Students' Motivational Sources when Preparing for Centralized Exams in Turkey - A Longitudinal Research

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Abstract

The aim of this research is to examine the positive and negative motivational sources of students with internal and external characteristics during the preparation process for national centralized exams in Turkey in the light of longitudinal data. The research is important in terms of revealing the sources of motivation for the national centralized exams, which have an important place regarding both the education system and shaping the future of the youth in Turkey. It is clear that an educational process with high-quality carried out throughout the country has an undeniable role in future elections and school placements. The study was carried out using a longitudinal research design. In order to collect longitudinal data, the study group of the research consists of 43 eighth grade students studying in a secondary school in a province in the Aegean Region of Turkey in the 2013-2014 academic year. The data of the research were collected through an interview form with open-ended questions. By conducting focus group interviews with the students in the study group, the same 43 students who continued their education in different high schools in the 2017-2018 academic year were reached, in order to collect longitudinal data in the process of preparing for the high school entrance exam and in the following process, this time the motivation sources in the process of preparing for the university entrance exam were revealed. In order to reveal what the students thought as a source of motivation during the preparation process for the national centralized exams, the data obtained after the focus group interviews with the students were handled in comparative, thematic and classified forms and analyzed according to mixed content analysis and reflected in the findings. In the focus group interviews conducted in the research, six different themes emerged as "Family", "Teacher", "School, Lessons and Exams", "Friends and Social Life", "Career and Future" and "Psychological Factors". For each theme, the results of the quantitative analysis of internal-external weighted and positive-negative motivational sources and the results of qualitative analysis within the framework of categories and codes are included. Various suggestions have been developed with the discussion made within the scope of the results obtained in the research. The suggestions reflect that, along with the learning and studying processes for the needs of the students, they expect behaviors that will enrich their motivational sources from the people who can support them (families, teachers, school administrators, friends, etc.).

Keywords: *National centralized exams, Motivational sources, Longitudinal research, Mixed-method content analysis, Measurement and assessment.*

INTRODUCTION

Motivation is the sum of the individual's efforts to constantly move herself or one or more people towards a certain direction/goal (Toprakçı, 2017). Sources of motivation that individuals utilize, along with their own mood or emotional state, whilst advancing towards a goal are considered important to both daily life and educational processes. Motivation is important in both education and daily life to achieve success, and in meetings one's goals. In the process of preparing for exams, which are an accepted formal tool of academic measurement and evaluation, investigating sources of motivation utilized by students from different perspectives may help improve the overall efficiency of the process. The current study was conducted to examine the various sources of motivation that students utilize and how they are formed, especially during preparation for key-stage centralized examinations (e.g., for entrance to high school and university in the context of Turkey's nationalized educational system).

The goals that humans aim to achieve according to their behavioral orientations are formed to a highly variable, dynamic, and multidimensional structure. Accordingly, various motivational tools direct individuals towards behavioral change. "Motivation," which has such a dynamic structure, is a process that activates, encourages, and maintains goal-oriented behaviors, and is also used in defining goals and types of goals (Schunk et al., 2008). Different individuals can be motivated towards similar goals for very different reasons, and motivation is the force that drives one to act for specific purposes. There are two main types of motivation; intrinsic and extrinsic, which can be defined as important concepts in learning and teaching processes. Intrinsic motivation refers to performing a task because it gives satisfaction in itself, and includes actions based on the individual's own interest, curiosity, need, or pleasure. Extrinsic motivation refers to performing a task in return for reward or punishment, and includes environmental factors that may benefit the individual such as salary or income increase, promotion, passing exams, or social pressure (Woolfolk, 1999). Adolescent students tend to realize higher academic success and better decision making having been intrinsically motivated (Goodman et al., 2011). Different sources of motivation exist, as either intrinsic or extrinsic, positive or negative, based on the differing needs of individuals and corresponding to their individual goals. Understanding psychological needs and the motivation-enhancing effects of these needs relates to individual differences in social motives such as attachment, achievement, and power (McClelland, 1961, 1985). According to McClelland, motives' being learnable means that individuals learn positive or negative feelings about the events around them according to their own development over time (Miner, 2005). People with achievement motive, as one of the most significant needs emphasized with this theory, aim to develop new approaches to attain successful solutions (McClelland, 1961).

Weiner (1986) attributed an important role in student motivation and achievement behavior to the place, stability, and controllability of students' success or failure. Achievement goals or goal orientations are a motivational construct that affects how an individual approaches and interprets tasks (Dweck, 1986). According to Shindler (2010), the psychology of achievement is constructed on a common phenomenon together with a series of thoughts. Self-esteem, achievement psychology, intrinsic motivation, and psychology of action all consist of essentially the same basic content. Many studies have shown that these basic constructs lead students to academic success when they positively contribute to their motivation (Auer, 1992; Benham, 1993; Dweck, 2006; Klein & Keller, 1990; Rennie, 1991). Setting achievement-oriented goals and being motivated to succeed can be associated with individuals' sources of motivation, and which can act as a primary driving force for individuals working towards achieving their goals. According to Çolak and Cırık (2015), students naturally encounter numerous objectives and goals, with many task assignments to be completed and exams sat throughout their academic life. The differences experienced among students in fulfilling learning tasks are mostly attributable to differences between the students' sources or levels of motivation. According to Erhan et al. (2018), determining motivational sources and understanding the needs leading to their emergence can significantly contribute to long-term increased levels of development, even if not in the short term.

Centralized exams are applied in many countries for selection and placement purposes. It is thought that centralized exams, which directly impact on students' career and educational opportunities, provide more fair and reliable measurements when compared to school-based grade averages and in-class teacher assessments (Afflerbach, 2005; Moses & Nanna, 2007; Phelps, 2003). Stecher (2002)

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concluded that centralized exams increase students' motivation by rewarding their personal efforts, providing students with greater insights regarding their knowledge and skills, and which can also motivate teachers to improve their teaching practices and work harder. However, centralized exams also have certain negative aspects such as causing students, teachers, administrators, and parents significant pressure (Jones et al., 1999), and triggering substantial stress levels in students (Ritt, 2016). According to Amrein and Berilner (2003), contrary to the claim that centralized exams increase students' motivation, they may actually decrease motivation, even resulting in increased dropout rates.

Centralized national exams in Turkey are mostly multiple-choice, and held for the purpose of selection and placement. Students first encounter these exams in the final year of middle school (Grade 8), for the selection of students for high school placements. For scholarship exams held by the Turkish Ministry of National Education, it may be said that centralized exams even start at the primary school level for some students. These formal examinations, which can start at the primary or middle school level, then continue throughout all educational levels in Turkey, with individuals facing various centralized exams over many years. Therefore, it is inevitable that centralized exams can affect some national education systems, and also impact on the various stakeholders involved in youth education (İlhan & Kinay, 2018). These types of exams ignore many important characteristics of students such as their talent, competence, development, and success, as only the exam results are taken into account during the subsequent selection and placement processes (Argon & Soysal, 2012). This approach makes it difficult to holistically evaluate the development, competences, and achievements of individual students. Each year, many thousands of students sit centralized exams for selection and placement purposes, and are then placed in relevant educational programs according to their relative success or failure (i.e., not achieving adequate points for a certain outcome/placement). As decisions based on these exams shape the individuals' future, they should be significantly error-free (Karakaya, 2012), as centralized exams yielding valid and reliable measurements can positively aid healthier and more accurate selection and placement processes.

Those who plan to live a good life in their future understand that this often requires a good job, and that attending a good university is a clear path to securing better jobs, and that this all starts with being accepted to a high-quality secondary education institution. In Turkey's centralized secondary education exam systems, the accomplishment of such goals largely depends on their performance in two 3-hour exams (Ocak et al., 2010). Argon and Soysal (2012) stated that Turkey's High School Entrance Exam (formerly known as the Placement Exam or the Transition Exam from Basic Education to Secondary Education) causes students to experience significant negative emotions such as stress, fear, and anxiety. When such emotions cannot be controlled, they can negatively affect life quality and future success, and can even lead to failure later in life. In order to tackle these issues, the Turkish Ministry of National Education has conducted various studies over the years.

One core objective of education is training qualified people for the current era. In a globalizing and ever-changing world, training qualified citizens is only possible through quality education. In 21st century societies, there is a need for individuals who can research and inquire, who know how to access and share information, who are technologically literate, have substantial communication skills, who are productive, can work collaboratively, and who think both rationally and scientifically. The poor standard of results achieved by Turkish students in international exams such as PISA, TIMMS, and PIRLS have also led to self-criticism within Turkey's education community. Within the framework of feedback obtained through these exams on whether 21st century skills can be imparted to students, enhancements have been made to national curricula and measurement/evaluation systems. One significantly striking change in terms of constructivist curricula and practices is that learning evaluation has become an essential process and integral to learning (Gündoğdu et al., 2010; Milli Eğitim Bakanlığı [Turkish Ministry of National Education], 2013). Given the significant importance today of a good career, it is clear that the preparation process of students for centralized exams is of vital importance, considering the impact of their results. Thus, a quality education process conducted on a national scale is vital to students' future choices and educational placements.

In all this context, the current study aims to examine the motivational sources of students during their preparation for centralized exams, as a product of the national education system. This longitudinal

study will investigate the intrinsic, extrinsic, positive, and negative sources of motivation that the participant students were subjected to and utilized during their preparation for two key centralized secondary education exams.

METHOD

Research Model

The study was conducted according to the longitudinal research design. The study aimed at revealing different aspects of students' motivational sources by focusing on their experiences whilst preparing for centralized exams. Accordingly, the study examined how students' motivational sources during preparation for high school and university entrance exams in Turkey changed over the ensuing 4-year period.

In longitudinal studies, data are collected at two or more points over time, and are often used in the area of developmental psychology and for the examination of age-related changes. This type of study involves selecting a single group of participants, and then measuring changes in terms of certain characteristics at selected intervals (Christensen et al., 2014). According to Holland et al. (2006), qualitative longitudinal research is based on the examination and interpretation of changes in social contexts over time and process. One significant context relates to changes in the field of education and its measurement/assessment, which are critically important in educational terms. According to Karasar (1995), determining the development and change of variables investigated within longitudinal studies requires continuous examination or with data collected at certain intervals from the same individuals and units based on a set starting point. Although only a few units are usually examined, they can provide in-depth information and a comprehensive perspective.

In the current study, focus group interviews were conducted with students regarding sources that motivated them during preparation for centralized exams. The focus group interviews conducted within the scope of the research were held in an environment that was comfortable and suitable for the participants. In addition, the interviews were conducted outside of the classroom hours and at times they found appropriate. At the times and environments where the interviews were held, no other stakeholder other than the study group was found that could influence the views of the participants. The researcher took an active role in the interviews, having organized them with the participants, transcribed them, analyzed the interview records, and sought expert opinion and participant confirmation during the process. As a longitudinal study, interviews were conducted with the same participants in 2014 and again in 2018, and the obtained data were analyzed both qualitatively and quantitatively through categorization.

Study Group

The study group consisted of 43 eighth-grade students attending a secondary school in the Aegean region of Turkey during the 2013-2014 academic year. The study group was selected according to the purposive sampling method. At this point, it has been taken into account that students will participate in national central exams both in high school and university entrance and their voluntary participation in the research. By conducting focus group interviews, the participant students' motivational sources during preparation for their Turkish centralized high school entrance exams (end of Grade 8) were revealed. In order to collect longitudinal data the same 43 students (22 female, 21 male, and M_{age}=14.12 years, SD=1.03 in 2014), who had continued their education at different high schools, were again interviewed during the 2017-2018 academic year regarding their motivational sources in preparing for the Turkish centralized university entrance exams (end of Grade 12). The participants' exams are listed in Table 1.

Table 1. *Centralized exams sat by participants*

Exam	Date	Student numbers
Transition Exam from Basic Education to Secondary Education (TEOG)	First semester (November 2013)	43
	Second semester (April 2014)	(22 female, 21 male)
Higher Education Institutions Exam (YKS)	Basic proficiency (June 2018)	43
	Field proficiency (July 2018)	(same students as TEOG)

Data Collection Process and Data Collection Tools

In line with the purpose of the study, an open-ended and semi-structured questions Interview Form was developed to reveal the participant students' motivation sources during preparation for each centralized exam. The Interview Form was developed with expert opinion from five academicians (two from Educational Measurement and Evaluation related to national-international centralized exams, two from Curriculum and Instruction, and one from Turkish Language Education). Along with the Interview Form's general questions, the participants were also asked probing questions according to the interview flow.

Each focus group interview was held face-to-face. Each interview (2014: high school entrance; 2018: university entrance) included the same three-four students. In this longitudinal study, conducting focus group interviews for data collection purposes helped the participants interact within group scenarios, revealing more realistic and rich data. Each interview was conducted in a relaxed environment where students could express their sincere views. Participants' opinions were sought on what each centralized exam meant to them, how they defined the exams, who/what they counted on for help/support during exam preparation, what kinds of support/obstacles they encountered from people/situations/events, what made them feel good during exam preparation, and what increased their willingness to study.

