

# Reviewing Academic Motivation Levels of Students of Faculty of Sports Science

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**ABSTRACT----** A total of 323 students (99 female, 224 male) (age average  $x=21.46\pm 1.69$ ) who study in the faculty of sports sciences of Sakarya University volunteered for this study that was conducted to determine the academic motivation level. ‘Academic Motivation Scale’ that is in the form of seven-point Likert Scale and was developed by Karagüven (2012) was used as data collection tool. The scale consists of 28 items. The scale also has 7 sub-dimensions with four each item. The evaluation regarding the dimensions of the scale was arranged as “It never matches: 1.-1.85,” “It matches a bit: 1.86-3.55,” “It reasonably matches: 3.56-4.40,” “It matches a good bit: 4.41-6.10” ve “It absolutely matches: 6.11-7.00”. The highest score received from sub-dimensions is 28; the lowest score is 4. After being applied descriptive statistical processes (average, standard deviation, frequency, percentage), Mann Whitney U test was conducted to determine differences based on gender and age ranges. Besides, Kruskal Wallis H Test was applied to specify the differences based on classes and departments. It is observed when the arithmetic means of sub-dimensions of academic motivation scale are evaluated that general run of the participants expressed the opinion as ‘it matches a good bit’ in IMBI, IMBA, IMH, DMT, DMKI and DMD sub-dimensions. There were no statistically significant differences ( $p>0,05$ ) according to age ranges and classes. On the other hand, there were statistically significant differences ( $p<0,05$ ) according to gender and department variables.

**Keywords---** Sports Sciences, University Students, Academic Motivation

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## 1. INTRODUCTION

Motivation is a significant factor provides a person to act as goal oriented. Effectively use of this factor is important to succeed (Ayık and Ataş, 2014:26). It is difficult to find the synonym of motivation conceptually. This concept mention was derived from the word of ‘motive’ that is English and French. Turkish equivalent of ‘motive’ can be expressed as motion/impetus or energizer. Briefly, motivation is the power that stirs a person in line with a specific purpose (Eren, 2004; Ayık and Ataş, 2014:26). In other words, motivation is defined as ‘producing the required energy for academic affairs’ (Bozanoğlu, 2004).

Motivation takes an important place in education and explains the questions such as ‘what and why’ in the actions (Vallerand et. al, 1992; Deci and Ryan, 2000). Thus, it is seen when looking at studies toward university students that there are several investigations (Hegarty, 2010; Alivernini and Lucidi, 2008; Ayık and Ataş, 2014; Kılınç, Ulucan, Kaya and Türkçapar, 2011; Akbay and Gizir, 2010; Demir and Arı, 2013; Usaci, 2015; Dereli, Angın and Karakuş, 2012) reveal the duty and responsibilities of students in university life (Akbay and Gizir, 2010; Hegarty, 2010; Zengin, Şen and Taşar, 2011; Demir and Arı, 2013; Ayık and Ataş, 2014; Certel, Z., Bahadır, Z., Saracaloğlu, A.S. and Varol, R., 2017). One of the foremost responsibilities among them is doing the academic duties and having success at the level expected (Akbay and Gizir, 2010). With reference to Bülbül and Güvendir (2014), the required factor to fulfill the duty and responsibilities mentioned is enough motivation. There are also studies on the academic motivation of students (Akbay and Gizir, 2010; Demir and Arı, 2013; Guay and Vallerand, 1997; Alemdağ, Öncü, and Yılmaz, 2014; Yetim, Demir and İlker, 2014; Kılıç and Öncü, 2014).

Being motivated is crucial for students to learn the school missions and achieve the missions effectively. The surveys show that motivation is an important determiner for a series of adaptive results such as finishing the school, career success, mental and physical health (Maurice et al., 2017).

When the person who has academically high-level motivation fulfills the responsibilities (going to school, preparing for the exam, doing homework, project, etc.) for his whole academic life, he can live a more successful process for the life. There can occur discordant academic behaviors such as giving up under difficulties, headiness, and anhedonia from the job in case of the lack of academic motivation (Colengelo and Davis, 1997; Demir and Arı, 2013). In this regard, motivation is an irreplaceable factor for the success of the students (Demir and Arı, 2013). Therefore, the due precautions need to be taken by determining the factors affect the success of the students. Making learning and teaching processes more effective and productive will be pretty essential for academical success (Karataş and Erden, 2012).

From this point of view, this paper’s purpose that is revealing the academic motivation levels of students of Faculty of Sports Sciences of Sakarya University is worth to be researched.

