



## A STUDY ON THE EFFECT OF EXPECTANT STUDENT MOTIVATION ON EXAM SUCCESS

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### **Abstract:**

It is an undeniable fact that one of the invisible rules in the criterion of the individual and society is "expectation". From the moment a baby comes into the world, it continues its cycle by becoming an adult in the paradox of expectation and trying to manage its expectations from its own baby. The parameter in which the expectation phenomenon is highest in the family criterion reaches its peak during the academic adventures in which children's lives are built. The parent who wants the best for his child in his inner world makes the judgmental mistake that only the parent can choose the best for him in his academic life to want the best for his child. This is where the concept of expectation has effects on the child and his academic life. With this study, the concept of motivation within the framework of expectation value theory was evaluated by different scientific approaches in the literature. With the methodology with relational screening model, the expectation and the dynamics and parameters that vary from different aspects within the family are motivated according to the scale used in the research; The effect of motivation on academic exam success results in relation to sub-dimensions such as internal target orientation, external goal orientation, task value, belief in learning control, self-efficacy perception and motivation was examined.

**Keywords:** motivation, exam success, expectation

### **1. Motivation**

There are many factors that influence the behavior of human beings throughout their lives. One of these factors is the concept of "motive", which includes needs, desires, interests, and impulses. Motive is simply defined as "*the urge to push a person*" (Çelik, Terzi and Gültekin, 2017). Balaban Sali (2006) believes that the drive is a driving force that mobilizes and directs individuals to perform the necessary behaviors in certain events or in certain situations in order to achieve human goals or objectives. Motivation, on the other hand, is to satisfy the need for stimulation for people to take action or to guide

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people's behavior from the stimulus (McClelland, 1955). Acat and Köşgeroğlu (2006) defined motivation as the most important factor determining the determination, direction and severity of one's will and behavior. Chun and Choi (2005) define motivation as the force that enables individuals to behave and participate in activities. Schunk (1990) defines motivation as *"the effort and persistence and skill management of the individual in completing tasks."* If we make a general definition, motivation; it is the internal state that enables human behavior to emerge, helps to ensure the continuity of human behavior or work, and directs human behavior (Ertem, 2006, 1-30). It is seen that many definitions of motivation are made. In these definitions, it is seen that questions such as "What caused this person to do this behavior?" and "What motivates and encourages this person to do this behavior?" are answered. The source of the power that directs individual behaviors is sought (Demireğen, 2019 23-33).

According to Morgan (2006), motivation has three different functions. The motivating context that pushes the individual towards a particular goal is the behavior of achieving the goal and the realization of the goal. These three situations are in a loop with each other. Accordingly, the motivating state directs the individual to the behavior and the behavior to the goal. When the goal is achieved, the motive temporarily disappears and the individual relaxes. The concept of motivation has a similar meaning to the concept of "motivation". Therefore, motivation comes from the Latin word *"movere"*, which means *"move, move"* (Bozanoğlu, 2004, 83-98). Although there are many factors that influence motivation, they are based mainly on physical (hunger, thirst, and sleep) or psychological (desire, interest or attitude) factors. Physical and psychological factors are evaluated in two dimensions as internal and external (Deci and Ryan, 1985).

## **2. Internal and Extrinsic Motivation**

Deci and Ryan (1985) expressed intrinsic motivation as taking the power necessary for an individual to exhibit a behavior from the desires and desires that come from within. In external motivation, positive or negative responsibilities, behaviors, and desires coming from the outside play an active role in the person's behavior in order to exhibit an action. In other words, it is internal for a person to find the necessary power in himself to exhibit the behavior; according to external stimuli, increasing or decreasing its power is external motivation.

### **2.1 Inner Motivation**

Instinctive motivation is a type of behavior that expresses the individual's behavior in order to be happy for himself or to meet the need for fulfillment and is developed internally without the need for any external pressure or reward (Akpur, 2015). Internal motivation plays an important role in educational activities. Reid (2007) states that in order to increase intrinsic motivation, students should understand what they are learning, be inquisitive, look at the learning process from a broader perspective, enjoy the learning experience and be willing to learn.

Carreira (2011) stated that he believes that motivation, especially intrinsic motivation, is one of the important factors in achieving goals and objectives, with high motivation believing that higher students are more academically successful and perform more academically, but that their academic anxiety is low. Despite this, it suggests that they have a lower level of academic anxiety. From this point of view, it can be said that intrinsic motivation has an effect on student success.

## **2.2 External Motivation**

External motivation is a type of motivation in which factors other than the action itself come to the fore in order for an individual to exhibit a behavior and external factors are decisive in the realization of those actions. Therefore, in such actions, where motivation is considered as a tool, reinforcements such as reward, feedback, praise, acceptance, and pride can be the guide (Akpur, 2015). For example, it is the external motivation for a student who studies to get the appreciation of his family to be appreciated by his family when he is successful in his studies.

