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# Secondary School Students' "Achievement Motivation" towards Geography Lessons

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## ABSTRACT

*The purpose of this research is to investigate the relations the achievement motive of secondary school students and the relations between the achievement motive and "gender", "class level", "parent education level" and "family income level" with variables. Total 151 students studying in high schools in the city center of Karabük in the academic year of 2010-2011 participated in the research. Survey model was used in the study. "The Achievement Motive Scale" was used as data collecting tool developed by Ellez (2004). The descriptive statistics, t-test and one way variance analysis (ANOVA) were used in the analysis of data. At the end of the study, the arithmetic mean of the views of students about the scale of achievement motivation has been determined to be 3.74. The views of students about the scale of geography lesson achievement motivation has shown significant difference according to "class level", but did not show any significant difference according to "gender", "mother's education level", "father's education level" and "family income status". Based on the findings of the study, suggestions for increasing the achievement motivations of the students towards geography curriculum have been developed.*

**Keywords:** Geography lesson, Geography education, Achievement motivation.

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## INTRODUCTION

There is an important and separated place of motivation in training process. Because motivation in education effects the level of the learning of individual and as well as they reflect to their behaviours what they have learned or not. The motivation of students represents the active participation of the students in learning process. The curiosity and interest of the students manifest itself with the connection to the subject learned, focus on the process of learning lesson and the joy of learning [1]. The students have not been motivated enough does not attend class regularly, does not listen to the lesson carefully, does not want to do homework and is irrelevant to the issues [2].

The definitions of “*motive*” and “*motivation*” were made by many researchers. The common side of these definitions is motivation’s being “*the driving force activating behaviour*”. Some of the definitions of motive and motivation are as follows: *motive is the power gives strength and direction to the behaviour; this power causes to act for a purpose by affecting organism* [3]. *Motive is the driving force activating the organism, giving energy, causing a sensory uplift (enthusiasm, desire) and directing behaviour to achieve some specific purposes in certain situations* [4]. *Motivation is a desire to succeed a goal which is meaningful to individual* [5]. Motivation tries to explain the reason why people decide to do something, with which decision they go after their willingness, and how long they are willing [6].

A large number of theories have been proposed to explain the process of incentive motivation. These theories have emphasized different aspects of the concept of motivation. Motivation is one of the theories of "achievement motivation" proposed by Atkinson expectancy-value theory in essence. This theory of motivation focuses on the process to explain the need for achievement and fear of failure [7]. *Achievement motivation can be defined as making good business or the orientation to the actions which is important to compel with the perfect standards* [8].

The important issue in achievement motive is the progress according to the student’s performance targets. The achievements of the students about the course are usually determined by the scores in examinations and the passing notes in class. Achievement motivation indicates using all his time and energy to achieve the standard objectives set before [9].

Göç (2010) has stated the factors affecting students’ achievement motivation as; effectiveness of the teacher, friends, the individual's attitude toward school, students' perceptions about their own abilities, past experiences (positive or negative), the importance given to the student's success, parents approaches towards their children and school by taking into account the researches done [10].

Achievement motivation differences between high and low of the persons shown in Table 1.

**Table 1: Achievement motivation differences between high and low for those**

<b>High</b>	<b>Low</b>
Learns to be learned.	Works appear to have learned.
Put purposes in middle difficulties.	Put purposes too easy or too difficult.
Qualification feelings have been developed.	Qualification feelings have not been developed.
Makes installation to the effort.	Makes installation to the external factors.
It tries to overcome the difficulties encountered.	Barely be in defeat when faced difficulty.

Source: [11]

To take advantage of the achievement motivation in educational applications it should be known what level of the achievement motivations of the students. Students with high achievement motivation will enjoy to do challenging exercises, to answer difficult questions, to try the chances of the remaining unsolved cases again. Students with low motivation are needed to ensure the knowledge of success and to increase motivation by moderating the degree of difficulty by the research and questions.

**The Purpose of the Research**

If the students can not learn well, one of the main reasons for this is that they are not interested in the course. One of the important tasks of the teacher is to provide the motivation of the student. The positive classroom atmosphere established by teachers will provide confidence in the student's teacher. As a result of this, students will develop a positive attitude towards the lesson. Increase in motivation will emerge and may increase desire to achieve [12].

