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**MOTIVATION AND FACTORS AFFECTING STUDENT MOTIVATION**

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**Abstract**

Everyday developments have brought an acceleration in terms of technology. The individual's adaptation to these developments, their acceptance and motivation is very important for the development of the individual. This is more important in terms of education. As education is the basis for most of an individual's life, in this process, the motivation of the individual must be at the top. A motivated individual will get more out of her/his education life. Since there is a great relationship between motivation and perception level, motivation has more value. Motivation is also related to the creativity of the individual. People with high internal motivation can take the initiative in problem solving and can reveal their creativity. High motivation of people, by contributing to the point of pushing their capacities, allows them to develop themselves. The highly motivated person who is self-aware and knows his limits solves

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the problems that he will face in his education life, can take risks and shows leadership characteristics is an important thing that makes motivation valuable. Knowing what affects the individual in terms of extrinsic motivation will help families and educators in education life. Success of individuals who are extrinsically motivated as well as intrinsically motivated will increase in education. Each person is different by nature. A situation that motivates us cannot motivate others. Knowing the person and knowing what is valuable to his/her is very important to motivate that person. In our article, by considering these features and emphasizing the importance of motivation, we aim to put forth factors affecting student motivation by taking into account the opinions of teachers.

**Key words:** Motivation, intrinsical motivation, creativity, education

## INTRODUCTION

There are factors that determine the frequency of most of the behaviors that people show in their lives. These factors can be affected by internal or extrinsic (environmental) variables. But different from our everyday behavior, taking into account the acquisition of desired behavior in education, it is important that the person acquires and maintains the behavior and uses it efficiently.

It is hard to find the exact meaning of the term of motivation. This term is derived from the word of 'Motive' in English and French. It can be called 'Güdü' or 'Saik' in Turkish. In short, motivation means capacity that prompt a person for a certain aim. In this respect, motive is a power which has three features such as motivating, sustaining the movement, and guiding the positive direction. (Eren,2001:492). Başaran(2000) expresses that motivation is an external effect satisfying the individual's need or creating a new need.

While it is seen that some of the individuals in the schools are willing in the education-teaching process, some seem reluctant. Motivation is the basis of these differences among students. Since motivation is effective in injecting energy into the person and making them willing to act, it is one of the most important variables that emphasize the effectiveness of the learning-teaching process (Akbaba, 2006).

Motivation within the classroom is affected by the following variables(Lumsden, 1999; Gürkan and Gökçe, 1999:168):

Teacher's Roles: Teacher's advisory and guidance role, advisory role, information source role, teaching method and technique role, and the regulatory role.

Organization of the class: Organization of the classroom and lesson.

Interaction: In-class interaction and layout

Classroom Mood: Teacher-student relations, verbal and nonverbal communication, school management, school climate and culture, school-teacher-family relationship.

Beside the general factors effecting the motivation, there are some factors about education effecting student motivation. Educators' being a good prototype on students, sympathetic behavior, smile, look are significant factors effecting motivation in a positive way. The way the school platform is arranged, formation of a nice school atmosphere, having a positive atmosphere at the point of directing and supporting success also contributes to student motivation.

Motivation is defined as a force that activates, directs and maintains a goal-oriented behavior (Acat and Yenilmez, 2004). When motivation is considered as the force that pushes the person to the behavior, this energy or power arises directly from needs at different levels (Ozbay,2004).

Even though motives tend to be seen as an internal state in the organism, often external stimuli arouse and trigger motives(Erkuş, 1994). However, the individual is a dynamic being who takes her speed from within. The individual not only reacts to stimuli from her environment that is, it is not an automaton that activates when stimulated. More important factors of behavior, are the natural inner experiences of basic needs.

Motives originate from human needs and vary in their form, direction, and severity. The importance of conscious or unconscious motives is measured by their effects on individual behaviors. It is possible to examine the motives that affect human behavior under four headings. These; psychological motives, instincts, social motives, physiological motives (Özen Kutanis, 2004).

