



Determination of Success Driven Motivation in Communication for Secondary Education 10th Year Students TRNC Sample

Remziye Terkan*, Onder Ucar

Fifteen November University of Cyprus, Northern Cyprus, Turkey. *Email: remziyeterkan@onbeskku.edu.tr

Received: 06 September 2020

Accepted: 03 November 2020

DOI: <https://doi.org/10.32479/irmm.10905>

ABSTRACT

The goal of this research is to determine the Success Driven Motivation in Communication of year 10 high school students. In this research the screening model has been used in order to determine opinions of participants. The study has been designed as a karma model that incorporates both quantitative and qualitative research models. In order to analyse data descriptive statistics such as frequency, percentage, arithmetic mean, and standard deviation and the Mann Whitney U- and Kruskal Wallis H- tests have been used. During the study “the case study” method has been employed as a qualitative research model. This research has been conducted over the second term of the 2020-2021 educational year in the Turkish Republic of Northern Cyprus. In accordance with the goals of this research a personal information form and semi structured meeting form have been used. This research has been undertaken in 2020-2021 academic year. The sampling for this research has been determined by applying the research on year 10 students from randomly selected state high schools under the Ministry of Education of North Cyprus in 2 districts, 50 students in Nicosia and 51 students in Famagusta (101 total).

Keywords: Secondary students, Motivation driven communication, Motivation

JEL Classification: D83

1. INTRODUCTION

Gürler (2020) supports the view that the needs, drives, desires, and goals are the main factors that activate individuals and form the motivational process (MEB, 2020). They also stated that leaders of organizations must motivate individuals in that respect, in order to attain predetermined goals (Akçay, 2019). The use of motivating factors may facilitate actions. Hence, it may be said that motivating factors are incentives (MEB, 2020). An individual with extrinsic motivation expects approval from the community and attempts to successfully realize his/her activity driven on external factors such as attaining social status or getting rewarded. Rather than joining the activity for entertainment or pleasure purposes they join it with the aim of obtaining rewards. What is important is not the work done by the individual towards his/her goal, but rather the reward to be obtained. The motivating force that drives individuals to act and keeps them active until the desired objective

is reached and stops them when satisfaction is achieved is known as intrinsic motivation. Individuals are active during a great part of the day. The individual mostly exerts great effort in order to attain a certain result. Individuals cannot resume their lives passively or in stable state even if they prefer to do so. In that case what is the force that pushes individuals to live so actively? (MEB, 2020). According to experts, what drives individuals to be so active is intrinsic motivation and the needs of individuals. The attempt of humans to satisfy their needs and motivations is known as intrinsic motivation (Başaran, 1992). The effort of individuals to reach their goals by use of the driving force within their inner world is an act of intrinsic motivation. Students learn more effectively when they have an interest in learning for intrinsic reasons. In other words, individuals learn best when they want to learn themselves. Motivation can be defined as an intensity of desire to fulfil a certain goal (Sak, 2013). In order to be successful, it is not sufficient to focus on cognitive skills in learning environments (Seah and

Bishop, 2000). There are studies that show that affective domain skills play an important role for students to be successful in such environments (Duit and Treagust, 2003; Thompson and Mintzes, 2002; Weaver, 1998; Lee and Brophy, 1996). One of the affective domain skills is motivation. Motivation incorporates any behavior towards attaining a certain goal and has cycle characteristics (Morgan, 1984). Education in that sense is the art of making students work on a desired path (Öncül, 2000). Motivation for success in general is the effort to be competent in activities that require effort (Schunk, 2009). These activities are associated with learning. Learning is influenced by an array of motivational factors that involves the value of the work done, as well as its academic goals and effects (Wigfield and Eccles, 2000; Braten and Olausson, 2005; Dweck, 1999). Motivation for success is the adjustment of time and energy by students when working towards attaining a goal that determines their standard (Ülgen, 1994). Successful students are inclined to view their competency and effort as a reason for success, and insufficient effort as a reason for failure (Açıköz, 2003). Success can be considered as a need. A student with high motivation learns most effectively (Senemoğlu, 2007). Motivation is one of the most critical elements of learning that is measured with great difficulty. A student that is not sufficiently motivated is not prepared for learning (Ulusoy, 2007; Selçuk, 2000); as the student does not consistently show interest or attention and does not allocate the required effort, time or focus on the subject (Fidan, 1985). The skill is known as Psychomotor skill (Davis and Rimm, 2004). Renzulli stated that studies on successful individuals that offer innovative services showed that they are in interaction with each other (Ataman, 1998; Renzulli, 1998). According to Renzulli (1998) when faced with a specific problem, work subject or expression superior motivation, which was considered among non-intellectual characteristics, involved a high level of interest, desire, admiration, sense of loyalty, patience, determination, and diligence. Motivation is one of the most significant power sources determining the direction, magnitude, and determination in behaviour of students (MEB, 2020). The motivation of a gifted student is important as it signifies the difference between the best potential and the actual performance. Highly intelligent or gifted students in general have a desire to learn (Sak, 2013). One of the reasons for lack of motivation for gifted students is the fact that the interest of the student is different from the subject he/she is unsuccessful in. Getting assistance from others can be a means for enhancing their interest and attention (Siegle and McMoach, 2005; Webb et al., 1994). When students with a low level of motivation are in question, their family lives must be analyze first (Sak, 2013). Another reason that must be investigated in the case of low motivation is the school (Sak, 2013). Therefore, motivation carries great significance in order to achieve a higher level of success than gifted students. When literature is analysed there is a very limited number of studies with regard to motivation of gifted students (Philips and Lindsay, 2007). It has been stated that it is important for parents to create appropriate home environments for gifted students to enhance their motivation (Garn et al., 2010). The model of the class motivation is one of the more practical applications of teaching practices (Clinkenbeard, 2012). Key concepts associated with a specific goal include direction, challenge, boredom and interest. As there is no prior study on the motivational approach of year 10 high school students the problem to be solved by this

