



## İNGİLİZ DİLİ ÖĞRETMEN ADAYLARININ AKADEMİK MOTİVASYONLARI

### ACADEMIC MOTIVATIONS OF PRE-SERVICE ENGLISH LANGUAGE TEACHERS

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**ÖZET:** Bu çalışma, Türkiye’de akademik güdülenmeyi ölçen araştırmalara katkıda bulunmak için, Türk İngiliz Dili öğretmen adaylarının akademik güdülenmesi incelemektedir. Öğrenciler, (n=287) Akademik Güdülenme Ölçeği (AGÖ) ve demografik bilgi anketini doldurmuşlardır. Verilerin analizinde betimleyici istatistik, tek yönlü ANOVA, bağımsız örnek t-test, ve Pearson product moment korelasyon kullanılmıştır. Bu araştırmada, birinci ve dördüncü sınıf öğrencileri, ikinci ve üçüncü sınıf öğrencilerinden daha güdülenmiş bulunmuştur. İki cinsiyetin arasında benzer güdülenme derecesi saptanmış ve içsel güdülenmenin akademik başarının bir ölçütü olduğu bulgulanmıştır.

**Anahtar sözcükler:** akademik güdülenme, İngiliz Dili öğretmen adayları, akademik güdülenme ölçeği.

**ABSTRACT:** This study examines the academic motivation, in a Turkish context, of Turkish pre-service English teachers to contribute field research. Students (n=287) completed the Academic Motivation Scale (AMS) and a demographic questionnaire. Data were analyzed using descriptive statistics, a one-way ANOVA, independent sample t-test, and Pearson product moment correlation. In this research, first and fourth year students were found be more motivated than second and third year students and third year students were the least motivated group. Both genders had similar motivational levels and the intrinsic motivation was an indicator of academic performance.

**Keywords:** academic motivation, pre-service English teachers, academic motivation scale.

#### 1. INTRODUCTION

Motivation has been the subject of a growing body of research and interest in more than thirty years now both in mainstream education, a second and foreign language educational research and has been examined in various motivational frameworks (Dörnyei, 1994; Gardner & Lambert, 1972; Grouzet, Otis, and Pelletier, 2006; Noels, Pelletier, Clément, and Vallerand, 2000; Rusillo & Arias, 2004; Umay, 2002; Vallerand, Pelletier, Blais, Brière, Sénécal, and Vallières, 1992). A motivational theory, called self-determination, was proposed by Deci and Ryan (1985) and discussed further by Deci, Vallerand, Pelletier, and Ryan (1991). According to this theory, human behavior can be intrinsically motivated, extrinsically motivated, or amotivated.

Intrinsic motivation refers to a student’s engagement in an activity just for pleasure and satisfaction and is dependent on the innate needs of competence and self-determination (Deci & Ryan, 1985). Throughout the years, three types of intrinsic motivation have been added to global intrinsic motivation discussed earlier by Deci and Ryan (1985) and identified as intrinsic motivation to know, to accomplish things, and to experience stimulation (Vallerand, et al., 1992). Intrinsic motivation to know is explained as performing an activity for the pleasure and the satisfaction that is experienced in the learning, exploring and understanding of a new subject. A student reading a book for pure pleasure and learning something new out of that experience could be given as an example (Vallerand, et al., 1992). Intrinsic motivation toward accomplishments is defined as engaging in an activity for pleasure and satisfaction in an accomplished or creative way (Vallerand, et al., 1992). A student working beyond the requirements of a term paper just to experience more pleasure and satisfaction from the work can be an example (Vallerand, et al., 1992). Intrinsic motivation to experience stimulation refers to a student’s getting involved with an activity to experience stimulation from that activity (Vallerand, et al., 1992). A student going to school to feel the excitement of being in the middle of a stimulating class discussion is an example for that (Vallerand, et al., 1992).

