



The role of academic motivation in predicting preservice EFL teachers' achievement

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Abstract

This study sought to investigate the possible relationship between academic motivation and academic achievement among preservice English as a Foreign Language (EFL) teachers. A total of 200 university students enrolled in an EFL teacher education program at a major state university voluntarily participated in the study. Data were collected using the Academic Motivation Scale (AMS) and the self-reported grade-point average (GPA). The results revealed that types of Extrinsic Motivation (External Regulation, Identified Regulation and Introjected Regulation) correlated significantly and positively with academic achievement of the participants. Likewise, Intrinsic Motivation to Know and Intrinsic Motivation to Accomplish correlated positively with the participants' academic achievement. The only negative correlation of the study was expectedly between amotivation and academic achievement. The findings of regression analyses also indicated that academic motivation accounted for 10% of the variance in academic achievement of the participants.

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1. Introduction

Individual differences have attracted the wide attention of educators and researchers over the past century. Researchers recognizing the power of individual differences in learning and information processing have sought for ways to maximize learning within individuals. Thus, motivation has long been an object of research into factors that help learning process to a great extent.

A variety of definitions of the term motivation have been suggested in the literature. According to Guay, Chanal, Ratelle, Marsh, Larose, and Boivin (2010), it broadly refers to “the reasons underlying behavior” (p. 712). Similarly, Broussard and Garrison (2004) state that motivation is the attribute that moves people to do or not to do something. In other words, it is the positive attitude or willingness that enables us to perform a specific task or duty. On the other hand, academic motivation, slightly more

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specific than general motivation, very simply refers to “the factors that influence a person to attend school and obtain a degree” (Clark & Schroth, 2010, p. 19).

While a considerable amount of literature has been published on the effect of motivation on learning, most research has focused on elementary, middle and high school students (Komarraju & Karau, 2005). In addition, some studies over the past decade have indicated that academic motivation is a contributing factor of academic achievement (Green, Nelson, Martin, & Marsh, 2006; Linnenbrink & Pintrich, 2002). Thus, in researching the relationship between academic achievement and academic motivation, we aim to further contribute to the literature on the subject matter by providing researchers and teachers in the field of second or foreign language (L2) teacher education with valuable information regarding how they could devise instructional activities targeted at individual needs.

The rest of this study is organized as follows: the first section reviews the related literature on academic motivation within the framework of Self Determination Theory and studies on academic motivation; the second section describes the research methodology employed in the study; the third section presents the results; and the final section discusses the results and their implications for language teacher education within the current context.

1.1. Literature review

There are a myriad of studies asserting that motivation is a key factor in performance and achievement (e.g. Clark & Schroth, 2010; Green et al., 2006; Linnenbrink & Pintrich, 2002). In a recent study, Öz (2015) explained that academic motivation aided learners by providing them with an inner desire to do learning tasks. He also added that academic motivation gave them the sense of personal autonomy. Similarly, while defining the motivated learners, Ryan and Deci (2000) asserted that motivated learners had enough energy to finish a certain task rather than leaving it uncompleted. Likewise, Dörnyei (2005) expressed that it was motivation which drove learners to act in the long route of learning a second or foreign language.

One of the most-documented models or theories is the early classic motivation model that includes intrinsic and extrinsic motivation. As an alternative to this classic conceptualization of motivation, Deci and Ryan (1985) elaborated on a more detailed model and introduced Self-Determination Theory (SDT). It has been appreciated by many scholars all over the world due to its “degree of comprehensiveness and testability” (Legault, 2017). The theory is grounded on the idea that individuals have an innate desire to be involved in the surroundings around them and acquire new knowledge and skills and assimilate them in their ordinary lives (Reeve, Ryan, Deci, & Jang, 2007). It also dwells on issues that promote or undermine self-determination of the individuals with the help of mini theories under the SDT. Different from the classic motivation model, SDT includes sub-motivational drives under Intrinsic Motivation and Extrinsic Motivation. In addition, Deci and Ryan (1985) believed that individuals may not have any intrinsic or extrinsic motivational drives. For such cases they coined the term “amotivation”. Currently most scholars acknowledge that SDT is among the most prominent models in motivation studies (Dörnei, 2003; Dörnyei, 2014; Dörnyei & Ryan, 2015).