study has been identified as the determination of the motivation of year 10 high school students.

1.1. The Problem Sentence

The problem of this research is defined as the determination of the motivation of year 10 high school students.

For the general purpose of this study the following questions have been asked with regard to year 10 high school students;

1. What is the gender distribution?
2. What is the age distribution?
3. What is the general level of motivation?
4. What is their motivation level?
5. How does family affect motivation?
6. What is their general view on enhancing success driven motivation?
7. What is their view on the effects of the social environment on enhancing motivation?
8. What is their view on expectations from teachers with regard to enhancing motivation?
9. What is their view on the Turkish education system with regard to enhancing Motivation?
10. What is their view on teachers with regard to enhancing motivation?

1.2. Goal and Significance

The general goal of this research is to determine the success driven motivation for year 10 students of high schools. The concept of motivation is best defined as the difference between the best potential and the actual performance. Although motivation has a significant role in almost everyone's lives, it could be seen that it has a great effect on high school students. The general goal of this study is to analyse the motivational approach of year 10 high school students in the Turkish Republic of Northern Cyprus as no prior study has been done on the subject. This research has been conducted with 101 year 10 students from randomly selected state high schools under the Ministry of Education of North Cyprus in 2 districts, 50 students in Nicosia and 51 students in Famagusta. It has been prepared with the goal of determining the motivation of both gifted and regular students in the Turkish Republic of Northern Cyprus. This study is particularly important as no such study has been conducted in the TRNC before. In this study the TRNC example has been covered. The eventual target is to ensure that this study sets guidelines for High School teachers in the Turkish Republic of Northern Cyprus and contributes to literature on the subject in that respect.

2. METHOD

2.1. The Model of the Research

The goal of this research is to determine the success driven motivation for year 10 students of high schools. In this research the screening model has been used in order to determine the success driven motivation of students during the education process. During the study "the case study" method has been employed which is a qualitative research model. The sampling for this research has been determined by applying the research on students from randomly selected state high schools under the Ministry of Education of

North Cyprus in 2 districts, in Nicosia and in Famagusta. In that respect high schools in all districts have been considered as participants of the study. In the study the opinions of high school students have been evaluated with the aim of determining their success driven motivation; hence, a single analysis unit has been used and a holistic single case analysis has been applied. On the other hand, since high schools in different districts of the Turkish Republic of Northern Cyprus show similarities results have been considered to apply to the whole of the country rather than differentiating between cases in different districts. As a result in this research a sub type of cases studies, the holistic single case model has been used.

2.2. The Study Group

The study group of the research consists of 101 students from state high schools in Nicosia and Famagusta under the General Secondary Office of the Ministry of Education in the Turkish Republic of Northern Cyprus. High school students were met face-to-face and invited to voluntarily participate in the study, after obtaining permission from the Secondary Office of the Ministry of Education in the Turkish Republic of Northern Cyprus and meeting Headmasters and administrators of high schools active in Nicosia and Famagusta to inform them about the goals and scope of the research, for the second term of the second term of the 2020-2021 educational year between 17 February and 6 March. The study incorporates the karma research model that consists of both quantitative and qualitative research methods. The goal of the research is to determine the success driven motivations of year 10 high school students. The screening model has been applied to determine opinions, which enables us to arrive at general conclusions on universal issues.

