Motivation in the classroom

Muhammet Emre Kılıç

Institute of Education Sciences, Atatürk University, Erzurum, Turkey, ORCID ID: https://orcid.org/0000-0001-5511-8573

Mehmet Yaşar Kılıç[*]

Institute of Education Sciences, Selçuk University, Konya, Turkey, ORCID ID: https://orcid.org/0000-0002-8675-5126

Durdağı Akan

Faculty of Education, Department of Educational Sciences, Educational Administration, Atatürk University, Erzurum, Turkey, ORCID ID: https://orcid.org/0000-0002-5397-8470

The aim of this research is to determine the factors affecting students' motivation. For this purpose, a model consisting of four dimensions has been created by scanning the literature, and the created model has been supported by the opinions of the participants. The research was carried out with qualitative method. The research was conducted in accordance with the "case study" design. In this context, this research was conducted in accordance with the case study design in terms of revealing the motivational elements of the students. The study group of the research consists of 18 students studying at secondary school, high school, and who are undergraduates. The "maximum diversity" sampling method was used in the study. "Semi-structured interview form" consisting of five questions was developed by the researchers in order to reveal the views on students' motivation. The data were collected using the "semi-structured interview form" prepared by the researchers using the interview technique. Themes were formed by dividing the data obtained into similar expressions and all themes were presented as a whole. According to the first finding obtained at the end of the study, the first of the factors affecting the motivation of students is learning & teaching factor. According to the second finding obtained at the end of the research, it was found that the second factor affecting the motivation of the students is the factors during the lessons. According to another finding, the third factor affecting students' motivation is the evaluation element. According to the fourth finding, the fourth factor affecting students' motivation is educational environment & material factor.

Introduction

It can be said that the concept of motivation has important effects on human behavior. Motivation factors are used to increase the effectiveness and efficiency of individuals.

---

[*] Correspondency: myasarkilic@hotmail.com

Therefore, individual, and organizational successes have been achieved. This feature of motivation has attracted the attention of all branches of science related to humans. Various theories have been developed and explained as a result of the studies.

Motivation is defined as a process in which target-oriented activities are initiated and maintained (Cook & Artino, 2016). It can be said that motivation influences human behaviors and directs them and contributes to ensuring continuity (Moos & Marroquin, 2010; Wright & Wiediger, 2007). The importance of the concept of motivation has been understood more in recent years and recently it has attracted the attention of the field of educational sciences due to its effectiveness in education, training and success. However, it is seen that the studies on how motivation tools are used in school activities and how they affect educational success are not sufficient in number (Guay, Marsh, Dowson, & Larose, 2005). In this context, this study focused on student motivation. By examining the literature, the necessary elements for the motivation of the students were examined and these elements were grouped and turned into a model. Explanations regarding some concepts in the model are given below. The model created is shown in Figure 1.
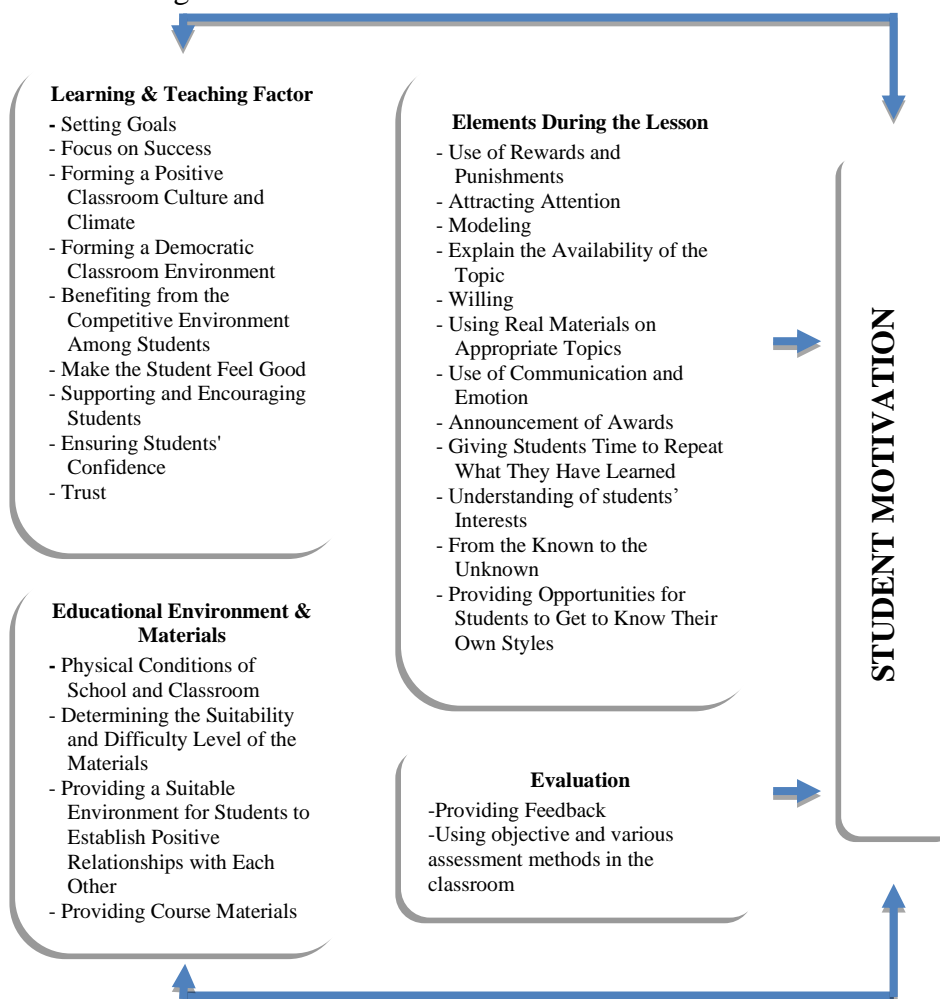

Figure 1. The created model for student motivation

Setting Goals

One of the important issues to be considered while organizing the lesson is student goals. Success and failure situations of students should be decided according to their level of

achieving the goal. Giving information to the students about the objectives of the lesson, the teaching of the lesson and the materials is thought to be beneficial as it will enable them to be guided individually. Students can be motivated mainly by the presence of achievable goals (Ilgar, 2004; Öncü, 2005; Özcan, 2007).

Use of Communication and Emotion

School, which is one of the important socialization environments, is important for the development of communication. Schools are also settings where new behaviors and attitudes emerge. Therefore, it can be said that the basic dynamics of the education and training process is communication. In fact, communication is one of the most important elements that connect all stakeholders in schools. It can be said that the scope and quality of the communication that the teacher establishes with the student is very important for student motivation (Lunenburg & Ornstein, 2012; Öncü, 2005; Tomul, 2006).

Use of Rewards and Punishments

Rewards are basically factors that create the desire to work in the individual. Financial awards are awards with financial value such as books, pens, and chocolate, which are given when the student's behavior towards learning is low. Social rewards, on the other hand, are spiritual motivations that make the student feel good, including laughing, eye contact, and approval. It can be said that the types of punishment in schools are exclusion from class, dropping in school, humiliation in the classroom, writing the names of children on the blackboard, calling parents and explaining the problems (Balcı, 2010; Nelsen, Lott, & Glenn, 2000).

Attracting Attention

Techniques such as teaching through discovery, panel, problem solving, role playing and narration, which are used at the beginning of the lesson, keep the student interested. The constant attention of students is related to the participation of students. In order to achieve this, gestures, movements, sounds and questions can be used as tools for students throughout the lesson. (Ergün, 2002; Gülşen, 2010; Yüksel, 2011).

Modeling

Teachers are a model tool for students. Especially from the primary school age, students tend to take teachers as role models in all their behaviors. Offering model behaviors that students can imitate is very important for their motivation. Teachers should pay attention to their behaviors (Başar, 2005; Ercan, 2003).

Focus on Success

Some students should be supported more individually, and it is necessary to make an effort to increase the motivation of the person. Teachers should emphasize that they should not be particularly afraid of failure towards their students. In these cases, even if the answers given by the students are wrong, the attitudes of the students should be made positive with positive feedback (Kılbaş, 2010; Öncü, 2005).

Physical Conditions of School and Classroom

It is observed that student relations have changed positively with the change of the physical environment of the classroom. It is very important that variables such as temperature and warming of the classroom are controlled by the teacher. In order to be effective in the lesson, teachers should construct all the possibilities in the classroom in order to motivate the students and attract their attention. (Aydın, 2003; Kılbaş, 2010; Yüksel, 2011).

