | 566 | 630.27 | | |
| | Turkey | 430 | 607.62 | | |
| | Both TRNC and Turkey | 180 | 578.16 | | |
| | Other than TRNC and | 49 | 588.71 | | |

Continued next page

| Turkey | | | | |
|--------|------|-------|---|------|
| Total | 1225 | 4.215 | 3 | .239 |

Significant differences are in bold face

In addition to the intrinsic motivation, there is no significant difference in mean ranks of amotivation of middle school students in regards to their mothers' nationality, $\chi^2 (3) 4.215, p = .239 > .05$.

Table 13. Mann-Whitney Test for intrinsic motivation, extrinsic motivation and amotivation with respect to mothers' nationality of student

| | Mother's Nationality | N | Mean Rank | Sum of Ranks | Z | p |
|----------------------|----------------------------|-----|-----------|--------------|--------|-------------|
| Intrinsic Motivation | TRNC | 566 | 311.74 | 176446.50 | | |
| | Other than TRNC and Turkey | 49 | 264.77 | 12973.50 | | |
| | Total | 615 | | | -1.777 | .076 |
| Extrinsic Motivation | TRNC | 566 | 313.46 | 177418.00 | | |
| | Other than TRNC and Turkey | 49 | 244.94 | 12002.00 | | |
| | Total | 615 | | | -2.611 | .009 |
| Amotivation | TRNC | 566 | 309.59 | 175226.00 | | |
| | Other than TRNC and Turkey | 49 | 289.67 | 14194.00 | | |
| | Total | 615 | | | -.840 | .401 |

Significant differences are in bold face

Since there is a significant difference in extrinsic motivation according to the results of Kruskal-Wallis test, there is a need for Mann-Whitney test as a post hoc test to find pairwise differences in regards to mothers' nationality. As can be seen in Table 13, there is a significant difference in extrinsic motivation of students, $z = -2.211$, $p = .009 < .05$, whose mothers are from TRNC ($M=313.46$) and from countries other than TRNC and Turkey ($M= 244.94$).

4.2.6 Analyses results with respect to father's education

As presented in Table 14, according to the results of Kruskal-Wallis test for differences in intrinsic motivation, extrinsic motivation and amotivation of students with respect to their fathers' level of education, there are no significant differences $\chi^2(4) = 1.281$, $p = .865 > .05$; $\chi^2(4) = 5.298$, $p = .258 > .05$ and $\chi^2(4) = 6.321$, $p = .176 > .05$ respectively.

Table 14. Kruskal-Wallis Test for differences in intrinsic motivation, extrinsic motivation and amotivation with respect to fathers' education of students

| | Fathers' Education | N | Mean Rank | χ^2 | df | P |
|----------------------|---------------------|------|-----------|----------|----|------|
| Intrinsic Motivation | No Formal education | 10 | 527.35 | | | |
| | Elementary school | 267 | 612.87 | | | |
| | Middle school | 229 | 621.30 | | | |
| | High school | 424 | 628.27 | | | |
| | University | 305 | 608.71 | | | |
| | Total | 1235 | | 1.281 | 4 | .865 |

| | | | | | |
|----------------------|---------------------|------|--------|-------|---|
| Extrinsic Motivation | No Formal education | 10 | 484.45 | | |
| | Elementary school | 267 | 590.31 | | |
| | Middle school | 229 | 623.71 | | |
| | High school | 424 | 614.27 | | |
| | University | 305 | 647.52 | | |
| | Total | 1235 | | 5.298 | 4 |
| Amotivation | No formal school | 10 | 425.20 | | |
| | Elementary school | 267 | 608.46 | | |
| | school | 229 | 595.55 | | |
| | High school | 424 | 635.09 | | |
| | University | 305 | 625.77 | | |
| | Total | 1235 | | 6.321 | 4 |

4.2.7. Analyses results with respect to father's nationality

As presented in Table 15, according to the results of Kruskal-Wallis test for differences in intrinsic motivation, extrinsic motivation and amotivation of students with respect to their fathers' nationality, there are no significant differences $\chi^2(3) = 6.207$, $p = .102 > .05$; $\chi^2(3) = p = 5.732$, $p = .125 > .05$ and $\chi^2(3) = 7.198$, $p = .066 > .05$ respectively.