Data Analysis and Interpretation

The focus group data were analyzed according to the mixed-method content analysis technique to reveal what the students considered as motivational sources during preparation for centralized examinations. According to Bonidis (2004), mixed-method content analysis consists of coding raw data from a classification framework which broadens the results as generalizable from a quantitative perspective. Qualitatively, the mixed-method content approach aims at greater in-depth analysis. Overall, the approach aims to reveal the structure of phenomenological content, and to define prominent relationships related to the investigated phenomena. According to Sallan Gül and Kahya Nizam (2021), mixed-method content analysis applies quantitative and qualitative content analysis together on the same data; enabling focus on frequency of analysis units or on meanings by reviewing certain high-level categories. Which are weighted can depend on the research topic, problem, and the material's nature (Bal, 2013).

According to Teddlie and Tashakkori (2011), the mixed-method of content analysis in social studies research provides greater insight of the data's actual meaning. According to Bryman (2012), the content analysis research approach sits at the intersection of quantitative and qualitative methodologies, where both methods can help quantify and characterize the explicit/implicit meanings of the data (De Falco et al., 2020). In the current study, the same students' motivational sources at eighth-grade (2013-2014) and 12th-grade (2017-2018) were classified as intrinsic/extrinsic and positive/negative, and then expressed thematically using frequencies and percentages, plus citing relevant comments from the participants. According to Bonidis (2004) and Cohen et al. (2007), research objectives specify the criteria for identifying analytical categories. Following the focus group interviews, the analytical categorization system was created inductively and made compliant to the study's research objectives.

In line with the data analysis, the processes of "data reduction" (i.e., coding and note-taking to adapt participant views to language and expression rules); "presenting the data" (i.e., elaboration to make participant views clearer with tables/charts), and "shaping and validating results" (i.e., reporting the whole unabridged viewpoint to achieve conceptualization) were followed. Next, Miles and Huberman's (1994) intercoder agreement formula ($\Delta = C \div (C + \partial) \times 100$) was applied to ensure reliability (internal consistency) of the qualitative data analysis. In the formula, Δ = reliability coefficient, C = number of topics/terms with consensus reached, and ∂ = number of topics/terms with no consensus reached. The agreement percentage of the data analyzed by five experts (one from Measurement and Evaluation in Education, two from Curriculum and Instruction, and two from Guidance and Counselling) was calculated as 92.42% ($1463 \div 1583 \times 100$) in the classification of motivational sources as positive/negative, 97.35% ($1541 \div 1583 \times 100$) for motivational sources as intrinsic/extrinsic, 87.30% ($1382 \div 1583 \times 100$) in reaching an agreement on the themes' categories and codes, and 92.36% overall (Miles & Huberman, 1994; Patton, 2002). The data analysis results were re-presented to the participants

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for their review, and thus the data's validity and reliability were ensured with the participants involvement and confirmation.

FINDINGS

In line with the purposes of the study, data obtained from the 2014 and 2018 focus group interviews were processed comparatively and thematically, and thus classified and analyzed according to the mixed-method content analysis approach and reflected in the findings.

Table 2. *Students' motivational sources: 2014 exams*

Theme	Frequency		Percentage	
	Positive	Negative	Positive	Negative
Family	46	29	14.56	22.83
Teacher	71	11	22.47	8.66
School, Lessons, and Exams	80	30	25.32	23.62
Friends and Social Life	82	25	25.95	19.69
Career and Future	22	0	6.96	0.00
Psychological Factors	15	32	4.75	25.20
Total	**316**	**127**	**100**	**100**

From the study's 2014 focus group interviews (high schools entrance exams prep), six different themes emerged: "Family," "Teacher," "School, Lessons, and Exams," "Friends and Social Life," "Career and Future," and "Psychological Factors." Notably, the number of negative motivational sources for the "Family" and "Psychological Factors" themes was higher than the positive motivational sources. However, for the "Teacher," "School, Lessons, and Exams," "Friends and Social Life," and "Career and Future" themes, the number of positive motivational sources was higher than the negative. In the interviews, the students did not specify "Career and Future" as a negative motivational source, which possibly relates to the students' capacity to set long-term goals whilst attending middle school.

Table 3. *Students' motivational sources: 2018 exams*

Theme	Frequency		Percentage	
	Positive	Negative	Positive	Negative
Family	86	46	13.48	9.16
Teacher	106	40	16.61	7.97
School, Lessons, and Exams	94	63	14.73	12.55
Friends and Social Life	141	91	22.10	18.13
Career and Future	70	139	10.97	27.69
Psychological Factors	141	123	22.10	24.50
Total	**638**	**502**	**100**	**100**

As with 2014, the second focus group interviews, conducted in 2018 (university entrance exams prep), revealed the same six themes. It is notable that for the "Career and Future" theme, the number of negative motivational sources was higher than the positive. The students having referred to more negative motivational sources regarding their careers and future positions indicates concerns they share about the future and their careers. The vocational fields that students choose or the studies they select at university will predominantly shape their future lives; therefore, more negative motivational sources connected to their future/career reflects their possible questioning of how they will live economically in the future. Regarding the "Family," "Teacher," "School, Lessons, and Exams," "Friends and Social Life," and "Psychological Factors" themes, the number of positive motivational sources were higher than the negative.

Table 4. *Students' intrinsic/extrinsic* motivational sources: 2014 exams*

Theme	Frequency				Percentage			
	Positive		Negative		Positive		Negative	
	Intrinsic	Extrinsic	Intrinsic	Extrinsic	Intrinsic	Extrinsic	Intrinsic	Extrinsic
Family	0	46	0	29	0.00	24.21	0.00	37.18
Teacher	4	67	0	11	3.17	35.26	0.00	14.10
School, Lessons, and Exams	48	32	18	12	38.10	16.84	36.73	15.38
Friends and Social Life	54	28	7	18	42.86	14.74	14.29	23.08
Career and Future	5	17	0	0	3.97	8.95	0.00	0.00
Psychological Factors	15	0	24	8	11.90	0.00	48.98	10.26
Total	**126**	**190**	**49**	**78**	**100**	**100**	**100**	**100**

*Research revealed sources predominantly expressed as intrinsic/extrinsic

From the 2014 interviews (high schools entrance exams prep), whilst 126 positive motivational sources were intrinsic, 190 were extrinsic, and although 49 negative motivational sources are intrinsic, 78 were extrinsic. The highest number of positive and intrinsic motivational sources were from the "Friends and Social Life" (42.86%) theme, while the highest number of positive and extrinsic motivational sources was for the "Teacher" (35.26%) theme. The highest number of negative and intrinsic motivational

sources were from the "Psychological Factors" (48.98%) theme, while the highest number of negative and extrinsic motivation sources belonged to the "Family" (37.18%) theme. Whereas the students placed greater emphasis on "Friends and Social Life" as a positive motivational source, "Psychological Factors" were among the negative.

Table 5. *Students' intrinsic/extrinsic* motivational sources: 2018 exams*

| | Frequency | | | | Percentage | | | |
| | Positive | | Negative | | Positive | | Negative | |
Theme	Intrinsic	Extrinsic	Intrinsic	Extrinsic	Intrinsic	Extrinsic	Intrinsic	Extrinsic
Family	0	86	0	46	0.00	27.56	0.00	17.76
Teacher	10	96	0	40	3.07	30.77	0.00	15.44
School, Lessons, and Exams	76	18	41	22	23.31	5.77	16.87	8.49
Friends and Social Life	45	96	50	41	13.80	30.77	20.58	15.83
Career and Future	60	10	81	58	18.40	3.21	33.33	22.39
Psychological Factors	135	6	71	52	41.41	1.92	29.22	20.08
Total	**326**	**312**	**243**	**259**	**100**	**100**	**100**	**100**

*Research revealed sources predominantly expressed as intrinsic/extrinsic

From the interviews held in 2018 (university entrance exams prep), a total of 326 positive motivational sources were intrinsic and 312 extrinsic, and whilst 243 negative motivational sources were intrinsic, 259 were extrinsic. In preparation for their centralized university entrance exams, the highest number of positive and intrinsic motivational sources belonged to the "Psychological Factors" (41.41%) theme, whilst the highest positive and extrinsic number belonged to the "Teacher" and "Friends and Social Life" (30.77%) themes. The "Career and Future" theme accounted for both the highest number of negative and intrinsic motivational sources (33.33%) and highest number of negative and extrinsic motivational sources (22.39%). While the students mostly emphasized "Psychological Factors" among their positive motivational sources, they mostly emphasized the "Career and Future" theme as motivationally negative.

After examining the students' positive and negative, intrinsic and extrinsic motivational sources whilst preparing for their respective centralized exams, findings related to the themes, categories, and codes that emerged from the qualitative analysis of the content, along with their respective quantitative percentages and frequencies, are presented in detail as follows.

Table 6. *Students' positive motivational sources: 2014 exams (Theme: "Family")*

Category	Code	MT	MS	F	T (%)	MS (%)
Financial Support	Reinforcement	Extrinsic	*Elders' buying me gifts when I'm successful*	10	21.74	3.16
Academic Support	Having them Study	Extrinsic	*Family members making me study*	10	21.74	3.16
Goal Orientation	Desire for Success	Extrinsic	*Parents wanting me to be more successful*	9	19.57	2.85
Moral Support	Showing Interest	Extrinsic	*Family showing sincere interest in me*	7	15.22	2.22
Financial Support	Making Promises	Extrinsic	*Family's promises*	6	13.04	1.90
Goal Orientation	Future	Extrinsic	*Mother's words about my future*	4	8.70	1.27
			Total	**46**	**100**	**14.56**

MT: Motivation Type, **MS:** Motivation Source, **F:** Frequency, **T:** Theme

From the focus group interviews held in 2014 (high schools entrance exams prep), the students mostly expected financial and/or academic support from their families. The students revealed their families' thoughts regarding their future as a positive motivational source, along with their families' support and the rewards that would reinforce them.

Table 7. *Students' positive motivational sources: 2018 exams (Theme: "Family")*

Category	Code	MT	MS	F	T (%)	MS (%)
Moral Support	Showing Interest	Extrinsic	*My family's always being by my side and supported me; My family showing interest in me: Feeling that my family are always by my side*	38	44.18	5.96
Goal Orientation	Future Expectation	Extrinsic	*Aiming to achieve my family's dream: My family wanting me to have a good job in the future: Dreaming of my family's happiness*	33	38.38	5.17
Financial Support	Self-sacrifice	Extrinsic	*Financial sacrifices made by my family to help me succeed*	9	10.47	1.41
Moral Support	Spending Quality Time	Extrinsic	*Quality time I spend with my family*	4	4.65	0.63
Academic Support	Contributing to Learning	Extrinsic	*My cousins are my most important helpers*	2	2.33	0.31
			Total	**86**	**100**	**13.48**

MT: Motivation Type, **MS:** Motivation Source, **F:** Frequency, **T:** Theme

From the 2018 interviews (university entrance exams prep), the students mostly mentioned their families' expectations in relation to moral support and goal orientation. The participants stated their families' showing interest in them, making them feel that they are by their side, and aiming to achieve their families' dreams as examples of positive motivational sources. Additionally, sacrifices made by the

students' families, the quality time they spend with them, and the help they receive from family members were among the positive motivational sources mentioned during their exam preparation.

Table 8. *Students' negative motivational sources: 2014 exams (Theme: "Family")*

Category	Code	MT	MS	F	T (%)	MS (%)
Academic Support (-)	Negative Direction	Extrinsic	*My elders' constantly reminding me that I have to study: My family's constantly hinting at me to study*	10	34.48	7.88
Academic Support (-)	Unsuitable Study Environment	Extrinsic	*My study environment at home is unsuitable, there are many distracters and have no quiet and peaceful room*	9	31.03	7.09
Moral Support (-)	Pressure	Extrinsic	*My family places a lot of pressure on me*	7	24.14	5.51
Financial Support (-)	Obligation to Work	Extrinsic	*Helping my family in their work*	3	10.34	2.36
			Total	**29**	**100**	**22.83**

MT: Motivation Type, **MS:** Motivation Source, **F:** Frequency, **T:** Theme

In the interviews held during 2014 (high schools entrance exams prep), the students mostly mentioned their families' negative direction and unsuitable study environments within the context of academic support. The participants said their families placed pressure on them and their helping the family in their work as negative motivational sources.

Table 9. *Students' negative motivational sources: 2018 exams (Theme: "Family")*

Category	Code	MT	MS	F	T (%)	MS (%)
Academic Support (-)	Comparing	Extrinsic	*My family sometimes compares me to others*	19	41.30	3.78
Goal Orientation (-)	Negative Talk	Extrinsic	*Insinuations made by elders in my family*	15	32.61	2.99
Moral Support (-)	Demoralizing	Extrinsic	*My family making me feel I can't make it*	7	15.22	1.39
Academic Support (-)	Wasting Time	Extrinsic	*Wasting my time doing housework*	5	10.87	1.00
			Total	**46**	**100**	**9.16**

MT: Motivation Type, **MS:** Motivation Source, **F:** Frequency, **T:** Theme

During the 2018 interviews (university entrance exams prep), the students mostly complained about being compared to others. Additionally, they mentioned their families talking negatively about their preparations for the exams as being demotivational. The participants stated their families not believing that they would be successful, making insinuations that seemed demotivational, and wasting their time doing housework as example negative motivational sources.