2.3. Gathering of Data

During the gathering of information the screening model has been applied while the meeting forms have been prepared by the researchers. The views of 5 academicians from the Education Faculty of the Fifteen November University of Cyprus have been obtained to ensure that the data collection tool prepared by the researchers to analyse the opinions of students is valid from a scope and appearance perspective and can be used for the purpose of the research. The meetings have been conducted using recording devices which were transcribed immediately after the meetings. The themes were established with the coding of data and the results obtained were explained through descriptive analysis. The restructured meeting form consists of 5 questions. After the necessary permission was obtained for the meeting form to be used in the research, meetings were arranged with students from state high schools in Nicosia and Famagusta districts under the Ministry of Education. Headmasters of two schools under the General Secondary Education office were contacted and 101 students were met during the 2020-2021 education year. The responses of students participating in the study were recorded using recording devices.

2.4. Analysis of Data

The “content analysis” method was used during the analysis of the collected data. The content analysis method is defined as the summarization of a text with smaller content categories through

specific coding (Büyüköztürk, 2010). In the research categorized analysis was used out of content analysis types. Categorized analysis in general represents the division of a message into units which is followed by the grouping of these units into categories based on specific criteria (Bilgin, 2006). In this study the data was presented taking into account the questions used. Codes were derived from each response to the questions. Similar codes were later collected under the same group and categories were formed. Hence, frequencies were presented for determined categories. The frequencies were not based on the number of students, but rather on the messages given by them; the reason for this being the fact that some students presented more than one code to certain questions while others did not respond to certain questions at all. In order to effectively present the views of the individuals met, direct quotes have frequently been used. Collected data has been expressed in detail and the manner in which results were obtained has been explained clearly and comprehensively. The thoughts of students met have frequently been included through direct quotes; the conclusions of the research have been explained using these results.

3. FINDINGS

Results under the scope of the study include the views of students obtained in meetings with regard to increasing their motivation, the effects on their success, contributions to their social lives and on what type of changes can be made.

When Table 1 is analysed we see that out of 101 participants total 72 were female (71.30%) and 29 were male (28.70%). According to the results we found that female students had a higher interest in the study and that numerically they were larger in number.

As can be seen from Table 2, the arithmetic and standard deviations of students in Nicosia with regard to Success Driven Motivation were ($X = 3.74$, $S = 0.764$) while those in Famagusta were ($X = 4.21$, $S = 0.413$). These findings indicate that there is a meaningful difference between the Success Driven Motivation point averages of students ($t = -5.476$, $P < 0.05$). The results also showed that the Success Driven Motivation of students in Famagusta was higher than those in Nicosia.

When Table 3 is analysed we can see that the intrinsic motivation of students was ($z = -0.61$, $P > 0.05$), the extrinsic motivation was ($z = -0.08$, $P > 0.05$) and the general motivation level was

Table 1: Gender distribution of year 10 high school students

Gender	n	Frequency percentage	Valid percentage	Cumulative percentage
Female	72	71.3	71.3	71.3
Male	29	28.7	28.7	100.0
Toatal	101	100.0	100.0	

Table 2: Comparison of success driven motivation points of year 10 high school students by district

Country	n	X	S	SD	t	P	Explanation
Nicosia	50	3.74	0.764	98	-5.476	000	P<0.05
Famagusta	51	4.21	0.413				Meaningful result

(z = -0.12, P > 0.05), which showed that high school students did not show a meaningful difference when compared with the general motivation. These results showed that the variables based on the general motivation of parents did not result in a meaningful difference on the intrinsic, extrinsic or general motivation of students. Hence, it can be said that the intrinsic and extrinsic motivation of Female and Male students was similar to their general motivation levels.

When Table 4 is analysed we see that the intrinsic motivation of high school students is (2 = 2.92, P > 0.05), extrinsic motivation is (2 = 2.73, P > 0.05) and the general motivation level is (2 = 2.49, P > 0.05); there was no meaningful difference with comparison to their general motivation. These results show that no meaningful difference was created on the intrinsic, extrinsic and general motivation levels of students.

It can be seen from Table 5 that there is a meaningful difference in the success driven motivation points based on the education level of the mother of the students (F = 5.931; P = 0.000; P < 0.05). These findings showed that the success driven motivation points of students whose mothers went to elementary school were higher than those whose mothers went to secondary school, high school, university and graduate school. This result can be interpreted to mean that the education level of mothers of students influences their success driven motivation.