Extrinsic motivation, on the other hand, refers to instrumental behaviors that are pursued not for the sake of having pleasure or satisfaction from learning or exploring any educational activity, but for

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an end product, such as earning a good grade or avoiding teacher reprimand (Deci, et al., 1991). Deci et al. (1991) argue that although extrinsic and intrinsic motivations appear to be in conflict in early research and extrinsic motivation is regarded as a student's lacking any self-determination in his or her actions, three different types of extrinsic motivations identified in recent studies are indeed represented in a self-determination continuum and ranged from lower to higher levels (Vallerand et al., 1992). These are classified as external, introjected, and identified regulations. In external regulation, a student's behavior is based on external causes, such as studying an exam due to parental pressure or a praise from a teacher (Deci et al., 1991; Vallerand et al., 1992). On the other hand, in introjected regulation, an individual internalizes the reasons of his/her behaviors (Vallerand et al., 1992), for example, by getting to class on time, not by choice, but because of internal coercion he or she has felt through past external contingencies (Deci et al., 1991). The highest level in the self-determination continuum, identified regulation, refers to actions personally chosen by an individual and engaged more willingly than external and introjected regulations (Vallerand et al., 1992). For example, an English language learner reads extensively every day, so that he or she can become a good reader. The learner does not feel any external pressure to read, but solely acts on personal reasons and will.

The last type of motivational construct is identified as amotivation (Deci & Ryan, 1985) and explained as an individual lacking motivation when he or she has no perception between outcome and his or her action (Vallerand et al., 1992). A typical example can be a student questioning his or reasons to go to school every day.

Vallerand and his colleagues (1992) developed the Academic Motivation Scale (AMS) to measure university students' academic motivation from a multidimensional perspective. Although the scale has been accepted to be one of the most frequently used scales to test academic motivation (Grouzet, et al., 2006), it has been mostly used with Canadian, British, American, and Australian university students (Grouzet, et al., 2006; Noels, et al., 2000; Spittle, Jackson, and Casey, 2009; Vallerand, et al., 1992). Using the AMS to test pre-service teachers' academic motivation is of recent interest, but has not yet been the focus of much empirical research (one exception is Spittle et al., 2009). One might disagree with the use of AMS with prospective English language teachers, but some researchers argue the opposite (Corbett, 2003; Noel et al., 2000). For instance, Corbett (2003) states that English language teaching has been a multidisciplinary field in practice, drawing mainly on linguistics and psychology research and Noels et al. (2000) insist on the increase of scholars in second language field examining the motivational models developed by researchers in mainstream education. The current research is based in essence on Spittle et al. (2009) suggesting further research on pre-service teachers' motivation in different contexts. Therefore, this study has two major purposes: to contribute to the body of research investigating the academic motivational orientations of Turkish pre-service English language teachers for the first time in Turkish context and test whether the findings of Spittle et al. (2009) study on academic motivation of pre-service physical education teachers would be similar to a study conducted in a Turkish university.

### **1.1. Research Questions**

The three major research questions of this study are:

1. Is there a difference between students' academic motivation according to their year of study?
2. Is there a difference between male and female students in terms of academic motivation?
3. Is there a relation between students' academic performance and academic motivation?

## **2. METHOD**

### **2.1. Participants**

Participants were pre-service English language teachers (n=230, 80% female; n=57, 20% male) at a large public research university in Turkey. Pre-service teachers participated voluntarily and the university's ethic commission approved the study. The ages of the respondents ranged from 18 to 23. 39 (14%) pre-service teachers were freshmen, 60 (21%) were sophomores, 106 (37%) were juniors and 82 (29%) were seniors.

## 2.2. Instrument

The Academic Motivation Scale (AMS) and a brief demographic questionnaire were used in this study. The AMS developed by Vallerand et al. (1992), is a 28-item, a 7-point Likert scale from “does not correspond at all” to “corresponds exactly” and designed to assess university students’ academic motivation. The students completed the English version of the AMS. The scale comprises 7 subscales and each scale contains four items to measure intrinsic motivation –to know, intrinsic motivation – toward accomplishment, intrinsic motivation –to experience stimulation, extrinsic motivation –identified, extrinsic motivation –introjected, extrinsic motivation –external regulation, and amotivation. Vallerand et al. (1992) argued that the internal consistency of the AMS scale ranged in the .80s and acceptable levels of temporal stability and displayed over a one-month period as a mean test/retest correlation value of .79. In addition, Spittle et al. (2009) reported an internal consistency ranging from .72 to .86s. A brief demographic questionnaire was used to examine the relationship of three variables to academic motivation. These were year of current study, gender and academic performance in the program.