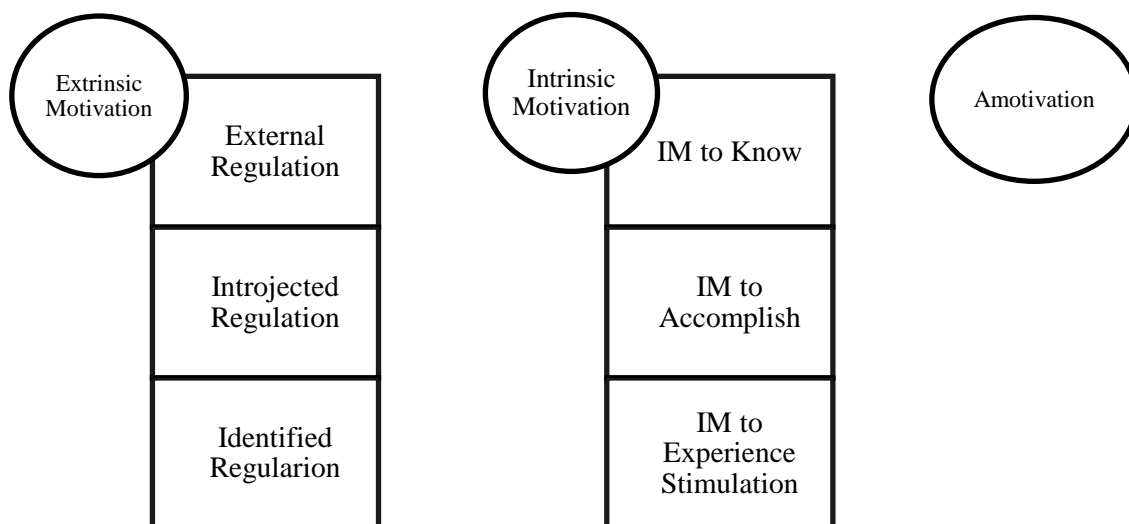


Figure 1. Concepts in the Self Determination Theory (Clark & Schroth, 2010)

Deci and Ryan (2000) defined intrinsic motivation as “the doing of the activity for its inherent satisfactions rather than for some separable consequence” (p. 56). Intrinsically motivated learners are aware of “what it means to seek out, master, and derive pleasure from optimal challenges” (Reeve et al., 2007, p. 234). Since intrinsic motivation engage individuals in the activity to a greater extent, it is the most favored form of motivation in education. It is a well-known fact that the outcomes of intrinsically motivated performance are of better quality without doubt (Ryan & Deci, 2000). Relevant to these ideas, Noels, Pelletier, Clément, and Vallerand (2000) expressed that provided that individuals had freedom to determine whether they would do the certain task or not, they would look for some attractive ways to do it, and this situation got more challenging for them. In need of meeting these difficulties, individuals thought that they were competent enough to do that task.

As also indicated in Figure 1, SDT proposes that Intrinsic Motivation accommodate three sub-motivational drives, that is, Intrinsic Motivation to Know, Intrinsic Motivation to Accomplish, and Intrinsic Motivation to Experience Stimulation. Intrinsic Motivation to Know (IM to Know) is utilized if individuals are involved in the task/performance due to the pleasure or enjoyment that they get as a result of learning or trying to learn something (Clark & Schroth, 2010). Noels et al. (2000) also defined IM to Know as a type of motivation that was linked to positive feelings that aroused as a result of finding out new ideas or gaining knowledge. Slightly different from IM to Know, in intrinsic motivation to accomplish (IM to Accomplish), it is the satisfaction of fulfilling a task that primarily motivates individuals. It also referred to pleasure that individuals felt as a result of the attempts to master a task or achieve a goal (Noels, Pelletier, Clément, & Vallerand, 2000). Thus, it is safe to claim that individuals enjoy the sense of competency and being able to do something. Such individuals are motivated to outdo themselves in each task (Hein, Mür, & Koko, 2004). Finally, the main reason for individuals who are driven by intrinsic motivation to experience stimulation (IM to Experience Stimulation) is the excitement and pleasure that are associated with the task or performance. Likewise, Hein et al. (2004) claimed that these individuals were engaged in the expected behavior due to the positive sensations attached to the task itself, not the completing of it or learning more about it.