Table 15. Kruskal-Wallis Test for intrinsic motivation, extrinsic motivation and amotivation with respect to fathers' nationality of students

| | Fathers' Nationality | N | Mean Rank | χ^2 | df | P |
|----------------------|----------------------------|------|-----------|----------|----|------|
| Intrinsic Motivation | TRNC | 563 | 607.28 | | | |
| | Turkey | 456 | 637.20 | | | |
| | Both TRNC and Turkey | 172 | 577.70 | | | |
| | Other than TRNC and Turkey | 32 | 520.34 | | | |
| | Total | 1223 | | 6.207 | 3 | .102 |
| Extrinsic Motivation | TRNC | 563 | 617.32 | | | |
| | Turkey | 456 | 628.64 | | | |
| | Both TRNC and Turkey | 172 | 563.40 | | | |
| | Other than TRNC and Turkey | 32 | 542.59 | | | |
| | Total | 1223 | | 5.732 | 3 | .125 |
| Amotivation | TRNC | 563 | 633.82 | | | |
| | Turkey | 456 | 601.70 | | | |
| | Both TRNC and Turkey | 172 | 585.70 | | | |
| | Other than TRNC and Turkey | 32 | 516.27 | | | |
| | Total | 1223 | | 7.198 | 3 | .066 |

3.8 Results of analyses related to Research Question 3

Third research question is:

“What is the relationship between intrinsic motivation, extrinsic motivation and amotivation of the students?”

To find answers for this research question Person Product Moment correlation analyses was conducted and the results have been presented in Table 16.

Table 16. Correlations of intrinsic motivation, extrinsic motivation and amotivation

| | Intrinsic Motivation | Extrinsic Motivation | Amotivation |
|----------------------|----------------------|----------------------|-------------|
| Intrinsic Motivation | 1 | | |
| Extrinsic Motivation | .477** | 1 | |
| Amotivation | .176** | .266** | 1 |

Significant correlations between the three types of motivation of middle school students were depicted. There is a strong relationship between intrinsic motivation and extrinsic motivation $r = .477$. Amotivation is less correlated with intrinsic motivation, $r = .176$, and extrinsic motivation, $r = .266$, but they are still significantly correlated.

Results of data analyses were given in this chapter and the last chapter will give discussions and conclusions of the study.

Chapter 5

CONCLUSION

In this final chapter, findings of the study are summarised. Also, answers of the research questions are discussed. The data, which are collected by the instrument, reflect the effects on motivation in the middle school students. Last, the chapter ends with implications for middle school education and avenues for further research.

5.1 Summary

The basic purpose of this study was to investigate the motivation of students in the middle schools. The study was implemented in private and public schools of the district of Nicosia in the TRNC. Totally, 1243 students (245 students from private schools and 703 students from public schools) participated in the study. For collecting and analysing the data, a quantitative research method was used. Only one instrument was developed and was given to middle school students. In the instrument, there were two parts. The first part of the instrument was a questionnaire about the students' personal information such as gender, grade level, mothers' education level, mothers' nationality, fathers' education level and father' nationality. The second part of the instrument was a scale developed to measure the motivation of students related to why they came to school. The scale tried to measure three types of motivation of students by asking them to respond to items on a Likert scale. All items were related to why the students came to school. The

results were analyzed statistically by using the SPSS program. and each research question was answered.

5.2 Discussion and implications to education

Deci and Ryan (1985) believed that motivation is the most important psychological concept in education. For this reason, this study was design to investigate the three types of motivation of middle school students and their relationship to one another. Furthermore, differences in motivations of students with respect to their grade level, school type and gender were investigated. It can be seen that grade level, school and gender are very important factors in students' motivation (Mark, R. Lepper & Jenifer Henderlong Corpus and Cheena, S. Iyengar , 2005).