Regarding external motivation, Erden and Akman (2011) state that it should be noted that there are some negative aspects of external motivation. This is because, in external motivation, individuals may not focus on external reinforcers and think about their true goals instead of striving to achieve the goals they want or set themselves. As a result, behaviors can be shaped by exposure to external reinforcements. Over time, the person's only goal may begin to be an external reward or praise. Therefore, it is important that a person is internally motivated and acquires the behaviors required of him through his own efforts.

## **2.3 Theoretical Approaches to Motivation**

There are many theories that try to explain the process of motivation. These theories define motivation in different ways and address and emphasize different dimensions of the motivational process. In this context, it explains the psychoanalytic, behaviorist, cognitive, constructivist, and humanist approaches and methods of self-determination.

### **2.3.1 Psychoanalytic Approach and Motivation**

According to the psychoanalytic approach, motivation is conceptualized as a set of systems designed to support the satisfaction and regulation of the basic needs of the individual (Lichtenberg, 2016). What is important here is how motivated the individual is to meet that need.

When the individual is sufficiently motivated, he takes behavioral action to satisfy his needs. In this case, the power required to motivate behavior is explained by three different concepts. The first of these is the concept of the "inner self", which transforms people's physical needs into psychological impulses, acting only in accordance with the "principle of happiness". The second is the self, which acts according to the "principle of reality" and tries to establish a balance between the superego and the id. Finally, there is the "superego," which takes into account the "preservation of social values and moral principles." It is provided by the flow of energy between the forces that lead people to

take action. According to the result of the resulting power, the purpose of all feelings, thoughts, and behaviors is to ensure that the person meets his needs, achieves happiness and avoids pain (Bozanoğlu, 2004).

The instinct that operates in the subconscious is equivalent to physical needs and is expressed in a psychological way (desires, wants). The psychological factor here is the factor that activates the behavior (Ünal, 2013, 13-14). For example, a hungry person searches for food to satisfy his hunger. Although the hunger here is physical, the pleasure after the elimination of hunger is psychological. In this case, instinct can both activate the behavior and determine the direction of the behavior. Therefore, a person's sensitivity provides different controls over stimulus behavior (from Young, 2002).

### **2.3.2 Behaviorist Approach and Motivation**

According to Weiner (1990), the concept of motivation within the framework of the behaviorist approach, is what activates the organism by focusing on the terms behaviorist approach such as need, impulse, and instinct. The expression reward (goal, pleasure brought by achieving the goal) was expressed as the basic motivation factor for the display of the desired behavior from the person. From this point of view, motivation was interpreted in the early days of the behaviorist approach with expressions such as reinforcement, instinct, conditioning, etc. (Gardner, 2006, 348-355). Differentiated motivation has been defined as a concept that increases the likelihood of the individual reacting to similar behaviors after reacting to any stimulus (Schunk, 2011). Behaviorists emphasize that external factors have a strong influence on the formation of learning and that external factors also affect the formation of motivation (Akbaba, 2006). They focus on what causes these external factors to move individuals from a calm state to an active state. Therefore, behaviorists focus on the causes of behavior by examining the effects of various needs, including learning speed and selection behavior, on various motivational states (Weiner, 1990, 616-622).

The behavioral approach defines motivation as a response to a stimulus or a response to a stimulus. In classical conditioning, the motive properties of the unconditioned stimulus are transferred to the conditioned stimulus through repetition. Conditioning occurs when a conditioned stimulus has a conditioned reaction in the absence of an unconditioned stimulus. In operant conditioning, motivational behavior is to increase the likelihood of reacting depending on the presence of a stimulus (Demireğen, 2019). In classical conditioning, the motivational properties of unconditional stimuli are transferred to conditioned stimuli through repetition and conditioning. It is assumed that with the appearance of the conditioned stimulus at a different moment, the desired behavior in the person will also be revealed at the same time (Schunk, 2011). In other words, in order for motivation to occur, the view prevails that "*the factors necessary for classical conditioning will be sufficient to be realized.*" The same is true in operant conditioning.

In operant conditioning, there is a view that motivated behaviors can be repeated in different environments (Akpur, 2015). It is estimated that in the environment of personal life and positive reinforcement in the past, motivation will be possible and

therefore the chance of motivation will increase (Schunk, 2011). In other words, he argues that in operant conditioning with it, the positive reinforcers of the past raise the level of motivation, so that success is achieved as a result of behavior. According to the behaviorist approach, in order to determine the underlying cause of behavior, the environment in which the person lives and their past experiences should be investigated. For example, describing a student as motivated doesn't explain why he or she works effectively. Because the possibility that the individual has been raised by his family with a good understanding of education in his previous life or conversely with an oppressive understanding of education, that the student may have been raised in an environment with a high level of education, and that he has been educated in schools with high academic success should be taken into consideration. In short, a student works efficiently as his previous productive work was reinforced, and now continues to provide effective reinforcement from the environment (Schunk, 2011).