## 2. MATERIAL and METHOD

**2.1 Subjects:** A total of 323 students (99 female, 224 male) (age average  $x=21.46\pm 1.69$ ) who study in Faculty of Sports Sciences of Sakarya University volunteered for this study.

**2.2 Data Collection Tools:** ‘Academic Motivation Scale’ that was developed by Karagüven (2012) was used as data collection tool in this research. Cronbach Alpha reliability coefficient relating to the scale was specified as 0,87 by Karagüven. This same coefficient was found as 0,78 in this research. The scale is composed of 28 items. The scale also has 7 sub-dimensions with four each item. These are the sub-dimensions of internal motivation towards learning (IMBI), internal motivation towards to achieve (IMBA), internal motivation towards stimulation (IMH), determined external motivation (DMT), external motivation reflected inwards (DMKI), external motivation-external arrangement (DMD) and amotivation (MS). The evaluation relating to the dimensions of the scale was arranged as “It never matches: 1.-1,85,” “It matches a little: 1,86-3,55,” “It reasonably matches: 3,56-4,40,” “It matches a good bit: 4,41-6,10” and “It absolutely matches: 6,11-7,00”. The highest score received from the sub-dimensions was 28; the lowest score was 4.

**2.3 Data Collection:** Investigators made entirely 500 surveys for the students of Teachership, Coaching, Mastership and Recreation departments by one to one. However, just 323 surveys were subjected to the analysis.

**2.4 Data Analysis:** After being applied descriptive statistical processes (average, standard deviation, frequency, percentage), Mann Whitney U test was conducted to determine differences based on gender and age ranges. Besides, Kruskal Wallis H Test was applied to specify the differences based on classes and departments. SPSS 24.0 packaged software evaluated the data; 0,01 was used as the significance level.

## 3. FINDINGS

**Table 1:** Frequency and percentage values of participants based on age, gender, department and class variables

		F	%
Age range	18-21 age	170	52,6
	22-25 age	153	47,4
Gender	Female	99	30,7
	Man	224	69,3
Department	Teachership	69	21,4
	Coaching	25	7,7
	Sports Management	156	48,3
	Recreation	73	22,6
Class	1st grade	93	28,8
	2nd grade	46	14,2
	3rd grade	140	43,3
	4th grade	44	13,6

99 female and 224 male students who are in 18-25 age range participated in the research. 92 of them are the first graders, 46 of them are sophomores, 140 of them are juniors and finally, 44 of them are the seniors. It is seen when the distributions by the departments are analyzed that 69 of them are teachership students, 25 of them are coaching students, 156 of them are sports management students and 73 of them who study in the recreation department.

**Table 2:** Distribution of frequency and percentage values belong to the evaluation of the sub-dimensions of IMBĪ, IMBA, IMH, DMT, DMKI, DMD, MS

	It never matches		It matches a little		It reasonably matches		It matches a good bit		It absolutely matches	
	F	%	F	%	F	%	F	%	F	%
IMBI	2	,6	20	6,2	35	10,8	<b>154</b>	47,7	112	34,7
IMBA	9	2,8	65	20,1	61	18,9	<b>150</b>	46,4	38	11,8
IMH	11	3,4	84	26,0	54	16,7	<b>142</b>	44,0	32	9,9
DMT	1	,3	19	5,9	33	10,2	<b>138</b>	42,7	132	40,9
DMKI	11	3,4	69	21,4	61	18,9	<b>140</b>	43,3	42	13,0
DMD	3	,9	29	9,0	34	10,5	<b>168</b>	52,0	89	27,6
MS	<b>111</b>	34,4	105	32,5	44	13,6	58	18,0	5	1,5

It is observed when the arithmetic means of the sub-dimensions of academic motivation scale are evaluated that the general run of the participants expressed the opinion as ‘It matches a good bit’ in the sub-dimensions of IMBI, IMBA, IMH, DMT, DMKI, and DMD. The total arithmetic mean of opinions relating to MS sub-dimension is at the level of ‘It never matches’.

**Table 3:** Distributions of arithmetic means belong to IMBĪ, IMBA, IMH, DMT, DMKI, DMD, MS variables based on the age ranges

	Age Ranges	N	X	Ss	t	p
IMBI	18-21 age	170	4,15	0,83	1,246	,214
	22-25 age	153	4,03	0,89		
IMBA	18-21 age	170	3,47	1,00	,513	,608
	22-25 age	153	3,41	1,05		
IMH	18-21 age	170	3,38	1,06	1,292	,197
	22-25 age	153	3,22	1,07		
DMT	18-21 age	170	4,25	0,82	1,746	,082
	22-25 age	153	4,09	0,89		
DMKI	18-21 age	170	3,45	1,06	,731	,465
	22-25 age	153	3,36	1,07		
DMD	18-21 age	170	4,05	0,86	1,887	,060
	22-25 age	153	3,86	0,94		
MS	18-21 age	170	2,17	1,17	-,359	,720
	22-25 age	153	2,22	1,10		

There were no statistically significant differences ( $p > 0,05$ ) in sub-dimensions based on the age ranges when the arithmetic scores were evaluated.