According to the Mann-Whitney test results of the study, it can be concluded that sa significant difference in intrinsic motivation according to the grade level of students exists and intrinsic motivation of students decreased as they go from grade six to grade eight. One reason for this is that teachers in the middle schools are not trying enough to increase the motivation of students as much as the elementary school teachers. Hence, it can be concluded that the middle schools in the Nicosia district decreases intrinsic motivation of middle school students. Furthermore, as Ames and Ames (2001) asserts classroom atmosphere may increase students' motivation, but in the middle schools of Nicosia, the classroom atmosphere might not be arrange to increase motivation of students but on the contrary it is arranged to decrease the motivation of the students. Another reason for the decrease in motivation can be the increase in difficulty and complexity of the subject matter taught in the middle school. Valas and Sovik (1993) believed that there are many factors that affect the intrinsic motivation of students.

Teacher's teaching style can also influence intrinsic motivation of students. Thus, the teachers need to adapt their teaching styles for supporting students to get motivated intrinsically. However, the study found that students do not lose their extrinsic motivation or their amotivation when they go from grade 6 to grade 8.

In the study, although there are significant differences between girls and boys in their extrinsic motivation and amotivation, there is no significant difference in their intrinsic motivation. The findings agree with the findings of Teresa, Rusillo and Pedro Felix Arias (2004). It can be recommended to teachers to do different and more developing activities in the middle schools to support and encourage amotivated male students to become motivated academic studies as much as female students. Also, families must pay attention to their sons' education and try to increase their motivation. The middle schools may also give seminars for the parents about how the students can be motivated. The teachers and the parents can work together cooperatively to motivate the students.

The study found that the mothers' education level affects extrinsic motivation and amotivation of students. Previous study by Handerson and Mapp (2002) found that education level of parents influence the motivation of the students. Thus, it is possible to agree that the mothers play an important role in motivation of all students. Parents can also affect the occupational choices of students which was described in the previous study by Meece, Glienke and Burg (2006). On the contrary, this study findings depicted that the fathers' educational level and nationality seemed not to have any effect on students motivation.

5.3 Suggestions for further Research

The study examined the motivation of the middle schools (grade 6 and grade 8) in Nicosia, T.R.N.C. Further research can investigate all grade levels (including grade 7) in all the middle schools in the T.R.N.C, not only in Nicosia. The further researchers may follow the students' personal development better because by including grade 7 to the study, more complete picture will be obtained. Further research may also ask the questions about social economic status of the family in the questionnaire. Thus, this will help to understand if social and economic status is another factor in the motivation of the students. Last, further research can investigate the same group of students in longitudinal study of 3 year, starting from grade 6 and continuing through grade 7 and grade 8. Thus, an extended study may give additional useful results.

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APPENDICES

Appendix 1

Dear students,

This study investigates the extent of the intrinsic, extrinsic, and unmotivated of the middle school students. Please choose follow the questions as the administrator reads them out for you and fill in the most appropriate answer for you.

Thank you for you participation.

Yrd. Doç. Dr. Hüseyin Yaratan
Supervisor
The Department of Educational Science
Faculty of Education
Eastern Mediterranean University

Emine Kozok
Master Student
The Department of Educational Science
Faculty of Education
Eastern Mediterranean University

Personal Information:

1- Gender:

- (a) Female
- (b) Male

2- Grade Level:

- (a) Grade 6
- (b) Grade 7
- (c) Grade 8

3- Mother's Education Level:

- (a) Elementary School
- (b) Secondary School
- (c) High school
- (d) University
- (e) Did not go to school at all

4- Mother's Nationality:

- (a) TRNC
- (b) Turkey
- (c) Both TRNC and Turkey
- (d) Others

5- Father's educational Level:

- (a) Elementary School
- (b) Middle School
- (c) High School
- (d) University
- (e) Did not go to school at all

6- Father's Nationality:

- (a) TRNC
- (b) Turkey
- (c) Both TRNC and Turkey
- (d) Other than TRNC and Turkey

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**.

