Academic Motivation Levels Of The Students Of The Sports Sciences Faculty

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Abstract

The purpose of this study is examining the Academic Motivation Levels of the sports sciences faculty students in terms of some variables. The Study Group consists of 150 students; 74 male and 76 female students whose ages vary from 18 to 25. Academic Motivation Levels of the students were measured with "Academic Motivation Scale", and the demographic information of the students was obtained with "Personal Information Form". In the data analysis, the one-way variance analysis (ANOVA) and ***t*** tests were used for independent groups. At the end of the study, it was determined that the Academic Motivation Levels of the male students were higher than those of the female students; the Academic Motivation Levels of the students at 4th Grade were higher than those of the 2nd Graders; the Academic Motivation Levels of the students with honor degrees were higher than those of the students who did not have honor degrees. On the other hand, it is observed that the education level of the students' parents and the place where they live have no significant impact on Academic Motivation Levels of the students.

Keywords: Motivation, Academic Motivation

Introduction

Many factors influencing human factor may be mentioned. However, the strongest power source determining the direction, level and determination of the behavior is the motivation (Fidan, 1996). Motivation is defined as the power that moves, sustains and directs a behavior intended for the target (Dilts, 1998; Lumsden, 1994). Psychologists explained motivation in a different manner. Cognitive motivation hypothesis focuses on how

individuals make decisions and which methods s/he should choose, and on the inner energy, curiosity and activities in this process. Atkinson structured the success-motivation model to merge the expectations, needs and values (Narrated by Howey, 1993). The most well-known social-cognitive model of motivation is the model of Bandura. Bandura (1986) stated that the perceptions of the individual on competence, cognitive strategy usage skills and behaviors directed to success are the structures of motivation, and these structures influence the academic success of students (Narrated by Schunk, 1991). Studies have shown that motivation is the most important reason in success or failures of students. Lack of interest in a topic is one of the most important reason of failure in learning. Therefore; providing motivation to students is a crucial duty of teachers. Students can trust their teachers in a positive class atmosphere formed by teachers. As a result, students will be able to develop a positive attitude toward classes. Motivation will increase, as well as the desire for success might also increase (Deniz, Avsaroglu and Fidan, 2006).

When motivation is considered as the competence or the power to reach the target, a student, who is motivated in the desired manner, will show the following behavior models: "The student does not attend the classes regularly, s/he does not listen to the classes, his/her attention turns to friends or external events, does not want to find solutions when s/he has difficulty in his/her classes, the teacher will have difficulty in terms of joining these students to the classes. On the other hand, a high motivated student will attend classes prepared, asks questions, joins discussions, is an explorer and has high energy." As a result, individuals are able to develop physical activities like struggling to reach (or flee from) the targets or being patient; and cognitive activities like planning, repetition, arranging, following, making decisions, solving problems (Pintrich and Schunk, 1996; Iflazoglu and Tumkaya, 2008).

Academic motivation always attracts the attention of educationalists and psychologists. Furthermore, the explanation of motivation processes and the relation between motivation and the other psycho-educational variables have been the subject matter of various studies. Academic motivation is shortly defined as the production of the required energy for academic affairs, and the definitions on the source of this energy vary from one hypothesis to another hypothesis. There are variations in measuring the motivation levels both in terms of the method and the contents (Amabile, Hennessey and Tighe, 1994; Dicintio and Gee, 1999; Donohue and Wong, 1997; Jegede, Jegede and Ugodulunwa, 1997; McClelland and Steele, 1972; Yajima, Sato and Arai, 1996).

Academic problems are considered as one of the problematic area of the university students in Turkey. It has been reported that the academic

failures of the university students decreased with finding developmental and preventive solutions, for this reason, young people experience serious losses in terms of time and economy (Turkum, 2007). Moreover, various studies have been conducted to determine why students continue or quit postgraduate studies (Tinto, 1975, 1987; Bean, 1980; Pascarella, 1980; Bean and Metzner, 1985; Bijleved, 1993; Prins, 1997). These studies have shown that the most important reason of the success or failure of students stems from motivation.

As a result, it is foreseen that determining the basic factors of the physical education students that influence academic motivations with this study, which will be conducted in Turkey, will cast a light both to the hypothetical framework and to the application works.

Method

The Study Group

150 students, 76 of whom were female and 74 of whom were male studying at Gazi University Sports Sciences Faculty participated in this study.