Table 10. *Students' positive motivational sources: 2014 exams (Theme: "Teacher")*

Category	Code	MT	MS	F	T (%)	MS (%)
Academic Support	Encouraging	Extrinsic	*Teachers reinforcing and rewarding me: Teachers' interest: Teachers sharing their grades with me*	24	33.80	7.60
Moral Support	Motivating	Extrinsic	*Teachers praising me: Teachers giving motivating statements*	22	30.98	6.96
Academic Support	Directing	Extrinsic	*Teachers explaining about exams*	8	11.27	2.53
Goal Orientation	Making Effort	Extrinsic	*Teachers making efforts for us to be successful*	7	9.86	2.22
Moral Support	Positive Approach	Extrinsic	*Teachers' positive mood*	6	8.45	1.90
Moral Support	Love	Intrinsic	*Loving the subject and teacher*	4	5.63	1.27
			Total	**71**	**100**	**22.47**

MT: Motivation Type, **MS:** Motivation Source, **F:** Frequency, **T:** Theme

From the 2014 interviews, (high schools entrance exams prep), the students mostly expected academic and moral support from their teachers. They stated that their teachers' support, especially in academic and moral aspects, and the reinforcing rewards they may offer, as well as their teachers taking care of them and engaging in motivational dialogue as being positive motivational sources. The participants mentioned their teachers providing guidance about exams, making efforts to help them be successful, having a positive mood, and valuing their teachers as positive sources of motivation.

Table 11. *Students' positive motivational sources: 2018 exams (Theme: "Teacher")*

Category	Code	MT	MS	F	T (%)	MS (%)
Academic Support	Teacher Qualification	Extrinsic	*Dynamic and understanding teachers*	18	16.98	2.82
Academic Support	Encouraging	Extrinsic	*Teachers showing great interest in me*	17	16.04	2.66
Goal Orientation	Making Effort	Extrinsic	*Teachers making efforts for me to be successful*	16	15.09	2.51
Moral Support	Emotional Bond	Extrinsic	*My desire to be successful in lessons due to my teachers' attitude towards me*	14	13.21	2.19
Moral Support	Positive Approach	Extrinsic	*Teachers making me feel they are always by my side*	11	10.38	1.72
Moral Support	Love	Intrinsic	*Valuing my teacher*	10	9.43	1.57
Moral Support	Motivating	Extrinsic	*My teachers' comforting and encouraging me*	9	8.49	1.41
Academic Support	Directing	Extrinsic	*My private tutor's contributions*	6	5.66	0.94
Goal Orientation	Expectation	Extrinsic	*Responding to those who do not have great expectations of me by being successful in the exam*	5	4.72	0.78
			Total	**106**	**100**	**16.61**

MT: Motivation Type, **MS:** Motivation Source, **F:** Frequency, **T:** Theme

From the interviews held in 2018 (university entrance exams prep), the students mostly expected academic support, goal orientation, and moral support from their teachers. The participants expressed

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their teachers' being dynamic and understanding, showing interest in them, making efforts for them to be successful, and triggering their desire to be successful by establishing an emotional bond as positive sources of motivation. In addition, the participants stated that their teachers' making them feel that they are by their side, supporting them, valuing their teachers, their teachers' encouraging and comforting them as among positive motivational sources when preparing for centralized exams. As an extrinsic source of motivation, the students mentioned wanting to respond to those who had no expectations of them by being successful in the exam.

Table 12. *Students' negative motivational sources: 2014 exams (Theme: "Teacher")*

Category	Code	MT	MS	F	T (%)	MS (%)
Goal Orientation (-)	Negative Feedback	Extrinsic	*My teachers' talking negatively about me to my family*	6	54.55	4.72
Academic Support (-)	Undesired Teacher Behavior	Extrinsic	*Negative attitudes and behaviors of my teachers*	5	45.45	3.94
			Total	**11**	**100**	**8.66**

MT: Motivation Type, **MS:** Motivation Source, **F:** Frequency, **T:** Theme

From the 2014 interviews (high schools entrance exams prep), the students mostly mentioned negative feedback from their parents or the negative behaviors of their teachers regarding their goal orientation. The students considered teachers' reporting negative opinions about them to their parents as disturbing, and that teachers' communication problems in/outside the classroom or their negative behavior negatively affected them during their exam preparation.

Table 13. *Students' negative motivational sources: 2018 exams (Theme: "Teacher")*

Category	Code	MT	MS	F	T (%)	MS (%)
Moral Support (-)	Negative Feedback	Extrinsic	*Teachers sometimes expressing negative opinions*	12	30.00	2.39
Academic Support (-)	Undesired Teacher Behavior	Extrinsic	*Teachers becoming angry when I don't study*	11	27.50	2.19
Goal Orientation (-)	Negative Attitude	Extrinsic	*Harsh attitudes and humiliating styles of some teachers*	9	22.50	1.79
Academic Support (-)	Negative Approach	Extrinsic	*Teachers not expecting much of me*	5	12.50	1.00
Moral Support (-)	Negative Feelings	Extrinsic	*Some teachers not valuing me*	3	7.50	0.60
			Total	**40**	**100**	**7.97**

MT: Motivation Type, **MS:** Motivation Source, **F:** Frequency, **T:** Theme

From the 2018 (university entrance exams prep), the students mostly felt uncomfortable when their teachers expressed negative opinions about them, or became angry with them for not studying. In addition, they complained about harsh attitudes and humiliating styles of some teachers that affected their motivation during the exam preparation. The participants stated some teachers not expecting any success from them, and making students feel unliked as negative sources of motivation.

Table 14. *Students' positive motivational sources: 2014 exams (Theme: "School, Lessons, and Exams")*

Category	Code	MT	MS	F	T (%)	MS (%)
Reinforcing Results	Exam Results	Intrinsic	*Achieving high grades: Good results from mock exams: Getting 100 points: Seeing high number of correct answers whilst checking my test performance*	29	36.25	9.18
Learning/ Progressing Objective	Competition	Extrinsic	*Thinking about beating my rivals*	12	15.00	3.80
Indirect Motivation	Social Support in Lessons	Extrinsic	*Arranging extra study time together with friends: Friends studying/making me study*	8	10.00	2.54
Suitable Physical Environment	Study Environment	Extrinsic	*Creating a working environment, e.g., school library or environment for students to study alone*	7	8.75	2.22
Learning/ Progressing Objective	Enjoying Lessons	Intrinsic	*Enjoying lessons and trying to be successful*	6	7.50	1.90
Learning/ Progressing Objective	Participation in Lessons	Intrinsic	*Arranging extra study time and private courses*	6	7.50	1.90
Indirect Motivation	Peers' Achievement	Extrinsic	*My peers' receiving high grades*	5	6.25	1.58
Focusing on Goal	Final Result	Intrinsic	*Dreaming of getting 100 in central exam*	4	5.00	1.27
Learning/ Progressing Objective	Desire to Learn	Intrinsic	*Desire to learn something new in class*	3	3.75	0.95
			Total	**80**	**100**	**25.32**

MT: Motivation Type, **MS:** Motivation Source, **F:** Frequency, **T:** Theme

In the 2014 interviews, (high schools entrance exams prep), the students mostly emphasized being motivated from achieving good exam results and competing with rival peers. The participants stated that social support in lessons, making working environments more suitable and enriching as increasing their motivation during exam prep. The participants also considered that enjoying their lessons and extra study time being arranged for them at school or private courses helped them reach their goals. Some participants mentioned their friends achieving high scores in exams, dreaming of receiving the exam's highest score, and their desire to learn something new as among their positive motivational sources.

Table 15. *Students' positive motivational sources: 2018 exams (Theme: "School, Lessons, and Exams")*

Category	Code	MT	MS	F	T (%)	MS (%)
Reinforcing Results	Exam Results	Intrinsic	Achieving high scores in mock and actual exams: Achieving high grades, Getting good mock exam results	31	32.98	4.85
Learning/ Progressing Objective	Enjoying Lessons	Intrinsic	Being interested in lessons and studying subjects I love: Loving lessons and trying to be successful: Wanting to study even in spare time at school: Taking short notes after studying and combining them later	21	22.35	3.30
Learning/ Progressing Objective	Regulating How to Study	Intrinsic	Planning my study time: Completing my test book: Studying by determining what I'm missing from mock exams: Studying through producing drawings	20	21.28	3.14
Learning/ Progressing Objective	Competition	Extrinsic	Aiming to beat my rival peers in exams	12	12.77	1.88
Indirect Motivation	Peers' Achievement	Extrinsic	My peers getting high marks	6	6.38	0.94
Focusing on Goal	Final Result	Intrinsic	Dreaming of getting a very good university exam score	4	4.26	0.63
			Total	**94**	**100**	**14.73**

MT: Motivation Type, **MS:** Motivation Source, **F:** Frequency, **T:** Theme

During the 2018 interviews (university entrance exams prep), the students mentioned their exams, interest in their lessons, loving their lessons, and organizing their studies in line with their needs as among their positive motivational sources. They also indicated their desire to beat rivals in the exams and achieving higher grades as extrinsic sources of motivation under the "School, lessons, and exams" theme.

Table 16. *Students' negative motivational sources: 2014 exams (Theme: "School, Lessons, and Exams")*

Category	Code	MT	MS	F	T (%)	MS (%)
Reinforcing Results (-)	Exam Results	Intrinsic	Poor exam results: Giving wrong answers to exam questions	12	40.00	9.44
Reinforcing Results (-)	Exams Difficulty Level	Extrinsic	Exams being difficult	7	23.33	5.51
Learning/ Progressing Objective (-)	Not Enjoying Lessons	Intrinsic	Not enjoying lessons, or finding them uninteresting	6	20.00	4.72
Learning/ Progressing Objective (-)	Regulating How to Study	Extrinsic	Intense private course program	5	16.67	3.94
			Total	**30**	**100**	**23.62**

MT: Motivation Type, **MS:** Motivation Source, **F:** Frequency, **T:** Theme

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From the interviews held in 2014 (high schools entrance exams prep), the students mostly stated that poor exam results and difficult exams negatively affected them. The participants also emphasized that not enjoying their lessons, not being interested in subjects, and intensive course schedules negatively affected their motivation when preparing for centralized exams.

Table 17. *Students' negative motivational sources: 2018 exams (Theme: "School, Lessons, and Exams")*

Category	Code	MT	MS	F	T (%)	MS (%)
Changing Exam System (-)	Concern about Exam System Changes	Extrinsic	Changes to the exam system	22	34.92	4.38
Learning/ Progressing Objective (-)	Not Enjoying Learning	Intrinsic	Not having fun while studying/learning something	18	28.57	3.59
Learning/ Progressing Objective (-)	Not Enjoying Lessons	Intrinsic	Not enjoying lessons and finding them uninteresting	11	17.46	2.19
Reinforcing Results (-)	Exam Results	Intrinsic	Bumpy performance in mock exams	9	14.29	1.79
Learning/ Progressing Objective (-)	State of Achievement	Intrinsic	Being an average/low-achieving student	3	4.76	0.60
			Total	**63**	**100**	**12.55**

MT: Motivation Type, **MS:** Motivation Source, **F:** Frequency, **T:** Theme

From the 2018 interviews (university entrance exams prep), the students were concerned about upcoming changes to the centralized exams system. They also stated not having fun whilst studying, or learning something new during their exam preparation, as motivationally disruptive, and uninteresting lessons as among their negative motivational sources. The students mentioned having ups and downs during mock exams, and being an academically low-performing student having negatively affected them.

Table 18. *Students' positive motivational sources: 2014 exams (Theme: "Friends and Social Life")*

Category	Code	MT	MS	F	T (%)	MS (%)
Activity Enjoyed	Self-rewarding after Studying	Intrinsic	Playing ball after studying: Playing with phone/computer after studying: Going out after studying: Thinking about playing computer games: Sleeping or playing games after studying	34	41.47	10.76
Activity Enjoyed	Means of Relaxing	Intrinsic	Doing sports: Listening to music: Reading: Playing mind games	20	24.40	6.33
Activity Enjoyed	Socialization	Extrinsic	Social activities: Having fun with school friends	11	13.42	3.48
Peer Support	Learning Solidarity	Extrinsic	Compliments/support from friends when I'm successful: Studying with friends and asking when I don't understand something	11	13.42	3.48
Peer Support	Indirect Motivation	Extrinsic	Hardworking friends, and wanting to be the same	6	7.32	1.90
			Total	**82**	**100**	**25.95**

MT: Motivation Type, **MS:** Motivation Source, **F:** Frequency, **T:** Theme

From the 2014 interviews (high schools entrance exams prep), the students mostly emphasized activities they enjoyed whilst studying, and activities generally related to their hobbies as motivational. The students mentioned having fun with friends, receiving their praise, studying with them and supporting each other as having increased their motivation during their exam preparations. Another positive motivational source was having hardworking friends who increased their willingness to study.