Providing Feedback

Thanks to the feedback, the student receives information from his teacher about his performance. As a result, the student can be more successful. If the student does not get this feedback, he may have doubts about his work. Feedback can be effective when it has a positive effect on student development (Erden, 2005).

Other Factors Affecting Students' Motivation

Apart from the factors mentioned above, other factors affecting students' motivation are listed in the following way (Boydak, 2007; Dilmaç, 2005; Ercan, 2003; Erden, 2005; Erdem, 2005; Traş, 2017; Yüksel, 2011): Using objective and various assessment methods in the classroom, forming a positive classroom culture and climate, forming a democratic classroom environment, using real materials on appropriate topics, benefiting from the competitive environment among students, determining the suitability and difficulty level of the materials used in the course in accordance with the student level, considering the cognitive levels of the students and arranging different activities accordingly, providing opportunities for students to get to know their own styles, supporting and encouraging students in the learning process, providing a suitable environment for students to establish positive relationships with each other, giving students time to repeat what they have learned, ensuring students' confidence, explaining the subject with known concepts rather than unknown concepts, developing an understanding of students' interests, announcement of awards.

It is emphasized that motivation of students has important effects on their success (Maulana, Opdenakker, den Brok, & Bosker, 2011; Özen, 2017). Therefore, it is necessary to determine the factors that motivate students. It can be stated that the motivations of students are gathered under four factors in the model. These are learning & teaching, educational environment & material, motivational elements at the lesson and evaluation elements. In the study, these elements were examined according to the opinions of students studying in secondary school, high school and who are undergraduates. Determining which factor increases students' motivation is thought to be an important situation. Determining the order of importance of motivating factors of students and teachers who know these factors could increase the quality of education. It is thought that the research could contribute to the field and could create a resource for studies to be conducted.

The aim of this research is to determine the factors affecting students' motivation. For this purpose, a model consisting of four dimensions has been created by scanning the literature, and the created model has been supported by the opinions of the participants. In this context, answers to the following research questions were sought.

(1) What are the students' views about learning & teaching motivation factors?
(2) What are the students' opinions about the motivational factors at the lesson?
(3) What are the students' views about the motivational elements for evaluation?

(4) What are the students' views about educational environment & material motivation factors?

Method

Research Design

The research was carried out with qualitative method. The qualitative research method is based on a holistic perspective and the problem studied in the research is tried to be clarified by interpreting it. The phenomenon studied is observed in its natural environment and evaluated in terms of people attributing to events (Altunışık et al., 2010). The research was conducted in accordance with the "case study" design. Case study is the situation that the researcher wants to reveal within a certain time. The case study is analyzed by using appropriate data collection methods and it is revealed according to the situations (Creswell, 2007). In this context, this research was conducted in accordance with the case study design in terms of revealing the motivational elements of the students.

Study Group

The study group of the research consists of 18 students studying at secondary school, high school and undergraduate. The "maximum diversity" sampling method was used in the study. In this sampling method, it is at the forefront of exploring and explaining different themes related to the event or phenomenon to be examined (Neuman, 2014). In this sampling method, the differences related to the researched phenomenon are emphasized. Among these differences, similar or common aspects should be determined (Morgan & Morgan, 2008). In this context, 6 secondary school, 6 high school and 6 undergraduates were included in this study.

Data Collection Tool

"Semi-structured interview form" consisting of five questions was developed by the researchers in order to reveal the views on students' motivation. Semi-structured interview forms enable the collection of more systematic and comparable data thanks to the preparation of the questions and their certain order (Yıldırım & Şimşek 2013). In addition, it is a suitable method to be used in educational sciences since various sub-questions are asked depending on the flow of the interview (Türnüklü, 2000). The questions in the interview form were examined by two experts in terms of suitability for the purpose, grammar, and clarity of the questions. In addition, a trial application was made to two participants and the answers obtained were evaluated. Thus, it was examined whether the semi-structured interview form served the purpose of the research or not. As a result of the evaluations made, the semi-structured interview form was finalized.

Collection of Data

The data were collected using the "semi-structured interview form" prepared by the researchers using the interview technique. The interview technique is used to reveal the opinions, feelings, and thoughts of the participants about the subject (Yıldırım & Şimşek, 2013). Before the interviews, a suitable date and time was determined by contacting the participants. The meetings were held face to face at the appointed time. Data were collected as a result of the interviews that lasted about fifteen minutes. The interview was conducted on a voluntary basis, and expressions that could lead to guidance on the participants were

avoided. Participants were informed that their answers would not be shared with anyone and their identities would be kept confidential. Before asking questions in the semi-structured interview form, the participants were informed about the importance of the concept of motivation. Then, interview questions were asked, and their opinions were taken. During the interview, the subject was examined by asking questions whenever necessary.

Analysis of Data

After the data were collected, they were transferred to Microsoft Word. Later, it was transferred to Nvivo 8 program for content analysis. Content analysis is to combine similar expressions from the given answers with different concepts and themes. In addition to this, Content analysis also interprets these concepts in a way that the reader can understand (Yıldırım & Şimşek, 2013). In this direction, themes were formed by dividing the data obtained into similar expressions and all themes were presented as a whole. Arrow thicknesses regarding themes are given in the model. These arrow thicknesses are arranged according to the number of uploads made to the theme. In addition, opinions quoted from participants are presented with the help of coding. The expressions in the codes represent the school level of the participants. For example, the coding "o1" represents the first student at the secondary school level. The scope and appearance validity of qualitative measurement tools could be obtained by consulting an expert. In this direction, the content and face validity of the study in this study were provided as a result of expert opinions (Büyüköztürk, 2014). Transferring the phenomenon observed in the study without changing it increases the reliability of the study (LeCompte & Goetz, 1982). In this direction, citations were made by transferring the data collected from the participants without making any changes. In addition, the data obtained from the participants were examined separately by two experts and the themes were compared. In order to ensure the validity of the study, information such as how the data collected from the participants are collected, how the data are analyzed, how the themes are created are explained in the method part.

Findings

In this section, findings obtained after the analysis of the data are included.

Analysis of Behaviors Motivating Secondary School Students

The model that emerged as a result of the qualitative analysis of the views on the elements that motivate the secondary students in the study group is given below. In addition, the themes related to the views on them and the views referring to these themes are detailed below.
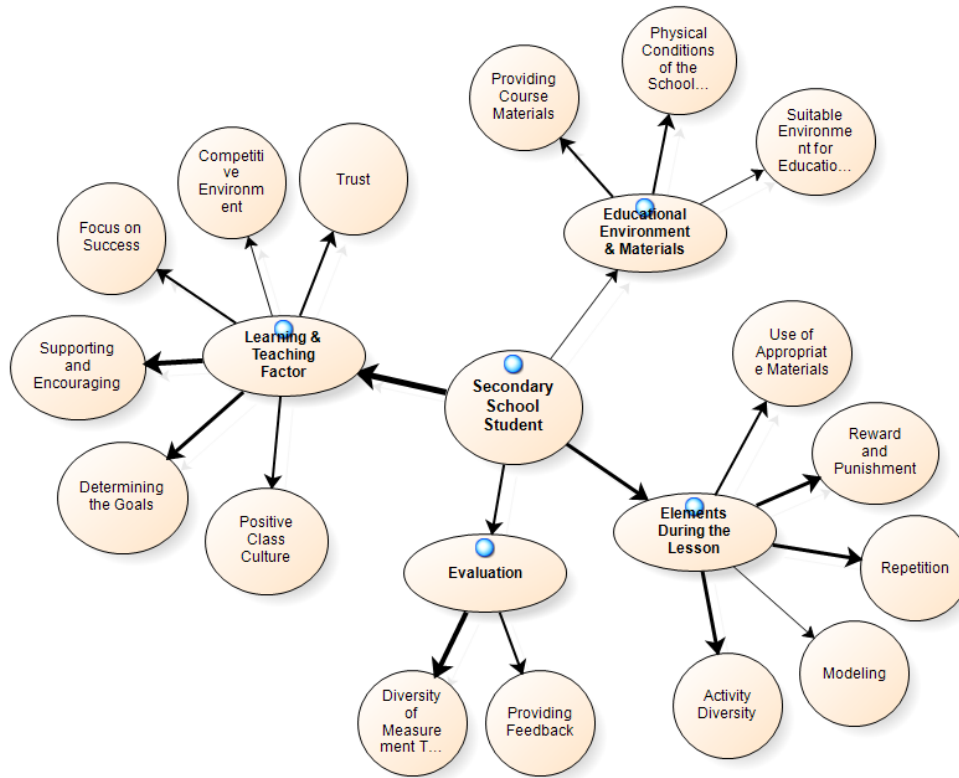
Figure 2. A schematic display of the motivation for secondary school students

Learning & Teaching Factor

Most of the students in the study group revealed that learning & teaching factor motivated them more. Sub-themes within the theme of learning & teaching elements and opinions on these themes are given below.