It is quite clear that intrinsic motivation is a great assistant while learning- especially learning a language. However, frankly, in educational settings, it is not always the case. Sometimes, learners are moved by external factors rather than internal ones. At that point extrinsic motivation stands out as a concept that cherishes hope for both educators and learners. As Ryan and Deci (2000) define, extrinsic

motivation is “a construct that pertains whenever an activity is done in order to attain some separable outcome” (p. 60). Unlike intrinsically motivated learners, extrinsically motivated learners do not experience any positive feelings attached to the activity itself. Rather, these learners value the consequences that are not connected to the activity in its nature. SDT suggests that Extrinsic Motivation hosts three sub-motivation drives called External Regulation, Introjected Regulation and Identified Regulation. Firstly, external regulation is a label that Deci and Ryan (1985) used to refer to the form of extrinsic motivation in which individuals focused on tangible outcomes that were totally different from the task/activity itself. Therefore, Deci, Vallerand, Pelletier, and Ryan (1991) previously claimed that this type of extrinsic motivation was the least self-determined one among both extrinsic and intrinsic motivation types. Öz (2015) also asserted that external regulation was concerned with rewards, punishments or constraints. In support of these studies, Ryan and Deci (2000) stated that this type of regulation was usually utilized to gain an external reward or to please an exterior demand.

Introjected regulation is another form of extrinsic motivation. In introjected form of extrinsic motivation, individuals understand that the task is important and they internalize the idea. In other words, they still feel that the action they are expected to do is due to a rule but they internalize the existence of these rules and demands (Deci et al., 1991). Consequently, individuals who make use of introjected regulation as their motivation source still find the environment and people/groups controlling and feel the pressure. The main drive for these learners is to avoid the sense of guilt or to accomplish a sense of self-confidence or maintain ego (Ryan & Deci, 2000). Finally, identified regulation is more self-determined type of extrinsic motivation (Ryan & Deci, 2000). As the name suggests, in this type of extrinsic motivation, individuals realize the reasons for the task/activity they are expected to do it. Not only do they understand the rationale of the task, but also they care about the value the task possesses.

The last component of three-dimensional SDT is amotivation. Ryan and Deci (2000) defined amotivation as “the state of lacking an intention to act” (p.61). In their study on amotivation and its effects, Legault, Green-Demers, and Pelletier (2006) stated that today’s teenagers desperately suffered from amotivation, which was recently one of the most major and common academic problems. In amotivation, no reasons or drives to act or to perform a task are observed in individuals. As it can be inferred from the definitions above, amotivation is the lack of both extrinsic and intrinsic motivation sources.

2. Method

2.1. Research design

The current study was conducted with a quantitative research design and a survey methodology to collect data. No manipulation of the environment or the participants was required. Participants provided data with the help of the instrument in their natural education settings.

2.2. Setting and participants

The present study was conducted in a preservice English as a Foreign Language (EFL) teacher education program at a major state university in Turkey. Convenience sampling technique, a well-known non-probability sampling technique in language studies, was used in selecting the participants for the study. A total of 200 participants (female: 159; 79.5%; male: 41; 20.5%) enrolled in the program voluntarily participated in the study and gave consent for data collection.

2.3. Measures

In addition to the self-report measure of participants' current GPA, the Academic Motivation Scale (AMS; Vallerand, Pelletier, Blais, Briere, Senecal, & Vallieres, 1992) was employed to collect data for the dominant academic motivation drives of the participants within the scope of Self Determination Theory (SDT; Deci & Ryan, 1985). The scale consists of seven major categories based on SDT. These categories include three types of intrinsic motivation (intrinsic motivation to know, intrinsic motivation to accomplish, and intrinsic motivation to experience stimulation), three types of extrinsic motivation (external, introjected and identified regulation), and finally amotivation. In total, 28 items, each four of which were created for one motivation type, try to assess the motivation types. The scale makes use of Likert-scale form of survey, and participants can freely choose from 1 which represents "doesn't correspond at all" to 7 referring to "correspond exactly" options. The major question that individuals were expected to think while responding to the statements was why they were attending the university. The reliability analysis based on the current data was also computed and provided below.