Table 19. *Students' positive motivational sources: 2018 exams (Theme: "Friends and Social Life")*

Category	Code	MT	MS	F	T (%)	MS (%)
Activity Enjoyed	Self-rewarding after Studying	Intrinsic	*Spending time on social media after homework: Playing with phone/computer after studying: Painting after studying: Thinking about caring for my pets after studying: Spending time alone: Resuming sports*	45	31.92	7.06
Activity Enjoyed	Socialization	Extrinsic	*Having fun working with friends: Feeling good spending time with friends: Good times with friends and focusing on exams, Chatting with friends about non-exam issues: Friendships in residential dormitories*	44	31.22	6.89
Peer Support	Learning Solidarity	Extrinsic	*Studying with friends and asking about things not understood: Studying with boy/girlfriend*	20	14.19	3.13
University Student Life	Dreams about Future	Extrinsic	*University life and social environment elsewhere*	19	13.48	2.98
Peer Support	Shared Goal	Extrinsic	*Studying for shared goals with friends*	10	7.09	1.57
Peer Support	Indirect Motivation	Extrinsic	*Fiends studying and their success*	3	2.13	0.47
			Total	**141**	**100**	**22.10**

MT: Motivation Type, **MS:** Motivation Source, **F:** Frequency, **T:** Theme

During the 2018 interviews (university entrance exams prep), positive motivational sources under the "Friends and Social Life" theme mostly related to rewarding themselves with enjoyable activities, feeling happy, and undertaking hobbies after finishing homework/studies. The students enjoyed spending time with their friends, chatting with them about topics related/unrelated to exams and socializing. They stated being motivated by studying with friends, preparing for exams by asking each other about topics not understood, and collaboratively participating in the learning process. Additionally, dreaming of university and student life in other cities was considered motivational. The students mentioned studying towards common goals with friends when preparing for their exams and that comparative peer success was also motivating. It may therefore be said that students focused on shared goals and were indirectly motivated.

Table 20. *Students' negative motivational sources: 2014 exams (Theme: "Friends and Social Life")*

Category	Code	MT	MS	F	T (%)	MS (%)
Activity Enjoyed (-)	Waste of Time	Extrinsic	*Garden and field work, lots of guests*	8	32.00	6.30
Activity Enjoyed (-)	Distracting Factor	Extrinsic	*Friends calling about game playing: Computer/phone in same environment*	8	32.00	6.30
Mental Readiness (-)	Obstacle to Studying	Intrinsic	*Feeling tired*	7	28.00	5.51
Peer Support (-)	Negative Social Relations	Extrinsic	*Jealousy in social relations*	2	8.00	1.57
			Total	**25**	**100**	**19.69**

MT: Motivation Type, **MS:** Motivation Source, **F:** Frequency, **T:** Theme

From the interviews held in 2014 (high schools entrance exams prep), the students mostly stated that helping their families in the garden/fields considerably tired them. At the same time, they mentioned being negatively affected by the distraction of calling their friends to play games, and being in the same environment as computers and phones that are more enjoyable than studying. In addition, they underlined factors such as feeling tired and jealousy of their friends in social relations as obstacles to studying and which negatively affected their motivation when preparing for exams.

Table 21. *Students' negative motivational sources: 2018 exams (Theme: "Friends and Social Life")*

Category	Code	MT	MS	F	T (%)	MS (%)
Mental Readiness (-)	Obstacle to Studying	Intrinsic	*Feeling tired, having insomnia*	50	54.94	9.96
Peer Support (-)	Negative Social Relations	Extrinsic	*Arguing when competing with friends: Friends jealous of my success: Jealous of each other's success*	26	28.57	5.19
Activity Enjoyed (-)	Distracting Factor	Extrinsic	*Staying away from friends whilst studying*	15	16.48	2.99
			Total	**91**	**100**	**18.13**

MT: Motivation Type, **MS:** Motivation Source, **F:** Frequency, **T:** Theme

From the 2018 interviews (university entrance exams prep), the students emphasized having felt very tired and even suffered with insomnia during their exam preparations. This reflects students seeing tiredness and sleep issues as obstacles to studying and affecting their mental readiness. Additionally, they expressed arguing whilst competing with friends during their exam prep, and being jealous of each

other's success as negative motivational sources. The students also stated that being away from friends whilst studying affected their motivation.

Table 22. *Students' positive motivational sources: 2014 exams (Theme: "Career and Future")*

Category	Code	MT	MS	F	T (%)	MS (%)
Hopes for Future	Positive Talks	Extrinsic	*Talking about high school and university: Talking about careers/professions*	13	59.09	4.12
Hopes for Future	Dreams about Career/Future	Intrinsic	*Dreaming about high school/university*	5	22.73	1.58
Vocational Guidance	Visiting Next Level School	Extrinsic	*Visiting High Schools*	4	18.18	1.27
			Total	**22**	**100**	**6.96**

MT: Motivation Type, **MS:** Motivation Source, **F:** Frequency, **T:** Theme

From the 2014 interviews (high schools entrance exams prep), the students stated feeling good when talking about high schools, universities, and professions. They said that visits to high schools plus dreaming of high school and university increased their motivation when prepping for exams. It may be said that talking about future hopes, and making trips/visits to high schools for vocational guidance were positive sources of motivation.

Table 23. *Students' positive motivational sources: 2018 exams (Theme: "Career and Future")*

Category	Code	MT	MS	F	T (%)	MS (%)
Hopes for Future	Dreams about Career/Future	Intrinsic	*Having beautiful dreams about future: Thinking about my future profession*	42	60.00	6.59
Hopes for Future	Career Goal	Intrinsic	*Wanting a good job*	18	25.71	2.82
Vocational Guidance	Visit to Next Level School	Extrinsic	*Visiting universities elsewhere*	9	12.86	1.41
Vocational Guidance	Guidance	Extrinsic	*Support/encouragement from life coach*	1	1.43	0.16
			Total	**70**	**100**	**10.97**

MT: Motivation Type, **MS:** Motivation Source, **F:** Frequency, **T:** Theme

During the 2018 interviews (university entrance exams prep), the positive motivational sources the students mentioned concerning the "Career and Future" theme mostly related to their future dreams, careers, and ambitions. The students stated their desire to choose a good profession as their career goal, and emphasized the importance of vocational guidance, visiting universities in different cities, and the encouragement of life coaches as important motivational sources when preparing for exams.

Table 24. *Students' negative motivational sources: 2014 exams (Theme: "Career and Future")*

Category	Code	MT	MS	F	T (%)	MS (%)
-	-	-	-	-	-	-
			Total	**0**	**0.00**	**0.00**

MT: Motivation Type, **MS:** Motivation Source, **F:** Frequency, **T:** Theme

In the 2014 interviews (high schools entrance exams prep), the students did not mention any negative sources of motivation regarding the "Career and Future" theme. This reflects that students think little about their future or career, and even when thinking about the subject, their thoughts remain positive.

Table 25. *Students' negative motivational sources: 2018 exams (Theme: "Career and Future")*

Category	Code	MT	MS	F	T (%)	MS (%)
Professional Guidance (-)	Problem of Guidance	Extrinsic	*Feel I'm not properly guided in choosing a profession/field: Studying for a profession my family wants, or teacher's direction, not my choice of profession*	58	41.73	11.55
Hopes for Future (-)	Concern about Future	Intrinsic	*Thinking I won't find a job: Believing I won't find a good salaried job*	56	40.28	11.16
Hopes for Future (-)	Confusion	Intrinsic	*Sometimes I don't want the job I'm aiming for as bored of studying after starting at university*	25	17.98	4.98
			Total	**139**	**100**	**27.69**

MT: Motivation Type, **MS:** Motivation Source, **F:** Frequency, **T:** Theme

From the 2018 interviews (university entrance exams prep), some students felt they were not properly guided in their career/field choices when preparing for exams. Their families and teachers mostly guided the students rather than focusing on the profession, they were most interested in; possibly due to their experiences with school-based professional guidance. Additionally, the students expressed concerns about their future when preparing for exams, even stating they may not be able to find jobs or receive a good income. The students indicated feeling confused, and possibly not following the profession they were aiming towards, or becoming bored of studying in their current field of choice.

Table 26. *Students' positive motivational sources: 2014 exams (Theme: "Psychological Factors")*

Category	Code	MT	MS	F	T (%)	MS (%
Self-confidence/Self-belief	Positive Mentality	Intrinsic	*Believing that I can succeed*	10	66.67	3.16
Emotional Expectation	Relaxation after Exam	Intrinsic	*Feeling happy and comfortable after exams*	5	33.33	1.58
			Total	**15**	**100**	**4.75**

MT: Motivation Type, **MS:** Motivation Source, **F:** Frequency, **T:** Theme

During the 2014 interviews (high schools entrance exams prep), the students stated being motivated through positive thought and in believing they would succeed. The students expected to feel happy and relaxed following their exams, and saw this emotional expectation as a source of positive motivation.

Table 27. *Students' positive motivational sources: 2018 exams (Theme: "Psychological Factors")*

Category	Code	MT	MS	F	T (%)	MS (%
Emotional Expectation	Distanced from Exam Stress	Intrinsic	*Resting, relaxing, and sleeping after studying: Taking time for myself after exam stresses: Relaxing listening to music or reading books: Distancing myself from lessons lying in bed*	55	40.73	8.61
Emotional Expectation	Relaxation after Exam	Intrinsic	*Feeling I'll relax and be free after the exams: Focusing on the time after the exams: Thinking I won't study for the exams and be happy dreaming*	52	38.51	8.15
Self-confidence/ Self-belief	Positive Mentality	Intrinsic	*Thinking I'll achieve my individual goals: Believing that I can succeed: Aiming to improve my self-confidence with the class' highest grade: Trying to increase in self-confidence by watching motivational videos*	28	20.74	4.39
Emotional Expectation	Comforting Effect of Environment	Extrinsic	*My home study environment and order make me feel comfortable*	6	4.44	0.94
			Total	**141**	**100**	**22.10**

MT: Motivation Type, **MS:** Motivation Source, **F:** Frequency, **T:** Theme

From the interviews held in 2018 (university entrance exams prep), the students' positive motivation sources regarding "Psychological Factors" were mostly escapism from exam stress by relaxing during the preparatory process, and thinking how they will feel after the exam. The students destressed from exams by taking time for themselves, doing activities they enjoyed, and resting. They described the mood they anticipated feeling after the exams as relaxation-oriented, and claimed that dreaming about what to do after the exams increased their motivation. The students also mentioned self-belief that they would achieve their individual goals, and that they tried to increase their self-confidence and motivation in various ways and through positive mental attitude. They also stated that comfortable study environments helped motivated them during their exam preparation.

Table 28. *Students' negative motivational sources: 2014 exams (Theme: "Psychological Factors")*

Category	Code	MT	MS	F	T (%)	MS (%)
Emotional Expectation (-)	Exam Anxiety	Intrinsic	*Feeling anxious about panicking during exams; maybe feeling stressed or unable to complete the exam in the given time: Could be distracted in exams due to stress, reading too slow, or exam may be too difficult*	24	75.00	18.90
Self-confidence/Self-belief (-)	Pressure	Extrinsic	*People reminding me what to do, the pressures I feel*	8	25.00	6.30
			Total	**32**	**100**	**25.20**

MT: Motivation Type, **MS:** Motivation Source, **F:** Frequency, **T:** Theme

In the 2014 interviews (high schools entrance exams prep), the students mostly mentioned the negativity of stress/anxiety during exams, feeling generally stressed and anxious, feeling distracted, or unable to complete the exam in the given time. The students emphasized not wanting to feel anxiety about their exams, and that people telling them what to do or putting them under pressure as negative sources of motivation when preparing for centralized exams. Under the "Psychological Factors" theme, the students reflected the anxieties and pressures they experienced before and during their exams.

Table 29. *Students' negative motivational sources: 2018 exams (Theme: "Psychological Factors")*

Category	Code	MT	MS	F	T (%)	MS (%)
Emotional Expectation (-)	Exam Anxiety	Intrinsic	*Feeling hopeless sometimes: Feeling bad knowing that our future life depends on the exam: Being nervous during exams and experiencing high anxiety levels: Thinking I won't reach my goal*	71	57.72	14.15
Self-confidence/Self-belief (-)	Pressure	Extrinsic	*Constantly feeling restricted: Pressure placed on me: People telling me what to do*	52	42.28	10.36
			Total	**123**	**100**	**24.50**

MT: Motivation Type, **MS:** Motivation Source, **F:** Frequency, **T:** Theme

From the interviews held in 2018 (university entrance exams prep), the students expressed sometimes feeling hopeless, concerned, and anxious during their preparation for the centralized exams. Additionally, they underlined the stress caused by knowing that their future lives depended on a single exam result, and that they wanted to be free from exam-oriented anxiety. They mentioned the constant feeling of being restricted, the pressures they felt, and of people telling them what to do as sources of negative motivation during their exam preparation. The students' opinions reflected not wanting to feel exam anxiety, and that the pressure they felt affected their self-confidence and self-belief.

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CONCLUSION, DISCUSSION AND SUGGESTIONS

This longitudinal study was conducted as an examination of students' positive, negative, intrinsic, and extrinsic motivational sources during preparation for centralized exams in Turkey. The findings revealed six different themes as "Family," "Teacher," "School, Lessons, and Exams," "Friends and Social Life," "Career and Future," and "Psychological Factors."

In terms of the longitudinal aspect of the study, data were collected at two points, with the same students interviewed in the same focus groups. The 2014 data involved eighth-grade middle school students preparing for their centralized high school entrance exams, whilst the 2018 data involved the same 43 students preparing for their centralized university entrance exams.

When the 2014 themes' percentages and frequencies were analyzed, the students mostly emphasized positive and negative motivational sources under "School, Lessons, and Exams," and the highest number of positive motivational sources under "Friends and Social Life." It may be said that this finding relates to the students' developmental period (adolescence). Notably, the students mostly referred to "Psychological Factors" as negative motivational sources, which may be due to students feeling stressed and anxious about preparing for their high school entrance exams.