In this method, it is pointed out that the reinforcement of the positive behaviors shown by the individual at different times continues to show similar positive behaviors at different times (Erden and Akman, 2011). In other words, reinforcements can shape people's behavioral tendencies. For example, when a student's response to the teacher's question in the classroom is adequately and correctly reinforced by the teacher, the student and other students in the class will be more likely to answer other questions. In this context, every stage of active reinforcement in educational activities should be looked at from the level of motivation. Therefore, students with a high level of motivation will gain the necessary motivation and then look at the learning process with a positive perspective. No matter whether the question he asks the teacher is true or wrong, he will be free to express his thoughts. According to the behaviorist method, while the right reinforcement activates their motivation in the education process, the wrong reinforcement will reduce the level of motivation. For this reason, rewarding the successful behaviors of the students with different reinforcers (star giving, reward, etc.) will motivate the student to learn and practice something and contribute to his success.

In summary, behavioral methods focus on observable and measurable behaviors. It explains motivation by conditioning and the reinforcers in circumstances that affect human behavior. However, the main phenomenon that affects individual behavior is not reinforcers, but beliefs about reinforcers (Schunk, 2011). Students who are motivated by positive reinforcement of their personal behaviors in their past lives continue to be motivated in similar situations in their subsequent educational activities (Akpur, 2015). Otherwise, there is a possibility that the motivation levels will decrease in later learning.

### **2.3.3 Cognitive Approach and Motivation**

The cognitive approach emerges as a response to the behaviorist approach. The basic assumption of cognitive approaches is that individuals react according to their expression rather than physical conditions or hunger in the external environment. Therefore, the cognitive approach focuses on intrinsic motivation rather than extrinsic motivation. According to this method, factors such as personal beliefs, expectations, goals, and values

determine the behavior of the person rather than external stimuli such as punishment and reinforcement (Woolfolk, 1998; Quoted in Karatas, 2011, 10- 11).

Initially, motivation theorists saw motivation and needs as the main sources of motivation and pointed out that the rewards and punishments that individuals receive from the environment are affected by these and similar sources. In recent years, however, cognitive methods have made progress in motivation, focusing on the effect of these concepts on motivation, emphasizing the impact of one's abilities and thoughts about themselves, self-efficacy, and behaviors to achieve motivation (Wenzel and Wigfield, 2009). In other words, it's important for the individual to set goals and inspire their beliefs, attitudes, and behaviors to achieve that goals. It is believed that the higher the probability of achieving a personal goal, the higher the encouragement and positive motivation (Akpur, 2015).

Cognitive methods in the learning process are different from behavioral methods. According to Schunk (2011), motivation and learning are different, although they have similar stages. Accordingly, individuals with a high level of motivation cannot successfully continue their learning, even if the necessary reinforcements are provided; on the other hand, it is seen that people who do not receive any reinforcement and have a low level of motivation can also successfully learn. From this point of view, although the reinforcement criteria of the behaviorist approach partially provide motivation, similar results may not be achieved in all cases. The view expressed by the cognitive approach against this is related to the way people interpret the reinforcements they receive in the process. So in this case, cognitive approachers argue that intrinsic motivation is more important.

Reinforcers in the learning process may not always produce similar results for every student. Moreno (2010) stated that, unlike the external motivation that behaviorists pay attention to, the internal motivation that cognitivators address raises the success in educational activities to higher levels, and that the fact that many people are more motivated and more motivated than other people even in different times and situations is based on the internal motivations in this process.

In short, cognitive methods place emphasis on personal feelings and thoughts, their perceptions of events, and personal differences, and therefore intrinsic motivation. The most important element that emphasizes motivation due to students' curiosity for knowledge and learning is their intrinsic characteristics such as receiving feedback, working hard, achieving goals, and achieving them (Akbaba, 2006).

#### **2.3.4 Expectation-Value Theory**

The expectation value theory is one of the theories of cognitive motivation and is different from other theories in that it looks at motivation from a different perspective. In the Theory of Expectation Value; J.W. Atkinson is one of the pioneers of this theory and academic motivation. Thus, Atkinson established a direct relationship between the individual's efforts to succeed and motivation and pointed out that motivation is proportional to the level of self-sufficiency (Demireğin, 2019). According to this theory, another point that increases motivation is the motivational value of the goal to be

achieved (Açıkgöz, 2000). The expectation value theory is a cognitive theory based on the assumption that people are innately curious, focusing on what drives motivational processes rather than which situations lead to students' motivation (Ertan, 2008). The motive in expectation value theory; is expectation and value. The sum of the person's expectations from the behavior and the value attributed to the behavior determines motivation. The behavior may not occur, or the absence of opportunities may prevent value-loading behavior from occurring or adversely affect the level of motivation (Brophy, 1999). The expectation of success focuses on the problem of "Can I do this task?" and this is considered a personal subjective belief. This belief, and ability is influenced by situations such as the difficulty of the task, the goal, previous experience of success or failure (Wigfield and Eccles, 2002). If an individual's expectations of their own success are low, their motivation is similarly low.