(a) Corresponds exactly

(b) Corresponds a lot

(c) Corresponds moderately

(d) Corresponds a little

(e) Does not corresponds at all

| | WHY DO YOU COME TO SCHOOL? | Corresponds exactly | a lot | Corresponds moderately | a little | Does not corresponds at all |
|-----------|---|----------------------------|--------------|-------------------------------|-----------------|------------------------------------|
| 7 | Because I need a middle school degree in order to study in high school or to get a good job. | a | b | c | d | e |
| 8 | Because I experience pleasure and satisfaction while learning new things. | a | b | c | d | e |
| 9 | Because I think that a middle school education will help me better prepare for the high school I have chosen. | a | b | c | d | e |
| 10 | Because I really like going to school. | a | b | c | d | e |
| 11 | Honestly, I don't know, I really feel that I am wasting my time in school. | a | b | c | d | e |
| 12 | For the pleasure I experience while surpassing myself in my studies. | a | b | c | d | e |

| | | | | | | |
|-----------|--|---|---|---|---|---|
| 13 | To prove to myself that I am capable of completing my middle school degree. | a | b | c | d | e |
| 14 | In order to get accepted to a more prestigious university later on. | a | b | c | d | e |
| 15 | For the pleasure I experience when I discover new things that I have never seen before. | a | b | c | d | e |
| 16 | Because eventually it will enable me to enter the type of high school that I like. | a | b | c | d | e |
| 17 | Because for me, school is fun. | a | b | c | d | e |
| 18 | I once had good reasons for going to school; however, now I wonder whether I should continue. | a | b | c | d | e |
| 19 | For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments. | a | b | c | d | e |
| 20 | Because of the fact that when I succeed in school I feel important. | a | b | c | d | e |
| 21 | Because I want to have “the good life” later on. | a | b | c | d | e |
| 22 | For the pleasure that I experience in broadening my knowledge about subjects which appeal to me. | a | b | c | d | e |
| 23 | Because this will help me make a better choice regarding my career orientation. | a | b | c | d | e |
| 24 | For the pleasure that I experience when I am taken by discussions with interesting teachers. | a | b | c | d | e |
| 25 | I can't see why I go to school and frankly, I could't care less. | a | b | c | d | e |
| 26 | For the satisfaction I feel when I am in the process of accomplishing difficult academic activities. | a | b | c | d | e |

| | | | | | | |
|-----------|--|---|---|---|---|---|
| 27 | To show myself that I am an intelligent person. | a | b | c | d | e |
| 28 | In order to have a better salary later on. | a | b | c | d | e |
| 29 | Because my studies allow me to continue to learn about many things that interest me. | a | b | c | d | e |
| 30 | Because I believe that my middle school education will improve my competence as a worker or high school student. | a | b | c | d | e |
| 31 | For the “high” feeling that I experience while reading about various interesting subjects. | a | b | c | d | e |
| 32 | I don’t know, I can’t understand what I am doing in school. | a | b | c | d | e |
| 33 | Because middle school allows me to experience a personal satisfaction in my quest for excellence in my studies. | a | b | c | d | e |
| 34 | Because I want to show myself that I can succeed in my studies. | a | b | c | d | e |

Appendix 2

Sevgili öğrenciler,

Bu çalışmanın amacı, sizlerin okuldaki derslerinize karşı olan **motivasyonlarınızı** ölçmektir. Lütfen aşağıdaki soruları öğretmeniniz okurken dikkatli bir şekilde izleyip, size en uygun olanı **CEVAP KAĞIDI** üzerine işaretleyiniz. Unutmayınızın ki, bu bir sınav değildir.

Hepinize ankete katıldığınız için şimdiden teşekkür ederiz.