Table 1. Reliability Analysis of Academic Motivation Scale

	Cronbach Alpha	N of Items
IM to Know	.81	4
IM to Experience Stimulation	.77	4
IM to Accomplish	.73	4
External Regulation	.70	4
Identified Regulation	.81	4
Introjected Regulation	.83	4
Amotivation	.90	4
Total	.87	28

The internal consistency of the seven subscales ranged from $\alpha=.90$ to $\alpha=.70$ (IM to Know .81, IM to Experience Stimulation .77, IM to Accomplish .73, External Regulation .70, Identified Regulation .81, Introjected Regulation .83, Amotivation .90)

2.4. Procedures for data collection and analysis

The present study was conducted with preservice English language teachers at a major state university in Ankara. Before data collection, all necessary permissions were taken from the Ethics Commission of the university. In addition, all participants were given a consent form, through which they were informed that it was a voluntary survey and that they were free to stop participating at any time they wanted. In order to see the probable relationships between academic motivation and academic achievement, some statistical analyses were conducted using IBM SPSS Statistics 20. As the data were normally distributed and necessary assumptions were met, the Pearson-Product Moment Correlation test was conducted to find out whether there were any relationships between academic motivation drives and academic achievement. In addition, multiple regression analysis was conducted to explore the predictive power of academic motivation. Among several other methods of multiple regression, enter method was used for the current study.

3. Results

The present study sought the relationships between academic motivation and academic achievement among pre-service language teachers. The study also aimed to find out the role of academic motivation in predicting the academic achievement of preservice EFL teachers.

Firstly, the data met the major requirements of certain assumptions such as normality, linearity, multicollinearity and homogeneity of variance. Therefore, parametric tests, specifically correlation and regression tests, were performed. Second, the Pearson-product moment correlation test was run in order to reveal the relationship between academic achievement and academic motivation. The intercorrelation of the academic motivation and GPA of the participants were presented in Table 2.

Table 2. Correlation Matrix of the Academic Motivation Drives and GPA

	1	2	3	4	5	6	7	8
1 GPA	1							
2 External Regulation	.208**	1						
3 Identified Regulation	.171*	.680**	1					
4 Introjected Regulation	.157*	.523**	.565**	1				
5 IM To Know	.232**	.260**	.560**	.500**	1			
6 IM To Experience Stimulation	.089	.140*	.316**	.429**	.706**	1		
7 IM To Accomplish	.153*	.226**	.411**	.576**	.762**	.706**	1	
8 Amotivation	-.226**	-.100	-.350**	-.090	-.436**	-.170*	-.312**	1

** . Correlation is significant at the 0.01 level (2-tailed). * . Correlation is significant at the 0.05 level (2-tailed).

The results indicated several statistically significant correlations between academic motivation drives and GPA of the participants. According to the results of the correlation analysis, both negative and positive correlations were discovered with correlation coefficient ranging from .153 to .232.

First, external regulation, one of the extrinsic motivation subscales, was significantly and positively correlated with GPA of the participants, $r=.208, p<.01$. Another strong and positive correlation was observed between GPA and Intrinsic Motivation to Know, $r=.232, p<.01$. This correlation stood out as the strongest correlation between GPA and academic motivation. Moreover, in line with the literature, amotivation negatively correlated with GPA, $r= -.226, p<.01$.

There were also several other statistically significant correlations at 0.05 level. To illustrate, a positive correlation at that level between Identified Regulation and GPA existed, $r=.171, p<.05$. Likewise, Introjected Regulation positively correlated with academic achievement of the participants, $r=.157, p<.05$. Another positive correlation between GPA and intrinsic motivation was that of Intrinsic Motivation to Accomplish. The correlation between intrinsic motivation to accomplish and GPA was statistically significant at .05 level, $r=.153, p<.05$.

Interestingly, there was no correlation between Intrinsic Motivation to Experience Stimulation and academic achievement, $r= .089, p=.210$. This was the only academic motivation drive which did not either positively or negatively correlate with academic achievement.

In addition to correlation studies, a multiple regression test was also run to reveal the predictive effects of the academic motivation drives on the participants' GPA (Table 3).