Physiological motives: Examples of physiological motives, which are semi-conscious motives that take their source from physiological needs, can be shown as nutrition, shelter, warming, dressing.

These motives are important for the continuation of the human race, as they arise from the basic physiology of life. While this kind of motives are exist in humans, its intensity and strength vary from person to person. Some of physiological motives are also biological. For example, breathing is necessary to live. Person's behaviour is a biological motive to have fresh and oxygen-rich air.

Instincts: The unconscious behaviors that channel individuals to natural needs are called instincts. In another definition, instincts can be defined as phenomena and reactions that direct people to animal and natural behaviors. As these motives don't require learning and not

forgotten during the lifetime, they are common motives both human and animals share. Hunger, thirst, breathing, sexual urges can be given as examples. Although instincts are unconscious, they are the result of certain reflexes and natural behaviors. To qualify any behavior as instinctive there must be a certain physiological reason and instinctive behaviour mustn't change.

**Psychological motives:** Psychological motive is a desire to show him/herself or sometimes it is desire to be independent. But the bond that unites them is the desire for power. Structure of these motives compose a person's personality and behaviour models. Psychological motives are motives that are innate or acquired by the individual. To analyze psychological motive and to watch its course are harder than physiological and social motives. Its difficulty changes according to events, person and motives. Sometimes those who show composure towards certain events, while others lose their composure in similar events. And sometimes even the individual's own behavior can change over time. Because these behaviors can be inherited as well as it can also be a result of the subconscious processing of many events from childhood to adulthood. This appearing truth is directly related to individuals' personality.

**Social motives:** Human's one of the important features, separating him/her from other living things, is being a social creature. The urge that drives animals to live collectively despite being unconscious, while people try to come, work and live together, social rules, law, habits and talents direct these efforts. Because individual is a part of society and it cannot be abstracted, besides each society has specific rules, laws and talents. These are dominant elements that provide regulation. On one hand person must respect to these factors, on the other hand person wants to reach to the level that society set as a good, beautiful idea. For example, to be promoted, recognized, educated, chosen, admired, think freely, make friends etc. are social motives that prompt sense and emotions and people. Person is happy when she/he reaches these aims. On the other hand, the formation of these motives is directly related to social conditions. Some behaviour looks nice but on the other part of society may find it odd. So social motives may differ according to society's features. Behaviours that society likes can be a role of motive for the aimed behaviour types. These motives are with social content in terms of its structure. The rules that regulating the society may also influence physiological formation of motives. And sometimes social motives can pass the physiological motives. For example; during a war, person's the motive to die due to her religious belief may be more effective than his/her physiological motive. This ideal thought is a consequence of social motives. Power, success, fear of success, belonging, safety and status motives can be regarded as an example for social motives. Motivation is an emotion that prompts a person. This happens at a different stage for

each person. For example; a person study very much and gets high marks to gain his/her parents' praise. An other person also wants to learn for his/her dreams. Motivation is the most important requirement that is necessary for learning. A motivated person appears to be ready for learning. In this article, considering all these features, we focus on the importance of student motivation in education, also we use teacher thoughts to state motivation of student in education.

## METHOD

### Research Model

Research is made with qualitative-based on research methods and techniques. This research is composed with phenomenology pattern one of the qualitative research methods that benefit from individual experiences. Phenomenology is qualitative research design based on facts and information, attempts to make sense of and describe personal experiences, perceptions, feelings, and judgments that we realize in routine life but do not have detailed understanding (Yıldırım and Şimşek, 2011).

### Working Group

In this research, we use semi-structured interview form from data collection techniques. Interview form is arranged according to related literature, and it is improved by submitting to the examination of academicians who are experts in their fields in order to provide face and content validity. Convenient sampling method is used from sampling methods. Twenty-five teachers, from central district of Elazığ province, form this working group. Women are fifty-two percent of the research group and men are forty-two percent of the research group. Two of participants are manager, three of them are assistant director and twenty of them are teachers. In terms of work ethics we used some codes instead of participants' names ( for example; for the number two woman teacher we use KÖ2, for the man manager we use EY1 ).