Yrd. Doç. Dr. Hüseyin Yaratın
Tez Danışmanı
Eğitim Bilimleri Bölümü
Eğitim Fakültesi
Doğu Akdeniz Üniversitesi

Emine Kozok
Master öğrencisi
Eğitim Bilimleri Bölümü
Eğitim Fakültesi
Doğu Akdeniz Üniversitesi

KİŞİSEL BİLGİLER:

1- Cinsiyetiniz:

- (a) Kız
- (b) Erkek

2- Sınıf düzeyiniz:

- (a) Orta 1
- (b) Orta 2
- (c) Orta 3

3- Annenizin eğitim düzeyi:

- (a) İlkokul
- (b) Ortaokul
- (c) Lise
- (d) Üniversite
- (e) Hiç okula gitmedi

4- Anenizin uyruğu:

- (a) KKTC
- (b) TC
- (c) Hem KKTC hem TC
- (d) Diğer

5- Babanızın eğitim düzeyi:

- (a) İlkokul
- (b) Ortaokul
- (c) Lise
- (d) Üniversite
- (e) Hiç okula gitmedi

6- Babanızın uyruğu:

- (a) KKTC
- (b) TC
- (c) Hem KKTC hem TC
- (d) Diğer

Aşağıdaki ölçeği kullanarak, **okula gelme sebebinizi** belirten maddelerin ne derece uygun olduğunu size verilen **CEVAP KAĞIDI** üzerine işaretleyiniz.

- (a) Bana tamamen uyar
- (b) Bana çok uyar
- (c) Bana yeteri kadar uyar
- (d) Bana biraz uyar
- (e) Bana hiç uymaz

| | OKULA NEDEN GELİYORSUNUZ | Bana tamamen uyar | Bana çok uyar | Bana yeteri kadar uyar | Bana biraz uyar | Bana hiç uymaz |
|-----------|---|--------------------------|----------------------|-------------------------------|------------------------|-----------------------|
| 7 | Lise eğitimi görebilmem veya iyi bir iş sahibi olabilmem için ortaokul diplomasına ihtiyacım vardır. Bu diplomaya sahip olabilmek için okula geliyorum. | a | b | c | d | e |
| 8 | Yeni şeyler öğrenirken keyif aldığım ve memnun olduğum için okula geliyorum. | a | b | c | d | e |
| 9 | Ortaokulda alacağım eğitimin beni gitmek istediğim liseye daha iyi hazırlayacağımı düşündüğüm için okula geliyorum. | a | b | c | d | e |
| 10 | Okulu gerçekten sevdiğim için okula geliyorum. | a | b | c | d | e |
| 11 | Dürüst olmak gerekirse, okula neden geldiğimi bilmiyorum ve okulun zaman kaybı olduğunu düşünüyorum. | a | b | c | d | e |
| 12 | Çalışmalarımda kendimi geliştirirken aldığım zevk için okula | a | b | c | d | e |

| | | | | | | |
|----|---|---|---|---|---|---|
| | geliyorum. | | | | | |
| 13 | Ortaokul eğitimimi tamamlayabileceğimi kendime kanıtlamak için okula geliyorum. | a | b | c | d | e |
| 14 | İleride saygın bir üniversiteye kabul edilmek için okula geliyorum. | a | b | c | d | e |
| 15 | Daha önce görmediğim şeyleri keşfetme deneyimine varmanın verdiği zevki almak için okula geliyorum. | a | b | c | d | e |
| 16 | İleride istediğim türde bir liseye girebilme hakkına sahip olmak için okula geliyorum. | a | b | c | d | e |
| 17 | Benim için okul çok eğlencelidir; bu sebeple okula geliyorum. | a | b | c | d | e |
| 18 | İlk zamanlar okula gitmek için çok iyi sebeplerim olduğundan dolayı okula geliyordum; ama şimdi okula devam etmelimiyim diye düşünüyorum. | a | b | c | d | e |
| 19 | Kişisel başarılarımdan birinde kendimi geliştirirken aldığım zevk için okula geliyorum. | a | b | c | d | e |
| 20 | Okulda başarılı olduğum zaman kendimi önemli hissediyor olduğum gerçeğinden dolayı okula geliyorum. | a | b | c | d | e |
| 21 | İleriki yaşamımda iyi bir hayatımın olmasını istediğim için okula geliyorum. | a | b | c | d | e |
| 22 | İlgi duyduğum konularda bilgimi genişletme deneyiminin verdiği zevk için okula geliyorum. | a | b | c | d | e |
| 23 | Meslek seçiminde kendime daha iyi tercih yapmamda yardımcı olacağı için okula geliyorum. | a | b | c | d | e |