## 2.3. Data Analysis

Data were analyzed using descriptive statistics, one-way ANOVA, independent sample t-test, and Pearson product moment correlations. As in Spittle et al’s study (2009), one-way ANOVA and independent sample t-test were conducted to determine the significant differences between motivational subscales and the selected independent variables. Pearson product was used to examine whether there was a relation existed between motivational constructs and academic performance (GPA). Cronbach’s alpha coefficient, a measure of internal consistency, was tested for each subscale of the AMS, yielding reliability coefficients of .770 and .801.

## 3. RESULTS AND DISCUSSION

In the following three sections, the results of pre-service English teachers’ academic motivation are presented through the research questions.

### 3.1. Is there a difference between students’ academic motivation according to their year of study?

Descriptive statistics and a one-way ANOVA were used to find out whether there were significant differences between pre-service English teachers’ year of study in terms of academic motivation. As indicated previously, the intrinsic motivation refers to voluntary performances that one acts on to get pleasure and/or satisfaction while learning new things. At a significance level of 0.05, the results clearly showed that there was statistically significant difference in all orientations of intrinsic motivation between the groups as reported in Table 1 ( $p < .05$ ).

In the first construct, the intrinsic motivation-to know, pre-service English teachers were asked to rate items, such as ‘For the pleasure that I experience in broadening my knowledge about subjects which appeal to me’ and ‘Because my studies allow me to continue to learn about many things that interest me’. In general, the pre-service teachers reported higher scores on intrinsic motivation compared to other types of motivational constructs in all year levels, but specifically, the third year pre-service teachers were found to be less intrinsically motivated than the other respondents. This result supported the finding of Spittle et al. (2009) who reported the third year pre-service physical education teachers having the lowest level of intrinsic motivation. In the second motivational construct, the intrinsic motivation-toward accomplishment, some sample items were, ‘For the satisfaction I feel when I am in the process of accomplishing difficult academic activities’ and ‘Because college (university) allows me to experience a personal satisfaction in my quest for excellence in my studies’. Similar to the first construct, fourth year pre-service teachers had the highest and the third year pre-service teachers had the lowest motivational orientation ( $p < .05$ ). Some items in the last construct were, ‘For the intense feelings I experience when I am communicating my own ideas to others’ and ‘For the pleasure that I experience when I feel completely absorbed by what certain authors have written’. Although there has not been much of a difference between groups, fourth year pre-service teachers had the highest and the third year pre-service teachers had the lowest

type of motivation ( $p < .05$ ). These results were inconsistent with Spittle et al. (2009) who did not find any statistically significant differences among intrinsic motivation constructs.

Extrinsic motivation is explained as performing an act with an external motive, such as receiving positive feedback from a teacher or avoiding a confrontation with a parent due to a poor grade (Deci, et al., 1991). Out of three types of extrinsic motivation, only extrinsic motivation-identified has been found statistically significant ( $p < .05$ ). Some sample items in this construct were, 'Because I think that a college (university) education will help me better prepare for the career I have chosen' and 'Because I believe that a few additional years of education will improve my competence as a worker'. The first and the fourth year pre-service teachers' identified motivation scores were higher than the second and the third year pre-service teachers. The finding of this subscale was also inconsistent with the findings of Spittle et al. (2009) that did not find any statistically significant difference among the groups. External regulation emphasizes outside rewards or punishment and this subscale consists of items, such as, 'In order to obtain a prestigious job later on' and 'Because with only a high-school degree I would not find a high-paying job later on'. It has been found the highest motivation subscale in all groups.

Amotivation, which refers to lack of student motivation, has not been found statistically significant between groups ( $p > .05$ ). Thus, this finding was not in harmony with Spittle et al (2009) who found a statistically significant difference for motivation among groups. However, parallel to the findings of the same research, the second and third year pre-service teachers had also the highest amotivation.