Task values address the question, "Why should I do the tasks assigned to me?" Value explains the attractiveness of the success that is likely to be achieved for the person and this affects the level of effort (Bozanoğlu, 2004, 83-98). While low expectation in one's own success reduces motivation, a goal that is not valuable to the person also negatively affects the level of motivation (Bozanoğlu 2004). Individuals with low motivation for success do not want to enter into difficult jobs in order not to fail. They set themselves goals or objectives that are either too easy or too difficult. They choose easy goals because they guarantee success; they choose difficult goals because they defend themselves when they fail. Those with a high motivation for success choose goals that are challenging for themselves but that they can reach by working (Açıkgöz, 2007).

### **3. Methodology**

This research was conducted in a relational screening model. The relational screening model is called the screening approach, which aims to determine the presence of co-variation between two and more variables. In the relational screening model, it is tried to determine whether the variables change together or not, and if so, how they are (Karasar, 2011). In the researches that seek correlation-type relations, it is tried to learn whether the variables change together or not, and if there is a change together, how it happens. In relational research, the comparison type is a research order that has no essay but is close to it (Karasar, 2005:77). By way of comparison, the reasons for the occurrence of a certain result are tried to be reduced to one. These relationships are put to the test, starting with the most likely solution. You can determine the relationships between variables or compare group averages using various statistical techniques. In relational models, sometimes it is sufficient to determine the direction and level of the relationship, and sometimes statistical comparisons of the cause-and-effect relationship are made. In this research, the effect of motivation of expectations on success was examined.

#### **3.1 Analysis of Data**

Cleaning and editing were done before the data was analyzed. Incomplete or incorrectly filled data are primarily omitted. The number of such data is 16. Later, the remaining data

were cleaned of the extreme value. The extreme values were cleared by looking at Kolmogorov-Smirnov tests, Boxplot graphs, Skewness, and Kurtosis values. After the outlier cleaning, 300 data remained intact data and the analyzes were made on these data. Although data cleaning was performed, it was seen that the data was not suitable for parametric analyzes and non-parametric analyzes were performed. The Mann-Whitney U test was used to find significant differences between the two groups, while the Kruskal Wallis tests were used to find differences in more than two groups. In addition, frequency percentage analyzes and correlation analysis were performed.

### 3.2 Motivation Scale

The motivation scale of the Motivation and Learning Strategies Scale, in which the validity and reliability study of the Turkish form was conducted by Büyüköztürk, Akgün, Özkahveci and Demirel (2004), was used in this research. The scale consists of the sub-dimensions of Internal Goal Orientation, External Goal Orientation, Task Value, Learning Control Belief, Self-Efficacy Perception, and Exam Anxiety and consists of a total of 25 items.

### 3.3 Motivation Scale (MS) Analyses

The Acceptance/Interest Dimension and Psychological Autonomy Dimension of the Motivation Scale used in the study and the Mann-Whitney U test for the total score of the scale in terms of gender and having a room of their own; The Kruskal Wallis test was applied in terms of the variables of exam score, mother's education level, father's education level, family's monthly income, family's pressure to prepare for the exam, daily preparation time for the exam, and family's support for university education. In order to determine the variables with a significant difference in the Kruskal Wallis test, the Tamhane test was applied.

**Table 1:** Mann Whitney-U Test of SEE scores in terms of gender variable

	Gender	N	Rank Average	Mann-Whitney U	Asymp. Sig. (2-tailed)
Internal Goal Orientation	Female	170	145,8	10250,5	<b>0,016</b>
	Male	143	170,32		
	<b>Total</b>	<b>313</b>			
External Goal Orientation	Female	170	162,04	11297,5	0,276
	Male	143	151		
	<b>Total</b>	<b>313</b>			
Task Value	Female	170	164,36	10904	0,115
	Male	143	148,25		
	<b>Total</b>	<b>313</b>			
Learning Control Belief	Female	170	143,44	9849	<b>0,003</b>
	Male	143	173,13		
	<b>Total</b>	<b>313</b>			
Self-Efficacy Perception	Female	170	157,01	12154	0,999
	Male	143	156,99		
	<b>Total</b>	<b>313</b>			



Test Anxiety	Female	170	146,9	10438,5	0,031
	Male	143	169		
	<b>Total</b>	<b>313</b>			
Motivation Scale	Female	170	150,83	11105,5	0,188
	Male	143	164,34		
	<b>Total</b>	<b>313</b>			

When Table 1 is examined, the average of the order of the female participants in terms of SEE scores is higher than the average of the male participants in the dimensions of External Target Orientation, Task Value, and Self-Efficacy Perception; In the total score of Internal Goal Orientation, Learning Control Belief, Test Anxiety, and Motivation Scale, it is seen that the average rank of male participants is higher than girls. As a result of the Mann Whitney-U test performed, according to the gender variable in terms of SEE scores, Internal Goal Orientation, Learning Control Belief, and Test Anxiety differed in favor of male participants; result. In terms of SEE scores, it was determined that they did not differ in the dimensions of External Goal Orientation, Task Value, Self-Efficacy Perception, and the total score of the Motivation Scale according to the gender variable.