**Table 4:** Distributions of arithmetic means belong to IMBI, IMBA, IMH, DMT, DMKI, DMD, MS variables based on gender

	Gender	N	X	Ss	t	p
IMBI	Female	99	4,18	0,91	1,145	0,25
	Male	224	4,05	0,84		
IMBA	Female	99	3,50	1,06	,724	0,46
	Male	224	3,41	1,01		
IMH	Female	99	3,35	1,14	,491	0,62
	Male	224	3,29	1,03		
DMT	Female	99	4,34	0,81	2,285	<b>0,02*</b>
	Male	224	4,10	0,87		
DMKI	Female	99	3,60	1,09	2,190	<b>0,02*</b>
	Male	224	3,32	1,04		
DMD	Female	99	4,08	0,81	1,555	0,12
	Male	224	3,91	0,94		
MS	Female	99	1,86	1,03	-3,510	<b>0,00*</b>
	Male	224	2,34	1,15		

\*p<0,05 / \*\*p<0.01

There was found a statistically significant difference at 0,01 level in MS sub-dimension and at 0,05 level in DMT and DMKI sub-dimensions when the arithmetic mean scores of females and males were evaluated.

**Table 5:** Average and standard deviation values of arithmetic means of participants based on IMBI, IMBA, IMH, DMT, DMKI, DMD, MS variables

		N	IMBI	IMBA	IMH	DMT	DMKI	DMD	MS
1st Grade	X	93	4,08	3,49	3,33	4,13	3,40	3,88	2,02
	Ss		0,90	1,01	1,06	0,86	1,10	0,97	1,12
2nd Grade	X	46	4,13	3,34	3,28	4,23	3,43	4,06	2,17
	Ss		0,77	0,97	1,04	0,84	0,98	0,85	1,10
3rd Grade	X	140	4,15	3,50	3,34	4,26	3,44	4,02	2,30
	Ss		0,83	1,02	1,09	0,84	1,06	0,85	1,19
4th Grade	X	44	3,88	3,22	3,18	3,39	3,29	3,84	2,27
	Ss		0,96	1,09	1,04	0,89	1,11	0,98	1,01

**Table 6:** Distribution of arithmetic means of participants based on IMBI, IMBA, IMH, DMT, DMKI, DMD, MS variables

		Sum of squares	sd	Mean Square	F	Sig.
IMBI	Between Groups	2,521	3	,840		
	Within Groups	239,504	319	,751	1,119	0,34
	Total	242,025	322			
IMBA	Between Groups	3,288	3	1,096		
	Within Groups	336,402	319	1,055	1,039	0,37
	Total	339,690	322			
IMH	Between Groups	,959	3	,320		
	Within Groups	366,081	319	1,148	,279	0,84
	Total	367,040	322			
DMT	Between Groups	4,016	3	1,339		
	Within Groups	235,569	319	,738	1,813	0,14
	Total	239,585	322			
DMKI	Between Groups	,756	3	,252		
	Within Groups	365,479	319	1,146	,220	0,88
	Total	366,235	322			
DMD	Between Groups	2,229	3	,743		
	Within Groups	263,325	319	,825	,900	0,44
	Total	265,554	322			
MS	Between Groups	4,626	3	1,542		
	Within Groups	414,693	319	1,300	1,186	0,31
	Total	419,319	322			

There were no statistical differences ( $p > 0,05$ ) in sub-dimensions of participants based on their grades (classes) when their arithmetic mean scores were evaluated.

**Table 7:** Average and standard deviation values of arithmetic means of participants belong to IMBI, IMBA, IMH, DMT, DMKI, DMD, MS variables based on their departments

		N	IMBI	IMBA	IMH	DMT	DMKI	DMD	MS
Teachership	X	69	4,05	3,50	3,39	4,36	3,40	3,89	2,21
	Ss		0,87	0,96	1,03	0,80	1,10	1,00	1,21
Coaching	X	25	4,48	3,80	3,40	4,44	3,40	4,24	1,88
	Ss		0,71	0,86	1,04	0,58	1,04	0,87	1,39
Sports Management	X	156	4,03	3,50	3,40	4,08	3,51	4,01	2,28
	Ss		0,89	0,98	1,00	0,86	0,99	0,83	1,03
Recreation	X	73	4,13	3,12	3,00	4,10	3,20	3,80	2,10
	Ss		0,83	1,15	1,19	0,95	1,16	0,95	1,18