**Table 1. Descriptive statistics and one-way ANOVA for motivation by current year level**

Motivational subscale	Current year level								F	df	P
	1 <sup>st</sup> year		2 <sup>nd</sup> year		3 <sup>rd</sup> year		4 <sup>th</sup> year				
	M	SD	M	SD	M	SD	M	SD			
Intrinsic motivation – to know	5.39	1.19	5.29	.99	4.84	1.07	5.60	1.05	8.341	3. 282	.000
Intrinsic motivation – toward accomplishment	4.49	1.50	4.75	.96	4.45	0.94	5.04	1.18	4.820	3. 282	.003
Intrinsic motivation – to experience stimulation	4.42	1.52	4.40	1.14	4.18	1.12	4.84	1.17	4.689	3. 282	.003
Extrinsic motivation – identified	5.76	1.23	5.50	.93	5.16	1.06	5.71	1.06	5.391	3. 282	.001
Extrinsic motivation – introjected	4.85	1.74	4.62	1.02	4.61	1.19	4.61	1.45	.368	3. 282	.776
Extrinsic motivation – external regulation	5.75	1.47	5.44	1.11	5.54	.92	5.73	1.12	1.154	3. 282	.328
Amotivation	1.92	1.19	2.35	1.23	2.27	1.22	1.91	1.14	2.439	3. 282	.065

### 3.2. Is there a difference between male and female students in terms of academic motivation?

Descriptive statistics and independent t-test were used to see whether a difference between male and female students existed regarding academic motivation. The analysis showed no significant difference between male and female pre-service English teachers in any of the subscales as presented in Table 2. However, there were a few points that needed to be discussed in two groups' motivational constructs. For instance, female students were found to be slightly more intrinsically and extrinsically motivated than their male counterparts. Furthermore, male students were more externally regulated and amotivated than females. Externally regulated male students scored higher in responding to amotivation items asking them the reasons to go to university. Some of the items were, 'Honestly, I don't know; I really feel that I am wasting my time in school' and 'I once had good reasons for going to college (university); however, now I wonder whether I should continue'. These results were mostly in disagreement with Spittle et al.'s (2009) and Vallerand et al.'s (1992) findings showing that females' motivational scores were higher than males. However, in mentioned studies and in the current study, male students' amotivation type scores were higher than females although were not statistically significant.



**Table 2. Descriptive statistics and t-test statistics results for motivation by gender**

Motivational subscale	Gender				t	df	P
	Male		Female				
	M	SD	M	SD			
Intrinsic motivation – to know	5.23	1.04	5.22	1.13	.044	285	.965
Intrinsic motivation – toward accomplishment	4.59	1.10	4.71	1.13	-.718	285	.473
Intrinsic motivation – to experience stimulation	4.44	1.15	4.45	1.24	-.072	285	.942
Extrinsic motivation – identified	5.42	1.25	5.48	1.04	-.421	285	.674
Extrinsic motivation – introjected	4.59	1.44	4.66	1.29	-.376	285	.707
Extrinsic motivation – external regulation	5.72	1.16	5.57	1.09	.898	285	.370
Amotivation	2.34	1.31	2.09	1.17	1.402	285	.162

### 3.3. Is there a relation between students' academic performance and academic motivation?

Pearson product moment correlation measure was used to examine whether a relationship existed between motivational constructs and academic performance (GPA). Table 3 briefly presents the correlation between extrinsic motivation, intrinsic motivation, amotivation and GPA. The analysis demonstrated that there was not a significant relationship between extrinsic motivation and GPA ( $r = .096$ ). However, a positive correlation between intrinsic motivation and GPA existed ( $r = .178$ ,  $p < .01$ ). It might be inferred that students' intrinsic motivation reflected on their academic performance. The analysis also revealed a significant negative correlation between amotivation and GPA ( $r = -.236$ ,  $p < .01$ ). Reference could be made that students who lacked motivation tended to ignore their academic courses leading to lower academic performance.

**Table 3. Pearson product moment correlation for motivation by academic performance**

Motivational constructs	GPA
Extrinsic motivation	.096
Intrinsic motivation	.178**
Amotivation	-.236**

\*\* $p < .01$  (Correlation is significant at the 0.01 level)

## 4. CONCLUSION

The first purpose of this study was to identify the academic motivations of Turkish pre-service English teachers for the first time in Turkey and secondly, to compare current research findings with Spittle et al.'s (2009) study conducted with pre-service physical education teachers in an Australian university. In order to do this, a series of statistical analyses were used to test the relation between academic motivation and selected independent variables.