**Table 2:** Mann Whitney-u Test of the SEE scores  
in terms of the variable of having a room of its own

Does he have a room of his own?		N	Rank Average	Mann-Whitney U	Asymp. Sig. (2-tailed)
Internal Goal Orientation	Yes	285	157,72	3783,5	0,649
	No	28	149,63		
	<b>Total</b>	<b>313</b>			
External Goal Orientation	Yes	285	153,6	3020,5	0,032
	No	28	191,63		
	<b>Total</b>	<b>313</b>			
Task Value	Yes	285	152,01	2568,5	0,002
	No	28	207,77		
	<b>Total</b>	<b>313</b>			
Learning Control Belief	Yes	285	156,64	3887	0,819
	No	28	160,68		
	<b>Total</b>	<b>313</b>			
Self-Efficacy Perception	Yes	285	154,05	3148,5	0,064
	No	28	187,05		
	<b>Total</b>	<b>313</b>			
Test Anxiety	Yes	285	155,97	3696,5	0,519
	No	28	167,48		
	<b>Total</b>	<b>313</b>			
Motivation Scale	Yes	285	154,66	3324	0,145
	No	28	180,79		
	<b>Total</b>	<b>313</b>			

When Table 2 is examined, the average of those who have a room of their own in terms of SEE scores is higher than the average of those who do not have a room of their own in the Internal Goal Orientation dimension; in other sizes, it is higher than the average of

those who do not have a room of their own. As a result of the Mann Whitney-U test performed, according to the variable of having a room of its own in terms of SEE scores, it differed in favor of those who did not have a room of their own in the dimensions of External Goal Orientation and Task Value; in other dimensions, it was found that it did not differ.

**Table 3:** Kruskal Wallis Test of EO Scores in Maternal Education Status

Mother Education Status		N	Rank Average	Chi-Square	df	Asymp. Sig.
Internal Goal Orientation	Primary school	31	208,74	12,632	3	0,006
	Secondary school	34	142,93			
	High school	103	158,94			
	University	145	147,86			
	<b>Total</b>	<b>313</b>				
External Goal Orientation	Primary school	31	182,95	5,348	3	0,148
	Secondary school	34	158,65			
	High school	103	143,23			
	University	145	160,85			
	<b>Total</b>	<b>313</b>				
Task Value	Primary school	31	189,76	10,569	3	0,014
	Secondary school	34	168,43			
	High school	103	166,42			
	University	145	140,62			
	<b>Total</b>	<b>313</b>				
Learning Control Belief	Primary school	31	133,82	3,409	3	0,333
	Secondary school	34	145,4			
	High school	103	163,83			
	University	145	159,82			
	<b>Total</b>	<b>313</b>				
Perception of Self-Efficacy	Primary school	31	153,56	0,809	3	0,847
	Secondary school	34	157,46			
	High school	103	151,45			
	University	145	161,57			
	<b>Total</b>	<b>313</b>				
Test Anxiety	Primary school	31	190,81	9,465	3	0,024
	Secondary school	34	184,46			
	High school	103	148,96			
	University	145	149,04			
	<b>Total</b>	<b>313</b>				
Motivation Scale	Primary school	31	196,79	7,023	3	0,071
	Secondary school	34	160,26			
	High school	103	153,56			
	University	145	150,17			
	<b>Total</b>	<b>313</b>				

As can be seen in Table 3, as a result of the Kruskal Wallis Test performed in terms of maternal educational status, it was determined that the SEE scores differed in the dimensions of Internal Goal Orientation, Task Value, and Test Anxiety according to the

maternal education status variable, but did not differ in the other dimensions and in the total score of the REIT ( $P=.000<0.05$ ).

**Table 4:** Kruskal Wallis Test of REI Scores in Respect of Father's Education Status

Father Education Status		N	Rank Average	Chi-Square	df	Asymp. Sig.
Internal Goal Orientation	Primary school	22	80,55	3,874	2	0,144
	High school	27	70,91			
	University	85	63,04			
	<b>Total</b>	<b>134</b>				
External Goal Orientation	Primary school	22	83,84	14,869	2	<b>0,001</b>
	High school	27	44,04			
	University	85	70,72			
	<b>Total</b>	<b>134</b>				
Task Value	Primary school	22	77,14	2,394	2	0,302
	High school	27	60,02			
	University	85	67,38			
	<b>Total</b>	<b>134</b>				
Learning Control Belief	Primary school	22	74,55	4,558	2	0,102
	High school	27	53,83			
	University	85	70,02			
	<b>Total</b>	<b>134</b>				
Self-Efficacy Perception	Primary school	22	91,66	11,225	2	<b>0,004</b>
	High school	27	56,43			
	University	85	64,76			
	<b>Total</b>	<b>134</b>				
Test Anxiety	Primary school	22	102	29,885	2	<b>0,000</b>
	High school	27	80			
	University	85	54,6			
	<b>Total</b>	<b>134</b>				
Motivation Scale	Primary school	22	94,52	12,817	2	<b>0,002</b>
	High school	27	63,48			
	University	85	61,78			
	<b>Total</b>	<b>134</b>				