**Table 8:** Distribution of arithmetic means belong to IMBI, IMBA, IMH, DMT, DMKI, DMD, MS variables based on the departments

		Sum of squares	sd	Mean Square	F	Sig.	Post Hoc
IMBI	Between Groups	4,547	3	1,516			
	Within Groups	237,478	319	,744	2,036	0,10	
	Total	242,025	322				
IMBA	Between Groups	11,560	3	3,853			
	Within Groups	328,130	319	1,029	3,746	<b>0,01*</b>	2-1,3
	Total	339,690	322				
IMH	Between Groups	9,048	3	3,016			
	Within Groups	357,992	319	1,122	2,687	<b>0,04*</b>	4-1,2,3
	Total	367,040	322				
DMT	Between Groups	5,616	3	1,872			
	Within Groups	233,969	319	,733	2,552	0,05	
	Total	239,585	322				
DMKI	Between Groups	4,705	3	1,568			
	Within Groups	361,530	319	1,133	1,384	0,24	
	Total	366,235	322				
DMD	Between Groups	4,447	3	1,482			
	Within Groups	261,107	319	,819	1,811	0,14	
	Total	265,554	322				
MS	Between Groups	4,227	3	1,409			
	Within Groups	415,092	319	1,301	1,083	0,35	
	Total	419,319	322				

\*p<0,05

There was found statistically significant differences ( $p < 0,05$ ) in IMBA and IMH sub-dimensions based on the departments when looking at the arithmetic means of the students were evaluated.

#### 4. DISCUSSION

This research that was performed by the participation of students of the Faculty of Sports Sciences of Sakarya University aimed to determine the thoughts of the students relating to their academic motivation levels. To that end, the academic motivation levels of 323 students were specified based on gender, age ranges, grade and department variables.

It is seen when the arithmetic means of sub-dimensions of academic motivation scale is analyzed that, the students expressed opinions as ‘It matches a good bit’ level in the sub-dimensions of internal motivation towards knowing (IMBI), internal motivation towards success, internal motivation towards stimulation (IMH), determined external motivation (DMT), external motivation reflected inwards (DMKI), external motivation-external arrangement (DMD). The total arithmetic mean of opinions relating to amotivation sub-dimension is at ‘It never matches’ level.

IMBI shows the desire of a person to make activity for the pleasure during learning new things; IMBA shows the desire of the person to make activity for achieving new things; IMH represents the desire of the person to make activity for the satisfaction during acting. The students who study in the School of Physical Education and Sports become skillful by attending several different activities during 4 years education process. Accordingly, they can experience the sense of satisfaction that comes from the success of the skills at the highest level. External motivation level varies by degree of autonomy that the individual establishes by connecting some specific issues such as the place where the acts of him are

absorbed, interiorized and integrated. The motivation becomes more internalized from external motivation-arrangement to external motivation-integration. This is because being the opinion at 'It matches quite a bit' about the motivation level of the students of School of Physical Education and Sports is an expected conclusion.

Amotivation is the lack of sufficiency feeling to make an activity and benefit from an activity, namely the lack of intent to move (Gömleksiz and Serhatlıoğlu, 2013). Amotivation is thought as the lowest degree of autonomy for the sustainability of motivation styles. The people who fail to act have no intent to move, they are not internally or externally motivated. They also believe that their actions are the results of something beyond their control (Alivernini and Lucidi, 2008). It can be commented as a natural result that amotivation level of students is at 'It never matches' level. Because the students are on the move by the force of their department. Their actions that they performed as a part of their education are not the conclusion of anything beyond their actions. They do upon their own request and tendencies. It is normal for them to feel as they are capable of performing an activity.

There were no statistically significant differences ( $p>0,05$ ) in academic motivation sub-dimensions based on the age ranges when the arithmetic mean scores were evaluated. As is seen in sub-parameters, IMBI, DMT and DMD averages of both age groups are at 'it matches a good bit: 4,41-6,10' level. Their IMBA, IMH, DMKI and MS averages are at 'It reasonably matches: 3.56-4.40' level. Differently from our research, Kılınc et al, (2011) aimed to reveal the motivation levels of athletes who play the team sport. In this research, there was no statistically significant difference based on age variable.

When the arithmetic means of female and males were evaluated, there was found statistically significant differences at 0,01 level in MS sub-dimension and at 0,05 level in DMT and DMKI sub-dimensions.