When the 2018 themes' percentages and frequencies were analyzed, the students mostly emphasized "Psychological Factors" as positive and negative motivational sources. Additionally, the highest number of positive motivational sources were under the "Friends and Social Life" and "Psychological Factors" themes. It may be said that the students' continued developmental period (adolescence) and their general mood greatly influenced their motivation during their university entrance exam preparation. The students also mentioned "Friends and Social Life" and "Psychological Factors" as motivational sources during their exam preparation.

No thematic differences were revealed between the positive and negative motivational sources identified in 2014 and 2018, but numerical differences were noted. While the students identified 316 positive and 127 negative motivational sources in their 2014 interviews, in 2018 these numbers were 638 positive and 502 negative motivational sources. The reason for this difference may be due to the students having felt an increasing need to express themselves over time. As seen, a desirable situation emerged with a greater number of positive motivational sources than negative ones, yet it is concerning that while the positive number doubled over the 4 years, the number of negative motivational sources increased more than fourfold.

In order to reveal the background to the students' positive motivational sources, it is first necessary to examine factors related to increased motivation during the learning process. Brewer and Burgess (2005) argued that factors such as meeting students' needs, flexible planning, setting goals, and ensuring class participation increased student motivation. Regarding motivational sources within educational processes, Baykara Özaydınlık and Aykaç (2013) created an effective learning process with materials used that can attract students' attention and increase their motivation and thereby others in the class too. According to Ergin and Karataş (2018), students who have more positive and intrinsic motivational sources focus more on lessons, exams, and learning, and that their academic performance improves.

From the students' interviews in 2014 as they prepared for their high school entrance exam, the findings revealed that 126 positive motivational sources were intrinsic and 190 were extrinsic, and that 49 negative motivational sources were intrinsic and 78 were extrinsic. The highest number of positive and intrinsic motivational sources was for the "Friends and Social Life" theme (42.86%), whilst the highest number of positive and extrinsic sources was for the "Teacher" theme (35.26%). Therefore, it may be said that both negative and positive extrinsic sources exceeded the negative and positive intrinsic motivational sources during exam preparation. Additionally, it was noted that the students' motivational sources related mostly to their friends, social life, and teachers.

From analysis of the 2018 interviews as the students prepared for their university entrance exams, 326 positive motivational sources were intrinsic and 312 extrinsic, while 243 negative sources were intrinsic and 259 extrinsic. In preparing for their university entrance exams, the highest number of

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positive and intrinsic motivational sources was for the "Psychological Factors" theme (41.41%), whilst the highest number of positive and extrinsic sources was for the "Teacher" and "Friends and Social Life" themes (30.77%). Therefore, it may be said that both the negative and positive extrinsic motivational sources exceeded the negative and positive intrinsic sources during exam preparation. Additionally, the students' motivation sources mostly related to their psychology, teachers, friends, and social life.

No thematic difference was found between the intrinsic and extrinsic motivation sources between 2014 and 2018, although numerical differences were noted. While the participants in 2014 expressed having 126 positive and intrinsic sources of motivation, 49 negative and intrinsic sources, 190 positive and extrinsic sources, and 78 negative and extrinsic motivational sources; in their 2018 interviews, they listed 326 positive and intrinsic motivational sources, 243 negative and intrinsic sources, 312 positive and extrinsic sources, and 259 negative and extrinsic motivational sources. While in 2014 the students mentioned higher numbers of intrinsic motivational sources under the "Psychological Factors" and "Friends and Social Life" themes, in their 2018 interviews higher numbers of intrinsic sources of motivation were cited under the "Psychological Factors" and "Career and Future" themes. This change in the number of intrinsic sources of motivation may relate to the developmental stage of the students (adolescence). Those students who had just entered adolescence in 2014 were likely experiencing its end by 2018. While preparing for their high school entrance exams in 2014, the students' motivational sources mostly related to their friends and social lives and psychological factors; whereas, while preparing for their university entrance exams in 2018, psychological factors as well as career and future were the most prominent. It is suggested that the students being at a significant decision-making stage regarding their future and career in 2018, together with their own personal developmental period, may have resulted in the aforementioned differences.

Ideally, extrinsic motivational sources should not exceed intrinsic as, in terms of exam success, it is generally better for students to be more intrinsically motivated. Lumsden (1994) stated that when students are intrinsically motivated, they make increased efforts in learning and process information more deeply. In another study, Corpus and Wormington (2014) investigated if intrinsic or extrinsic motivation was more effective in success terms, and revealed the need to separately examine the effect of both dimensions on academic achievement. According to Lepper (1988), when students are intrinsically motivated, they tend to employ strategies that require greater effort and which allows them to process information more deeply. Condry and Chambers (1978) stated that when students are faced with complex intellectual tasks, those with intrinsic orientation use more logical information gathering and decision-making strategies than extrinsically-oriented students. While students develop reluctance, indifference, and resistance to learning while performing learning actions with extrinsic motivation, they can achieve creative and effective learning when intrinsically motivated. According to Ryan and Stiller (1991), intrinsic motivation is accepted by educators as a significant learning aid. In guiding the learning process, teachers play a significant role in transforming extrinsic motivation into intrinsic motivation. For intrinsic motivation, it is important for students to know themselves, to realize their own interests and abilities, and to set goals for themselves according to their own wishes (Baykara Özaydınlık & Aykaç, 2013). Ünal Karagüven (2012), on the other hand, stated that intrinsically motivated individuals use very different strategies and often perform better academically, with their creativity coming to the fore.

After examining the students' positive, negative, intrinsic, and extrinsic motivational sources when preparing for centralized exams, it was noted that all positive sources under the "Family" theme in 2014 were extrinsic, and coded as reinforcement, having them study, desire for success, showing interest, making promises, and future within the categories of financial support, academic support, moral support, and goal orientation. The students expected financial and academic support from their families, and coveted hearing their families' positive thoughts about the future and themselves. In the 2018 interviews, the students' positive motivational sources were coded as showing interest, future expectation, self-sacrifice, spending quality time, and contributing to learning within the categories of moral support, goal orientation, financial support, and academic support. The students asked their families to provide moral support and be with them in pursuing their goals. They expected their families to show interest in them, to make sacrifices for them, especially financially, and sought to spend quality time with their families, and to enjoy their family members' contributions.

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Negative sources of motivation under the "Family" theme in 2014 were extrinsic, and were coded as negative direction, unsuitable study environment, pressure, and obligation to work within the categories of academic support, moral support, and financial support. The students were uncomfortable with their families' negative directions about academic support, and also their lack of a suitable study environment. The students complained that their families placed pressure on them during preparation for their centralized exams, and that they still had to help their families with chores. In 2018, the students' negative motivation sources were coded as comparing, negative talk, demoralizing, and wasting time within the categories of academic support, goal orientation, and moral support. The students were negatively affected when compared to other students, and also from the negative talk of their families. While the participants expected their families to believe that they would be successful in their exams, they were disturbed when their families made negative insinuations, and that they lost time due to housework and chores.

During preparation for their centralized exams, the students reported issues of reinforcement, reward, encouragement, interest, and peer comparison. In research on the attitudes and behaviors of families towards students, Ergin and Karataş (2018) emphasized that families and others in the close social circle should avoid behaviors and attitudes that could negatively affect students' motivation and instead engage in activities that contribute to their development through success-oriented motivation. In another study, Erbil et al. (2006) stated that the self-esteem of adolescents can be improved through spending adequate time with family, problem sharing, participating in decision-making, being free to select their friends, being provided with adequate explanations when their wishes are rejected, and whose private life, feelings, and thoughts are respected. Therefore, families should spare sufficient time for their children, be good listeners, create suitable environments where children can clearly express their familial expectations and to talk freely about any subject, and ensure that they take an active role in any relevant decisions. This approach may help to positively shape the motivation of students when preparing for centralized exams.

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According to the current study's 2014 results, the majority of positive motivational sources under the "Teacher" theme were extrinsic and coded as encouraging, motivating, directing, making effort, positive approach, and love within the categories of academic support, moral support, and goal orientation. In summary, the students expect academic and moral support from their teachers during their exam preparation, and that they reinforce and reward them when needed. The students consider it positive and necessary that teachers take a close interest and help to improve their motivation, and that their teachers provide guidance regarding exams and help them to be successful with their positive outlook.

From the 2018 findings, the students' positive motivational sources were coded as teacher qualification, encouraging, making effort, emotional bond, positive approach, love, motivating, directing, and expectation within the categories of academic support, goal orientation, and moral support. While students expect academic and moral support from their teachers, they also expect goals-based guidance. While they expect teachers to be understanding, they want to experience a dynamic teaching process, where teachers establish emotional bonds and strive for their students' exam successes. Additionally, students want teachers to make them feel they are by their side and supportive, and to talk to them encouragingly so as to make them relaxed. They also want to appreciate/respect their teachers.

The students' negative motivational sources under the "Teacher" theme were extrinsic. In 2014, the negative motivation sources were coded as negative feedback and undesired teacher behaviors within the goal orientation and academic support categories. The students felt uncomfortable when their teachers gave negative feedback to their parents, and were also affected by their teachers' negative behaviors towards them when working towards goals. Additionally, the students felt demoralized due to communication problems with their teachers, both inside and outside of the classroom. From the 2018 interviews, the students' negative motivational sources were coded as negative feedback, undesired teacher behaviors, negative attitude, negative approach, and negative feelings within the categories of moral support, academic support, and goal orientation. One reason why students may feel discomfort about their teachers is receiving their negative opinions, or when they become angry when students do not study. The students also complained about the harsh attitudes and humiliating styles of

some teachers, and when teachers mention having no expectation of success from their students, or making them feel unliked which impacted on their motivation during exam prep.

When preparing for centralized exams, the issues of encouragement, effort, proper guidance, support, communication, and respect for their teachers was highlighted. Regarding the teachers' approach to their students and what they could do for them, Ergin and Karataş (2018) suggested that teachers and school administrators be encouraged to create the necessary awareness about learner motivation by applying motivation-fostering measurement tools through the school's guidance services. On teacher motivation, Bölükbaş and Gür (2020) stated it largely being affected by students' basic academic competence, their interest in lessons, and classroom disciplinary issues. It was suggested that the success levels and behavior of students can negatively or positively affect teachers' motivation. The academic inadequacy and indifference of students can weaken the motivation and professional competence of teachers. The effort, encouragement, support, and correct guidance that students expect from their teachers are also expected of them in reverse by their teachers. As such, students making as much effort as their teachers can increase their own motivation in the process of preparing for centralized exams.

More than half of the positive motivational sources in the current study's "School, Lessons, and Exams" theme were intrinsic, and in 2014, positive motivational sources were coded as exam results, competition, social support in lessons, enjoying lessons, participation in lessons, peer achievement, final results, and desire to learn within the reinforcing results, learning/progressing objective, indirect motivation, suitable physical environment, indirect motivation, and focusing on goals categories. Students' motivational levels are said to increase where they achieve exam success and when competing with rival peers, and require the opportunity to help each other in lessons, plus have a suitable study environment. Students that enjoy their lessons and have extra study time allocated in preparation for exams are more likely to reach their academic goals. In the 2018 interviews, the students' positive motivational sources were coded as exam results, enjoying lessons, regulation of how to study, competition, peer achievement, and final results within the reinforcing results, learning/progressing objective, indirect motivation, and focusing on goals categories. With good exam results, enjoying lessons, and correct regulation of how to study, students are more motivated and invested to the process. When students experience competition during preparation for centralized exams, and when their mock exam results are good, these can help trigger positive motivation.

Most of the negative motivational sources under the "School, Lessons, and Exams" theme were intrinsic. In 2014, the students' negative sources were coded as exam results, difficulty level of exams, not enjoying lessons, and regulation of how to study within the reinforcing results and learning/progressing objectives categories. During centralized exam preparations, the students experienced problems related to poor performance and poor mock exam results.

Students were demotivated from not enjoying their lessons or the subjects learned, and from intensive lesson schedules. In 2018, the negative motivational sources were coded as concerns about changes to the exam system, not enjoying learning, not enjoying lessons, exam results, and state of achievement within the changing exam system, learning/progressing objective, and reinforcing results categories. The students' concern on this issue relate to constant changes and transformation of Turkey's examination system. Students' not enjoying learning, studying, and the presented subjects detracts from their exam motivation. During exam preparation, competition at school, lessons, exams, exam results, curricula, interest in learning, and exam system were highlighted by the participant students. Temli Durmuş and Kasa (2015) notably concluded that the Turkish education system was exposed to numerous changes since its infrastructure was established, with even teachers unable to adapt to such rapid changes. According to the current study, the effects of these continuous changes in Turkish high schools, and not taking teachers' opinions into consideration have been criticized by teachers. In a study conducted on students' self-regulation, Özçakır Sümen and Çalışıcı (2017) revealed that students were largely unaware of the extent they employed self-regulation strategies, but that with training, students could utilize such strategies to improve their academic success. Motivation is important to success, yet students are insufficiently motivated in educational terms. In another study, Bölükbaş and Gür (2020) concluded that school and classroom discipline is negatively affected in low-performing schools, which

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negatively affects motivation and teachers' behavior, which limits classroom teaching time where valuable time is spent on discipline. It may be said, therefore, that classroom disciplinary problems and low school acceptance standards reflect on teacher motivation. Bölükbaş and Gür (2020) also revealed that schools with low acceptance standards face higher absenteeism and drop-out rates. The quality of education offered during centralized exams preparation varies by schools and also teachers. Therefore, students' motivation during exam prep is also related to teacher motivation, with potential improvements possible if teachers help students to achieve better exam results and feel more motivated to learn.