As can be seen in Table 4, as a result of the Kruskal Wallis Test performed in terms of paternal education status, it was found that the HE scores differed in the dimensions of External Target Orientation, Self-Efficacy Perception, Test Anxiety and GE total scores according to the paternal education status variable ( $P<0.05$ ); they did not differ in other dimensions ( $P>0.05$ ).

**Table 5:** Motivation Scale in terms of Father Education Status Full Household Test

(I) Father Education	(J) Father Education	Average Difference (I-J)	Std. Error	Sig.
Primary school	Secondary school	,36283*	0,08581	<b>0,001</b>
	High school	,37245*	0,08268	<b>0</b>
	University	,36414*	0,06991	<b>0</b>
Secondary school	Primary school	-,36283*	0,08581	<b>0,001</b>
	High school	0,00962	0,08003	<b>1</b>

	University	0,00132	0,06676	1
High school	Primary school	-,37245*	0,08268	0
	Secondary school	-0,00962	0,08003	1
	University	-0,0083	0,06268	1
University	Primary school	-,36414*	0,06991	0
	Secondary school	-0,00132	0,06676	1
	High school	0,0083	0,06268	1

According to the Full Household Test result conducted to determine which variables are the differentiation in the total score of the Motivation Scale, which shows differentiation as a result of the Kruskal Wallis Test in Table 5, it was determined that there was a differentiation between those who had primary school level education and all other groups in terms of paternal education status.

**Table 6:** Kruskal Wallis Test of SEE Scores in terms of Monthly Income of the Family

Monthly Income of the Family		N	Rank Average	Chi-Square	df	Asymp. Sig.
Internal Goal Orientation	Less Than 5.000 TL	32	134,5	7,532	3	0,057
	Between 5.000 -10.000 TL	109	174,3			
	Between 10.000 -20.000 TL	125	153,27			
	More than 20.000 TL	47	142,13			
	<b>Total</b>	<b>313</b>				
External Goal Orientation	Less Than 5.000 TL	32	154,27	18,814	3	0,000
	Between 5.000 -10.000 TL	109	148,16			
	Between 10.000 -20.000 TL	125	145,94			
	More than 20.000 TL	47	208,78			
	<b>Total</b>	<b>313</b>				
Task Value	Less Than 5.000 TL	32	131,28	2,922	3	0,404
	Between 5.000 -10.000 TL	109	160,77			
	Between 10.000 -20.000 TL	125	159,37			
	More than 20.000 TL	47	159,46			
	<b>Total</b>	<b>313</b>				
Learning Control Belief	Less Than 5.000 TL	32	142,98	1,081	3	0,782
	Between 5.000 -10.000 TL	109	155,63			
	Between 10.000 -20.000 TL	125	160,14			
	More than 20.000 TL	47	161,37			
	<b>Total</b>	<b>313</b>				
Self-Efficacy Perception	Less Than 5.000 TL	32	141,72	3,228	3	0,358
	Between 5.000 -10.000 TL	109	163,42			
	Between 10.000 -20.000 TL	125	150,24			
	More than 20.000 TL	47	170,48			
	<b>Total</b>	<b>313</b>				
Test Anxiety	Less Than 5.000 TL	32	172,38	8,45	3	0,038
	Between 5.000 -10.000 TL	109	161,89			
	Between 10.000 -20.000 TL	125	161,74			
	More than 20.000 TL	47	122,59			
	<b>Total</b>	<b>313</b>				
Motivation	Less Than 5.000 TL	32	143,2	1,314	3	0,726

Scale	Between 5.000 -10.000 TL	109	163,12			
	Between 10.000 -20.000 TL	125	154,92			
	More than 20.000 TL	47	157,73			
	<b>Total</b>	<b>313</b>				

As can be seen in Table 6, as a result of the Kruskal Wallis Test performed in terms of the monthly income of the family, it was found that it differed in the dimensions of External Goal Orientation and Test Anxiety ( $P < 0.05$ ).; it was found that it did not differ in other dimensions ( $P > 0.05$ ).