Data Collection Tools

Academic Motivation Scale

Academic Motivation Scale was developed by Bozanoglu (2004) for the purpose of determining the Academic Motivation Levels of the students. This is a 5-Point Likert Scale consisting of 20 items and includes statements like "*Definitely not applicable*", "*Not applicable*", "*I am indecisive*" "*Applicable*" and "*Definitely applicable*", and given points in the range of 1 to 5. The lowest point to be received from the scale is 20 and the highest point is 100. The points received being high shows that the Academic Motivation is high. The factor analyses results that were performed to determine the structural validity of the scale revealed that the scale consisted of 3 sub-scales, which include; going beyond oneself, using the knowledge, and discovery. The test-Retest Testing Method was used to determine the validity of the scale to which 101 students participated, and the correlation between the two applications was reported as 0.87. In addition, it was also reported that the Cronbach Alpha interval consistency coefficients varied between 0.77 and 0.85 in the same group at different times; and between 0.77 and 0.86 in different groups (Bozanoglu, 2004).

Personal Information Form

The form was created by including the variables like gender, class level, mother-father's educational level, the residential area where they live, and the grade received.

Process

Academic Motivation Scale and Personal Information Form were applied to the volunteer students and the data were collected in classrooms in the single sessions by the author of the study. Information about the purpose of the study and the application fields were given to the students.

The Analysis of the Data

After the data collection was over, the data were arranged for the statistical analyses. The collected data were analyzed in the SPSS Program. Furthermore, the analysis of this study were performed with using ***t*** and the ANOVA tests.

Findings

In this part, the findings of the study are given. Whether the academic motivation levels of the students varied according to gender or not, was examined with the t-test for independent groups method. The analysis results are provided in Table-1.

Table 1: Examining the Academic Motivation Levels of the students according to gender

	N	**X**	**S**	**t**	**P**
Male	74	73.72	9.19	-2.82	0.05
Female	76	70.96	8.44		

When Table 1 is examined, it is observed that the average Academic Motivation Levels of the Female students is (X) 70.96; the average Academic Motivation Levels of the male students is (X) 73.72. The t test result is (t=-2.82), which stems from the difference between these averages was found to be significant at a rate of $p<0.05$.

The class levels of the students in the Study Group (N), the average of the Academic Motivation Levels of the students (X) and the Standard Deviation (S) are given in Table 2.

Table 2: The Descriptive Data of the Academic Motivation Levels of the students according to class levels

Variable	Factor	N	X	S
Academic Motivation Levels of the students	1.Class	56	72.46	9.90
	2.Class	33	71.27	8.53
	3.Class	29	72.24	8.40
	4.Class	32	76.91	9.76
	Total	150	72.33	8.80

The one-way variance analysis (ANOVA) was applied in order to find whether the Academic Motivation Levels of the students showed significant difference according to the class levels or not, and the results obtained are given in Table 3.

Table 3: One-Way Variance Analysis Results of the Academic Motivation Levels of the students according to the According to the class levels

Variance Source	Squares Total	Sd	Squares Average	F	p	Significant Difference
Inter Groups	412.83	3	137.61	2.81	0.01	1.Class 4.Class
Intragroup	11.116.50	146	76.14			
Total	11.529.33	149				

When Table 3 is examined, it is observed that the Academic Motivation Levels of the students vary according to the class levels at a significant level. According to the Bonferroni test results, which was conducted to determine at what level the difference was between the class levels, the Academic Motivation Levels of the students in 4th Class (X= 76.91) were higher than the 2nd Class (X= 71.27) students.

The educational levels of the mothers whose children participated in the study group (N), the average of the Academic Motivation Levels of the students (X) and the Standard Deviation (S) are given in Table 4.

Table 4: The descriptive data of the Academic Motivation Levels of the students according to the Educational level of the mothers

Variable	N	X	S
Primary school	50	7316	9.24
Secondary school	24	74.88	8.96
High school	52	71.42	8.96
University	24	70.04	6.75
Total	150	72.33	8.80

The One-Way Variance (ANOVA) was applied to determine whether the Academic Motivation Levels of the students varied according to the educational level of the mothers, and the results are given in Table 5.

Table 5: One-Way Variance Analysis Results of the Academic Motivation Levels of the students according to the educational level of the mothers.

Variance Source	Total of the Squares	Sd	Average of the Squares	F	p	Significant Difference
Inter Groups	358.34	3	119.45	1.56	0.20	No Significant Difference
Intragroup	11.170.996	146	76.51			
Total	11.529.33	149				

When Table 5 is examined, it is observed that the Academic Motivation Levels of the students do not show significant differences according to the mothers' education levels. The educational levels of the father in the Study Group (N), the average of the Academic Motivation Levels of the students (X) and Standard Deviations (S) are given in Table 6.