Table 3. Multiple Regression Analysis Results (Academic Motivation as Independent Variable)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.964	.160		18.526	.000
ExternalRegulation	.064	.025	.254	2.541*	.012
IdentifiedRegulation	-.054	.031	-.204	-1.761	.080
IntrojectedRegulation	.004	.020	.018	.177	.860
IMToKnow	.063	.035	.238	1.780	.077
IMToExperienceStimulation	-.022	.026	-.088	-.822	.412
IMToAccomplish	-.003	.032	-.010	-.082	.935
Amotivation	-.034	.015	-.185	-2.273*	.024

Multiple R = .32 R² = .10 Adjusted R² = .07 p < .05

As indicated in Table 3, after all motivation drives were entered in the model, only Amotivation and External Regulation had a significant predictive power on GPA ($\beta = -.19$ and $\beta = .25$, respectively, $p < .05$). While external regulation had positive predictive power, amotivation predicted GPA in a negative way. As a result, academic motivation drives accounted for 10% of the GPA grades of the participants. In other words, only 10% of the academic motivation could be attributed to academic motivation drives.

4. Discussion

The current study focused on the links between academic motivation and academic achievement of preservice EFL teachers. The results of the correlation analysis revealed statistically significant relationships among academic achievement and all academic motivation drives except Intrinsic Motivation to Experience Stimulation. The strongest correlation was observed between Intrinsic Motivation to Know and academic achievement while the least strong but still significant correlation was with Intrinsic Motivation to Accomplish. These results actually meant that the participants were more likely to be moved by external factors rather than intrinsic desires. This could be associated with the fact that most of the participants were in their senior year in which they tended to contemplate on their future and whether they would be able to get a good job or not. Besides, the education system that these participants were a part of caused learners to learn things to gain benefits which were separable from the learning task itself. Therefore, the focus was always on tangible value or punishment. As a result, these participants might have internalized the practices of the system after long years of exposure and they might have acted accordingly.

The results of the multiple regression analysis showed that academic motivation as a whole was able to predict 10% of the academic achievement. External regulation and amotivation were the statistically significant predictors. While External Regulation predicted academic achievement positively, the predictive power of amotivation was negative.

When the results are analyzed in detail, it is realized that the results are in line with the literature. The results of the correlation analysis showed positive correlations, as in many earlier studies (Deci & Ryan, 2000; Ehrman, 1996; Noels et al., 2000). As shown in Table 2, the strongest correlation of the model was observed between Intrinsic Motivation to Know and academic achievement of the participants. As Intrinsic Motivation to Know was associated with the enjoyment that the individuals

felt while conducting the task (Clark & Schroth, 2010; Howard et al., 2016), it was quite understandable that a positive correlation existed between Intrinsic Motivation to know and academic achievement. The study by Öz (2015) also found out positive links between Intrinsic Motivation to Know and academic achievement of the participants.

The second dimension of Intrinsic Motivation according to the Self Determination Theory was Intrinsic Motivation to Accomplish. Individuals who were driven by Intrinsic Motivation Accomplish tried to outperform the earlier performances of themselves (Hein et al., 2004; Howard et al., 2016). As these individuals were interested in improving themselves, positive links between Intrinsic Motivation to Accomplish and academic achievement were expected. The results of the correlation analysis confirmed that the link between Intrinsic Motivation to Accomplish and academic achievement was statistically significant. As in Intrinsic Motivation to Know, however, Intrinsic Motivation to Accomplish failed to create statistically significant differences in the variance of academic achievement.

Finally, the third component of Intrinsic Motivation in Self Determination Theory was Intrinsic Motivation to Experience Stimulation. Although it was one of the components of intrinsic motivation, no statistically significant link was found out between Intrinsic Motivation to Experience Stimulation and academic achievement. Likewise, Intrinsic Motivation to Experience Stimulation could not predict academic achievement positively or negatively. This result could be related to the participants' profile. The participants of the study were mostly in their senior year and these participants associated high GPA grades with better jobs and higher salaries. Thus, it might be inferred that the participants failed to build bridges between academic achievement and positive feelings associated with learning.

Extrinsic motivation formed the second part of the Self Determination Theory. As the focus is on the external factors rather than internal benefits or sensations, the results of studies on the effects of extrinsic motivation are confusing. While certain studies (e.g., Areepattamannil, Freeman, and Klinger, 2011) asserted that extrinsic motivation held negative associations with academic achievement, there are a number of studies finding out positive links between academic achievement and extrinsic motivation (e.g., Öz, 2015). At this point, it is worth recalling that although external, there is a factor which leads individuals to act. Thus, positive links between extrinsic motivation and academic achievement are not big surprises.