| | | | | | | |
|----|---|---|---|---|---|---|
| 24 | İlginç öğretmenlerle yapılan tartışmalardan kazanılan deneyimler bana zevk verdiği için okula geliyorum. | a | b | c | d | e |
| 25 | Okula neden geldiğimi bilmiyorum ve açıkcası umrumda değil. | a | b | c | d | e |
| 26 | Derslerimle ilgili zor etkinlikleri başarma sürecinde hissettiğim memnuniyet duygusu için okula geliyorum. | a | b | c | d | e |
| 27 | Zeki bir kişi olduğumu kendime göstermek için okula geliyorum. | a | b | c | d | e |
| 28 | İleride daha iyi bir maaşa sahip olabilmek için okula geliyorum. | a | b | c | d | e |
| 29 | Okuldaki çalışmalarım, ilgi duyduğum birçok şeyi öğrenmeye devam etmemi sağladığı için okula geliyorum. | a | b | c | d | e |
| 30 | Ortaokul eğitimimin, lise öğrencisi veya işçi olduğumda gerekli olacak yetenekleri geliştirmemi sağlayacağına inandığım için okula geliyorum. | a | b | c | d | e |
| 31 | Çeşitli ilginç konuları okurken hissettiğim muhteşem duygular için okula geliyorum. | a | b | c | d | e |
| 32 | Okula neden geldiğimi bilmiyorum, okulda ne yaptığımı anlayamıyorum. | a | b | c | d | e |
| 33 | Ortaokul eğitimi bana, çalışmalarımda mükemmel olabilme arayışında kişisel zevk almamı sağladığı için okula geliyorum. | a | b | c | d | e |
| 34 | Çalışmalarımda başarılı olabileceğimi kendime göstermek istediğim için okula geliyorum. | a | b | c | d | e |

Appendix 3



**KUZAY KIBRIS TÜRK CUMHURİYETİ
MİLLİ EĞİTİM GENÇLİK VE SPOR BAKANLIĞI
GENEL ORTAÖĞRETİM DAİRESİ MÜDÜRLÜĞÜ**

Sayı: GOÖ.0.00.35-A/10/11-3838

22.09.2010

Sayın Emine Kozak,
Doğu Akdeniz Üniversitesi
Gazimağusa.

İlgi: 16.09.2010 tarihli başvurunuz.

İlgi başvurunuz incelenmiş olup müdürlüğümüze bağlı Lefkoşa ilçesi devlet ve özel okullarımızda okuyan öğrencilere yönelik hazırlanan "Ortaokul Öğrencilerinin Okuldaki Derslerine Karşı Olan İçsel ve Dışsal Motivasyonları" konulu anketin uygulanması müdürlüğümüzce uygun görülmüştür.

Ancak anketi uygulamadan önce anketin uygulanacağı okulların bağlı bulunduğu Müdürlükle istişarede bulunulup, anketin hangi okulda ne zaman uygulanacağı birlikte saptanmalıdır.

Anketi uyguladıktan sonra sonuçlarının Talim ve Terbiye Dairesi Müdürlüğü'ne ulaştırılması gerekmektedir.

Bilgilerinize saygı ile rica ederim.