### Data Collection Tool and Collecting Data

As a data collection tool, a semi-convincing interview formula based on thought and point of view was prepared and after the examination of expert academicians, the interview form was put into practice. Detailed explanations on the subject were given to each interviewer and a semi-structured interview form was distributed to those who wanted to contribute to the research. Filling out the interview form based on volunteerism. When we need to explain something, we give information that they need about the research.

### Analyzing data

Datas derived from participants are analyzed with analysis technique. Considering similarity situations in participants' opinion, frequency and percentages are indicated and

tabulate and tables are directly supported by quotes. In the descriptive analysis approach, before serving research to the reader, datas are arranged and interpreted. Firstly themes are composed and datas are grouped and interpreted according to the themes. When necessary, Comparisons take place among cases ( Yıldırım and Şimşek).

## FINDINGS

Some opinions are asked about effects of students' personality on student's motivation and the participant opinions are shown in the Chart 1.

### Chart 1

Student's personality's effects on motivation	f	%
If a student has a healthy personality and knows him/herself, his/her motivation is also high. If a student has negative personality development, level of motivation is also low.	24	96
Personality has limited effect on motivation. Environmental factors are more effective on motivation.	1	4
Total	25	100

Most of the participants (%96) state that motivation level is high in the person who has healthy personality. Only one of participant says that environment has more effect on motivation than personality. There are some quotes from participants:

'A student with a well-established personality is like a ship which has a definite route. He/she knows when and how to go which port.' (EY2)

' I think, student's personality is not important. Student's ambition, jealous of successful relatives, and wish to see himself at the top increase the motivation.' (KO6)

'Rather than the personality of the student, life conditions are more important. As the student's age is the term of shaping personality, personality hasn't got much importance' (KO3)

Participants are asked about their opinions on the effects of student's family structure on motivation. Opinions are shown at the Chart 2.

**Chart 2.** teacher opinions about that what kind of effects a family has on student's motivation.

Effects of a family structure on student's motivation	f	%
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While the family structure with a high education level, caring and conscious family structure increases motivation; low level of irrelevant education and unconscious family structure reduces motivation.	23	92
Motivation is high in some students who grew up in impossibilities and problematic family structures.	1	4
In overly concerned family structure, student motivation is low.	1	4
Total	25	100

Most of the participants (%92) stated that family's education level, interest and being aware rise up motivation level and motivation level is low at unconcerned an unconscious structure against low-education students. One of the participants stated that difficulties and problems in the family make a backlash and rise up motivation level. An other participant also says that exaggerated interest lowers motivation. There are some thoughts from our participants.

*'Excessive interest of family may have unexpected results such as low motivation.'* (KÖ-2)

*'In some cases, unexpectedly, may have high motivation despite problematic families.'* (KÖ-2)

*While an educated and caring family may increase motivation, motivation may be low at a problematic family.* (EY-1)

It is asked about if friendship and relations have any effects on motivation. It is indicated on chart 3.

**Chart 3.** Teacher thought about effects of friends and relatives on motivation.

Friends of student's effects on motivation.	f	%
While a group of friends who are academically successful and has correct behaviour; an unsuccessful and problematic group of friends lowers student motivation..	23	92
Sweet competition in peer group increases motivation.	1	4
The influence of friend group on the individual depends on the family life of the person.	1	4
Total	25	100

Most of the participants (%92) indicate that a student who has successful an non-problematic friends has high motivation; a students who has behavioral problematic friends lower motivation. One of the paticipants related high motivation to the sweet competition environment. Another prticipant also related friends effects of student to the family life of the student. There are some thoughts about this issue;

*‘ Students who are successful and have a circle of friends who are interested in their lessons are more motivated. ‘ (EY5)*

*‘Student’s sweet competition with friends increase motivation.’ (EY1)*

*‘ Student is influenced by peer group according to upbringing.’ (KO5)*

The participants were asked for their opinions on the environment in which the student lives (in terms of social, education, economic, education) and what effects the student had on motivation.

