Anthropologist, 23(1,2): 93-97 (2016)
PRINT: ISSN 0972-0073 ONLINE: 2456-6802
DOI: 10.31901/24566802.2016/23.1-2.11

The Difference between Secondary Education Students Playing Sports and the Academic Success Motivation

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KEYWORDS Exercise Motivation. Extrinsic Motivation. Intrinsic Motivation. Lack of Motivation

ABSTRACT The purpose of this study is to investigate the connection between doing exercise and academic success motivation of secondary school students. The study is conducted with a random of 541 secondary school students who were taught in Kyrgyzstan and the Northern Cyprus in the 2013-2014 academic years. At the end of the research, it has been determined that there is no relationship between the students' external-internal motivations and their genders, although a relationship has been detected regarding the lack of motivation between male and female students – Another meaningful data found from the study is the statistical relationship between the exercise levels of students' carried out in their free time and its academic motivation effect. To sum up, students who do exercise have better academic motivation then the ones who do not do exercise.

INTRODUCTION

Motivation is the power used by individuals to satisfy their long felt needs. This power, in regards to generating motivation can be positive or negative. This power can either be a comforting or disappointing case for the individuals (Kim 2005). Researchers and practitioners in the field of education have for years conducted research on the example factors of motivation to help support youngsters in learning and achieving. Motivation is defined as the energy and potential used by a student to learn an issue (Martin 2008; Düren 2000). Motivation can be activated by setting goals for individuals to use their internal energy. It is known that motivation plays an important role in the academic achievement of students (Lepper et al. 2005; Martin 2001; Pintrich and DeGroot 1990). According to Eroglu (2000), motivation is the effort and activities of individuals to guide centres towards organizational objectives. The requirements of individuals are emphasized when characterising motivation by body of literature followed by individual behaviour in order to fulfil the individual's requirements. It draws attention that this is an organizational goal (Pekel 2001).

Wu (2003), and Barret and his friends (2005) have determined through their studies that motivation is related to the physical well- being of an individual according to their learning experiences, characteristics of different personalities, environmental factors, previous experiences and self- concept. Motivation is the most important factor for an individual to be academically successful or unsuccessful in the process of learning (Pintrich 2003). Concept of motivation is all types of efforts displayed by an individual for a particular purpose (Eren 2008). Many researchers believe that the concept of motivation is the individual's voluntary requirements and efforts, the driving force of action and the starting, continuing and directing of mental or physical activity towards a particular object or situation (Budak 2009; Pintrich and Schunk 2002; Woolfolk 1998).

There are many theories to define the concept of motivation. The content and process of these theories have been gathered into two main groups for the development of the theory on the motivation issue. While importance is attached to the scope theory in understanding the necessity of human nature, what motivates people and the aspects of behaviour towards certain factors, the process theory is mobilizing and guiding human behaviour and also ensuring the reenacting of certain behaviour (Koçel 2003).

Apart from this, there are many motivation theories such as the behaviourist, cognitive, humanist and social cognitive observed in the effects of the formation of learning (Akbaba 2006; Yazici 2009). All of these theories show that the factors affecting motivation differs according to the direction of human behaviour and the description of motivation. Researchers specify that there are many factors in the behaviour of individuals according to the rate of their behaviour, violence, quality and continuality (Glynn et al. 2009).

The factors of motivation affect the behaviour of every individual differently according to

the environmental effects, past experiences, self-concept and physical atmosphere (Barrett et al. 2005). These factors are separated to intrinsic and extrinsic when categorising (Duy 2011).

Intrinsic and Extrinsic Motivation

Intrinsic motivation is when an individual succeeds in putting in efforts to achieve his/her goals and feels sufficient, independent and meets the requirements of higher levels (Onaran 1981). Intrinsic motivation is the development of an individual's behaviour according to their internal needs. As for extrinsic motivation, the external effects become evident and the work done is not self-oriented (Akbaba 2006).

In this case the warning to increase motivation of the individual comes from outside. The personal characteristics, requirements, interests and curiosity of an individual are constituted as internal motivational sources with rewards, fines, physical conditions of individual, social and environmental factors by extrinsic motivation (Woolfolk 1998).