Table 3: Mann Whitney U-test results for year 10 students by age

Gender	Dimension			Z	P
	n	Average	U		
Intrinsic motivation					
Female	72	49.86	962.00	-0.61	0.536
Male	29	53.83			
Extrinsic motivation					
Female	2	51.01	1043.00	-0.08	0.994
Male	29	50.97			
Student motivation					
Female	72	50.77	1027.50	-0.12	0.901
Male	29	51.57			

As can be seen from Table 6 to the question of “What is their Opinion on Enhancing Motivation of Students” the answers varied. Responses of students included “Students must not be called to the board if they do not want to, Teachers should not get angry, Pressure on students should be reduced, Homework should neither be too easy nor too difficult, No phones should be used in class, Homework should be meaningful and relevant, Rewards should be used appropriately, There should not be school every day, Curiosity of Students should be aroused, Every student is different and The environment must be supportive.” “Homework should be at a difficulty appropriate for the age and level of the students. If the homework is too easy the students will get bored and not be motivated. If the homework is too difficult for the students they will get demoralized and leave the homework unfinished.” “The homework must be relevant and meaningful. The students might question why they should learn the subject and ask what use this is going to be for them when they grow up?” “The goal of the homework should be to enhance skills or teach new skills, rather than making students learn irrelevant subjects or make them memorize issues.” “The interest and curiosity of students should be aroused. This is the most effective and significant method of motivating students. The attention of students must be frequently attracted.”

As can be seen from Table 7, to the question “What is their opinion with regard to the Effect of the Social Environment on Enhancing Motivation,” six different responses were given. Responses of students included; the pressure on students should be reduced, students do not perform well when they feel discarded or threatened, students should be enticed to think hard, as every student is different, individual learning methods must be devised, learning methods positively affect motivation of students, there must be a supportive environment, encouraging statements or physical touches or a warm look in the eyes are important, there must be assistants simplifying and facilitating relations with parents and teachers, competition or social comparisons should not be encouraged among students. The view that the pressure on students should be reduced appeared particularly important. The least favored view was that “competition or social comparisons

Table 4: Kruskal Wallis H-test results of year 10 high school students by age

Dimension	Age	n	Row	Average	ki-square	df	P
Intrinsic motivation	Between 15-16	4	75.38	15,5	2.921	2	0.232
	Between 17-18	67	50.16	17,5			
	Between 18-19	30	49.62	18,5			
Extrinsic motivation	Between 15-16	4	64.25	15,5	2.734	2	0.255
	Between 17-18	67	53.18	17,5			
	Between 18-19	30	44.37	18,5			
Student motivation	Between 15-16	4	69.63	15,5	2.497	2	0.287
	Between 17-18	67	52.02	17,5			
	Between 18-19	30	46.23	18,5			

Table 5: Anova results of the comparison of success driven motivation points of year 10 students based on education of mother

Dimension	Source of variance	Total of squares	SD	Square average	F	P	Explanation
Mother	Intra-group	9.344	4	2.336	5.931	0.000	P<0.05
Education	Inter group	76.794	47	0.394			Meaningful
Status	Total	86.138	50				Difference

should not be encouraged among students.” The views that the environment should be supportive, students do not perform or think well when they feel discarded or threatened, there must be assistants simplifying and facilitating relations with parents and teachers, encouraging statements or physical touches or a warm look in the eyes are important also were favored opinions.

As can be seen from Table 8 regarding the question on the “Opinions of Year 10 Students With Regard To Their Expectations from Teachers,” on enhancing their motivation the highest response was the “Selection of appropriate targets and subjects.” In addition, “Every student is different, Schools must be more affluent from a social perspective, Families must be well-informed, seminars should be given,” were other responses of students. The

Table 6: Opinions of year 10 students with regard to enhancing their success driven motivation

Opinions	f
The attendance problem must be abolished	18
Students must not be called to the board if they do not want to	14
Teachers should not get angry	13
Pressure on students should be reduced	13
Homework should neither be too easy nor too difficult	9
No phones should be used in class	8
Homework should be meaningful and relevant	6
Rewards should be used appropriately	5
There should not be school every day	5
Curiosity of Students should be aroused	4
Every student is different	3
The environment must be supportive	3
Total	101

Table 7: Opinions of year 10 students with regard to the effect of the environment on enhancing their motivation

Opinion	f
The pressure on students should be reduced	50
Students do not perform well when they feel discarded or threatened	15
Students should be enticed to think hard	
As every student is different, individual learning methods must be devised	13
Learning methods positively affect motivation of students	
There must be a supportive environment	10
Encouraging statements or physical touches or a warm look in the eyes are important	5
There must be assistants simplifying and facilitating relations with parents and teachers	4
Competition or social comparisons should not be encouraged among students	5
Total	101

Table 8: Opinions of year 10 students with regard to their expectations from teachers on enhancing their motivation

Opinions	f
Selection of appropriate targets and subjects	21
Avoidance of repetitions	20
Every student is different	19
Schools must be more affluent from a social perspective	18
Families must be well-informed, seminars should be given	14
Students must enjoy and feel successful	8
Total	101

least favoured opinion was that “Students must enjoy and feel successful.” The learning time and method is different for each student. Therefore, individual differences must be considered in the learning process. “Schools must provide more opportunities to students from a social perspective, and encourage participation in activities that students like and find interesting.” “Families must be informed about their influence on the motivation and success of students, while seminars should be conducted on the subject of motivation. Every new subject learned must give students joy and a sense of success,” were other expressed opinions.