- *Supporting and Encouraging*

As a result of the qualitative analysis, it is observed that the "support and encouragement" view is cited first. Accordingly, it was found that the learning & teaching factor motivates students and they should be supported and encouraged. The views that can be a reference to this theme are exemplified below.

"… you are more motivated when you have someone who supports you… (o4)"
"… the teacher needs to encourage and support the lesson with his behavior and speech, in this case I am more enthusiastic and work harder for that lesson…(o5)"
"… teachers say that everything is in our hands to learn well. They are trying to support us too. I didn't know anyone when I just started school, but as I got to know my friends and teachers, I started working harder in my lessons… (o6)"

- *Determining the Goals*

As a result of the qualitative analysis, it is observed that the "goal setting" view is cited at the second place. Accordingly, it has been revealed that one of the learning & teaching factors that motivate students should be determining the goals of the students. Representative examples of this theme are given below.

"… being ready for the LGS exam in the best way possible. Our teachers are also preparing us for the exam. I study to go to a good high school. I motivate myself for it... (o1)"

"… a specific goal. I am ready to achieve that goal psychologically… (o2)"

- Trust

As a result of the qualitative analysis, it is observed that the opinion of "trust" received references. Accordingly, it was revealed that one of the learning & teaching factors that motivate students is related to the trust they have. An example of this theme is given below.

"… They make us feel that they trust us. I used to go to classes on weekends. It has been canceled. I still work at home… (o2)"

- Positive Class Culture

As a result of the qualitative analysis, it is observed that the "positive class culture" view received references. Accordingly, it was revealed that one of the learning & teaching factors that motivate students is the positive classroom culture that students have. An example of this theme is given below.

"… We worked with our teachers as whole class. We talk about the subjects that I did not understand because we know each other better… (o3)"

- *Focus on Success*

As a result of qualitative analysis, it is observed that the view of "focusing on success" is referred to. Accordingly, it was observed that one of the learning & teaching factors that motivate students is their "focusing on success". An example of this theme is given below.

"…being successful. Teachers constantly support me in the classroom. We attend the same class but some of my friends don't care about the lessons… (o4)"

- *Competitive Environment*

As a result of the qualitative analysis, it is observed that the "competitive environment" view is least cited. Accordingly, it was observed that the last of the learning & teaching factors that motivate students is the competitive environment. The example given below represents the relevant theme. An illustration of this theme is shared below.

"… I constantly attend the lessons and do my homework completely. Because the teacher checks the homework and gives grades… (o4)"

Elements During the Lesson

Participants stated that the elements during the lesson motivated them. Sub-themes included in the theme of elements during the course and opinions regarding these themes are given below.

- *Reward and Punishment*

As a result of qualitative analysis, it is observed that one of the most cited views is "reward and punishment". Accordingly, it was found that one of the most motivating factors during the lessons was the use of reward and punishment. Views on this theme are exemplified below.

"… The teacher gives gifts in the class. He gave me a ballpoint pen. So everyone raises a finger in the class to get gifts… (o2)"
"… Asks rewarded questions, tells the solver that he will give more points in the exam, takes notes on the solver… (o4)"
"…I want to get away from the lesson. We are given a minus when there are missing places in the homework. It is bad for us… (o5)"

- *Activity Diversity*

As a result of qualitative analysis, it is observed that one of the most cited views is "activity diversity". Accordingly, it was found that one of the most motivating factors during the lessons was the use of activity diversity. Views on this theme are exemplified below.

"… The videos that our teacher recommends us are documentaries. We also watch them. I am bored only when teachers only teach us. I am more interested and eager to watch the informative videos. Our teacher asks questions about the videos we have watched. Everyone tries to answer. I know, too… (o3)"
"… There are different activities in each lesson. Watching movies in English class or doing experiments in science lesson increases our interest in the lesson. Even at home, I examine some experiments online and watch their videos… (o6)"

- Repetition

As a result of the qualitative analysis, it is observed that one of the most cited views is the "repeat" view. Accordingly, it was found that one of the most motivating factors for students during the lessons was the repetition of the subjects in the lessons. Views on this theme are exemplified below.

"… The teachers repeat the topic for everyone to understand and focus on all question types related to the subject… (o1)"
"… I can ask the teacher about the places I do not understand in the lesson. The teachers repeat by asking if you have already understood. This makes me more motivated… (o2)"

- *Use of Appropriate Materials*

As a result of the qualitative analysis, it is observed that one of the views cited is "suitable material". Accordingly, it was found that one of the most motivating factors for students during the lesson was the use of appropriate material for the lesson. Views on this theme are exemplified below.

"… at the end of the lesson, the teachers give us tests and assign some time to solve the questions there. This increases my motivation to learn the subject… (o1)"
"…he formed a group with friends and told us to conduct a project about the solar and lunar eclipse. We are working with friends to do the homework. Creating the sun moon and the earth on the cardboard with light... (o2)"

- Modeling

As a result of the qualitative analysis, it is observed that the least cited opinion is "modeling". Accordingly, it was found that one of the factors that motivate students during the lesson is being a model for students. Views on this theme are exemplified below.

"… Other teachers are not. They lead us as an example and guide us in the lessons. They try to make us understand the subjects. We do not only teach, but we also talk with the teacher and talk about what we do outside of the lesson… (o5)"

Educational Environment & Material Factor

Participants stated that educational environment & material elements motivate them. Sub-themes within the educational environment & material elements theme and opinions regarding these themes are given below.

- *Physical Conditions of the School and Classrooms*

As a result of the qualitative analysis, it is observed that one of the most cited views is "the physical conditions of the school and the classes". Accordingly, it has been found that one of the most motivating factors in the context of educational environment & material factor is the physical structure of the school and classes. Views on this theme are exemplified below.

"… The classrooms are not crowded, and the teachers are interested in all. Everyone creates a working environment for others… (o1)"
"... our classroom is large and bright but sometimes I couldn't see the board well because I was sitting at the back. It is too far to me. I couldn't attend the lessons. My motivation was decreasing. (o3)"
"… We played table tennis with friends, played volleyball. Our teacher had a class tournament which is table tennis, I couldn't win but it was fun… (o6)"

- *Providing Course Materials*

It is observed that one of the views cited as a result of qualitative analysis is "providing course materials". Accordingly, it was found that one of the factors that motivate students in the context of educational environment & material elements is the use of appropriate course materials. Views on this theme are exemplified below.

"… I can access the necessary resources for my work. When I have new resources, my motivation to study increases. There are teachers and my mother's whatsapp groups. From there, the teachers tell about resources… (o2)"
"… I have all the possibilities to study. I mean, my textbooks, my question books, all of them. I have bought tests book and started solving the problems in them… (o4)"
"… In the English lesson, we watched English movies twice. Watching movies in the lesson was fun. I learn English words to understand what was said… (o6)"

- *Suitable Environment for Education and Communication*

As a result of the qualitative analysis, it is observed that one of the least cited views is "suitable environment for education and communication". Accordingly, it was found that one of the factors that motivate students in the context of educational environment & material factor is a suitable environment for education and communication. Views on this theme are exemplified below.

"… Also at school, teachers are trying to prepare the appropriate environment for us. In this case, people are more willing to study… (o2)"
"… Teachers can find enough time to take care of us in the lesson. That is, lesson time is enough. I think teachers can do their lessons as they wish. The music teacher took the flute, we learned how to play the flute, the teacher can take care of everyone… (o5)"

Evaluation

Participants stated that the self-evaluation factor motivates them. Sub-themes within the theme of evaluation element and opinions regarding these themes are given below.
- *Diversity of Measurement Tools*

As a result of the qualitative analysis, it is observed that the most cited opinion is "the diversity of measurement tools". Accordingly, it was found that one of the most motivating factors in the context of evaluating students is the use of various assessment methods. Some of the views that can be referenced to this theme are exemplified below.