Researchers indicate that internally motivated individuals are more successful than externally motivated students (Henderson-King and Smith 2006; Lin et al. 2003). But the concept of motivation has been evaluated on the basic self-rule of an individual behaviour extending from external to internal (Gagne and Deci 2005).

External motivating factors can sometimes affect internal motivating factors and can contribute in the development of internal motivation (Nowruzi Khiabani and Nafissi 2010). Therefore both types of motivation methods are not believed to be completely independent from each other (Moore 2001).

At this point an individual can integrate both of these when external factors change by transforming the effects of the changing factor internally. Some requirements are necessary for an individual to be internally motivated (Yildirim 2007).

Academic Motivation

Deci and Ryan (2000), referring to motivation, related to educational factors, they point out that academic motivation is a field of study. Academic motivation produces motivational outcome therefore educational motivation is an important concept.

According to researchers the larger proportion of the concept of motivation is versatile; while an individual has a non-cognitive psychological structure they have a more specific academic concept and can be creative with thinking and learning skills, education factor is the reason behind the satisfaction and continuation of students at school and their performance of cognitive, behavioural and emotions, while doing homework (Deci and Ryan 2000; Vallerand et al. 2008).

Based on this information while motivation is a sense of unconsciousness without being fully aware of the individual's target, educational motivation is often said to be the real cause of the individual's behaviour. Academic motivation is determined by warning and continuation of certain behaviour in the learning process. Many students are negatively affected by academic motivation because they are unaware of their special characteristics due to a lack of appropriate motivation (Deci and Ryan 2000).

In this context it is essential to know what factors affect the behaviour of individuals and clarify the reasons of their behaviour and to find out what factors will motivate them to be able to contribute in their learning development.

Similarly, on the basis of Maslow's hierarchy of motivation theory needs, it is emphasised that some of the characteristics of individuals need to be determined to be able to understand their academic motivation. Taking body of literature into consideration it has been observed that among the factors of an individual's academic motivation are gender, academic success, learning environment, peer relationship and expert request and expectations of teachers and parents (Cabi 2009; Horowitz 2009; Jurisevic et al. 2008; Mullis et al. 2000; Painter 2011). Within the knowledge of this information, the study was aimed at determining the student's motivation of gender and academic achievement.

The purpose of this study was to explore the correlation of motivation between academic achievement and the gender of the secondary school students.

METHODOLOGY

This part will give information about the type of study, sample group, collection of data and the analysis.

Model of the Study

This research is a descriptive survey model. The existing situation is described, therefore the level of factors associated with each other are investigated.

Sample of the Study

The study was conducted with students between variable ages of 11 and 26 studying in the Lefko^{o}a region, 24.9 percent of 6th year, 24.3 percent of 7th year, 50.8 percent of 8th year and 28 percent of 4th year, 90 of them girls and 91 boys, in total 181 students participated. The method of the working group was established randomly.

Data Collection Tools

An Academic Motivation scale (AMS) was used in data collection towards education.

Academic Motivation Scale

The Academic Motivation Scale named in French as the Echelle de Motivation en Education (EME) was adapted in English by Vallerand and his colleagues in 1992. The EME is based on the principles of self-determination theory. The Academic Motivation Scale (Vallerand et al. 1992) comprises of 28 items and this scale is aimed at assessing internal motivation, external motivation and lack of motivation. It consists of seven sub-scales, and each consists of 4 items. Furthermore, it includes three of the six scales to know, in order to accomplish things with intrinsic motivation.

To encourage intrinsic motivation; and the other three extrinsic is to identify and review external motivation - specified supervision, external motivation - superficial supervision and as for the 7th sub-scale the lack of motivation is determined. A 7 point format is used in the point scale (1=never...7=absolutely). The items "Why do you go to high school?" the question is answered (for example, for internal motivation 2. I gain satisfaction when I learn new things and find it enjoyable, 7. I gain great satisfaction when I learn about things that I did not know about previously, 16. I enjoy increasing information about lessons that I like 18. The studying that I am carrying out allows me to continue my knowledge of many things that I am interested about) 2,7,12,14,15,16,18,19,21,22. Questions of internal motivation; 1, 6,8,10,11,13,17. Questions of external motivation and 3, 4, 5,9,20 unmotivated questions are of sub-scale.