As can be seen from Table 9 students gave different responses to the question on, “Opinions of Year 10 Students on the Turkish Education System with Regard to Enhancing Their Motivation.” Other expressed opinions were, “Students must select appropriate targets and subjects for themselves, Students must receive assistance, Learning the same subjects repetitively in the school environment reduces the motivation of students, the learning time and method is different for each student, When learning individual differences must be considered, Schools must provide more opportunities to students from a social perspective, Participation in activities that students like and find interesting must be encouraged, Families must be informed about their influence on motivation and success, Seminars should be conducted on the significance of motivation, Every new subject learned must give students joy and a sense of success.” The main response to the question on, “Opinions of Year 10 Students on the Turkish Education System with Regard to Enhancing Their Motivation,” was that “Students should select appropriate targets and subjects for themselves.” The least favored opinion was that, “students should feel successful.” In addition, another factor motivating students is the reward. Rewards must be used appropriately. Praise should be used and rewards should be given not only for results, but also for effort and dedication. Other findings include, “Students should be enticed; it is the most important and effective method for motivating students. The curiosity of students should frequently be aroused.”

Table 9: Opinions of year 10 students on the turkish education system with regard to enhancing their motivation

Opinion	f
Students must select appropriate targets and subjects for themselves	19
Students must receive assistance	15
Learning the same subjects in the school environment	13
Reduces the motivation of students	11
The learning time and method is different for each student	9
When learning individual differences must be considered	9
Schools must provide more opportunities to students from a social perspective	7
Participation in activities that students like and find interesting must be encouraged	5
Families must be informed about their influence on motivation and success	4
Seminars should be conducted on the significance of motivation	3
Every new subject learned must give students joy	3
And a sense of success	3
Total	101

As can be seen from Table 10, the common response to the question on, “Opinions of Year 10 Students on Teachers with Regard to Enhancing Their Motivation,” was “Homework should be at appropriate difficulty for the age and level of students.” The response favored by the smallest number of students was that “Enticing students is the most important and effective method for motivating students.” “If homework is too easy, students will get bored and not be motivated. If the homework is too difficult students will be demoralized and leave homework.” “Homework should be relevant and meaningful. Students should not question why they should learn a subject or of what use the subject will be for them when they grow up. Rather than learning or memorizing unrelated subjects the goal of homework should be to develop skills or gain new skills.” “Rewards motivate students – rewards should be used appropriately. Praise should be used, not only for results but also for effort and dedication. Students should be enticed,” were other expressed responses. Other opinions were, “the pressure on students must be reduced.” “Competition or social comparisons should not be encouraged among students.” “As every student is different, individual learning methods must be devised; learning methods positively affect motivation of students.”

4. RESULT

According to the results of the research the variance of parents with regard to general motivation did not cause a meaningful difference on the intrinsic and extrinsic motivation of students or their general motivation. Hence, it can be argued that the intrinsic and extrinsic motivation of female and male students is similar to their general motivation level. According to these results there was no meaningful difference on the intrinsic and extrinsic or general motivation levels of high school students. According to students participating in the study, teachers must arouse the curiosity of students. They see this as the most effective and significant method of motivating students. The response favored

by the lowest number of students was that homework should neither be too easy nor too difficult. These argued that if homework is too easy, students will get bored and not be motivated, whereas if the homework is too difficult students will be demoralized and fall into despair. According to other opinions; Every student is different and special learning methods must be devised for each student, There must be a supportive environment, threatening circumstances must be abolished and a sincere and warm bond must be established with students, Competition or social comparisons should not be done between students while competition must be reduced, Homework should be relevant and meaningful and homework should focus on developing skills or gaining new skills, since rewards motivate students rewards should be used appropriately not only for results but also for effort and dedication. According to students participating in the study, the common view was that every new subject learned must give students and a sense of success. The opinion favored by the least number of students was that learning the same subject repetitively in the learning environment adversely affects motivation of students. Other opinions include; Students must select appropriate targets and subjects for themselves and receive assistance in that respect, the learning time and method is different for each student, therefore individual differences must be considered in the learning process, Schools must provide more opportunities to students from a social perspective and participation in activities that students like and find interesting must be encouraged, Families must be informed about their influence on motivation and success, while seminars should be conducted on the significance of motivation. With respect to the implementation other research on motivation stresses: If teaching staff with a low level motivation and job satisfaction reflects this onto students, this will influence the approach and motivation of students during lessons (Karaboğa and Peker, 2009). When the teaching staff is highly motivated, disciplinary problems within the class also diminish as the motivation of students increases making them more active in class (Mentiş, 2005). Researchers stress that the motivation levels of students that show different motivational traits should be measured. In other words, a measure should be developed in order to examine the motivation of students with respect to sciences (Tuan et al., 2005). Some study results with regard to the measuring of motivation levels of students in learning are given below: This study provides information on why students and teaching staff are faced with low motivation. Students generally attend vocational colleges as it is compulsory, and therefore, feel that they do not need to learn what is taught. Hence, students select vocational colleges after entering university exams 2 or 3 times, while teaching staff only apply for such schools if they do not succeed in securing a career elsewhere. The reason for the low number of teaching staff with doctorate degrees at vocational colleges is given as the preference of such instructors to continue their careers at universities. For such reasons the motivation levels of both students and teaching staff is very low (Beyaz, 2012). The aim of this study is to analyze the correlation between the motivation levels of high school teachers and the motivation and culture of the school. The research is a quantitative study using the screening model and survey technique. The domain of the study is the European side of Istanbul, while the sampling consists of randomly selected voluntary teachers from 3 educational regions on the