The results of the correlation analysis indicated that all components of extrinsic motivation, that is, External Regulation, Identified Regulation and Introjected Regulation, significantly correlated with academic achievement of the participants. The strongest correlation was that of External Regulation and academic achievement while statistically significant but the least strong one was that of Introjected Regulation. Furthermore, surprisingly, External Regulation was the only motivation type that predicted GPA of the participants significantly and positively.

External regulation referred to the type of extrinsic motivation in which individuals were moved by rewards or fear of punishment (Öz, 2015). Although the links between academic achievement and External Regulation are considered to be negative most of the time, there are studies claiming the opposite. Öz (2015), for instance, found out that External Regulation was a strong predictor of GPA. Similarly, the results of the correlation analysis indicated that External Regulation and academic achievement of the participants were significantly correlated. The Pearson-product moment correlation values also revealed that this relationship was the strongest correlation among extrinsic motivation types. This may mean that external benefits were emphasized more for this specific participant group resulting in a shift from internal pleasure of learning to tangible and external benefits. Furthermore, as most participants were about to graduate, benefits such as possessing high GPA grades, getting a

better job or earning more money were of higher priority than going through a pleasant learning process.

Introjected Regulation referred to the state in which the existence of external rules and desires was accepted by the individuals (Deci et al., 1991). In support of the earlier studies (Ryan & Deci, 2000), the results of the correlation analysis revealed a positive and statistically significant relationship between Introjected Regulation and academic achievement. Although statistically significant, the correlation was not a strong one. Besides, like intrinsic motivation drives, Introjected Regulation did not predict academic achievement according to the results of multiple regression.

The last extrinsic motivation type of the Self-Determination Theory was Identified Regulation. Unlike external regulation, individuals with Identified Regulation held the idea that the task was valuable and reasonable. Therefore, Identified Regulation was more self-determined compared to other two forms of extrinsic motivation (Ryan & Deci, 2000). In line with Ryan and Deci's statements (2000), Öz's study (2015) proposed that a positive and statistically significant correlation existed between Identified Regulation and GPA. According to the results of the SEM analyses of the same study, the strongest correlation between extrinsic motivation types and achievement was that of Identified Regulation. The result of the current study supported such studies, as well. Although Identified Regulation failed to predict the academic achievement significantly, a correlation at a moderate level was observed between GPA grades and Identified Regulation. The positive association between Identified Regulation and academic achievement might be explained by the setting. As the participants were in a context in which they were informed on things they would benefit while in-service, they might be able to appreciate the rationale for the learning tasks they were expected to accomplish. From this point of view, positive and significant correlation between Identified Regulation and academic achievement was plausible.

As the results indicated, extrinsic motivation seemed to be positively correlated with academic achievement of the participants. The strongest correlation among extrinsic motivation drives was that of External Regulation. External Regulation stood out both because it held the strongest correlation and it was the only motivation type that was able to predict academic achievement positively in the model.

This can be explained by the focus put on external factors such as sense of guilt, rewards and punishments. Participants who had been exposed to the current education system for at least fourteen years were a part of that system causing them to internalize current practices. Therefore, in an attempt not to digress from the system, individuals might have acted accordingly. As a result, rather than concentrating on their progress or pleasure that they might get while doing a task, individuals focused on tangible rewards or punishment. Consequently, the links between extrinsic motivation and academic achievement appeared to be more striking.

Amotivation formed the last part of the Self-Determination Theory. As the term suggested, it referred to the state in which individuals possessed no desire or intention to act or perform a task. Many scholars (e.g., Dörnyei, 2005; Legault et al., 2006) claimed that amotivation – in other words, lack of any type of motivation – was one of the biggest problems that language learners faced these days. Such learners believed that external factors forced them to act (Janosz, 2000), and they objected to these factors by not acting. In addition, as Noels et al. (2000) stated, such learners were unable to see why they needed to perform such actions. These ideas led them to be passive in and indifferent to learning and learning tasks.