A statistically significant difference was found in some of the subscales of academic motivation and current year level. For instance, the first and the fourth year pre-service teachers scored higher than the second and the third year pre-service teachers almost in all constructs. One of the subscales in which the third year pre-service teachers scored higher was the external regulation indicating a pursuit of a university degree to gain a prestigious job and a higher salary. In the self-determination continuum, this motivational construct "is the least self-determined type of extrinsic motivation" (Vallerand & Ratelle, 2002, p.43). A second construct third year pre-service teachers also scored higher was amotivation. These findings explained the arguments of other researchers cited in Vallerand et al. (1992) that "external events, imposed goals and competition have been found to decrease intrinsic motivation" (p.11). Higher scores of third year pre-service teachers in amotivation construct was also parallel with Spittle et al.'s research (2009). The researchers explained this situation with third year pre-service teachers as "university burnout occurring without the benefit fourth year

students have of seeing as an escape” (p.7). An explanation for the current research burnout could indicate the number of methodology classes undertaken by the pre-service third-year English teachers and the microteaching preparation plans together with theoretical studying aspects of these courses. One other explanation might be the pressure they feel to maintain a high GPA among the heavy course load.

The analysis showed no significant difference in academic motivation between male and female pre-service English teachers. This finding was in contradiction to those of Spittle et al. (2009) and Vallerand et al. (1992) who have found female pre-service teachers scoring higher than males. Considering that there were a large number of females (80%) in this research, the current study might have indicated different results with more homogenous groups. Another explanation might be the educational background of pre-service teachers in this study. Almost all the pre-service teachers are graduates of Anatolian Teacher Training High Schools. These are four-year high schools preparing teacher candidates for teaching departments at universities. As they chose English teaching as a career early in their lives and thereby committing themselves to the teaching profession, both male and female teacher candidates’ motivations might be higher than students in other educational contexts, such as Australia or USA who choose to become teachers at university.

The pre-service teachers’ academic motivations were also correlated with their academic performance (GPA). Statistically significant positive correlation was found between intrinsic motivation and GPA and negative correlation between amotivation and GPA. As was clear from the findings, there was a close tie between pre-service teachers’ motivation and performance. A central hypothesis of the self-determination theory could be used for classes lower on intrinsic motivation. This theory asserts that if “the environment allows one to experience feelings of competence, autonomy and relatedness, the person’s motivation toward a given task will be optimal” (Vallerand, Pelletier, and Koestner, 2008, p.257). Therefore, if optimal challenges are provided, students’ classroom performances positively evaluated, and peer accepted classrooms created and support of students’ autonomy promoted rather than control of it then their intrinsic motivation will increase (Deci et al., 1991). The benefit of this is that the pre-service teachers will enjoy their studies and this, in turn, will lead to higher academic performance. Although the pre-service teachers’ intrinsic motivations were moderate in this study and promising for field researchers, implementation of the above issues would encourage them to become more intrinsically motivated and productive. Therefore, the pre-service English language teachers would be engaged in learning without the burn-out experienced in their third year.

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## GENİŞLETİLMİŞ ÖZET

Güdülenme üzerine çalışmalar, otuz yıldan fazla bir süredir hem genel eğitimde hem de ikinci dil ve yabancı dil eğitimi çalışmalarında araştırmaların ilerleyen bir kısmının odağı olmuş ve çeşitli güdülenmesel taslaklar ile incelenmiştir (Dörnyei, 1994; Gardner & Lambert, 1972; Grouzet, Otis, ve Pelletier, 2006; Noels, Pelletier, Clément, ve Vallerand, 2000; Rusillo & Arias, 2004; Umay, 2002; Vallerand, Pelletier, Blais, Brière, Senéchal, ve Vallières, 1992). Bireysel kararlılık denilen bir güdülenmesel teori, Deci ve Ryan (1985) tarafından ileri sürülmüş ve Deci, Vallerand, Pelletier, ve Ryan (1991) tarafından geliştirilmiştir. Bu teoriye göre, bireysel davranışlar içsel ve dışsal olarak güdülenebilir veya güdüsüz olabilir.