Table 10: Opinions of year 10 students with regard to their teachers on enhancing their motivation

Opinion	f
Homework should be at appropriate difficulty for the age and level of students	27
If homework is too easy, students will get bored and not be motivated	15
If the homework is too difficult students will be demoralized and leave homework	11
Homework should be relevant and meaningful	10
Students should not question why they should learn a subject or	10
Of what use the subject will be for them when they grow up	7
Rather than learning or memorizing unrelated subjects the goal of homework should be	5
To develop skills or gain new skills	4
Rewards motivate students – rewards should be used appropriately	4
Praise should be used, not only for results but also for effort and dedication	3
Students should be enticed	3
It is the most important and effective method for motivating students	2
Total	101

European side of Istanbul. According to findings, a correlation was found between the school culture and motivation. In addition, according to points of motivational and school scales no meaningful deviations were discovered in the variables of gender, marital status, and vocational seniority. However, when the school culture scale was taken as basis meaningful deviations were discovered for age variables (Dur, 2014). Motivation, which for the purpose of this study can be defined as the force prompting individuals to act in a certain manner, carries critical importance for success in the business world today. However, as many leaders today are unaware of the effect of motivation on their organizations, it has become inevitable for such leaders to learn and appreciate the factors causing. The priorities of these motivational factors vary from person to person. Everyone has personal needs that they intend to satisfy. The motivational priorities of employees in accordance with their socio-demographic attributes must be determined and the importance they adhere to leadership as a motivational factor must be established. For this purpose, at a business involved in logistics a survey on the Analytical Hierarchy Process has been applied to test subjects (Birkan, 2009). This research aimed to measure the effect of the motivation levels of supervisors on the motivation of employees. In that respect the motivation levels of secondary school supervisors and teachers under their supervision were examined. According to the results of the research the motivation level of teachers was only influenced by the social status and behaviour of school supervisors; while out of non-work related elements only the content of the work and the salary had a meaningful effect on motivation levels of school supervisors (Karaboğa, 2007). This study was conducted in order to measure the motivation and satisfaction of school teachers and supervisors, and whether motivational tools to be used in motivating teachers and supervisors differed based on different traits of personnel. A survey was conducted for this purpose with 160 participants from 27 schools in the Seyhan district of Adana, consisting of 75 supervisors and 85 teachers. It was discovered that the first priority of teachers and supervisors was job security and social rights. Another highly supported view by employees was that assignments should be made by objective criteria. The motivation of teachers and supervisors was adversely affected in the case where to many workplace changes occurred in the past five years (Akün, 2015). This research was conducted in order to determine which motivational approaches teachers at state elementary schools expected from school supervisors; and to analyze whether there were deviations with respect to the motivating approaches teachers expected with respect to their demographic traits. The domain of the study consisted of 1669 teachers from state elementary and secondary schools in the Uşak district. The sampling consisted of 452 teachers selected randomly. The data collection tool used in this study was the scale of "Determining the Motivating Approaches of School Managers for Teachers" developed by Başın. As a result of the study it was found that teachers expected a high level of motivational approaches from school supervisors both from supervisory and psycho-social perspectives. It was also found that there was no statistical deviation between the approaches expected from supervisors based on demographic traits of teachers consisting of gender, major, seniority, level of education, and time of employment at the school (Candoğan, 2015). Some suggestions have been made with regard

to the implementation and as guidance for future research. This research can be renewed with a larger group of students. Another research may be conducted for different schools in the whole of Turkey with the aim of measuring Success Based Motivation. Comparisons may be made for the effects of motivation points on students coming from different socio-economic environments. Guidance may be provided for male students in order to enhance their Success Based Motivation. When we consider the fact that family influences the development of motivation, seminars for parents may be conducted in order to educate families on the subject.