**Chart 4.** Teacher thoughts about student’s living area and its effects on motivation

Effects of a student’s living area on motivation	f	%
While a good socio-economic and educational environment increases motivation; a socio-economically low and uneducated environment negatively affects student motivation.	24	96
Since a socio-economic environment will create spoilage in student, motivation decreases.	1	4
Total	25	100

Most of the participants (%96) indicated that students being in a good and educated environment in terms of socio-economic increases motivation but also being a low socio economic environment decreases the motivation. Another participant of the research a good socio economic environmet pampers the student and afect the motivation in a bad way. There are some quotes of our participants.

*‘ a good environment affects in a good way. Low socio-economic environment affects student!s motivation badly. ‘ (KÖ7)*

*‘The high socio-economic environment of the family may cause spoilage and low motivation in some students.’ (EO1)*

There are some thoughts of participants about the effects of the student’s technological addiction (smartphone, tablets, computer) on the student motivation.

**Chart 5.** Teachers' views on the effects of the student's technological addiction (smartphone, tablet, computer) on the student's motivation



Effects of technologic addiction on motivation	f	%
While excessive technology addiction reduces motiation badanced and conscious use of technology has a positive effect on motivation.	13	52
Technology addiction affects motivation in a bad way.	11	44
A technologic addiction that lead the student to the success increases motivation	1	4
Total	25	100

Over half of the participants (%52) thinks that having an excessive technology addiction decrease the motivation and on the other hand balanced and conscious usage of tchnology increase the motivation. A little less than half of the participants think that technological addiction will affect motivation negatively. A participant thinks that if technology addiction brings success, it will increase the motivation. There are some quotes of our participants:

*'If the student uses the internet consciously, it will have good effects but tablet, smart phone and coputers affects motivation badly.'* (KÖ7)

*' Technology addiction causes adaptation and motivation problems in students.'* (KÖ4)

*'This is a student related situation. If the student achieve sccess with technology, this addiction affects motivation in a good way.'* (KÖ1)

The participants were asked for their opinions on the teacher's approach to the student, the classroom discipline understanding, the methodand technique she/he used during the lesson and what effects the techniquehad on the motivation.

**Chart 6.** Teachers' views on the effects of the teacher's approach to the student, classroom discipline, and te methods and techniques used during the lesson on motivation.

Teacher's approach, discipline and method techniques	f	%
While the effects of teachers who uses different method and techniques that is student centered, respecting the student increase motivation, students of teacher-centered teachers with a traditional understanding of education have low motivation.	22	88
Student motivation will increase in teachers with a sweet-hard discipline understanding.	2	8
In a student who is not interested in the lesson, the effects of the tacheron motivation is very limited.	1	4

Total	25	100
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Most of the participants(%88) think that teacher's being student centered,, value the student and using different methods and techniques increase the motivation. Some of the participants state that the sweet-hard discipline of the teacher increases student motivation. One participant thinks that the contribution of the teacher in terms of motivation to the student who is not interested in the lesson will be very little.

The opinions of some participants on this subject are included below as direct quotations:

'There are some different ways to reach the student. The important thing is to understand the student correctly.' (KÖ1)

' Student motivation increases when the teacher's approach to the student is sweet-hard with a class discipline understanding. ' (EY5)

' Although they affect some students positively, the activities, methods and techniques for a student who is not interested in the lessons are not very effective. ' (KO8)

Other than these, the participants were asked to state if there were any issues affecting student motivation, and the participant's views on the subjects were reflected in the Chart 7

**Chart 7.** Teacher's views on other issues that affect student motivation.

Other issues affecting student motivation	f	%
A participant who doesn't want to state opinion	12	48
Source of motivation is love. . Love increases motivation.	6	24
Motivation increases when all these factors are in harmony.	5	20
Making the passing system more difficult increases the motivation.	2	8
Total	25	100

Almost half of the participants(%48) did not want to Express their opinions on this issue. Some of the participants see love as source of motivation and stated that if there is love, motivation will increase. Some participants attributed the high level of motivation not to a single factor, but to the harmony of all factors. Two participants, on the other hand, stated that making the grade pass system more difficult increases motivation.