Table 6: The Descriptive Data of the Academic Motivation Levels of the students according to the educational level of the fathers

Variable	N	X	S
Primary school	25	73.64	10.16
Secondary school	17	72.12	8.18
High school	57	72.77	9.11
University	51	71.27	8.02
Total	150	72.33	8.80

The One-Way Variance (ANOVA) was applied to determine whether the Academic Motivation Levels of the students varied according to the educational level of the fathers, and the results are given in Table 7.

Table 7: One-Way Variance Analysis Results of the Academic Motivation Levels of the students according to the Educational level of the fathers

Variance Source	Total of the Squares	Sd	Average of the Squares	F	p	Significant Difference
Inter Groups	111.62	3	37.21	0.48	0.70	No Significant Difference
Intragroup	11.417.72	146	78.20			
Total	11.529.33	149				

When Table 7 is examined, it is observed that the Academic Motivation Levels of the students do not vary according to the educational levels of the fathers.

The t-test for independent groups was applied to reveal whether the academic motivation levels of the students varied according to the honorary degrees of the students. The results are given in Table 8.

Table 8: Examining the Academic Motivation Levels of the students according to having received honorary degrees or not

Degree	N	X	S	t	p
There is degree	66	74.05	9.24	2.14	0.03
There is no degree	84	71.00	8.24		

When Table 8 is examined, it is observed that the average Academic Motivation Level of the students who had honorary degrees was (X) 74.05; and the Academic Motivation Level of the students who did not have honorary degrees was (X) 71.00. The t=2.14 of this difference between these average values was found to be $p<0.05$ as high.

The residence where students in the Study Group, spend most of their lives (N), the average of the Academic Motivation Levels of the students (X) and standard deviations (S) are given in Table 9.

Table 9: The Descriptive data of the Academic Motivation Levels of the students according to residential areas

Variable	N	X	S
County	24	73.13	10.91
Metropolitan Municipality	59	72.03	7.81
Province	67	72.31	8.90
Total	150	72.33	8.80

The One-Way Variance (ANOVA) was applied to determine whether the Academic Motivation Levels of the students varied according to the residence where students in the Study Group spend most of their lives, and the results are given in Table 10.

Table 10: One-Way Variance Analysis Results of the Academic Motivation Levels of the students according to the residential areas

Variance Source	Total of the Squares	Sd	Average of the Squares	F	p	Significant Difference
Inter Groups	20.36	2	10.18	0.13	0.88	No Significant Difference
Intragroup	11.508.98	147	78.29			
Total	11.529.33	149				

When Table 10 is examined, it is observed that the Academic Motivation Levels of the students do not show any differences in terms of the residence where students in the Study Group spend most of their lives.

Discussion and result

This study was conducted with 150 students, 76 of whom were female and 74 of whom were male are studying at Gazi University Sports Sciences Faculty. In this study, it has been determined that the Academic Motivation Levels of the students vary at a significant level according to their class levels. In additional to this, it has been revealed that the Academic Motivation Levels of the students at 4^{th} Class are higher than the Academic Motivation Levels of the students at 2^{th} class. Furthermore, it is feasible to claim that the increase in the motivation levels of the 4^{th} class students might be due to the KPSS Exam taken after graduation, and the concerns on being employed are higher in these students. These concerns influence some of the students either in a positive manner or in a negative manner. The individuals, who are motivated positively, listen to the classes carefully, submit homework on time, conduct researches, plan towards the future and struggle to reach their targets. The individuals who are motivated negatively may fear from these concerns, and believe that they will fail in the future, do not listen to the classes carefully, do not submit homework timely, do not conduct researches, and do not have plans for the future. It has also been observed that the Academic Motivation Levels of the students who have honorary

degrees in a sports branch, are higher than those who do not have such degrees. The students who have degrees at a sports branch have an awareness on the importance of using the information in sports branches, and this has directed them to success at theoretical and applicable classes and their academic success levels have increased parallel in a manner. Another Significant Difference is the Academic Motivation Levels of the students of male students being more than the female students. After the undergraduate level, male students have more concerns on being employed than the female students. There are various factors that are influential in this. The most well-known is the feeling of being independent, i.e. eliminating the dependency to parents is more important for male students and this creates a dominant pressure. No significant differences were found in terms of the educational level of the mothers and fathers variable.

Recommendations

Knowing the reasons that increase and decrease motivation will increase the quality in education in today's world. With this study, the importance of motivation, which is an important concept in education, in physical education and sports college students has been emphasized, and the relations between some variables have been examined. Academicians must develop methods and techniques that will increase the interest of students in classes and must teach the importance and purpose of the physical education and sports in an accurate manner to students.

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