"… When you take a test, you can use more practical ways, especially in math lesson. But I cannot use practical ways in the classical exam. Because the teacher wants a solution to the problem. This situation lowers my motivation … (o1)"
"… oral exams in some lessons. I don't like oral exams very much. Even if the question is familiar, I cannot answer it properly due to nervousness. Some lessons are assessed through both tests and written measurement tools. I am more motivated then... (o2)"
"… easier to fill in the gap, correct or wrong, matching questions. I have more difficulty when the test is taken, others are easier... (o3)"

- *Providing Feedback*

It is observed that one of the views cited as a result of the qualitative analysis is "providing feedback". Accordingly, it was found that one of the motivating factors for students in the context of evaluation is providing feedback to students. Some of the views that can be referenced to this theme are exemplified below.

"… After the notes are announced, we solve the exam questions on the board with the teacher. So we see how we things went wrong and learn from it (o1)"
"… The teacher spots the parts we could not do well in the exam and teaches them again. My grades were very good this year, all were five, but the lessons were harder in the 6th grade, getting harder and harder... (o6)"

Analysis of Behaviors Motivating High School Students

The model that emerged as a result of the qualitative analysis of the opinions of high school students in the study group about the elements they are motivated by is given below. In addition, the themes regarding the views on the elements that students are motivated and the views referring to these themes are detailed below.
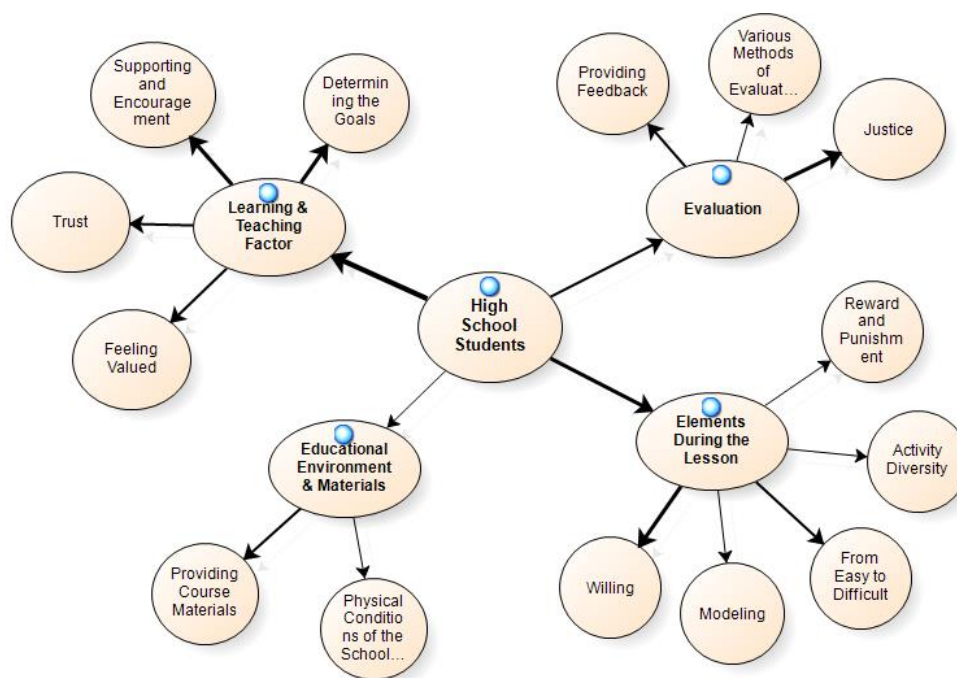
Figure 3. A schematic display of the motivation for high school students

Learning & Teaching Factor

Most of the students in the study group revealed that learning & teaching factor have motivated them. Sub-themes within the theme of learning & teaching elements and opinions on these themes are given below.

- *Determining the Goals*

As a result of qualitative analysis, it is observed that one of the most frequently cited views is "setting goals". Accordingly, it was found that one of the most motivating factors in the context of learning & teaching factor is the determination of students' goals. Views that can be a reference to this theme are exemplified below.

"… Dreaming about the university. That want to study at university motivates me… (h4)"
"… One of the important things psychologically for me is setting the goals … (h5)"

- *Supporting and Encouragement*

As a result of the qualitative analysis, it is observed that one of the most frequently cited views is "support and encouragement". Accordingly, one of the most motivating factors in the context of learning & teaching factor was the support and encouragement of students. The views of some of the participants referring to this theme are given below.

"… the support of my family, friends and teachers, getting successful results and having self-confidence motivate me… (h3)"
"... Besides, the support that I will get from his teachers is also very important for me ... (h5)"

- *Feeling Valued*

As a result of the qualitative analysis, it is observed that one of the views cited is "feeling valued". Accordingly, it was found that one of the factors that motivate students in the context of learning & teaching factor is students' feelings of being valued. One of the views referring to this theme is given below.

"… everybody in the class is valuable and the mistakes that we made are a source of motivation. If the teachers understand the students, this will motivate them. It is very important to communicate with the student instead of the parents in any situation… (h1)"

- *Trust*

It is observed that one of the views cited as a result of the qualitative analysis is "trust". Accordingly, it was found that one of the factors that motivates students in the context of learning & teaching factor is that students want to trust. One of the views referring to this theme is given below.

"…If not, I would not have a good motivation, I would not be able to trust myself… (h2)"

Elements During the Lesson

As a result of the qualitative analysis, it is observed that one of the views cited is "elements during the lesson". Sub-themes included in the theme of elements during the course and opinions regarding these themes are given below.

- *Willing*

As a result of the qualitative analysis, it is observed that the most cited opinion is being "willing". Accordingly, it was found that one of the most motivating factors for students during the lesson was being willing which enhances students' motivation towards the lesson. References to this theme are exemplified below.

"… It is a very boring situation that the course process is extremely serious and rigid. It reduces the desire for the lesson. The lessons should be solid and fun and simpler in a discipline. Various ways should be used to attract the students' interest… (h1)"
"… Focusing on the lesson not just for the lesson but in a conversation mood… (h3)"

- *From Easy to Difficult*

As a result of the qualitative analysis, it is observed that the view "from easy to difficult" is another factor. Accordingly, it has been found that one of the factors that motivate students during the lesson is to list the subjects from easy to difficult. References to this theme are exemplified below.

"… I think the lessons should always be taught from easy to difficult, no matter how much the student knows or does not know, at least this is helpful for me… (h2)"
"… it is important that from easy to difficult feels me good. If you feel… (h6)"

- *Reward and Punishment*

It is observed that one of the views cited as a result of qualitative analysis is "reward and punishment". Accordingly, it was found that one of the factors that motivate the students during the lesson is the use of reward and punishment. One of the views referring to this theme is given below.

"… taught by the teachers and as a result, the necessary awards should be given to the successful results... (h3)"

- *Activity Diversity*

It is observed that one of the views cited as a result of the qualitative analysis is "activity diversity". Accordingly, it was found that one of the factors that motivate students during the lesson is that there are different types of activities. One of the views referring to this theme is given below.

"… Different lessons, activities and differences motivate me more than teaching in the same way all the time… (h4)"

- *Modeling*

As a result of qualitative analysis, it is observed that one of the views cited is "modeling". Accordingly, it was found that one of the factors that motivate students during the lesson is being a model for them. One of the views referring to this theme is given below.

"…When the teacher asked questions, it is very important for me to answer. For example, it is very important to be regarded as a model by the teacher… (h6)"

Educational Environment & Material Factor

Participants stated that educational environment & material elements motivate them. Sub-themes within the educational environment & material elements theme and opinions regarding these themes are given below.
- *Providing Course Materials*

As a result of the qualitative analysis, it is observed that one of the most cited views is "providing course materials". Accordingly, it was found that one of the most motivating factors in the context of educational environment & material factor is the use of appropriate course materials. The views referring to this are given below.

"…It is better to have lecture resources in the form of notes rather than black and white scripts that are excessively long. In any type of instruction, it is more beneficial to perform experiments about the very topic involving students... (h1)"
"… The course materials are effective for me. For example, a book or stating the reasons behind learning the topic enable us to be motivated and willing … (h6)"

- *Physical Conditions of the School and Classrooms*

As a result of the qualitative analysis, it is observed that one of the views referred to is "the physical conditions of the school and the classes". Accordingly, it was found that one of the factors that motivate students in the context of educational environment & material factor is the physical structure of the school and the classes. The reference opinion on this theme is exemplified below.

"… The physical condition of the classroom is a motivator. For example, the coldness of the classroom, tables and chairs in bad situations will dampen my enthusiasm for the lesson… (h4)"

Evaluation

Participants stated that the evaluation element motivated them. Sub-themes within the theme of evaluation element and opinions regarding these themes are given below.