'A student's motivation depends on love for teacher and than lessons.' (EO5)

'School, family, manager, teacher , all is one. They affect. ' (KÖ9)

' Passing the grade must be harder. The thought of the student that I will pass the class anyway decreases the motivation.' (EÖ4)

## CONCLUSION

After the interviews with participants, in the findings part, participant's opinions were categorized and it is detected that the leading factors on students' motivation is the student's itself due to the internal motivation. If each person provides self motivation, this motivation will be both sustainable and effective.. Having a healthy persoality is very important for a person to be motivated. Self-conscious, knowing positive aspects, talents and interest, setting an attainable goals about this topic, reaching these goals firmly, makes students keep motivation high.

Expecting from the students the goals that they cannot reach, as opposed to increasing their success, and pushing them in a positine direction, makes them fail. Because of this, motivation is on an effective position for individuals'adoption of educational institutions,, willingly internalize information and having an honest personality. (Ercan,2003).

Individuals' family structure is a very important factor for shaping the personality. An individual who grows up in a caring and educatet family, will get in a good position in self knowledge with the hepl of his/her family. Parents are the first role model for their child. The chils behaves like them by observing them. Family members that behaves in a motivational way dont forget that their child is on the way to success. Instead of having other thoughts, parents can reason saying that ' How can I contribute to my child's educational life for being more peaceful and successful' . They can reason with the people around and with the expert guides. Especialy in this respect you can come to a consensus with the children and you can also ask for your child's opinions (Saribaş,2019).

After family, students' friendship that he/she has interaction, has a big importance especially in terms of social learning. When a student in a group of friends friends who are self-aware, academically successful, at peace with themselves experiences a sense of achievement of, she/he will be affected with this happiness and he/she wants to be in the same situation with these people. The opposite is also possible. In a bad friendship group, motivation will shift in other directions. Social learning theorists assert that they observe the behaviour of individual's environment and conclude that individual exhibit the behaviour in the situations that are benefical to them. Modeled behaviour can be hidden and changed so that observed behaviour must be coded in the individual's memory and it must be remembered when needed. Because of these features, cognitive dimension of learning by observation is also important (Erden &

Akman, 1998). Therefore , social learning theory advocates that human behaviours happens with the mutual interaction of cognitive, behavioral, and environmental factors (Ergüm,2004).

Today, the number of stimuli that distract students is quite a lot. Student is exposed to so much technological devices affecting his motivation that to maintain the motivation is so hard. Technologic addiction cause lack of caution and mental disorder. As it is unnecessary to argue about that the technology is essential, exaggerating this affects motivation negatively. In this case, the student should be given the awareness of technological literacy. On accessing information it is seen that the individuals who see the technology as a tool are more motivated. Self-control of individual should not allow this addiction.

With the beginning of the school life, there will be another concept that the student will take as a role model: Teacher. Student put the teacher in the center of his life and at this point teacher's approach to the student gets importance. A teacher motivates the student with supporting and faithful sayings. Teachers with an authorian and traditional understanding of education have difficulty in giving confidence. This may cause a lack of confidence in the student. Some problems may occur on the student's motivation. Positive attitudes of teachers' affect motivation, reaction to the educational environment, willing to studying and confidence positively. Educators have less connection with the individuals who are distancing from education and having no connection with the educator and they get less attention from educator. As a result this situation causes the student to be passive in the education and decrease the success of education and decrease the motivation also (Öztürk; Koç; Şahin, 2003). Regarding teacher behaviour, educators who want students to receive quality education, and ensuring to meet their educational needs, teachers increase the motivation in terms of curiosity.

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