Vallerand ve meslektaşları (1992) üniversite öğrencilerinin akademik güdülenmesini çok boyutlu bir bakış açısından ölçmek için, Akademik Güdülenme Ölçeğini (AGÖ) geliştirmişlerdir. Akademik güdülenmeyi ölçmek için en sık kullanılan ölçeklerden biri olarak kabul edilmiş olsa da (Grouzet ve diğerleri., 2006), ölçek en çok Kanadalı, İngilizli, Amerikalı ve Avustralyalı üniversite öğrencileri üzerinde test edilmiştir (Grouzet, ve diğerleri., 2006; Noels, ve diğerleri., 2000; Vallerand, ve diğerleri., 1992). Öğretmen adaylarının akademik güdülenmelerini ölçmek için AGÖ'yü kullanmak yeni bir ilgi alanıdır ve şu ana kadar yapılan deneysel araştırmalar az sayıdadır (Spittle ve diğerleri., 2009). AGÖ'nün geleceğin İngilizce öğretmenlerine uygulanması doğru bulunmayabilir ama bazı araştırmacılar tersini savunmaktadır (Corbett, 2003; Noel ve diğerleri., 2000). Örneğin, Corbett (2003), özellikle dilbilimi ve psikoloji çalışmalarını kullanan İngiliz dili eğitimi'nin uygulamada çok alanlı bir bölüm olduğunu belirtmektedir ve Noels ve diğerleri (2000) ikinci dil eğitimi alanında genel eğitimdeki araştırmacılarca geliştirilen güdüsel modelleri inceleyen araştırmacıların sayısının artması gerektiği üzerinde durmaktadır. Mevcut araştırma aslında farklı bağlamlarda öğretmen adaylarının güdülenmeleri üzerinde daha fazla araştırma olması gerektiğini öneren Spittle, Jackson, ve Casey'e (2009) dayanmaktadır. Bundan dolayı, bu çalışmanın iki asıl amacı vardır: ilk kez Türk İngiliz dili öğretmen adaylarının akademik güdülenme eğilimlerini araştıran çalışmalara katkıda bulunmak ve Spittle ve diğerlerinin (2009) akademik güdülenme üzerindeki sonuçlarının bir Türk üniversitesinde uygulanan bir çalışmaya benzer olup olmadığını ölçmektir.

Katılımcılar Türkiye'de araştırma ağırlıklı büyük bir devlet üniversitesinde öğrenim gören İngiliz dili öğretmen adaylarıdır (n=230, % 80kız; n=57, %20 erkek). Çalışmada Akademik Güdülenme Ölçeği (AGÖ) ve kısa bir demografik anket kullanılmıştır. Vallerand ve diğerleri (1992) tarafından geliştirilen AGÖ üniversite öğrencilerinin akademik güdülenmelerini değerlendirmek için oluşturulan 28 maddelik ve 7 puanlı bir ölçektir. Ölçek 7 ara ölçekten oluşmaktadır ve içsel güdülenme- öğrenmek için (to know), içsel güdülenme- başarıya doğru (toward accomplishment), içsel güdülenme-uyarım yaşama (to experience stimulation), dışsal güdülenme- farkına varılmak (identified), dışsal güdülenme- içe yansımış (introjected), dışsal güdülenme- dış kontrol (external regulation) ve güdüsüzlüğü ölçmek için her bir ölçek dört madde içermektedir. Veriler betimleyici istatistik, tek yönlü ANOVA, bağımsız örnek t-testi ve Pearson product moment korelasyonu kullanılarak analiz edilmiştir.

Ara ölçeklerin bazılarında akademik güdülenme ve mevcut sınıf düzeyi arasında istatistiksel açıdan önemli bir fark bulunmuştur. Örneğin, yaklaşık bütün içsel güdülenme ara ölçeklerde birinci ve dördüncü sınıf öğretmen adaylarının güdülenme düzeylerinin, ikinci ve üçüncü sınıf öğretmen adaylarından daha yüksek olduğu görülmüştür. Üçüncü sınıfların güdülenme düzeylerinin yüksek

çıktığı ara ölçeklerin biri ise dışsal güdülenme-dış kontroldur. Bu da öğrencilerin iyi bir meslek sahibi olmak ve yüksek bir maaş alabilmek için bir üniversite derecesi peşinde olduklarını gösteriyor. Üçüncü sınıf öğrencilerinin yüksek puanlandığı ikinci bir ara ölçek ise güdüsüzlüktür. Bu öğretmen adaylarının güdüsüzlük maddesindeki yüksek sonuçları Spittle ve diğerlerinin (2009) araştırmasıyla paraleldir. Araştırmacılar üçüncü sınıfların bu durumunu “dördüncü sınıfların sahip olduğu kaçış fırsatından yoksun olarak oluşan üniversite bıkkınlığı” (p.7) ile açıklamaktadırlar. Üçüncü sınıf İngilizce öğretmen adaylarının teorik yönleriyle birlikte aldıkları yöntembilim derslerinin yüksek sayısı ve mikro öğretime hazırlık planları bu çalışmadaki bıkkınlığın bir açıklamasını ifade edebilir. Diğer bir açıklama ise bu ağır ders yükünün arasında yüksek GPA elde etmek için hissettikleri baskı olabilir.