In the current study, most "Friends and Social Life" positive motivational sources were intrinsic. In the 2014 interviews, positive sources were coded as self-reward after studying, means of relaxing, socialization, learning solidarity, and indirect motivation within the activity enjoyed and peer support categories. After studying for exams, students were motivated by activities and hobbies they enjoy, having fun with friends, and supporting each other. While students prepare for exams, they can be positively influenced by hardworking friends. In the 2018 interviews, the students' positive motivational sources in the "Friends and Social Life" theme were coded as self-reward after studying, socialization, learning solidarity, dreaming about the future, shared goals, and indirect motivation within the activity enjoyed, peer support, and student university life categories. After completing their homework and studies, students reward themselves with activities and hobbies which make them feel happy, plus interacting with friends, supporting each other, and socializing as they work towards shared goals. When considering universities, students dream of student life and universities in other cities, which helps motivate them during their exam preparations. Additionally, students can be indirectly motivated to achieve success during their exam preparation.

The majority of negative motivational sources under the "Friends and Social Life" theme were extrinsic. From the 2014 interviews, the negative sources were coded as waste of time, distracting factors, obstacles to studying, and negative social relations within the activity enjoyed, mental readiness, and peer support categories. Some students help their families with gardening and field work and thus become tired and lose study time, whereas others noted game-playing as more enjoyable than studying, but also time-wasting and distracting. Additionally, students experience jealousy and discomfort in peer friendships. In 2018, the negative motivational sources in the "Friends and Social Life" theme were coded as obstacles to studying, negative social relations, and distracting factors within the mental readiness, peer support, and activity enjoyed categories. Students can experience tiredness and insomnia during exam preparation, and as obstacles to studying and affecting their mental readiness. Additionally, students feel uncomfortable regarding arguing and envying others whilst competing with friends during exam prep. In preparing for centralized exams, issues such as self-reward, solidarity, socialization, interaction, indirect motivation, loss of time, tiredness, insomnia, and negative communication were highlighted under the "Friends and Social Life" theme. Bölükbaş and Gür (2020) stated that the success and behavior of students' classmates can significantly affect their own motivation and performance, arguing that it may reflect on the classroom educational quality, and determines to some extent the competitive and cooperative atmosphere of the classroom. Students with positive social relations can be advantaged by steering clear of negativities such as jealousy and damaging competitive atmospheres during centralized exam prep. The current study's students were adolescents, which again reveals the importance of their social relations. However, given that physiological, safety, belongingness, esteem, and self-actualization needs are hierarchical according to Maslow (1943), any inability to sleep or properly rest can lead to failure in meeting needs such as desire to learn and be successful. It is therefore necessary to provide the right social conditions that students need such as sleep and rest, which are a prerequisite for high motivation during exam preparation.

In the current study, the majority of positive motivational sources under the "Career and Future" theme were extrinsic. In the 2014 interviews, the positive sources were coded as positive talk, dreams about career/future, and visits to higher level schools within the hopes for future and vocational guidance categories. Students have hopes for the future, and feel good when talking about high schools, universities, or professions, and happy to visit various high schools. Students' who discuss their future and participate in trips to higher education institutions can report increased motivation. In the 2018

interviews, the majority of positive motivational sources in relation to the "Career and Future" theme were intrinsic, and codes as dreams about career/future, career goals, visiting higher-level schools, and guidance within the hopes for future and vocational guidance categories. Some students strengthen motivation through dreams about their careers and future according to their goals and future hopes. Students' career goals include seeking good jobs in the future, and appreciate seeing universities in different cities which motivates them during preparation for centralized exams.

From the 2014 interviews, the students did not report any negative motivational sources under the "Career and Future" theme, which may be due to their not making future career plans as they had yet to attend high school for the next 4 years. However, from the 2018 interviews, the majority of the negative motivational sources under the same theme were intrinsic, and coded as problems of guidance, concerns about the future, and confusion within the professional guidance and future hopes categories. During exam preparation, students expect to be directed towards suitable professions in fields that interest them, but often have to act under the guidance of their families and teachers. Students experience problems due to lack of appropriate/professional guidance. Additionally, students also experience concerns about their future when preparing for exams such as not being able to find employment or realize a good income in the future. However, these negative career and future motivational sources only developed during their high school time, and possibly relate to employment problems and economic conditions of Turkey at that time. In preparing for their centralized exams, dreams about the future, career guidance and orientation, concerns about the future, and employment issues were highlighted under the "Career and Future" theme. Regarding dreams about the future, Dweck (1999) and also Langens (2002) stated that dreams with positive content can positively increase motivation by creating a positive effect on the planning and organization of the individual's goals. Visits to higher education institutions for vocational guidance as a motivational tool in Turkish high schools mostly take place during the spring semester of the final academic year. However, such visits should be conducted much earlier so that high schoolers can set their educational goals earlier and more appropriately.

According to Ercan (2001), adolescence is when students search for themselves and try to determine their own identity according to certain values. Therefore, for adolescents to overcome depression in a healthy way, quality counselling services should be made available for young people. When adolescents commence high school education, they need to study more systematically, take educational decisions for their future, prepare for university exams, and obtain information about higher education institutions; therefore, the role of educational and vocational counselling services becomes significantly important to help students to make informed and suitable choices. Adolescents who make appropriate decisions for themselves and receive suitable help and support from psychological counselling and guidance services regarding concerns about their future are more likely to be motivated when preparing for centralized university entrance exams.

In the current study, the great majority of positive motivational sources under the "Psychological Factors" theme were intrinsic. In 2014, the positive sources were coded as positive mentality and relaxation after the exam within the self-confidence/self-belief and emotional expectation categories. Students have a positive mentality during preparation for centralized exams, and those who believe they can succeed aim to experience happiness through relaxation after completing their exams. In 2018, the positive sources related to the "Psychological Factors" theme were coded as being distanced from exam stress, relaxing after exams, positive mentality, and comforting effect of the environment within the emotional expectation and self-confidence/self-belief categories. Students tend to avoid exam stress through relaxing activities and thinking about feeling relaxed and free after the exams. When preparing for centralized exams, students take time for themselves, do things they enjoy, and escape from the stresses of exams by resting, and look forward to relaxing following their exams. By maintaining their self-confidence and self-belief, students can feel closer to accomplishing their individual goals.

The vast majority of negative motivational sources under the "Psychological Factors" theme were intrinsic. In the 2014 interviews, the negative sources were coded as exam anxiety and pressure within the emotional expectation and self-confidence/self-belief categories. Students experience exam anxiety which is clearly observable during preparation for centralized exams, and express concerns regarding

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feeling nervous during exams and being unable to complete them within the time allowable. Another issue related to students preparing for centralized exams is others telling them what to do and how to act, thus placing pressure on them, as seen in the 2014 results. In the 2018 interviews, the negative sources related to the "Psychological Factors" theme were coded as exam anxiety and pressure within the emotional expectation and self-confidence/self-belief categories. Students feel an intense sense of hopelessness when preparing for their university entrance exams, and additional anxiety as their future lives depend on that single exam. Students constantly feel constrained and uncomfortable when someone reminds them what they should be doing, which adds additional pressure that may damage their self-confidence and thereby decrease their self-belief.

The students expressed similar opinions in both 2014 and 2018 within the psychological factors theme, with issues related to pressure and exam anxiety highlighted in relation to psychological factors during preparation for centralized exams. The stresses and pressure experienced before exams can increase students' anxiety levels towards exams. Problems such as time limits during exams, reading speed, and their resultant concerns may cause students to be unsuccessful in their exams, hence psychological counselling and guidance activities are important for students during their exam preparations at all school levels. According to Deniz and Erözkan (2010), educational guidance services facilitate the individual's learning, helping them to adapt to their school/environment, gain effective study skills, make educational decisions and choices, and increase their academic success. Ames and Archer (1988) found that high-level goals focused on exam-related learning can be advantageous for students' motivation. According to their study, centralized exams likely affect different students in different ways, hence problems experienced by students during preparations for centralized exams should be considered based on individual differences. Guidance activities should be organized for students before, during, and following exams in order to eliminate or reduce exam anxiety and any related problems. Ercan (2001) stated that counselling and guidance services support adolescent students to overcome adjustment problems that may arise during transitioning to higher education, to be effective and successful in high school, and to make educational choices and plans. Students should be afforded the help and support needed regarding any problems they may experience. For such activities to be more effective, counselling and guidance activities should be conducted in full cooperation with families, teachers, and school administrators, which will help minimize pressures placed on students by their families and teachers during exam preparation. As a prerequisite, Ercan (2001) argued that adolescents should communicate well with both their families and teachers, and feel a clear need to be accepted by others as a person of value. Comparing adolescents with others may prevent them from seeing themselves as a person of value. Parents should encourage youngsters to decide on matters by themselves, but make it clear that they are available as/when needed. However, teachers need to develop and adopt a guidance style that is inherently empathic, sincere, consistent, and respectful, as this can positively affect the student's course success and their developments in other fields. Additionally, teachers should cooperate and communicate with school counsellors to help students preparing for centralized exams.

In Turkey, it is important that students prepare for national centralized exams in conditions that best suit them and their needs. Within this multidimensional complex process, various roles and responsibilities fall on the students themselves, plus their families, teachers, school administrators, and those who develop and implement educational policies. Necessary studies and arrangements should be made by relevant stakeholders so that students are intrinsically motivated, and for longer. Other suggestions based on the current study's themes, categories, and codes that emerged following analysis of the collected data are as follows.

Families: Students expect to be reinforced, rewarded, and encouraged by their families when preparing for centralized exams. Additionally, families need to demonstrate interest in their children, support them in various ways, and spend quality time with them. Another recommendation is that families should not compare their children with others, i.e., peers or friends. Students compete during preparation for their centralized exams, but each should be able to progress at their own pace during this process.

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Teachers: Students expect their teachers to encourage them, make efforts for them, guide them correctly and provide academic support during preparation for centralized exams. With students spending more time with their teachers during their educational life than their families, teachers arguably interact significantly with their students. Within that context, students require multifaceted support from their teachers during prolonged exam preparation periods. The current study revealed that when students appreciate their teachers, they study and focus more on their lessons; therefore, it is important that teachers establish emotional bonds with their students within the framework of effective communication and mutual respect in order to motivate their students.

School, Lessons, and Exams: Students compete with each other as rivals during their exam preparation period. Their mock exam results during this time can affect their motivation positively or negatively; therefore, mock exams should be conducted according to students' cognitive readiness and should progress from simple to complex in order to establish progression and to prevent motivational degradation or demoralization. Additional school study sessions should be organized to address students' learning deficiencies, as well as study centers established and support courses offered. Study and course programs should be shaped according to the learning pace and academic levels of students. Most significantly, the current study revealed that students are uncomfortable with frequent changes and transformations to established exam systems. Whilst national improvements to the system and/or related components are acceptable, introducing frequent changes without seeking adequate feedback on the existing system presents significant obstacles to developing a stable and effective system, and which may negatively affect students.

Friends and Social Life: Students need to reward themselves when preparing for their centralized exams, as solidarity both in the social context and in learning increases their motivation. Therefore, an appropriate environment and adequate opportunities should be created for students to study in solidarity, and also to interact and socialize in line with their common goals. During preparation for centralized exams, studies and activities should be organized through which students will be positively influenced, whereby they can contribute to each other's progress, and be indirectly motivated by their mutual success. Additionally, it should be remembered that exams are not the only important thing in students' lives, and should therefore be encouraged to participate in social, cultural, artistic, and sports activities, and guidance should be provided to help students establish a healthy daily life pattern as opposed to a demoralized life of tiredness and insomnia.

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Career and Future: Students can experience problems even when following a path suited to their centralized exams preparation. In order to shape their future and careers, support and guidance activities should be conducted so that students better understand themselves and to progress in line with their own abilities and learning styles. Field selections in various high school types in Turkey are made following completion of the first year (Grade 9). Thus, vocational/career guidance activities should be intensified prior to students completing their ninth grade. They should be afforded the opportunity to reach their own decisions by getting to know themselves, their strengths, weaknesses, and abilities. School counselling services should support students to make suitable choices for themselves, rather than for their families, through vocational guidance activities. As the current study revealed, where students believe they may encounter employment problems in the future, they should be directed towards appropriate fields/professions that best suit them and their abilities. In addition, another critical issue is that the country where an individual lives should be economically prosperous in order that they do not face concerns about their future employment. Youth unemployment, national per-capita income, and economic stability are important indicators for the economic welfare of countries.

Psychological Factors: Students can face intense pressure from their families, teachers, or environment, which can negatively affect them whilst preparing for their centralized exams. In addition, students can also face considerable exam anxiety, which may result in poor exam performance. In this context, measures should be taken to reduce the pressure and exam anxiety felt by students as they prepare for their national centralized exams. Counselling, therapy, training programs, support, and guidance activities should be organized in order to ensure that families, teachers, students, and others who support students during their exam preparations exams, are psychologically strong so as to provide appropriate support to students.