- *Justice*

As a result of the qualitative analysis, it is observed that the most cited opinion is "justice". Accordingly, it was found that one of the most motivating factors in the context of evaluating students is fainess. Some of the views referring to this theme are as follows.

"… positive discrimination and injustice in the classroom worsened my motivation. Providing justice in the classroom affects my motivation… (h4)"
"… I love being active inside, but my teachers' unfairness affects my motivation badly… (h5)"

- *Providing Feedback*

It is observed that one of the views cited as a result of qualitative analysis is "providing feedback". Accordingly, it was found that one of the motivating factors for students in the context of evaluation is providing feedback to students. The views referring to this theme that are representative of the examples are given below.

"… Receiving good or bad feedback on what you have done is one of the most important things. Because I can have the chance to see where my mistakes are and to correct them; being aware of your mistakes causes you to focus more on your life and reduce the chances of making mistakes. I believe that my mistakes teach me… (h6)"

- *Various Methods of Evaluation*

It is observed that one of the views cited as a result of qualitative analysis is "various evaluation methods". Accordingly, it was found that one of the motivating factors for students in the context of assessment is that they want various assessment methods in exams. The reference opinion on this theme is exemplified below.

"… when students talk about an exam, students' morale should be kept high and they should be reconnected with supplements such as… (h1)"

Analysis of Behaviors Motivating Undergraduate Students

The model that emerged as a result of the qualitative analysis of the views on the elements that motivate the undergraduate students in the study group is given below. In addition, the themes related to the views on them and the views referring to these themes are detailed below.
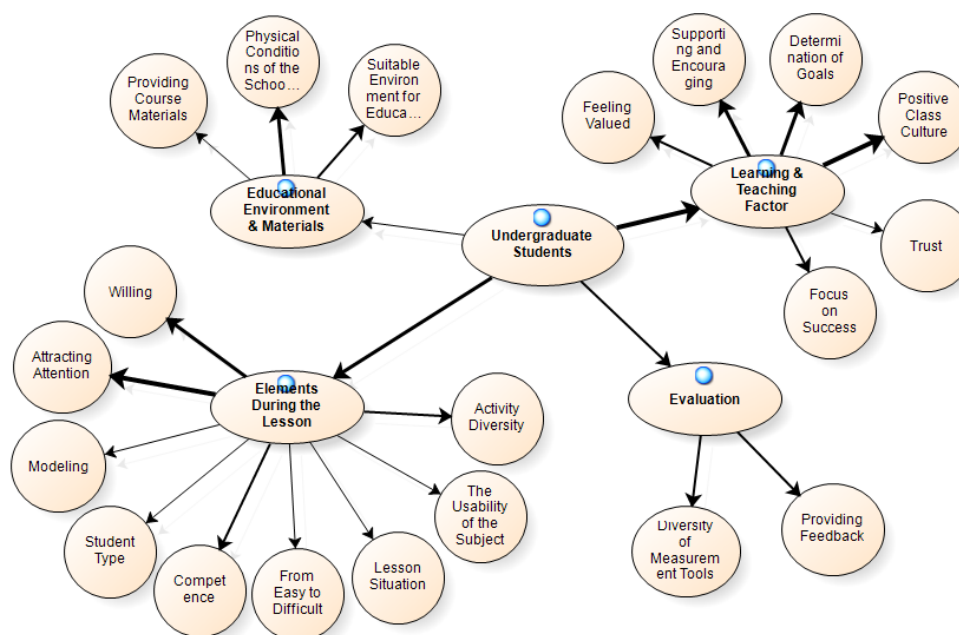
Figure 4. A schematic display of the motivation for undergraduate school students

Learning & Teaching Factor

Most of the students in the study group revealed that learning & teaching factor have motivated them. Sub-themes within the theme of learning & teaching elements and opinions on these themes are given below.

- *Positive Class Culture*

As a result of the qualitative analysis, it is observed that the "positive class culture" view is cited firstly. That is, the opinions of the participants were gathered mostly under this theme. Accordingly, it has been revealed that one of the learning & teaching factors that motivate students is the positive classroom culture. Views that can be a reference to this theme are exemplified below.

> "… I don't even want to attend some classes at all. The teacher's behavior is very important here. It should endear the course and adopt a lesson environment where students can be successful… (u1)"
> "…carrying out new things. Thus, everyone is motivated, and learning becomes more effective and its permanent (u3)"
> "… Friends who are there for us always keep the motivation alive… There is a more sincere environment and motivation towards the lesson can be higher …(u4)"

- *Determination of Goals*

As a result of the qualitative analysis, it is observed that the opinion "setting the goals" is the second most cited. Accordingly, it was revealed that one of the learning & teaching factors that motivate students is the determination of students' goals. Some examples of this theme are given below.

> "… It is so good that I motivate myself to achieve my goals independently … (u1)"
> "It motivates me for a good academic career and achieve my goals. (u5)"

- *Supporting and Encouraging*

As a result of the qualitative analysis, it is observed that the "support and encouragement" opinion is the second most cited. Accordingly, it was found that the learning & teaching factor that motivates the students the most is their support and encouragement. Some examples of this theme are given below.

"… teachers should support the students by telling them about their experiences. If you compare it with the instructor who just lectures and goes, I think it will have important advantages in terms of motivation…(u4)"
"…My family believes I can do it. My family supports me. This motivates me… (u5)"

- *Feeling Valued*

As a result of the qualitative analysis, it is observed that one of the views cited is "feeling valued". Accordingly, it was found that one of the factors that motivate students in the context of learning & teaching factor is students' feeling valuable. Some examples of this theme are given below.

"… our teacher writes the question on the board and asks us to solve the question. If someone doesn't solve it, he gives bad marks to us. It makes the student feel unsuccessful. I do not want to attend such classes … (u1)"

- *Focus on Success*

As a result of the qualitative analysis, it is observed that "focusing on success" is another view. Accordingly, it was observed that one of the learning & teaching factors that motivate students is their focus on success. The sample opinion on this theme is given below.

"…the teacher does not take attendance. The person who is motivated goes to the front to listen to the lesson. It depends on the person. If any student is motivated to be successful, a student can learn subjects without negative factors… (u2)"

- *Trust*

As a result of the qualitative analysis, it is observed that the least cited opinion is "trust". Accordingly, it was revealed that one of the learning & teaching factors that motivate students is related to the trust they have. One of the views referring to this theme is given below.

"… A good social environment motivates me. I mean I must have friends that I can trust… (u4)"

Elements During the Lesson

As a result of the qualitative analysis, it is observed that one of the views cited is "elements during the lesson". Sub-themes included in the theme of elements during the course and opinions regarding these themes are given below.

- *Attracting Attention*

As a result of the qualitative analysis, it is observed that the first view of the elements during the the lesson is "attracting attention" view. Accordingly, it has been revealed that one

of the most motivating factors during the lesson is attracting attention. The views referencing this theme are exemplified below.

> "… it becomes impossible for me to be motivated to the lesson ... Once the teacher cannot attract the attention of the students to the lesson and motivation cannot be achieved…(u1)"
> "… usually the teachers use examples. This is very good for me. It ensures a smooth flow in the course, it is easier to remember what is learned and attracts attention. (u2)"
> "… The teachers are doing their best to motivate us. Some teachers use stories in their courses. This attracts the attention of the students more… (u3)"

- *Willingness*

As a result of qualitative analysis, it is observed that the second most cited opinion is "willingness". Accordingly, it was found that one of the most motivating factors for students during the lesson was willingness of students' and therefore their motivation towards the lesson. References to this theme are exemplified below.

> "…descriptions of course content with different ways keeps you focused and inspires you. It keeps the student motivated (u2)"
> "Some professors are friendly. I want to find teachers closer to myself, it is easier for me to adapt to the lesson (u4)"

- *Activity Diversity*

As a result of the qualitative analysis, it is observed that the "activity diversity" view has received references. Accordingly, it was found that one of the factors that motivate students during the lesson is the use of activity diversity. An example for this theme is given below.

> "…not only face-to-face learning but also learning in the laboratory, it motivates me more to learn, to practice to visit patients with professors (u3)"

- *Competence*

As a result of the qualitative analysis, it is observed that the "competence" view has received references. Accordingly, it was found that one of the factors that motivate the students during the lesson is the competence of the teacher. An example for this theme is given below.