Following expressions in questions constitute DMT sub-dimension are; 'I think that university education helps me to prepare for the field I select' 'Indeed, university education will ensure me to find a job' 'University education guarantee me to make a better choice in terms of getting a profession' 'I believe that this education that I will take for a few more years will develop my abilities required for business life'. With reference to these findings, average points of female students ( $x=4,34$ ) are higher than the average points of male students ( $x=4,10$ ).

Following expressions in questions constitute DMT sub-dimension are; 'To prove myself that I can finish the university' 'It is a fact that I feel myself important when I succeed in school' 'For showing myself that I am clever' 'I want to show myself that I can succeed in class'. Average points of female students ( $x=3,60$ ) are higher than the average points of male students ( $x=3,32$ ) in averages of these sub-dimensions.

Following expressions in questions constitute MS sub-dimension are; 'Honestly, I do not know, it seems like I waste time in school' 'I had good reasons to go to school beforehand but not I am unsettled about continuing' 'I do not know why I go to school, in short, I make no never mind' and 'I do not know, I just do not get what I do in school'. It is observed with reference to these expressions that average points of male students ( $x=2,34$ ) are higher than the average points of female students ( $x=1,86$ ).

In the light of these outputs, we can say when we evaluate the academic motivation levels based on the gender that females have higher motivation in comparison with males.

Since the gender has a significant social meaning in all the societies, it is the main status. Women are characterized by their social gender like motherhood, wife; men are characterized by statute such as the working title. The bias about women and their behaviors in the past has affected women to find jobs and advance in the career. Moreover, it is believed that childbirth and child-rearing roles that restrict the career of women are the restrictions introduced by male managers, husband, and women themselves. Modern studies in today show that women are successful in business like men and even better than men in some of the areas (Zengin et al., 2011). Being motivation level of women higher than men may stem from making better choices in terms of profession and do something to increase the success.

There was not found any significant differences ( $p>0,05$ ) according to the arithmetic mean scores based on classes. It is seen when average points of sub-dimensions of IMBI ( $x=4,15$ ), IMBA ( $x=3,50$ ), IMH ( $x=3,34$ ), DMT (4,26), DMKI ( $x=3,44$ ) and MS ( $x=2,30$ ) are evaluated that juniors have higher averages than others.

The averages of sophomores are higher than others in DMD ( $x=4,06$ ) sub-dimension. Emerging a behavior as a result of awarding or pressure is explained in DMD. External motivation arises in activities that are made to obtain an output. Differently from the internal motivation, external motivation focuses on the benefits of the activity instead of rejoice in the activity.

Students need to be motivated to be disposed to participate this process for actively playing a part in the learning process (Şahin and Çakar, 2011). The social environment and being in a group may affect the motivation level of the individual (Gömleksiz and Serhatlıoğlu, 2013). Moreover, being appropriated the institution by the student and improving the sense of belonging play a fundamental role. Therefore, the time that students spend in the first-grade can be accepted as the adaptation period to the school. The issues such as focusing on the benefits of the education, awakening to the necessity to improve oneself to find a good job and get a satisfactory wage are realized in second-grade level. Because the studies show that as the class level increases, the motivation level decreases at the same time (Gömleksiz and Serhatlıoğlu, 2013). Statistically significant differences ( $p<0,05$ ) were found in IMBA and IMH sub-dimensions when the arithmetic mean scores were evaluated based on the departments. Akbaşlı et al. found similar results in department variable (Akbaşlı et al., 2017).



The differences in IMBA sub-dimension attract the attention between coaching, teachership, and sports management departments. The score of students of coaching department IMBA (3,80) is higher than others. The reason for being higher of motivation level towards success in comparison with others is specifying the expertness branches as of the first-grade. Then, students start an intense education process and recognize that they will experience a difficult period to gain a ground in career field by shining amongst others.

The difference in IMH sub-dimension stem from the Recreation Department. IMH (3,00) score of students of recreation department is lower than other. The excitement felt at the end of the behavior directs the person to display the behavior (Terlemez et al., 2015). The future anxiety of students of recreation department may cause to decrease the internal motivation towards stimulation. Because there are various factors that have not become clearer about job definition and vocational career in our country as of yet.

The studies conducted mention that there is a positive relationship between physical activity and cognitive features of the brain. In addition to this, there is also a relationship between students who dominate lifestyles by sport and their academic achievements (Casebolt et al., 2017). With reference to those studies, sports education can ease the positive change for students who have the poor academic motivation (Dana and Peter, 2016). Accordingly, the surveys can be performed to compare the academic motivation levels of the students' study in sports sciences and the students who study in other departments of the university.

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