For students with low interest in geography lesson, the issues would be cheesy and boring. To do away with this negativity in geography teaching, student should take an active part in the process of learning and he is willing to participate in this process that is to be motivated. To acquire the desired qualities in students and to motivate them for geography lesson are possible only by planning the process of teaching and strategies and the realization of the process in parallel this. Factors such as the reading levels and learning styles of students on the issues in geography curriculum, the method or approach that geography teachers will chose, the teaching materials and teaching service to be used, education programs and curriculum are the important variables in the process of teaching [13].

In recent years in geography lesson, studies addressing the different dimensions of students' motivation have been made. For example; [14, 15] have studied "*cooperative learning*", [16] "*academic controversy technique*", [17] "*problem based learning*", [18, 19] "*geographic information systems*", [20] "*data show technique effects on the motivation of the students*"; [13] "*the views of the students on the factors negatively affecting motivation on geography lesson*".

When literature examined, no study has been found about achievement motivations of secondary school students in geography lessons. With this study, the importance of the achievement motivation, an important concept in education, is tried to be emphasized. Thus, providing the achievement of motivation is considered to shed light to the curriculum writers, teachers, students and families. to determine the level of achievement of motivation is important to bring the proposals change the attitudes of the students who have low achievement motivations positively.

The purpose of this research is to investigate the motivation of the secondary school students on geography lesson, the relations between the achievement motives and the variables of "gender", "class level", "parent education" and "family income status". For this purpose, the problem sentence and sub problems are given below.

**Problem statement:**

What is the level of secondary school students' achievement motivation towards geography lessons?

**Sub problems:**

1. Is there any significant difference between the achievement motivation of secondary students on geography lesson and *gender* ?
2. Is there any significant difference between the achievement motivation of secondary students on geography lesson and *class level* ?
3. Is there any significant difference between the achievement motivation of secondary students

on geography lesson and the *the mather's education level*?

4. Is there any significant difference between the achievement motivation of secondary students on geography lesson and *the father's education level* ?

5. Is there any significant difference between the achievement motivation of secondary students on geography lesson and *family income status* ?

## METHOD

This research is a general survey model. Survey models are the approaches describing the interaction between attitudes by taking current events relations and conditions at an earlier event into account. General survey models are the arrangements of the scan carried out on all of the universe or a group of sample taken from it or carried on samples in a universe composed of many elements [21].

### Study Group

151 students studying in high schools in Karabük in 2010-2011 school year at first period participated in the study. The sample formed through random sample selection. In this type of selection, the sample is selected at random from the list set [22]. The personal information of the students shown in Table 1.

**Table 1: The personal information of students participating in the research**

		Frequency (f)	Percentage (%)
<b>Gender</b>	Male	68	45.0
	Female	83	55.0
	<i>Total</i>	<i>151</i>	<i>100.0</i>
<b>Class Level</b>	Ninth grade	28	18.5
	Tenth grade	85	56.3
	Eleventh grade	38	25.3
	<i>Total</i>	<i>151</i>	<i>100.0</i>
<b>Mother's Education Status</b>	Primary education	92	60.9
	Secondary education	49	32.5
	University	10	6.6
	<i>Total</i>	<i>151</i>	<i>100.0</i>
<b>Father's Education Status</b>	Primary education	44	29.1
	Secondary education	70	46.4
	University	37	24.5
	<i>Total</i>	<i>151</i>	<i>100.0</i>
<b>Family Income Status</b>	Officer	31	20.5
	Worker	44	29.1
	Self employed	46	30.5
	Retired	28	18.5
	Unemployed	2	1.3
	<i>Total</i>	<i>151</i>	<i>100.0</i>

As shown in Table 1, 151 students participated in the study. 83 of these students were female students, 68 of them were male students. 28 of the students at ninth grade, 85 of them is tenth grade and 38 of them is eleventh grade.

### Data Collection Tool

The scale was developed by Ellez (2004) in order to determine the level of the students' achievement motivation [23]. The scale consists of 23 items, and measures of the students' achievement motive in the size of *strive*, *participation*, *willingness to work* and *maintaining the working*. The scale has five Likert type and scores as "very appropriate (5)", "appropriate (4)", "undecided (3)", "not suitable (2)" and "not at all suitable (1)". To determine the reliability of the questionnaire, expert opinion was taken and 55 high school students have been piloted and the KMO coefficient of the survey was founded as (0.81) and Cronbach alpha reliability coefficient (0.70). According to the results obtained, the scale can be expressed as a reliable instrument [24].