> "… The way of lecturing is crucial for student motivation. Once the students think that the teacher is not good in his field, students' motivation levels decrease (u1)"

There are also themes in which the participants express an opinion in terms of motivating the elements during the lesson. For each one, an example will be given: The theme of **from easy to difficult**: "… it starts with simple examples and explains it so that we can make connections between more difficult and complex events or processes. This is the purpose of my participation in the lessons. To learn about subjects (u2)". In the theme of **modeling**: "… the teachers are good role models for us. Students always imitate a good lecturer in their field. I also have teachers who are an example both with their behaviors and their communication with students (u3)". The theme of **the usability of the subject:** "The teachers are trying to

motivate us by saying what we will learn for the next the lessons (u4)". The theme of the **student type**: "…other students is the class and their being hardworking, being lazy affects my motivation (u6)". The theme of the **lesson situation**: "… what the lesson was and what the previous lesson was affects my motivation. (u6)".

Educational Environment & Material Factor

Participants stated that educational environment & material elements motivate them, too. Sub-themes within the educational environment & material elements theme and opinions regarding these themes are given below.

- *Physical Conditions of the School and Classrooms*

As a result of the qualitative analysis, it is observed that the most references are made to the "physical conditions of the school and the classrooms". Accordingly, it was found that one of the most motivating factors in the context of educational environment & material factor is the use of appropriate course materials. Some of the opinions of the participants referring to this theme are as follows:

"… There are all the tools we need in the laboratories. This situation, of course, increases the motivation of us... (u3)"
"… Basically there is the equipment we need. For example, computer room, gym, indoor pool, etc. This situation contributes to the increase in student motivation (u4)"

- *Suitable Environment for Education and Communication*

As a result of the qualitative analysis, it is observed that one of the views cited is "suitable environment for education and communication". Accordingly, it was found that one of the factors that motivates students in the context of educational environment & material factor is a suitable environment for education and communication. The reference opinion on this theme is exemplified below.

"The crowded classroom also seems like a disadvantage. Sometimes you can't listen to lessons efficiently. People come in and go out, there is a lot of noise, that is, people's attention inevitably gets distracted (u2)"

- *Providing Course Materials*

It is observed that the least cited opinion of the participants is "to provide course materials". Accordingly, it was found that one of the factors that motivates students in the context of educational environment & material factor is the use of appropriate course materials. An example for this theme is given below.

"… It is an advantage for me to have books for every course. Because I find the opportunity to easily repeat and review the issues that I missed or do not understand well. This ensures that I am motivated towards the lesson… (u2)"

Evaluation

Participants stated that the evaluation element motivated them. Sub-themes within the theme of evaluation element and opinions regarding these themes are given below.

- *Diversity of Measurement Tools*

As a result of qualitative analysis, it is observed that one of the most cited views is "the diversity of measurement tools". Accordingly, it was found that one of the most motivating factors in the context of evaluating students is the use of various assessment methods. Some examples of this are below.

"The method of assessment varies from lesson to lesson. There are written exams, oral exams, tests, reasoning, practice, etc. many types of exams… The variety of exams definitely increases my motivation. (u3)"

"… Not only evaluation with the exam paper, but also with different elements such as student participation in the course should be included in the evaluation. (u6)"

- *Providing Feedback*

As a result of the qualitative analysis, it is observed that the other most cited opinion is "providing feedback". Accordingly, it was found that one of the most motivating factors for students in the context of evaluation is providing feedback to students. Some examples of this are below.

"…some teachers emphasize important places. They provide feedback on topics. I focus more on what the teacher emphasizes… (u1)"

"…when I ask questions about the topics he explains, it becomes clear how much I have learned it. I am trying to identify my gaps and compensate for them… (u5)"

Conclusion, Discussion and Suggestions

In this study, which was conducted to determine the factors affecting students' motivation, a model consisting of four dimensions was formed by using the literature. Later, the model, which was formed, was supported by qualitative research method. According to the results, learning & teaching, during the lesson, evaluation and educational environment & material factors have an effect on the motivation of the students. In this context, research questions are discussed below, respectively.

According to the first finding obtained at the end of the study, the first of the factors affecting the motivation of students is learning & teaching factor. Learning & teaching factor were cited for all secondary school, high school, and undergraduate students. The most cited views among learning & teaching elements were support, encouragement, setting goals, focusing on success, feeling of trust, positive class culture and feeling valued. These findings are similar to other research results. For example, in similar studies, it has been revealed that students' focusing on the goal has a great effect on achievement and that teacher-student communication is among the important factors affecting student motivation. In other words, the behaviors and attitudes of teachers are very important for the appropriate performance of education and training activities (Deniz, Avşaroğlu, & Fidan, 2006; Özmenteş, 2013; Meece, Anderman, & Anderman, 2006). However, research has revealed that students are motivated when they focus on success and are supported, and high expectation of success is another teacher behavior affecting student motivation (Bayraktar, 2015; Sürücü & Ünal, 2018). Similar to this study, other studies have shown that students should be supported in the group and contribute to different communication processes motivating them to success, encouraging peer interaction, making students feel comfortable (Celep, 2004; Williams, 2011). It is stated that creating a flexible planning process, encouraging participation in the course, providing a comfortable education environment, and determining the course goals will positively affect the motivation of the student (Brewer & Burgess, 2005). Eggen and Kauchak (2013) stated

that it is necessary to set goals, determine strategies, encourage them, and build trust in ensuring students' motivation. Mouton, Hawkins, McPherson and Copley (1996) state that if schools and teachers can create a sense of belonging to the school by supporting students, students' motivation will increase and they perceive the school as a place of trust. Montalvo (1997) emphasizes that students prefer teachers who respect and trust them. Students' individual goals and intentions, psychological drives and needs, self-confidence, respect, and self-efficacy level are factors that increase motivation (Ulusoy, 2002).

According to the second finding obtained at the end of the research, it was found that the second factor affecting the motivation of the students is the factors during the lessons. Factors during the course are the second most cited element for all secondary school, high school, undergraduate students. The most cited views among the factors during the course were willingness, interest in the course, variety of activities, reward and punishment, appropriate material using, being a role model and repetition. These findings are similar to other research results. Teachers and students spend most of their time at school in their classrooms. It is the responsibility of the teacher to improve and manage the learning environment in the classroom, and the factors also will motivate students (Lumsten, 1999). In studies conducted, it is stated that teachers' use of reward and punishment method in the classroom (Ulusoy, 2002; Yaman & Güven, 2014) and using interesting teaching practices increase student motivation (Jalongo, 2007; Ulusoy, 2002). In addition, it is stated that teachers' being a model and attracting attention to the lesson have positive effects on students' motivation (Sardoğan, 2014). In addition, it has been stated that the use of rewards and punishments, the variety of activities, the use of appropriate visual and audio materials and activities that will attract the student's attention to the lesson will positively affect their motivation (Ünal & Ada, 2003). The lack of motivation of students to participate in the lesson is seen as one of the biggest problems in the classroom. It is stated that students exhibit negative behaviors in terms of learning if their motivation for participation is low. It is underpinned that most of the students with low motivation cannot concentrate on the subject, get bored with the lesson, and have no idea about the usability of the subject (Rothman, 1990). In this case, teachers should consider the factors during the lesson in order to provide students' motivation. In a different study, Gordon (2007) states that students can be motivated by factors such as praise and grading. In addition, he emphasizes that using motivational factors such as reward and punishment has a weakening effect on motivation. Similarly, Bentley (2006) states that teachers' verbal praise and congratulating students are one of the most used motivational methods, but using praise in the right place will increase students' motivation.

According to another finding, the third factor affecting students' motivation is the evaluation element. The views cited about the evaluation element are the variety of measurement tools, providing feedback and fairness. These findings are similar to other research results. In a similar study, Sürücü and Ünal (2018) revealed that fairness is also so important when evaluating students. Topçuoğlu-Ünal and Bursalı (2013) have found that behaviors such as extra points for students 'answers during the lesson have a positive effect on students' motivation. Unlike these studies, it was stated that showing students that they can correct their errors and positive feedback given to students will have a positive effect on the process. It was emphasized that students should be shown how they improve (Bakioğlu, 2009; Boydak, 2007). In a different study, it is stated that giving constructive feedback about their performance during the learning process enables them to improve themselves and increase their motivation (Malouff et al., 2008; Jalongo, 2007). Montalvo (1997) pinpoints that they prefer teachers who give immediate and positive feedback, transform the negative environment into a positive one. Muntean (2011) underlines that providing positive feedback

to students will increase their intrinsic motivation. Dörnyei (2001) states that teachers' evaluating students' past performance positively using appropriate strategies can help students to be satisfied with their development and learn from their past mistakes. He also states that feedback to the students by the teacher will motivate the students and increase the self-confidence of the students by helping them gain confidence and develop a good rapport.