REFERENCES

- Açıkgöz, K.Ü. (2003), *Etkili Öğrenme ve Öğretme*. İzmir: Eğitim Dünyası Yayınları.
- Akçay, A. (2019), *İş Motivasyon Araçlarının ve Eğitim-geliştirme Faaliyetlerinin Çalışanların İş Üretkenliğine Etkisi* (Yüksek Lisans Tezi). Isparta: Süleyman Demirel Üniversitesi Sosyal Bilimler Enstitüsü.
- Akün, S. (2015), *Eğitim Kurumlarında Görev Yapan Yönetici ve Öğretmenlerin Motivasyonuna Etki Eden Faktörler Üzerine Bir İnceleme*. Toros Üniversitesi Sosyal Bilimler Enstitüsü İşletme Anabilim Dalı. Yüksek Lisans Tezi.
- Ataman, A. (1998), *Üstün Zekâlı Çocuklara Ana-Babaları ve Öğretmenleri Nasıl Yardımcı Olabilir? A.Ü. Eğitim Fakültesi Dergisi*. Vol. 15. Ankara: Eğitim Fakültesi Yayınları.
- Ataman, A. (1998), *Üstün Zekâlılar ve Üstün Yetenekliler*. Özel Eğitim. Ankara: Anadolu Üniversitesi Yayınları.
- Başaran, İ.E. (1992), *Eğitim Psikolojisi: Modern Eğitimin Psikolojik Temelleri*. Kadioğlu Matbaa: Gül Yayınevi.
- Beyaz, S. (2012), *Meslek Yüksekokullarının Sanayi İşbirliği ve Geliştirilmesi*. Erişim Tarihi: 12 Mayıs 2012. Available from: <http://www.duzicimyo.osmaniye.edu.tr>.
- Bilgin, N. (2006), In: Çakmak EK, Akgün OE, Karadeniz S, Demirel F, editors. *Sosyal Bilimlerde İçerik Analizi: Teknikler ve Örnek Çalışmalar*. Ankara: Siyasal Kitabevi, Pegem.
- Birkan, K.C. (2009), *Çalışanların Motivasyonel Öncelikleri ve bir Motivasyon Faktörü Olarak Liderliğin Önemi*. İstanbul Üniversitesi Sosyal Bilimler Enstitüsü Çalışma Ekonomisi ve Endüstri İlişkileri Anabilim dalı Endüstri İlişkileri ve insan Kaynakları Bilim dalı. Yüksek Lisans Tezi.
- Braten, I., Olaussen, B.S. (2005), *Profiling individual differences in student motivation: A longitudinal cluster-analytic studying different academic contexts*. *Contemporary Educational Psychology*, 30, 359-396.
- Büyükoztürk, V.D. (2010), In: Çakmak EK, Akgün OE, Karadeniz S, Demirel F, editors. *Bilimsel araştırma yöntemleri*. Ankara: Pegem Akademi. p206-207.
- Candoğan, H.R. (2015), *Öğretmenlerin Okul Yöneticilerinden Beklediği Motivasyon Yaklaşımları*. Uşak Üniversitesi Sosyal Bilimler Enstitüsü. Yüksek Lisans Tezi.
- Clinkenbeard, P.R. (2012), *The triarchic model applied to identifying, teaching, and assessing gifted children*. *Roeper Review*, 17(4), 255.
- Davis, G., Rimm, S. (2004), *Education of the Gifted and Talented*. 15th ed. Baskı, Boston: Pearson Education. p18-19.
- Duit, R., Treagust, D. (2003), *Conceptual change: A powerful framework for improving science teaching and learning*. *International Journal of Science Education*, 25(6), 671-688.
- Dur. (2014), *Lise Öğretmenlerinin Motivasyon Düzeyi ve Motivasyon Düzeyi ile Okul Kültürü Arasındaki İlişki*. İstanbul Aydın Üniversitesi Sosyal Bilimler Enstitüsü İşletme Anabilim Dalı İşletme Yönetimi