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Lefkoşa-KIBRIS

Ryan and Deci (2000) illustrated taxonomy of motivation as presented in Figure 1.

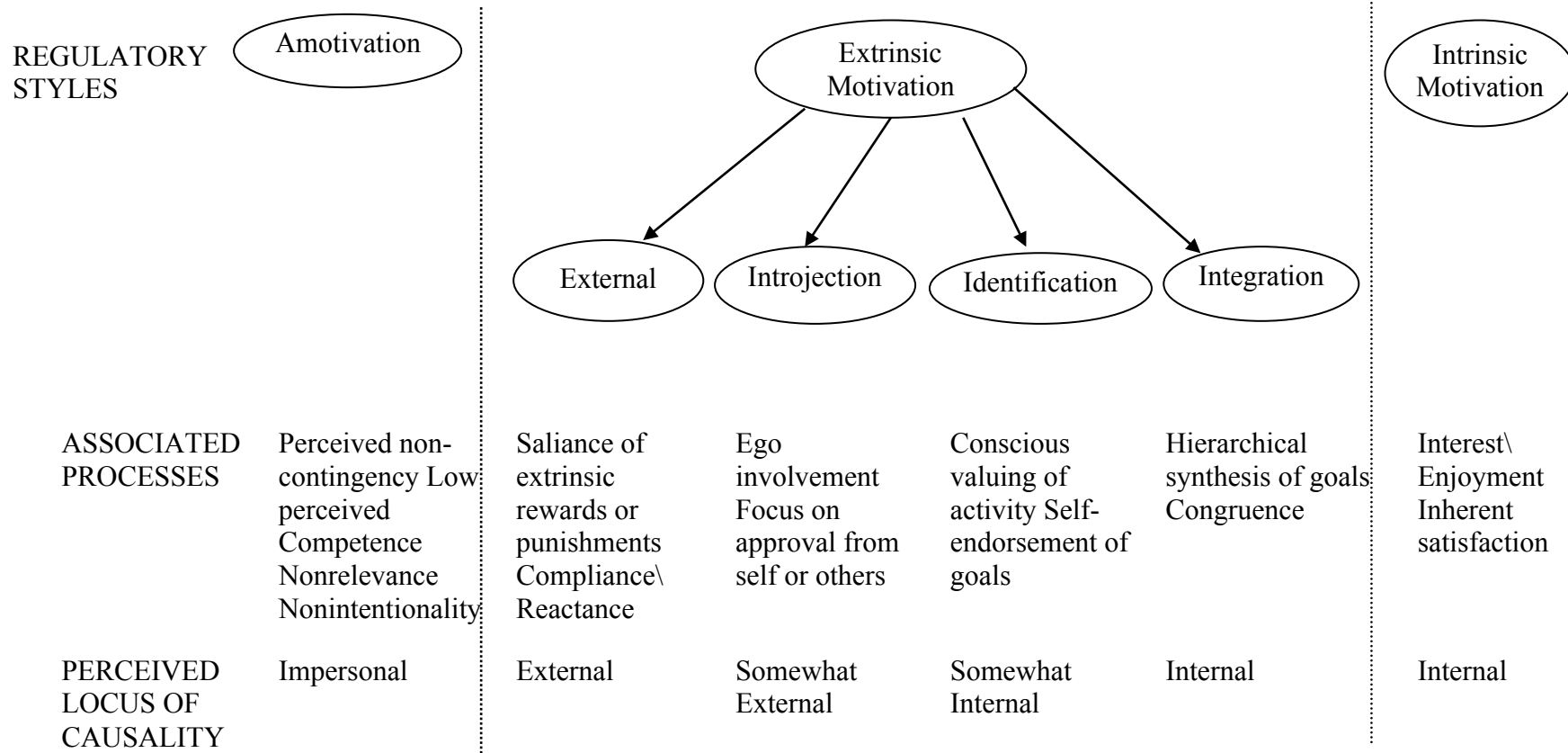


Figure 1: A taxonomy of human motivation