It was found that the fourth factor affecting students' motivation is educational environment & material factor. The educational environment & material elements required to motivate are fourth for all secondary school, high school, undergraduate students. The most cited views among the educational environment & material elements are the physical conditions of the school and classrooms, course materials, the appropriate environment for education and communication, and the using of appropriate materials. Students' perceptions of the physical environment in which they study are considered to be important in order to increase the efficiency of education in schools (Okwilagwe, 2004). These findings are in line with the results of other studies. In the study, it is stated that small changes that can be made in the classroom environment and education-training environments enriched with audio-visual education tools can increase the motivation of students (Bayraktar, 2015). It is stated that when teacher and student relations are problematic, learning does not take place efficiently, therefore, it is necessary to provide a classroom environment that has effective communication is important (Maulana, Opdenakker, & Bosker, 2013; Robinson, 2017; Opdenakker et al., 2012). In another study, it was revealed that the general selection of appropriate learning materials and the properties of the materials have effects on student motivation (Gorham & Millette, 1997; Slavin, 2013). Similarly, it is stated that students' direct motivation increases when appropriate materials, which are interesting and encouraging for the lesson, are used (Balog & Pribeanu, 2010). In addition, Radovan and Makovec (2015) state that physical conditions in schools are one of the important factors affecting both the academic success and motivation of students. Eggen and Kauchak (2013) stated that school and classroom environment have important effects on student motivation. Mouton, Hawkins, McPherson and Copley (1996) state that when the students are not provided with the appropriate environment at school and the classroom, they cannot establish an emotional bond with the school, and therefore, they cannot adapt themselves to the environment; as a result, they feel lonely. Ulusoy (2002) states that the results of social interactions in the learning environment and the goal structure of the classroom have an increasing effect on student motivation. Öztürk, Şahin, and Koç (2002) stated that when there is a lack of communication in the education and training environment, students act passively and their academic success and motivation decrease. Therefore, it is necessary to prepare a suitable environment for communication in the education and training environment.

Motivation is very important for positive student behavior. It can be said that when the motivation of the student is high, the success of the student will increase. Especially in order to reach school goals, motivation sources should be used. In this context, it can be said that teachers have important tasks. Teachers should be aware of factors that can increase or decrease students' motivation. It can be said that family support is also important.

According to a finding obtained from the research, it was concluded that learning & teaching factor are the primary factor affecting students' motivation. Considering this effect, teachers in schools and families in social life should be informed about this issue. To that end, seminars should be organized for families and teachers, and they should be informed about what the learning & teaching motivation factors are and how to behave to increase motivation. In addition, a road map should be drawn meticulously by the school guidance

teachers and the motivation of students should be checked continuously.

According to another finding, it was concluded that the factor affecting students' motivation was the factors during the lesson. Teachers should know the factors that increase motivation during the lesson and the lessons should be handled in this context. Teachers should read educational books on this subject. In addition, it is recommended that teachers support each other through the transfer of experiences and share the methods they provide for better motivation in the classroom. Forum sites can be referred to with a view to sharing experiences.

Another factor affecting students' motivation is evaluation. It is recommended that teachers use not only one type but also various measurement methods in their exams in order to ensure student motivation. In addition, it is recommended to solve the exam questions after the execution of the exam in order to increase the motivation of the students.

In the study, it is concluded that educational environment & material factor affects students' motivation. In this context, all physical conditions required for education must be found in schools. Considering this factor, it is recommended that the relevant institutions should determine the physical conditions for education in schools and universities. In addition, it is recommended to determine the course materials for students in advance.

Similar to this subject, scale development work can be conducted. Thus, the effects of the factors determined as a result of the exploratory and confirmatory factor analysis can be reviewed. In addition, motivation studies about teachers can be carried out qualitatively. Thus, it can be investigated whether motivation factor affects teachers.

References

Altunışık, R., Coşkun, R., Bayraktaroğlu, S., & Yıldırım, E. (2010). *Sosyal bilimlerde araştırma yöntemleri: SPSS uygulamalı [Research methods in social sciences: SPSS applied]*. Sakarya: Sakarya

Aydın, A. (2003). *Sınıf yönetimi [Class management]*. İstanbul: Alfa

Bakioğlu, A. (2009). *Çağdaş sınıf yönetimi [Contemporary classroom management]*. Ankara: Nobel.

Balcı, A. (2010). *Açıklamalı eğitim yönetimi terimler sözlüğü [Annotated educational management glossary]*. Ankara: Pegem.

Balog, A., & Pribeanu, C. P. (2010). The role of perceived enjoyment in the students' acceptance of an augmented reality teaching platform: A structural equation modelling approach. *Studies in Informatics and Control, 19*(3), 319-330.

Başar, H. (2005). *Sınıf yönetimi [Class management]*. Ankara: Anı

Bayraktar, H. V. (2015). Student motivation in classroom management and factors that affect motivation. *International Periodical for The Languages, Literature and History of Turkish or Turkic, 10*(3), 1079-1100.

Bentley, T. (2006). *Takımınızın yeteneklerini geliştirmede insanları motive etme [Motivating people to develop your team's skills]* (O. Yıldırım, Trans). İstanbul: Hayat

Boydak, M. (2007). Öğrenmede motivasyon ve stres [Motivation and stress in learning]. In Z. Cafoğlu (Ed.), *Sınıf yönetimi: Yeni gelişmeler doğrultusunda [Classroom management: In line with new developments]*. Ankara: Grafiker.

Brewer, E. W., & Burgess, D. N. (2005). Professor's role in motivating students to attend class. *Journal of STEM Teacher Education, 42*(3), 22-47.

Büyüköztürk, Ş. (2014). *Sosyal bilimler için veri analizi el kitabı [Data analysis hand book for social sciences].* Ankara: Pegem.

Celep, C. (2004). *Sınıf yönetimi ve disiplin [Classroom management and discipline].* Ankara: Anı.

Cook, D. A., & Artino Jr, A. R. (2016). Motivation to learn: an overview of contemporary theories. *Medical Education, 50*(10), 997-1014. doi: 10.1111/medu.13074

Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches.* USA: SAGE Publications.

Deniz, M., Avşaroğlu, S., & Fidan, Ö. (2006). An investigation of the levels of english teachers' motivating the students. *Inonu University Journal of the Faculty of Education, 7*(11), 120-135.

Dilmaç. B. (2005). Motivasyon [Motivation]. In M. Gürsel (Ed.), *Sınıf yönetimi [Class management].* Konya: Eğitim.

Dörnyei, Z. (2001). New themes and approaches in second language motivation research. *Annual Review of Applied Linguistics, 21*, 43–59. doi: 10.1017/S0267190501000034

Eggen, P. D., & Kauchak, D. P. (2013). *Educational psychology: Windows on clasrooms* (9th edition). New Jersey: Pearson.

Ercan, L. (2003). Motivasyon [Motivation]. In L. Küçükahmet (Ed.), *Sınıf yönetiminde yeni yaklaşımlar [New approaches in classroom management].* Ankara. Nobel.

Erdem, A. (2005). Sınıfta güdüleme [Motivation in the classroom]. In H. Kıran (Ed.), *Etkili sınıf yönetimi [Effective classroom management].* Ankara: Anı.

Erden, M. (2005). *Sınıf yönetimi [Class management].* İstanbul: Epilson.

Ergün, M. (2002). Sınıfta motivasyon [Motivation in the classroom]. In E. Karip (Ed.), *Sınıf yönetimi [Class management].* Ankara: Pegem.

Gordon, T. (2007). *Çocukta dış disiplin mi? İç disiplin mi? [Is it external discipline in the child? Is it internal discipline?]* (E. Aksay, Trans.). İstanbul: Sistem

Gorham, J., & Millette, D. (1997). A comparative analysis of teacher and student perceptions of sources of motivation and demotivation in college classes. *Communication Education*, *46*(4), 245-261. doi: 10.1080/03634529709379099

Guay, F., Marsh, H. W., Dowson, M., & Larose, S. (2005, Nov-Dec). *Assessing academic motivation among elementary school children: The elementary school motivation scale (ESMS).* Paper presented at the Australian Association for Research in Education, Parramatta, N.S.W. Abstract retrieved from https://researchdirect.westernsydney.edu.au/islandora/object/uws:5581

Gülşen, C. (2010). Temel kavramlar ve sınıf yönetiminin kapsamı [Basic concepts and scope of classroom management]. In C. Gülşen (Ed.), *Kuram ve uygulamada sınıf yönetimi [Classroom management in theory and practice].* Ankara: Anı.