### Data Analysis

The data collected during the research process was evaluated by using "SPSS 15.0 for Windows" package program. The arithmetic mean and standard deviation values were used for the distribution of the achievement motivation level of students' perceptions about geography lesson. The "independent samples t-test" was used to determine whether there is significant difference in students' achievement motivation levels of geography lesson according to gender. "One-Way Variance Analysis (ANOVA) and LSD" was used to determine whether there is significant difference in students' achievement motivation levels of geography lesson according to grade level, educational level of mother, father educational level and their families' income status. The significant difference level was discussed as 0.005 statistically.

**Table 2: The mean, standard deviation and percentage values of the perceptions of high school students about the scale of achievement motivation on geography lesson**

Dimensions	The scale of the expressions	$\bar{X}$	Ss
Strive	I try stubbornly when I failed geography lessons.	3,72	1,10
	I try to do the best whatever I do.	4,24	,76
	Being successful at easy tasks that anyone can do does not give me pleasure.	3,76	1,26
	I would like courses pass full.	3,15	1,33
	I enjoy answering difficult questions in geography exams.	2,86	1,36
	I try to do my best when I have work.	4,37	,82
	To take low marks in geography lesson makes me sad.	4,65	,66
	I would like to get the highest mark in geography lesson.	4,41	,90
	Not to take high marks makes me sad.	4,47	1,02
Participation	I study hard to geography lessons.	3,45	,92
	I study geography lessons only test period.	3,35	1,25
	I enjoy studying geography lessons.	3,60	1,12
	I get bored when I start studying geography lessons.	3,30	1,18
	I want easy issues to be taught instead of difficult issues in geography lessons.	3,72	1,24
Willingness to work	I like being successful at school.	4,78	,64
	I get disturbed when I can not finish my geography homework.	3,74	1,20
	I don't try to learn more than taught.	2,96	1,26
Maintaining to working	I start studying after geography lesson.	2,68	1,06
	I feel better when I am successful at school.	4,72	,57
	I review geography lessons even I don't have exam.	2,97	1,13
	I study more than homework even my teachers don't want me to do.	2,67	1,11
	I try to understand geography lesson.	4,38	,67
	I try to ingratiate to my geography teacher.	4,09	1,12
	<b>Total</b>	<b>3,74</b>	<b>1,02</b>

## Findings

### 1) The findings related to the levels of the students' achievement motivation on geography lesson

Mean, standard deviation and percentage values of the perceptions of high school students about the scale of achievement motivation on geography lesson were given in the table 2.

When looked at the arithmetic average of the views of the students about the scale for the achievement motivation on geography lesson was found **3.74**. According to this, the views of the students about the scale for the achievement motive on geography lesson were determined to be “appropriate” level. Among the answers given by students to the scale of achievement, the highest arithmetic average are: “I like being successful at school (4.78)”, “I feel better when I’m successful at school (4.72)”, “To take low marks in geography lesson makes me sad (4,65)”, the ones with the lowest arithmetic average; “I study more than homework even my teachers don’t want me to do (2,67)”, “I start studying after geography lesson (2,68)”, “I enjoy answering difficult questions in geography exams (2,86)”.

### 2) The influence of “gender” of the students towards the achievement motivations on geography lesson

The *t*-test was done to know whether the achievement motivation on geography lesson level of the secondary school students participated in the study differs according to the gender or not and the data results were given in table 3.