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Türkiye'de Öğrencilerin Ulusal Merkezi Sınavlara Hazırlanma Sürecindeki Motivasyon Kaynakları - Boylamsal Bir Araştırma

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Özet

Bu araştırmanın amacı Türkiye'de öğrencilerin ulusal merkezi sınavlara hazırlanma sürecindeki içsel ve dışsal özelliklere sahip, olumlu ve olumsuz motivasyon kaynaklarının boylamsal veriler ışığında incelenmesidir. Araştırma Türkiye'de hem eğitim sistemi açısından hem de gençlerin geleceklerini şekillendirmesi bakımından önemli bir yeri olan ulusal merkezi sınavlara ilişkin motivasyon kaynaklarının ortaya çıkarılması dolayısıyla önemlidir. Ülke çapında gerçekleştirilen nitelikli bir eğitim sürecinin geleceğe yönelik seçimlerde ve okul yerleştirmelerinde yadsınamaz bir rolü olduğu açıktır. Çalışma, boylamsal araştırma deseni kullanılarak gerçekleştirilmiştir. Boylamsal verilerin toplanması amacıyla araştırmanın çalışma grubunu 2013-2014 eğitim-öğretim yılında Türkiye'nin Ege Bölgesi'nden bir ilde bulunan bir ortaokulda öğrenim gören 43 sekizinci sınıf öğrencisi oluşturmaktadır. Araştırmanın verileri açık uçlu sorular bulunan bir görüşme formu aracılığıyla toplanmıştır. Çalışma grubundaki öğrencilerle odak grup görüşmeleri yapılarak liseye giriş sınavına hazırlanma sürecindeki ve daha sonraki süreçte boylamsal verilerin toplanması amacıyla, 2017-2018 eğitim-öğretim yılında, farklı liselerde öğrenimlerini devam ettiren aynı 43 öğrenciye ulaşılarak, bu kez üniversiteye giriş sınavına hazırlanma sürecindeki motivasyon kaynakları ortaya konmuştur. Öğrencilerin ulusal merkezi sınavlara hazırlanma sürecinde motivasyon kaynağı olarak düşündüklerini ortaya çıkarmak için öğrencilerle yapılan odak grup görüşmeleri sonrasında elde edilen veriler karşılaştırmalı, tematik ve sınıflandırılmış biçimlerde ele alınmış ve karma içerik analizine göre çözümlenerek bulgulara yansıtılmıştır. Araştırmada yapılan odak grup görüşmelerinde, "Aile", "Öğretmen", "Okul, Dersler ve Sınavlar", "Arkadaş Çevresi ve Sosyal Yaşam", "Kariyer ve Gelecek" ve "Psikolojik Faktörler" şeklinde altı farklı tema ortaya çıkmıştır. Her bir temaya ilişkin olarak içsel-dışsal ağırlıklı ve olumlu-olumsuz motivasyon kaynaklarının nicel analiz sonuçları ile kategori ve kodlar çerçevesinde nitel analiz sonuçlarına yer verilmiştir. Araştırmada elde edilen sonuçlar kapsamında yapılan tartışma ile çeşitli öneriler geliştirilmiştir. Geliştirilen öneriler öğrencilerin ihtiyaçlarına yönelik öğrenme ve ders çalışma süreçleriyle birlikte, onlara destek sağlayabilecek kişilerden (aile, öğretmen, okul yöneticisi, arkadaş vb.) motivasyon kaynaklarını zenginleştirici davranışlar beklediklerini yansıtmaktadır.

Anahtar Kelimeler: *Ulusal merkezi sınavlar, Motivasyon kaynakları, Boylamsal araştırma, Karma içerik analizi, Ölçme ve değerlendirme.*

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Genişletilmiş Özet

Problem: Motivasyon bireyin kendi kendisini ya da bir veya birden çok insanı, belirli bir yöne/amaca doğru devamlı şekilde, harekete geçirme çabalarının toplamıdır (Toprakçı, 2017). Bireylerin bir hedef doğrultusunda ilerlerken içinde bulunduğu ruh hali veya duygu durumu ile birlikte sahip olduğu motivasyon kaynakları hem günlük yaşam hem de eğitim-öğretim süreçleri açısından önemlidir ve bir problem alanı olarak görülmektedir. Bir şeyler yaparken ve hedeflenen şeylere ulaşmaya çalışırken motive olmak günlük yaşam için de eğitim-öğretim süreci için de gereklidir. Eğitim-öğretimin en önemli bileşenlerinden birisi olan ölçme ve değerlendirmenin bir aracı olarak sınavlara hazırlanma sürecinde öğrencilerin sahip olduğu motivasyon kaynaklarının farklı açılardan ele alınmasının sürecin daha verimli yaşanmasına yardımcı olacağı düşünülmektedir. Bu araştırma, özellikle ulusal merkezi sınavlara hazırlanma sürecinde öğrencilerin motivasyon kaynaklarının neler olduğuna ve bunların nasıl şekillendiğine ilişkin incelemelerin yapılmasına ihtiyaç duyularak gerçekleştirilmiştir.

Türkiye'de iyi bir kariyerin ve geleceğin önemi göz önüne alındığında, ulusal merkezi sınav sonuçlarıyla birlikte öğrencilerin bu sınavlara yönelik hazırlanma sürecinin ne kadar kritik bir öneme sahip olduğu gerçeği ortaya çıkmaktadır. Ülke çapında gerçekleştirilen nitelikli bir eğitim sürecinin geleceğe yönelik seçimlerde ve okul yerleştirmelerinde yadsınamaz bir rolü olduğu açıktır. Bu kapsamda, eğitim-öğretim süreçlerinin birer ürünü olarak görünen ulusal merkezi sınavlara hazırlanma sürecinde öğrencilerin motivasyon kaynaklarının incelenmesine ihtiyaç duyularak gerçekleştirilen mevcut araştırmanın amacı Türkiye'de öğrencilerin ulusal merkezi sınavlara hazırlanma sürecindeki içsel ve dışsal özelliklere sahip, olumlu ve olumsuz motivasyon kaynaklarının boylamsal veriler ışığında incelenmesidir.

Yöntem: Çalışma, boylamsal araştırma deseni kullanılarak gerçekleştirilmiştir. Araştırma, öğrencilerin ulusal merkezi sınavlara hazırlanırken geçirmiş oldukları yaşantıya odaklanarak bu süreçte öğrencilerin motivasyon kaynaklarının farklı yönleriyle ortaya çıkarılması hedefiyle boylamsal olarak gerçekleştirilmiştir. Böylelikle öğrencilerin hem liselere giriş hem de üniversitelere giriş sınavlarına hazırlanma sürecinde sahip oldukları motivasyon kaynaklarının dört yıllık bir zaman içerisinde nasıl değiştiği ve dönüştüğü de ele alınmıştır. Boylamsal çalışmalarda veriler zaman içerisinde iki ya da daha fazla noktada toplanırlar. Boylamsal çalışmalar genellikle gelişimsel psikolojide ve yaşla ilişkili değişimlerin araştırılmasında kullanılır. Bu çalışmalar tek bir katılımcı grubunun seçilip onların belirli karakteristikler bakımından değişiminin zaman içerisinde seçilen aralıklarla ölçülmesini içerir (Christensen, Burke Johnson, & Turner, 2014). Holland, Thomson and Henderson'a (2006) göre nitel boylamsal araştırma, sosyal bağlamlarda zaman ve süreç içindeki değişimin incelenmesi ve yorumlanmasına dayanır. Bu bağlamların en önemlilerinden birisi de eğitim-öğretim alanında gerçekleşen değişimler ve eğitim-öğretim kapsamındaki kritik öneme sahip faaliyetlerden olan ölçme-değerlendirme faaliyetleridir. Karasar'a (1995) göre, boylamsal çalışmalarda araştırılmak istenen değişkenlerin zaman içindeki gelişim ve değişimini belirleyebilmek amacıyla, değişken aynı kişi ve birimler üzerinde belli bir başlangıç noktasından itibaren sürekli ya da belli aralıklarla incelenmektedir. Bu çalışmalarda incelenen birimler genellikle az sayıda olmakla birlikte, derinlemesine ve kapsamlı bilgi edinmek amacıyla izlenmektedir. Mevcut araştırmada öğrencilerin ulusal merkezi sınavlara hazırlanma süreçlerindeki motivasyon kaynakları hakkında öğrencilerle yapılan odak grup görüşmelerinden elde edilen veriler kullanılmıştır. Araştırmacı tüm görüşmelerde aktif bir rol alarak katılımcılarla yapılan görüşmeleri organize etmiştir. Araştırmacı aynı zamanda görüşme kayıtlarının transkripsiyonu, analiz edilmesi, uzman görüşlerinin alınması ve katılımcı teyidi süreçlerinde etkin olarak bulunmuştur. Boylamsal süreçte görüşmeler 2014 ve 2018 yıllarında aynı katılımcılarla bulundukları okullarda gerçekleştirilmiştir ve elde edilen nitel veriler hem nitel olarak hem de nicel olarak ele alınıp kategorize edilerek çözümlenmiştir.

Araştırmanın çalışma grubunu 2013-2014 eğitim-öğretim yılında Türkiye'nin Ege Bölgesi'nden bir ilde bulunan bir ortaokulda öğrenim gören 43 sekizinci sınıf öğrencisi oluşturmaktadır. Çalışma grubundaki öğrencilerle odak grup görüşmeleri yapılarak liseye giriş sınavına hazırlanma sürecindeki motivasyon kaynakları ortaya konmuştur. Daha sonraki süreçte boylamsal verilerin toplanması amacıyla, 2017-2018 eğitim-öğretim yılında, farklı liselerde öğrenimlerini devam ettiren aynı 43 öğrenciye

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ulaşılarak, bu kez üniversiteye giriş sınavına hazırlanma sürecindeki (on ikinci sınıfta) motivasyon kaynaklarıyla ilgili görüşmeler yapılmıştır. Öğrenciler ortaokuldayken ve liselere giriş sınavına hazırlanırken üç veya dört kişilik odak gruplar halinde gerçekleştirilen görüşmeler, daha sonra öğrenciler lisedeyken ve üniversiteye giriş sınavına hazırlanırken aynı odak gruplarla yeniden gerçekleştirilmiştir.

Araştırmanın amacı doğrultusunda öğrencilerin ulusal merkezi sınavlara hazırlanma sürecindeki motivasyon kaynaklarının ortaya çıkarılmasına yönelik, açık uçlu sorular bulunan bir görüşme formu oluşturulmuş ve verilerin toplanması için kullanılmıştır. Görüşme formu, ulusal-uluslararası merkezi sınavlarla ilgili Eğitimde Ölçme ve Değerlendirme alanında çalışan iki uzmanın, Eğitim Programları ve Öğretim alanında çalışan iki uzmanın ve Türkçe Eğitimi alanında çalışan bir uzmanın olmak üzere, toplamda beş uzman akademisyenin görüşleri doğrultusunda geliştirilmiştir. Araştırmanın katılımcılarına görüşme formunda bulunan genel sorularla birlikte, görüşmenin akışına göre eklenip değiştirilebilen sonda soruları da yöneltilmiştir. Öğrencilerin ulusal merkezi sınavlara hazırlanma sürecinde motivasyon kaynaklarını belirlemek için öğrencilerle yüz yüze odak grup görüşmeleri yapılmıştır. Görüşmeler üç veya dört kişilik odak grupların katılımıyla gerçekleştirilmiştir. Öğrencilerle hem 2014'te hem de 2018'de yapılan odak grup görüşmelerinde aynı gruplar halinde görüşmelerde yer almaları sağlanmıştır. Bu boylamsal araştırmada, verilerin toplanması amacıyla görüşmelerin odak grup görüşmeleri halinde yapılması, katılımcıların gruplar içerisinde karşılıklı etkileşim yaşayarak daha gerçekçi ve zengin veriler ortaya çıkarılmasına yardımcı olmuştur. Görüşmelerin tamamı öğrencilerin içten görüşlerini belirtebilecekleri, rahatlatılmış bir ortamda gerçekleştirilmiştir. Bu görüşmelerde katılımcılara ulusal merkezi sınavın kendileri için ne anlam ifade ettiğini, bu sınavları nasıl tanımladıklarını, bu sınavlara hazırlanırken yardımcı veya destek olarak neleri sayabileceklerini, çevrelerinde bulunan kişilerin/durumların/olayların kendilerine nasıl bir destek/engel oluşturduğunu, sınavlara hazırlanırken kendilerini nelerin iyi hissettirdiğini ve çalışma isteklerini nelerin arttırdığını belirtebilecekleri sorular yöneltilmiştir.

Sonuçlar: Türkiye'de öğrencilerin ulusal merkezi sınavlara hazırlanma sürecindeki içsel ve dışsal özelliklere sahip, olumlu ve olumsuz motivasyon kaynaklarının boylamsal veriler ışığında incelenmesi amacıyla gerçekleştirilen bu araştırmada "Aile", "Öğretmen", "Okul, Dersler ve Sınavlar", "Arkadaş Çevresi ve Sosyal Yaşam", "Kariyer ve Gelecek" ve "Psikolojik Faktörler" şeklinde altı farklı tema ortaya çıkmıştır.