In a reliability and validity study conducted by Vallerand and his colleagues (1992) the internal consistency coefficient of Cronbach alpha reveal levels of internal consistency (mean alpha value = .81) and temporal stability over a one- month period (mean test- retest correlation =.79). In addition, results of a confirmatory factor analysis (LISREL) confirmed the seven-factor structure of the AMS. The values obtained and the study of the validity and reliability prove that the values are similar. The reliability study of the AMS, adapted to Turkish was conducted on 100 high school students. The method of the AMS reliability study conducted by Vallerand and his colleagues (1992) is repeated and calculated with the determined coefficients of Cronbach's reliability. The total of the points is then calculated following a repeat of the test with reliability co-efficient r = 89. The internal consistency co- efficient with the Cronbach method is calculated as 83. The scale was applied to 22 items. The first structure taken up was the factor under the name "Intrinsic motivation". The substances under these factors are that the individual is not externally influenced when beginning or realizing a task. The second structure taken up was named as a factor of "extrinsic motivation" it refers to behaviour of an individual to begin and realize a task not by self-interest but driven by external influence. The third factor is "unmotivated" The articles listed under this factor are individuals that are not intrinsically or extrinsically motivated to begin or realize a task. Unmotivated is when individuals cannot detect the connection between the results of their own actions (Büyüköztürk 2004).

Analysis of Data

The SPSS 16, 0 statistic package program is used to evaluate and calculate the data value. The t-test is implemented on independent groups for the parametric test analysis. The error level on this study is 0.05.

FINDINGS

The analysis survey t-test state determines whether there is a significant relationship be-

Table 1: The relationship between gender and academic motivation of students

	Gender	*N*	*Mean*	*Std. deviation*	*t*	*p*
Intrinsic	Girl	90	52.4	10.6	1.063	.269 p>.05 Meaningless
	Boy	91	50.7	11.3		
Extrinsic	Girl	90	35.7	6.8		
	Boy	91	35.5	7.2	.240	.811 p> .05 Meaningless
Unmotivated	Girl	90	15.4	4.2	-2.191	
	Boy	91	17.0	5.5		.030 p< .05 Meaningful

tween the academic success motivation and the gender of an individual.

When examining the Table 1 it proves that there is no relationship between the student's intrinsic and extrinsic motivation and their gender, there is a connection between unmotivated girl and boy students.

DISCUSSION

When it comes to motivation it continues to be lacking, it will be necessary to determine whether this is due to theoretical shortcomings (for example, different types of motivation are actually equivalent/fungible) or to empirical limitations (for example, the need to reformulate measures to better match construct definitions, the need to choose different organization or occupation settings where quality of motivation differences are most likely to be of consequence). Without support for the quality of motivation logic, the value would be seriously undermined. To the degree that quality of motivation logic is supported, a related research need would be to examine the extent to which (and how) organizations can influence how successfully extrinsic motivation can be internalized.

At a general level, the researchers can extend their earlier classification of intrinsic motivation plans to include not only emphasis on results versus behaviors and individual versus aggregate level of analysis, but also emphasis on short-term versus long-term performance measures, as well as process dimensions such as participation and communication. Future research might assess the degree to which these different characteristics influence different motivation outcomes as well as performance, creativity, and other key outcomes (Cerasoli et al. 2014; Gagné and Deci 2005; Deci and Ryan 2000) that practice is good for boring, routine tasks, but still potentially risky or at least superfluous/irrelevant for interesting and complex creative work. However, as noted, Jenkins et al. (1998) found no difference in the effects of incentives on performance as a function of how intrinsically motivating a task is. The workplace studies available to Jenkins et al. were limited in that few at best included jobs high in intrinsic interest. Perhaps different samples should be studied also. In addition, Hennessey and Amabile (2010) have proposed a competing hypothesis, which states that the "boosting effects are most likely when initial levels of intrinsic motivation are already strong." It has to be also noted that most of the studies intrinsic/extrinsic ones are done in laboratories today.

CONCLUSION

As a conclusion, the study reveals that there is no relationship between the students' external-internal motivations and their genders, although a relationship has been detected regarding the lack of motivation between male and female students ($P<0.05$). Another meaningful data found from the study is the statistical relationship between the exercise levels of students' carried out in their free time and its academic motivation effect. To sum up, students who do exercise have better academic motivation then the ones who do not exercise.

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