**Table 7:** Kruskal Wallis Test of SEE Scores in terms of Pressure on the Family to Prepare for the Exam

Family Pressure		N	Rank Average	Chi-Square	df	Asymp. Sig.
Internal Goal Orientation	Yes	116	150,15	12,858	2	0,002
	No	133	176,3			
	No Answer	64	129,31			
	<b>Total</b>	<b>313</b>				
External Goal Orientation	Yes	116	167,25	5,928	2	0,052
	No	133	159,22			
	No Answer	64	133,8			
	<b>Total</b>	<b>313</b>				
Task Value	Yes	116	143,03	8,512	2	0,014
	No	133	174,21			
	No Answer	64	146,55			
	<b>Total</b>	<b>313</b>				
Learning Control Belief	Yes	116	158,56	1,473	2	0,479
	No	133	161,33			
	No Answer	64	145,16			
	<b>Total</b>	<b>313</b>				
Self-Efficacy Perception	Yes	116	149,93	7,961	2	0,019
	No	133	172,8			
	No Answer	64	136,98			
	<b>Total</b>	<b>313</b>				
Test Anxiety	Yes	116	152,12	2,347	2	0,309
	No	133	165,86			
	No Answer	64	147,43			
	<b>Total</b>	<b>313</b>				
Motivation Scale	Yes	116	148,1	18,015	2	0
	No	133	180,24			
	No Answer	64	124,82			
	<b>Total</b>	<b>313</b>				

As can be seen in Table 7, as a result of the Kruskal Wallis Test, which was performed in terms of the pressure of the family in preparing for the exam, it was found that the SEE scores differed in the dimensions of Internal Goal Orientation, Task Value, Self-Efficacy

Perception and the total score of the Motivation Scale ( $P < 0.05$ ); they did not differ in other dimensions ( $P > 0.05$ ).

**Table 8:** Motivation Scale Full Household Test in terms of Pressure of the Family to Prepare for the Exam

(I) Family Oressure	(J) Family Oressure	Average Difference(I-J)	Std. Error	Sig.
Yes	No	-0,12043	0,0527	0,132
	No Answer	0,14721	0,0718	0,234
	Not Know	0,06638	0,1646	0,999
No	Yes	0,12043	0,0527	0,132
	No Answer	,26764*	0,0699	<b>0,001</b>
	Not Know	0,1868	0,1637	0,849
No Answer	Yes	-0,14721	0,0718	0,234
	No	-,26764*	0,0699	0,001
	Not Know	-0,08083	0,1708	0,998

According to the Full House Test result conducted to determine which variables are the differentiation in the total score of the Motivation Scale, which shows differentiation as a result of Table 8 as a result of the Kruskal Wallis Test, it was determined that there was a differentiation between those who did not have family pressure and those who said there was no answer in terms of the pressure of the family in preparing for the exam.

**Table 9:** Kruskal Wallis Test of SEE Scores in terms of Daily Preparation Time for the Exam

Daily Preparation Time for the Exam		N	Rank Average	Chi-Square	df	Asymp. Sig.
Internal Goal Orientation	2-4 Hours	69	133,08	7,87	3	0,049
	4-6 Hours	111	156,39			
	6-8 Hours	86	172,77			
	More than 8 Hours	47	164,7			
	<b>Total</b>	<b>313</b>				
External Goal Orientation	2-4 Hours	69	148,82	1,722	3	0,632
	4-6 Hours	111	164,77			
	6-8 Hours	86	157,42			
	More than 8 Hours	47	149,87			
	<b>Total</b>	<b>313</b>				
Task Value	2-4 Hours	69	147,15	2,517	3	0,472
	4-6 Hours	111	152,58			
	6-8 Hours	86	163,53			
	More than 8 Hours	47	169,95			
	<b>Total</b>	<b>313</b>				
Learning Control Belief	2-4 Hours	69	141,56	8,103	3	<b>0,044</b>
	4-6 Hours	111	157,32			
	6-8 Hours	86	177,59			
	More than 8 Hours	47	141,22			
	<b>Total</b>	<b>313</b>				
Self-Efficacy Perception	2-4 Hours	69	141,55	6,754	3	0,08
	4-6 Hours	111	149,05			
	6-8 Hours	86	175,05			

	More than 8 Hours	47	165,43			
	<b>Total</b>	<b>313</b>				
Test Anxiety	2-4 Hours	69	159,36	8,815	3	<b>0,032</b>
	4-6 Hours	111	157,15			
	6-8 Hours	86	138,58			
	More than 8 Hours	47	186,9			
	<b>Total</b>	<b>313</b>				
Motivation Scale	2-4 Hours	69	135,25	7,552	3	0,056
	4-6 Hours	111	153,46			
	6-8 Hours	86	169,47			
	More than 8 Hours	47	174,47			
	<b>Total</b>	<b>313</b>				

As can be seen in Table 9, as a result of the Kruskal Wallis Test performed in terms of daily preparation time for the exam, it was found that the SEE scores differed in the dimensions of Learning Control Belief and Test Anxiety ( $P < 0.05$ ); they did not differ in the other dimensions ( $P > 0.05$ ).