2014 verileri kapsamında temalara yönelik yüzdeler ve frekanslar incelendiğinde, çalışmaya katılan öğrencilerin olumlu ve olumsuz motivasyon kaynaklarına yönelik olarak toplamda en çok "Okul, Dersler ve Sınavlar" teması kapsamında motivasyon kaynaklarına vurgu yaptıkları görülmektedir. Bununla birlikte katılımcılar en fazla "Arkadaş Çevresi ve Sosyal Yaşam" temasına yönelik olumlu motivasyon kaynakları belirttikleri görülmektedir. Bu durumun öğrencilerin gelişim dönemleri (ergenlik dönemi) ile ilişkili olduğu söylenebilir. Bir başka göze çarpan nokta ise, olumsuz motivasyon kaynaklarına yönelik olarak çalışmaya katılan öğrencilerin en fazla "Psikolojik Faktörler" temasına gönderme yaptıkları belirlenmiştir. Bu bulgunun ışığında, öğrencilerin sınavlara hazırlanma sürecinde çeşitli konularda stres yaşamaları gösterilebilir.

2018 verileri kapsamında temalara yönelik yüzdeler ve frekanslar incelendiğinde, çalışmaya katılan öğrencilerin olumlu ve olumsuz motivasyon kaynaklarına yönelik olarak toplamda en çok "Psikolojik Faktörler" teması kapsamında motivasyon kaynaklarına vurgu yaptıkları görülmektedir. Ayrıca araştırmanın katılımcıları en fazla "Arkadaş Çevresi ve Sosyal Yaşam" ve "Psikolojik Faktörler" temalarına yönelik olumlu motivasyon kaynakları belirttikleri görülmektedir. Bu noktada, öğrencilerin gelişim dönemleri (ergenlik döneminin devamı) ile birlikte içinde bulundukları duygu durumlarının, başka bir deyişle psikolojilerini etkileyen durumların sınavlara hazırlanma süreçlerindeki motivasyonlarını fazlasıyla yönlendirdiği söylenebilir. Gerçekleştirilen görüşmelerde öğrencilerin üniversiteye giriş sınavına hazırlanma sürecinde, arkadaşlarına, sosyal çevrelerine ve psikolojik faktörlere motivasyon kaynakları bağlamında daha fazla değindikleri belirlenmiştir.

2014 ve 2018 yıllarında çalışma grubunda bulunan 43 öğrencinin olumlu ve olumsuz motivasyon kaynakları arasında tematik olarak bir farklılık bulunmamaktadır ancak sayıca farklılıklar bulunmaktadır. 2014 yılında gerçekleştirilen görüşmelerde katılımcılar 316 olumlu, 127 olumsuz motivasyon kaynağı ifade ederken, 2018'de bu sayılar olumlu motivasyon kaynakları için 638, olumsuz motivasyon kaynakları

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için 502 olmuştur. Bu farkın nedeni olarak katılımcıların ulusal merkezi sınavlara hazırlanma sürecinde kendilerini daha fazla ifade etme ihtiyacı hissetmeleri gösterilebilir. Bu noktada, olumlu motivasyon kaynaklarının olumsuz motivasyon kaynaklarından sayıca daha fazla olması istendik bir durum olarak görülebilir. Ancak zaman içerisinde olumlu motivasyon kaynaklarının iki katına çıktığı görülürken, olumsuz motivasyon kaynaklarının dört katından daha fazla bir sayıya ulaşması düşündürücüdür. Öğrencilerin olumlu motivasyon kaynaklarını ortaya koymak için öğrenme sürecinde motivasyonlarını arttıran etkenlerin incelenmesi gerekmektedir. Brewer ve Burgess (2005) öğrencilerin ihtiyaçlarının karşılanması, esnek planlama, hedeflerin belirlenmesi ve derse katılımın sağlanması gibi etkenlerin öğrencilerin motivasyonlarını arttırdığını ileri sürmüşlerdir. Eğitim-öğretim sürecinde motivasyon kaynaklarıyla ilgili olarak, Baykara Özaydınlık ve Aykaç'a (2013) göre, etkili bir öğrenme süreci yaratılması ve bu süreçte öğrencilerin ilgisini çekebilecek materyaller kullanılması öğrencilerin güdülenmesini arttırmaktadır ve güdülenen öğrenciler sınıftaki diğer arkadaşlarını da etkileyebilmektedir. Ergin ve Karataş'a (2018) göre daha fazla olumlu ve içsel motivasyon kaynağına sahip olan öğrencilerin derslere, sınavlara ve öğrenmeye daha fazla odaklandıkları ve akademik performanslarının da olumlu yönde geliştiği söylenebilir.

Çalışma grubunda bulunan öğrencilerle 2014 yılında, liselere giriş sınavına hazırlanma sürecinde yapılan görüşmeler sonucunda motivasyon kaynaklarının içsel-dışsal ağırlığı konusunda olumlu motivasyon kaynaklarında içsel ağırlıklı 126, dışsal ağırlıklı 190; olumsuz motivasyon kaynaklarında içsel ağırlıklı 49, dışsal ağırlıklı 78 şeklinde bir görüntü ortaya çıkmıştır. Ulusal merkezi sınavlara hazırlanma sürecinde öğrencilerin motivasyon kaynakları arasından olumlu ve içsel ağırlıklı olanlar en fazla "Arkadaş Çevresi ve Sosyal Yaşam" temasında 42.86% iken, olumlu ve dışsal ağırlıklı olanlar en fazla "Öğretmen" temasında 35.26% şeklindedir. Bu durumda öğrencilerin ulusal merkezi sınavlara hazırlanma sürecinde dışsal ağırlıklı motivasyon kaynaklarının hem olumlu hem de olumsuz anlamda içsel ağırlıklı motivasyon kaynaklarından daha fazla olduğu söylenebilir. Bununla birlikte öğrencilerin motivasyon kaynaklarının daha çok arkadaş çevreleriyle, sosyal yaşamlarıyla ve öğretmenleriyle ilişkili olduğu çıkarımında bulunulabilir.

Çalışma grubunda bulunan öğrencilerle 2018 yılında, üniversitelere giriş sınavına hazırlanma sürecinde yapılan görüşmeler sonucunda motivasyon kaynaklarının içsel-dışsal ağırlığı konusunda olumlu motivasyon kaynaklarında içsel ağırlıklı 326, dışsal ağırlıklı 312; olumsuz motivasyon kaynaklarında içsel ağırlıklı 243, dışsal ağırlıklı 259 şeklinde bir görüntü ortaya çıkmıştır. Ulusal merkezi sınavlara hazırlanma sürecinde öğrencilerin motivasyon kaynakları arasından olumlu ve içsel ağırlıklı olanlar en fazla "Psikolojik Faktörler" temasında 41.41% iken, olumlu ve dışsal ağırlıklı olanlar en fazla "Öğretmen" ve "Arkadaş Çevresi ve Sosyal Yaşam" temalarında 30.77% şeklindedir. Bu durumda ise öğrencilerin ulusal merkezi sınavlara hazırlanma sürecinde dışsal ağırlıklı motivasyon kaynaklarının hem olumlu hem de olumsuz anlamda içsel ağırlıklı motivasyon kaynaklarına yakın sayılarda olduğu söylenebilir. Bununla birlikte öğrencilerin motivasyon kaynaklarının daha çok psikolojileriyle, öğretmenleriyle, arkadaş çevreleriyle ve sosyal yaşamlarıyla ilişkili olduğu çıkarımında bulunulabilir.

2014 ve 2018 yıllarında çalışma grubunda bulunan 43 öğrencinin içsel ve dışsal ağırlıklı motivasyon kaynakları arasında tematik olarak bir farklılık bulunmamaktadır ancak, olumlu ve olumsuz sınıflandırmada olduğu gibi, sayıca farklılıklar bulunmaktadır. 2014 yılında gerçekleştirilen görüşmelerde katılımcılar 126 olumlu ve içsel ağırlıklı, 49 olumsuz ve içsel ağırlıklı; 190 olumlu ve dışsal ağırlıklı, 78 olumsuz ve dışsal ağırlıklı olumsuz motivasyon kaynağı ifade ederken, 2018'de ise 326 olumlu ve içsel ağırlıklı, 243 olumsuz ve içsel ağırlıklı; 312 olumlu ve dışsal ağırlıklı, 259 olumsuz ve dışsal ağırlıklı olumsuz motivasyon kaynağı belirtmiştir. Çalışma grubundaki öğrencilerin 2014'te gerçekleştirilen görüşmelerde içsel ağırlıklı motivasyon kaynaklarına daha fazla "Psikolojik Faktörler" ile "Arkadaş Çevresi ve Sosyal Yaşam" temalarında; 2018'de yapılan görüşmelerde ise "Psikolojik Faktörler" ile "Kariyer ve Gelecek" temalarında görüşler belirttiği görülmektedir. İçsel ağırlıklı motivasyon kaynaklarında belirlenen bu değişimin öğrencilerin içinde bulunduğu gelişim dönemleri ile ilgili olduğu düşünülmektedir. 2014 yılında ergenlik dönemine henüz girmiş olan öğrenciler, 2018 yılında ergenlik döneminin sonlarını yaşamaktadır. Liselere giriş sınavına hazırlanırken içsel olarak psikolojik faktörlerle birlikte arkadaş çevrelerine ve sosyal yaşamlarına ilişkin motivasyon kaynakları ön plana çıkarken, üniversitelere giriş sınavında psikolojik faktörlerle birlikte kariyer ve geleceklerine ilişkin motivasyon kaynakları dikkati

çekmektedir. Katılımcıların içinde bulundukları gelişim dönemi ile birlikte, gelecekleri ve kariyerleri anlamında bir karar verme aşamasında olmalarının, bu farkı ortaya çıkarmış olabileceği düşünülmektedir. Bu noktada, dışsal ağırlıklı motivasyon kaynaklarının içsel ağırlıklı motivasyon kaynaklarından sayıca daha fazla olması istendik bir durum değildir. Sınavlarda başarılı olmaları açısından öğrencilerin daha fazla içsel ağırlıklı motivasyon kaynağına sahip olmaları, daha uygun bir durum olarak görülmektedir. Lumsden (1994) araştırmasında, Lepper'in (1988) görüşünü ortaya koyarak, öğrencilerin içsel olarak motive olduklarında öğrenme için daha çok çaba harcadıkları ve bilgiyi daha derinlemesine işlediklerini belirtmiştir. Başka bir araştırmada Corpus ve Wormington (2014) içsel ve dışsal motivasyon birlikte değerlendirildiğinde hangisinin başarıda daha etkili olduğunu araştırarak her iki boyutun akademik başarı üzerindeki etkisinin ayrı ayrı incelenmesi gereğini ortaya çıkarmaktadır. Lepper'e (1988) göre içsel olarak motive olduklarında öğrenciler daha fazla çaba gerektiren ve bilgiyi daha derinden işlemelerini sağlayan stratejiler kullanma eğilimindedir. Condry ve Chambers (1978) araştırmalarında, öğrenciler karmaşık entelektüel görevlerle karşı karşıya kaldıklarında, içsel yönelime sahip olanların, dış yönelimli öğrencilere göre daha mantıklı bilgi toplama ve karar verme stratejileri kullandığını bulmuşlardır. Öğrenciler dışsal güdülenmeyle öğrenme eylemini gerçekleştirirken isteksizlik, ilgisizlik ve öğrenmeye ilişkin direnç geliştirirken, içsel güdülenmeyle yaratıcı ve etkili bir öğrenme gerçekleştirebilmektedir. Ryan ve Stiller'a (1991) göre, içsel güdülenme eğitimciler tarafından öğrenmenin önemli bir kaynağı olarak kabul edilmektedir. Dışsal güdülenmenin içsel güdülenmeye dönüştürülmesinde öğrenme sürecinin bir rehberi olan öğretmene büyük görev düşmektedir. Öğrencinin kendini tanıması, ilgi ve yeteneklerini fark etmesi, isteklerini fark ederek kendine hedefler koyması içsel güdülenme için oldukça önemlidir (Baykara Özaydınlık, & Aykaç, 2013). Ünal Karagüven (2012) ise içsel olarak motive olan bireylerde yaratıcılığın da ön plana çıkmasıyla birlikte bireylerin çok farklı stratejiler kullandıklarını ve akademik olarak daha iyi performans sergilediklerini ifade etmiştir.

Öneriler:

Türkiye'de ulusal merkezi sınavlara öğrencilerin kendilerine uygun ve ihtiyaç duydukları koşullarda hazırlanmaları önem arz etmektedir. Çok boyutlu ve karmaşık olan bu süreçte öğrencilerin kendisine, ailelerine, öğretmenlerine, okul yöneticilerine, eğitim politikalarını geliştirenlere ve uygulayanlara çeşitli rol ve sorumluluklar düşmektedir. Öğrencilerin daha uzun vadede kendileri için adeta bir istikrar sağlayabilecek içsel ağırlıklı motivasyon kaynaklarına sahip olmaları için gerekli çalışmalar ve düzenlemeler ilgili paydaşlar tarafından yapılmalıdır. Araştırmanın sonuçlarına yönelik diğer öneriler, veri analizi sonrasında ortaya çıkan temalarla, kategorilerle ve kodlarla ilişkilendirilerek geliştirilmiştir. Geliştirilen öneriler öğrencilerin ihtiyaçlarına yönelik öğrenme süreçleriyle birlikte, onlara destek sağlayabilecek kişilerden (aile, öğretmen, okul yöneticisi, arkadaş vb.) motivasyon kaynaklarını zenginleştirici davranışlar beklediklerini yansıtmaktadır.

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