There are numerous studies discussing the negative effects of amotivation on learning and academic achievement. To illustrate, Beaudoin (2006) claimed that learners with amotivation tended to have higher levels of absentee resulting in higher levels of drop-out. Besides, Noels et al. (2000)

stated that amotivated learners associated both their teachers and the learning environment with negative feelings such as control and force.

In line with earlier studies cited above, the correlation analyses of the current study also discovered statistically significant relationships between amotivation and academic achievement. According to the results of the correlation analysis, there was a negative link between the participants's GPA and amotivation. Furthermore, when the results summarized in Table 3 were taken into consideration, this correlation seemed to be stronger than many other correlations in the model. In addition, multiple regression analysis results also indicated that amotivation was one of the two motivation types that could statistically predict GPA. However, as the correlation analyses and the earlier research showed, amotivation predicted GPA negatively.

5. Conclusion

The results of the current study revealed several significant relationships between academic motivation types and academic achievement of preservice English language teachers. The results of the current study came up with several important implications for both students and educators. The study primarily showed that the effects of extrinsic motivation had been underestimated. While intrinsic motivation has always been favoured and seen as the magic for learning languages, extrinsic motivation has had more negative connotations. However, different from the common belief, the study claimed that extrinsic motivation could create better outcomes. The current study showed that extrinsic motivation could foster learning or academic achievement more than intrinsic motivation from time to time. Therefore, it can be claimed that the effects of extrinsic motivation had not been recognized properly. For both the learners and the educators, the results may lead to groundbreaking outcomes. When the results are analysed from learners' point of view, if learners are not motivated intrinsically, this is not the end of their learning process. The study emphasized that a learner can achieve well without intrinsic motivation as well. From this point of view, it should be kept in mind that extrinsic motivation may also lead better learning and higher achievement. Educators and learners may benefit from this result and enrich their teaching and learning processes.

Another implication with regard to academic motivation is the multidimensionality of academic motivation. As the Self-Determination Theory proposes, motivation is a miscellaneous concept in which various factors interfere with each other. The study highlighted that motivational factors that are highly expected to predict academic achievement (i.e. intrinsic motivation types) might have less power than expected due to the existence of several other unforeseen factors. Therefore, it is worth recalling that motivation is not a unitary concept.

The concept of motivation and the links between motivation and learning are definitely much more complex than many people may think. Therefore, further research should be conducted with different learner profiles. Thanks to such studies, extrinsic motivation can receive the importance and appreciation that it deserves.

To sum up, the current study has both theoretical and practical implications for not only researchers and educators but also for students. In essence, it highlights the hope that neither educators nor learners should lose with regard to learning. The results gained as a result of various statistical analyses may provide individuals with better insights.

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İngilizce Öğretmen Adaylarının Başarılarını Yordamada Akademik Güdülenmenin Rolü

Öz

Bu çalışmada İngilizceyi yabancı dil olarak öğretecek olan öğretmen adaylarının akademik başarıları ve akademik güdülenmeleri arasındaki olası ilişkiler araştırılmıştır. Çalışmaya büyük bir devlet üniversitesinde İngilizce Öğretmenliği programına kayıtlı 200 öğrenci gönüllü olarak katılmıştır. Çalışmanın verisini Akademik Güdülenme Ölçeği yanıtları ve de öğrencilerden istenen akademik başarı ortalamaları oluşturmaktadır. Sonuçlar Dışsal Güdülenme (Dışsal Düzenleme, İçe Yansıtılmış Düzenleme ve Belirlenmiş Düzenleme) ve akademik başarı arasında istatistiksel olarak anlamlı, olumlu ilişkiler olduğunu göstermektedir. Benzer şekilde, içsel güdülenme türlerinden Öğrenme İçsel Motivasyonu ve Başarma İçsel Motivasyonu ile genel not ortalaması arasında anlamlı ve olumlu yönde ilişkiler tespit edilmiştir. Akademik başarı ve güdülenememe arasında ise beklendik şekilde negatif yönde bir ilişki görülmüştür. Regresyon çalışmalarının sonuçları akademik güdülenmenin akademik başarıyı %10 yordayabildiğini göstermektedir.

Anahtar sözcükler: Akademik güdülenme; akademik başarı; yabancı dil olarak İngilizce; aday İngilizce öğretmenleri

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