**Table 10:** Kruskal Wallis Test of SEE Scores in terms of Support Status of the Family in University Reading

Family Support Status		N	Rank Average	Chi-Square	df	Asymp. Sig.
Internal Goal Orientation	Too much interested	185	161,48	3,118	2	0,210
	Very Relevant	119	153,62			
	Be Interested	9	109,67			
	<b>Total</b>	<b>313</b>				
External Goal Orientation	Too much interested	185	156,76	2,481	2	0,289
	Very Relevant	119	160,76			
	Be Interested	9	112,17			
	<b>Total</b>	<b>313</b>				
Task Value	Too much interested	185	154,31	0,589	2	0,745
	Very Relevant	119	161,83			
	Be Interested	9	148,44			
	<b>Total</b>	<b>313</b>				
Learning Control Belief	Too much interested	185	152,62	1,102	2	0,576
	Very Relevant	119	163,05			
	Be Interested	9	167			
	<b>Total</b>	<b>313</b>				
Self-Efficacy Perception	Too much interested	185	157,61	1,043	2	0,594
	Very relevant	119	158,33			
	Be Interested	9	126,83			
	<b>Total</b>	<b>313</b>				
Test Anxiety	Too much interested	185	147,9	17,368	2	<b>0,000</b>
	Very relevant	119	162,33			
	Be interested	9	273,61			
	<b>Total</b>	<b>313</b>				
Motivation Scale	Too much interested	185	154,25	0,577	2	0,749
	Very relevant	119	161,85			

	Be interested	9	149,33			
	<b>Total</b>	<b>313</b>				

As can be seen in Table 10, as a result of the Kruskal Wallis Test performed in terms of the family's support for university education, it was found that the SEE scores differed in the Test Anxiety Dimension ( $P < 0.05$ ) and did not differ in other dimensions ( $P > 0.05$ ).

#### 4. Results

According to the parameters of the scale research carried out:

It was determined that the motivation of the students did not differ according to gender. In other words, there is no difference in the motivation of male and female students toward the exam. Both boys and girls have the same levels of motivation. However, when the sub-dimensions were examined, differences were found in internal goal orientation, belief in learning control, and exam anxiety. In all three of these sub-dimensions, girls scored higher than boys. In other words, girls' internal goal orientations, directing themselves to a goal and following it are better than boys. Likewise, men are more likely to control their learning. On the other hand, it was concluded that the anxiety of female students was higher than that of boys in terms of anxiety levels related to the exam. In her study, Yıldız (2021) found that female students were more motivated than male students. Karakaya, Avgın, and Yılmaz also stated in their studies conducted in Turkey in 2018 that the gender variable on motivation showed a significant difference in favor of girls (Karakaya et al., 2018, 359-376). There is no difference between the motivations of the participants according to whether they have a room of their own or not. However, those who did not have their own room had higher external target orientations and task values. This means that it is easier for those who do not have their own room to increase their motivation with an external reward. In addition, his opinion about the value of the task, that is, the importance of the exam is much more positive than the other group. There was no difference in test scores and motivation. There was no difference between the motivations of those with low test scores and those with high test scores. Only those who score high in internal goal orientation and self-efficacy perception have a higher level than others. This means that students who score higher on the test have higher self-efficacy beliefs and internal goal orientations than those who score low. Although there is no difference in the total score, it is an important finding that self-efficacy belief and internal goal orientation (focus on learning) are high. When maternal education status and motivation were compared, there was no significant difference in general. However, in some sub-dimensions, for example, there are differences in internal goal orientation, task value, and exam anxiety according to maternal educational status. As the level of maternal education decreases (especially primary school graduates and secondary school and above), the focus of students on learning, the awareness of how valuable the exam is for themselves increases, and the anxiety about the exam decreases. It is possible to say that the reason for this is that as the level of education increases, the exam loses its importance with the increase in



the autonomy and socio-economic level given to the student. A significant difference was found between paternal education status and motivation. As the father's educational status decreases, external goal orientation, self-efficacy perception, and motivation increase, and exam anxiety decreases. The reason for this may also be that as the level of education increases, the exam loses its importance with the increase in the autonomy and socio-economic level given to the student. There was no difference between monthly income and motivation. However, differences were found between external goal orientation, which is one of the sub-dimensions of motivation, and test anxiety. Children with a family monthly income above TL 20,000 have higher external target orientations than those with TL 20,000 or less. In other words, it can be said that those in the senior income group have a more positive perception of the exam they are currently studying. However, this group had lower test anxiety. According to whether the family is pressuring or not, the motivation points vary. Students who are not pressured by their parents to prepare for the exam have higher motivation for the exam than others. In particular, their internal goal orientation, the value they give about the exam, and their perception of self-efficacy are higher. In this sense, the importance of families not putting pressure on children has emerged. There was no difference between the daily study time for the exam and motivation. However, significant differences were found in the dimensions of learning control belief and exam anxiety, which are sub-dimensions of motivation.

The more motivation increases, the higher the exam anxiety. Yıldız (2021) also found that there was a significant and positive relationship between the total motivation levels of the students and their exam anxiety levels.

### **Conflict of Interest Statement**

The author declares no conflicts of interest.

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