- Bilim Dalı. Yüksek Lisans Tezi.
- Dweck, C.S. (1999), *Self-theories: Their Role in Motivation, Personality, and Development*. Philadelphia, PA: Psychology Press.
- Fidan, N. (1985), *Okulda Öğrenme ve Öğretme*. Ankara: Alkım Kitapevi.
- Garn, A.C., Matthews, M.S., Jolly, J.L. (2010), *Psychology in the Schools*. Hoboken, New Jersey: Wiley Periodicals Inc.
- Gürler, E. (2020), *Okulların Örgütsel Öğrenmeleri ile Öğretmenlerin Motivasyon Düzeyleri Arasındaki İlişkilerin İncelenmesi (Yüksek Lisans Tezi)*. Uşak: Uşak Üniversitesi Sosyal Bilimler Enstitüsü.
- Karaboğa, M. (2007), *Avcılar İlçesi Ortaöğretim Kurumları Yöneticilerinin Motivasyonlarının (Öğretmen) Motivasyonu Üzerine Etkisi*. Beykent Üniversitesi Sosyal Bilimler Enstitüsü İşletme Yönetimi Anabilim Dalı Eğitim Yönetimi ve Denetimi Bilim Dalı. Yüksek Lisans Tezi.
- Karaboğa, M., Peker, S. (2009), *Ortaöğretim Kurumları Yöneticilerinin Motivasyonlarının Öğretmen Motivasyonu Üzerine Etkisi*. Uluslararası 5th Balkan Eğitim ve Bilim Kongresi. p357-361.
- Lee, O., Brophy, J. (1996), *Motivational patterns observed in sixth-grade science classrooms*. *Journal of Research in Science Teaching*, 33(3), 585-610.
- MEB. (2020), Available from: http://www.umraniyeatakent.meb.k12.tr/tema/icerikler/icerikler/ogrenmede-dikkat-ve-motivasyonun-onemi_154759.html; <http://www.tevitok12.tr>.
- Mentiş, T.A. (2005), *Öğretmen Eğitiminde Aktif Öğrenme*. Ankara: Gazi Üniversitesi Kırşehir Eğitim Fakültesi. p177-184.
- Morgan, C.T. (1984), *Psikolojiye Giriş Ders Kitabı (Çeviri)*. Ankara: Meteksan Yayınları.
- Öncül, R. (2000), *Eğitim ve Eğitim Bilimleri Sözlüğü*. İstanbul: Milli Eğitim Basımevi.
- Philips, N., Lindsay, G. (2007), *High Ability Studies*.
- Renzulli, J.S. (1998), *The three-ring conception of giftedness*. In: Baum, S.M., Reis, S.M., Maxfield, L.R., editors. *Nurturing the Gifts and Talents of Primary Grade Students*. Mansfield Center, CT: Creative Learning Press. p1-27.
- Sak, U. (2013), *Üstün Zekalılar Özellikleri, Tanılanmaları, Eğitimleri*. Ankara: Vize Yayıncılık.
- Schunk, D.H. (2009), In: Şahin M, editor. *Öğrenme Teorileri: Eğitimsel bir Bakışla*. 5th ed. Ankara: Nobel Yayınevi.
- Seah, W.T., Bishop, A.J. (2000), *Values in Mathematics Textbooks: A View through the Australasian Regions*. Paper Presented at the Annual Meeting of the American Educational Research Association, LA: New Orleans.
- Selçuk, Z. (2000), *Gelişim ve Öğrenme, Geliştirilmiş*. 7th ed. Ankara: Nobel Yayınları.
- Senemoğlu, N. (2007), *Gelişim, Öğrenme ve Öğretim: Kuramdan Uygulamaya*. Ankara: Gönül Matbaacılık.
- Siegle, D., McMoach, D.B. (2005), *Motivating Gifted Students*. Waco, Texas: Prufrock Press, Inc.
- Silverman, L.K. (1993), *Counseling the Gifted and Talented*. Denver: Love Publishing.
- Sternberg, R.J., Clinkenbeard, P.R. (1995), *The triarchic model applied to identifying, teaching, and assessing gifted children*. *Roeper Review*, 17(4), 255.
- Thompson, T.L., Mintzes, J.J. (2002), *Cognitive structure and the affective domain: On knowing and feeling in biology*. *International Journal of Science Education*, 24(6), 645-660.
- Tuan, H.L., Chin, C.C., Shieh, S.H. (2005), *The development of a questionnaire to measure students motivation towards science learning*. *International Journal of Science Education*, 27(6), 639-654.
- Ülgen, G. (1994), *Eğitim Psikolojisi: Kavramlar, İlkeler, Yöntemler, Kuramlar ve Uygulamalar*. Ankara: Lazer Ofser Matbaa.
- Ulusoy, A. (2007), *Güdülenme*. In: Ulusoy, A., editor. *Eğitim Psikolojisi Kitabında Bölüm*. Ankara: Anı yayıncılık.
- Webb, E.T. AL (1994). *Guiding the Gifted Child*. Az: Gifted Psychology Press.
- Weaver, G.C. (1998), *Strategies in K-12 science instruction to promote conceptual change*. *Science Education*, 82(4), 455-472.
- Wigfield, A., Eccles, J.S. (2000), *Expectancy-value theory of achievement motivation*. *Contemporary Educational Psychology*, 25, 68-81.