Ilgar, Ş. (2004). Motivasyon aktiviteleri ve öğretmen [Motivation activities and the teacher]. *HAYEF Journal of Education, 1*(2), 211-222.

Jalongo, M. R. (2007). Beyond benchmarks and scores: Reasserting the role of motivation and interest in children's academic achievement an ACEI position paper. *Childhood Education, 83*(6), 395-407.

Kılbaş, Ş. (2010). *Etkili sınıf yönetimi [Effective classroom management].* Ankara: Gazi.

LeCompte, M. D., & Goetz, J. P. (1982). Problems of reliability and validity in ethnographic research. *Review of Educational Research*, *52*(1), 31-60. doi: 10.3102/00346543052001031

Lumsden, L. (1999). *Student motivation: Cultivating a love of learning.* Salt Lake City, UT: Publishers press.

Lunenburg, F. C., & Ornstein, A. O. (2012). Educational administration: *Concepts and practices*. Belmont, CA: Wadsworth Cengage Learning.

Malouff, J., Rooke, S., Schutte, N., Foster, R., & Bhullar, N. (2008). *Methods of motivational teaching* (ERIC Doc. No. ED499496). Armidale, Australia: University of New England.

Maulana, R., Opdenakker, M. C., & Bosker, R. (2014). Teacher–student interpersonal relationships do change and affect academic motivation: A multilevel growth curve modelling. *British Journal of Educational Psychology, 84*(3), 459-482. doi: /10.1111/bjep.12031

Meece, J. L., Anderman, E. M., & Anderman, L. H. (2006). Classroom goal structures, student motivation, and academic achievement. *Annual Review of Psychology, 57*(1), 487–504. doi: 10.1146/annurev.psych.56.091103.070258

Montalvo, G. P. (1997) *Pleasing the teacher: An exploration of the construct and its behavioral and motivational patterns.* (Unpublished doctoral dissertation). The University of Oklahoma, Oklahoma.

Moos, D. C., & Marroquin, E. (2010). Multimedia, hypermedia, and hypertext: Motivation considered and reconsidered. *Computers in Human Behavior, 26*(3), 265-276. doi: 10.1016/j.chb.2009.11.004

Morgan, D. L., & Morgan, R. K. (2008). *Single-case research methods for the behavioral and health sciences*. USA: SAGE Publications.

Mouton, S. G., Hawkins, J., McPherson, R. H., & Copley, J. (1996). School attachment: Perspectives of low-attached high school students. *Educational Psychology, 16*(3), 297-304. https://doi.org/10.1080/0144341960160306

Muntean, C. I. (2011). *Raising engagement in e-learning through gamification.* Proceedings of the 6th International Conference on Virtual Learning, Cluj-Napoca, Romania. Retrieved from http://icvl.eu/2011/disc/icvl/documente/pdf/met/ICVL_ModelsAndMethodologies_paper42.pdf

Nelsen, J., Lott, L., & Glenn, H. S. 2000. *Positive discipline in the classroom: Developing mutual respect, cooperation, and responsibility in your classroom.* Rocklin, CA: Prima

Neuman, L. W. (2014). *Social research methods: Qualitative and quantitative approaches*. Essex: Pearson Education Limited.

Okwilagwe, E. A. (2004). Undergraduate students' perceived academic environmental characteristics as correlates of learning outcomes. *Makerere Journal of Higher Education, 1*, 85-93. doi: 10.4314/majohe.v1i1.38232

Opdenakker, M-C., Maulana, R., & den Brok, P. (2012). Teacher–student interpersonal relationships and academic motivation within one school year: Developmental changes and linkage. *School Effective-ness and School Improvement, 23*(1), 95-119. doi:10.1080/09243453.2011.619198

Öncü, H. (2013). Motivasyon [Motivation]. In L. Küçükahmet (Ed.), *Sınıf yönetimi [Class management]* (pp. 160-178). Ankara: Pegem.

Özcan, M. (2007). Öğretmenlerde Motivasyon ve Stres [Teachers' motivation and stress]. In Z. Cafoğlu (Ed.), *Sınıf yönetimi: Yeni gelişmeler doğrultusunda [Classroom management: In line with new developments].* Ankara: Grafiker.

Özen, O. S. (2017). The effect of motivation on student achievement. In E. Karadağ (Ed.), *The factors effecting student achievement* (pp. 35-56). Cham, Switzerland: Springer International Publishing. doi: 10.1007/978-3-319-56083-0_3

Özmenteş, S. (2013). Student performance and motivation in instrument education. *Journal of Research in Education and Teaching, 2(*2), 320-331.

Öztürk, B., Şahin, F. T., & Koç, A. G. G. (2002). Student attrıbutes affectıng teacher expectatıons. *Educational Administration in Theory and Practice*, *31*(31), 390-413.

Radovan, M., & Makovec, D. (2015). Relations between students' motivation, and perceptions of the learning environment. *Center for Educational Policy Studies Journal, 5*(2), 115-138.

Robinson, K., & Aronica, L. (2016). *Creative schools: The grassroots revolution that's transforming education*. New York: Penguin Books.

Rothman, R. (1990, 7 November). *Educators focus attention on ways to boost student motivation.* Education Week. Retrieved from https://www.edweek.org/ew/articles/1990/11/07/10030043.h10.html

Sardoğan, M. E. (2014). Öğrencilerin güdülenmesi [Motivation of students]. In Z. Kaya (Ed.), *Sınıf yönetimi [Class management]*. Ankara: Pegem.

Slavin, R. E. (2015). Öğrencileri öğrenmeye motive etmek [Motivating students to learn]. In G. Yüksel (Ed.), *Eğitim psikolojisi: Kuram ve uygulama [Educational psychology: Theory and practice]* (pp. 284-312). Ankara: Nobel.

Sürücü, A., & Ünal, A. (2018). Investigation of teacher behavior increasing and reducing student motivation. *OPUS International Journal of Society Researches, 8*(14), 253-295.

Tomul, E. (2006). Sınıfta öğretmen ve öğrenci iletişimi [Teacher and student communication in the classroom]. In H. Kıran (Ed.), *Etkili sınıf yönetimi [Effective classroom management]*. Ankara: Anı.

Topçuoğlu-Ünal, F. T., & Bursalı, H. (2013). Turkish teachers' views about motivation factors. *Middle Eastern & African Journal of Educational Research, 5*, 7-22.

Traş, Z. (2017). Sınıfta motivasyon [Motivation in the classroom]. In G. Yüksel & S. B. Filiz (Eds.), *Sınıf yönetimi [Class management]*. Ankara: Pegem.

Türnüklü, A. (2000). Eğitimbilim araştırmalarında etkin olarak kullanılabilecek nitel bir araştırma tekniği: Görüşme [A qualitative research technique that can be used effectively in pedagogical research: Interview]. *Educational Administration: Theory and Practice*, *6*(4), 543-559.

Ulusoy, A. (2002). *Gelişim ve öğrenme [Development and learning]*. Ankara: Anı.

Ünal, S., & Ada, S. (2003). *Sınıf yönetimi [Class management]*. İstanbul: MÜ Revolving Fund Management Technical Education Faculty Printing Unit.

Williams, K., & Williams, C. (2011). Five key ingredients for improving student motivation. *Research in Higher Education Journal, 11,* 1-23. Retrieved from http://www.aabri.comwww.aabri.com/manuscripts/11834.pdf

Wright, J., & Wiediger, R. (2007). Motivated behaviours: The interaction of attention, habituation and memory. In L. Brown (Ed.), *Psychology of motivation* (pp. 5-28). New York, USA: Nova Science Publishers Inc.

Yaman, E., & Güven, N. (2014). An important concept affecting students' motivation levels: Rewards and punishments. *International Journal of Human Sciences, 11*(1), 1163-1177. doi: 10.14687/ijhs.v11i1.2782

Yıldırım, A., & Şimşek, H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri [Qualitative research methods in the social sciences]*. Ankara: Seçkin.

Yüksel, G. (2011). Öğrenme için motivasyon [Motivation for learning]. In Ç. Özdemir (Ed.), *Sınıf yönetimi [Class management]*. Ankara: Pegem.