Analiz sonuçları, erkek ve kız İngiliz dili öğretmen adaylarının arasındaki akademik güdülenmede ciddi bir farklılık göstermedi. Bu sonuç, kız öğretmen adaylarının erkek öğretmen adaylarından daha yüksek bir güdülenmeye sahip olduklarını bulan Spittle ve diğerleri (2009) ve Vallerand ve diğerleri'nin (1992) bulduklarıyla çelişmektedir. Mevcut araştırmada kız öğrencilerin sayısının oldukça yüksek olduğu (%80) düşünüldüğünde, çalışma her iki cinsiyetinde eşit olduğu gruplarda farklı sonuçlar gösterebilirdi. Gelecek araştırmalar öğretmen adaylarının akademik güdülenmelerini daha fazla eşit cinsiyetten oluşan gruplarla araştırabilir. Diğer bir açıklama bu çalışmadaki öğretmen adaylarının eğitim geçmişleriyle ilgili olabilir. Neredeyse bütün öğretmen adayları Anadolu Öğretmen Liselerinden mezun olmuşlardır. Bu okullar üniversitelerin öğretmenlik bölümlerine öğretmen adayları hazırlayan dört yıllık liselerdir. Genç yaşta İngilizce Öğretmenliğini kariyer olarak seçtikleri ve dolayısıyla kendilerini öğretmenlik mesleğine adadıkları için, hem erkek hem de kız öğretmen adaylarının güdülenme düzeyi Avustralya ve Amerika gibi diğer eğitim bağamlarındaki üniversitelerin öğretmenlik bölümlerini tercih eden öğrencilerden daha yüksek olabilir.

Öğretmen adaylarının akademik güdülenmeleri akademik performanslarıyla, bir diğer deyişle akademik ortalamalarıyla da ilişkilendirilmiştir. İçsel güdülenme ve akademik ortalama arasında istatistiksel olarak ciddi bir olumlu korelasyon, güdüsüzlük ve akademik ortalama arasında ise olumsuz bir korelasyon bulunmuştur. Sonuçlardan anlaşılacağı gibi öğretmen adaylarının güdülenmesi ve performansı arasında yakın bir ilişki bulunmuştur. İçsel güdülenmede düşük olan sınıflar için, bireysel kararlılık teorisinin bir ana varsayımı kullanılabilir. Bu teoriye göre, “eğer çevre, insanın yeterliliği, özerkliği ve ilgiyi tecrübe etmesini sağlarsa, kişinin verilen göreve karşı güdülenmesi en yüksek düzeyde olacaktır” (Vallerand, Pelletier, ve Koestner, 2008, s.257). Bu nedenle, eğer uygun iddialı fırsatlar sağlanırsa, öğrencilerin sınıftaki performansları olumlu yönde değerlendirilirse, akranların birbirini kabul ettiği sınıflar oluşturulursa ve öğrenci özerkliliğin kontrol edilmesinden çok desteklenmesi teşvik edilirse, öğrencilerin içsel güdülenmeleri artacaktır (Deci ve diğerleri., 1991). Bunun yararı şudur: öğretmen adayları çalışmalarından zevk alacaklardır ve bu da daha yüksek akademik performansa neden olacaktır. Bu çalışmada öğretmen adaylarının içsel güdülenmeleri yeterli olmasına ve alanda çalışan araştırmacılar için umut verici olmasına rağmen, yukarıda belirtilen konuların uygulanması, onların içsel güdülenme düzeylerinin artmasında ve üretken olmalarında yardımcı olacaktır. Böyle olduğu takdirde, İngiliz dili öğretmen adayları üçüncü sınıflarında bıkkınlığın olmadığı bir tecrübe ile öğretimlerine devam edeceklerdir.