**Table 3: The mean, arithmetic average, standard derivation and t-test results of the secondary school students' views about the scale of achievement motive on geography lesson according to gender**

Dimensions	Gender	n	$\bar{X}$	Ss	Sd	t	p
Strive	Male	68	35,60	4,791	149	-,149	,873*
	Female	83	35,72	4,418			
Participation	male	68	17,27	2,619	149	-,718	,474*
	Female	83	17,57	2,484			
Willingness to work	Male	68	14,30	2,523	149	,598	,551*
	Female	83	14,06	2,558			
Maintaining to working	Male	68	18,91	2,853	149	,241	,810*
	Female	83	18,79	3,047			
General	Male	68	86,10	9,579	149	-,034	,973*
	Female	83	86,15	9,665			

\* $P > 0.05$

When Table 3 was examined, the views of the male and female students about the scale of the achievement motivation on geography lesson has not been shown any meaningful differences on the dimension of “strive”, “participation”, “willingness to work” and “maintaining to working”. As a result, *the views of the students about the scale of the achievement motive on geography lesson has not been shown any meaningful according to the variable of gender ( $t_{(106)} = -,034; p > 0.05$ ).*

### 3. The influence of “class level” of the students towards the achievement motivations on geography lesson

Whether the views of the secondary school students about the scale of geography lesson



achievement motivation differs according to “grade level” or not was determined by “*One- Way Variance Analysis (ANOVA)*”. When any important was founded at the end of the analysis, it was checked by “*Multiple Comparison Test (LSD)*” to find which group or groups cause that difference. Descriptive statistics of secondary school students about the scale of geography lesson achievement motivation according to class level are given in Table 4 and *One-Way Variance Analysis (ANOVA)* results are given in Table 5.

**Table 4: Descriptive statistics of secondary school students about the scale of geography lesson achievement motivation according to class level**

Dimensions	Grade	N	$\bar{X}$	S
Strive	9 <sup>th</sup> Grade	28	38,2500	3,88373
	10 <sup>th</sup> Grade	85	35,0118	4,39289
	11 <sup>th</sup> Grade	38	35,2368	4,87927
	Total	151	35,6689	4,57489
Participation	9 <sup>th</sup> Grade	28	18,2500	2,35112
	10 <sup>th</sup> Grade	85	17,0706	2,55785
	11 <sup>th</sup> Grade	38	17,6842	2,53735
	Total	151	17,4437	2,54201
Willingness to work	9 <sup>th</sup> Grade	28	15,2500	2,57660
	10 <sup>th</sup> Grade	85	13,9882	2,60263
	11 <sup>th</sup> Grade	38	13,7895	2,18295
	Total	151	14,1722	2,53709
Maintaining to working	9 <sup>th</sup> Grade	28	20,7500	2,33532
	10 <sup>th</sup> Grade	85	18,6353	3,01128
	11 <sup>th</sup> Grade	38	17,9211	2,65474
	Total	151	18,8477	2,95240
General	9 <sup>th</sup> Grade	28	92,5000	8,26192
	10 <sup>th</sup> Grade	85	84,7059	9,57281
	11 <sup>th</sup> Grade	38	84,6316	8,81467
	Total	151	86,1325	9,59491

**Table 5: The ANOVA results of the views of the secondary school students about the scale of geography lesson achievement motivation when compared grade level**

Dimensions	Source of variance	Sum of Squares	df	Mean Square	F	P	Mean
Strive	Between Groups	230,337	2	115,169	5,859	,004*	9-10 9-11
	Within Groups	2909,107	148	19,656			
	Total	3139,444	150				
Participation	Between Groups	32,235	2	16,117	2,546	,082**	-
	Within Groups	937,037	148	6,331			
	Total	969,272	150				
Willingness to work	Between Groups	40,969	2	20,485	3,279	,040*	9-10 9-11
	Within Groups	924,554	148	6,247			
	Total	965,523	150				
Maintaining to working	Between Groups	137,789	2	68,895	8,717	,000*	9-10 9-11
	Within Groups	1169,707	148	7,903			
	Total	1307,497	150				
General	Between Groups	1393,862	2	696,931	8,308	,000*	9-10 9-11
	Within Groups	12415,489	148	83,888			
	Total	13809,351	150				

\* $P < 0.05$  ; \*\* $P > 0.05$

When Table 5 was examined, the views of the secondary school students about the scale of geography lesson achievement motivation has a statistically *significant differences* according to grade level in the dimension of “strive”, “willingness of working”, “maintaining of working”. As a result, the views of the students about the scale of geography lesson achievement motivation has shown meaningful difference according to grade level [ $F_{(2,148)}=8,308$ ;  $p<05$ ]. This difference has been seen between ninth and tenth grades and ninth and eleventh grades.

**Table 6: Descriptive statistics of secondary school students about the scale of geography lesson achievement motivation according to mother’s education level**

Dimensions	Educational level	N	$\bar{X}$	S
Strive	Primary education	92	36,0870	4,65432
	Secondary education	49	34,9184	4,37244
	University Education	10	35,5000	4,79004
	Total	151	35,6689	4,57489
Participation	Primary education	92	17,5000	2,53979
	Secondary education	49	17,4286	2,66927
	University Education	10	17,0000	2,05480
	Total	151	17,4437	2,54201
Willingness to work	Primary education	92	14,4130	2,43217
	Secondary education	49	13,6735	2,47814
	University Education	10	14,4000	3,56526
	Total	151	14,1722	2,53709
Maintaining to working	Primary education	92	18,9891	2,80696
	Secondary education	49	18,5714	2,86502
	University Education	10	18,9000	4,60555
	Total	151	18,8477	2,95240
General	Primary education	92	86,9891	9,42931
	Secondary education	49	84,5918	9,36064
	University Education	10	85,8000	12,14542
	Total	151	86,1325	9,59491

**Table 7: The ANOVA results of the views of the secondary school students about the scale of geography lesson achievement motivation when compared mother’s education level**

Dimensions	Source of variance	Sum of Squares	df	Mean Square	F	P
Strive	Between Groups	43,966	2	21,983	1,051	,352*
	Within Groups	3095,478	148	20,915		
	Total	3139,444	150			
Participation	Between Groups	2,272	2	1,136	,174	,841*
	Within Groups	967,000	148	6,534		
	Total	969,272	150			
Willingness to work	Between Groups	18,043	2	9,022	1,409	,248*
	Within Groups	947,480	148	6,402		
	Total	965,523	150			
Maintaining to working	Between Groups	5,608	2	2,804	,319	,728*
	Within Groups	1301,889	148	8,797		
	Total	1307,497	150			
General	Between Groups	184,925	2	92,463	1,004	,369*
	Within Groups	13624,426	148	92,057		
	Total	13809,351	150			

\* $P>0.05$



#### 4) The influence of “mother's education level” of the students towards the achievement motivations on geography lesson

Whether the views of the secondary school students about the scale of geography lesson achievement motivation differs according to “mother's education level” or not was determined by “One- Way Variance Analysis (ANOVA)”. Descriptive statistics of secondary school students about the scale of geography lesson achievement motivation according to mother's education level are given in Table 6 and *One-Way Variance Analysis (ANOVA)* results are given in Table 7.

When Table 7 was examined the views of students about the scale of the achievement motivation on geography lesson has not been shown any meaningful differences on the dimension of “strive”, “participation”, “willingness to work” and “maintaining to working” according to mothers' educational level. *As a result, the views of the students about the scale of the achievement motive on geography lesson has not been shown any meaningful according to the variable of mother's educational level [F<sub>(2,148)</sub>=1.004; p>05].*

#### 5) The influence of “father's education level” of the students towards the achievement motivations on geography lesson

Whether the views of the secondary school students about the scale of geography lesson achievement motivation differs according to “father's education level” or not was determined by “One- Way Variance Analysis (ANOVA)”. Descriptive statistics of secondary school students about the scale of geography lesson achievement motivation according to father's education level are given in Table 8 and *One-Way Variance Analysis (ANOVA)* results are given in Table 9.

**Table 8: Descriptive statistics of secondary school students about the scale of geography lesson achievement motivation according to father's education level**

Dimensions	Educational level	N	$\bar{X}$	S
Strive	Primary education	44	36,0455	4,51331
	Secondary education	70	36,0429	4,38851
	University Education	37	34,5135	4,91382
	Total	151	35,6689	4,57489
Participation	Primary education	44	17,1591	2,25103
	Secondary education	70	17,7143	2,77746
	University Education	37	17,2703	2,41119
	Total	151	17,4437	2,54201
Willingness to work	Primary education	44	13,7955	2,33855
	Secondary education	70	14,7429	2,36940
	University Education	37	13,5405	2,88285
	Total	151	14,1722	2,53709
Maintaining to working	Primary education	44	18,8182	2,79761
	Secondary education	70	19,3286	2,61391
	University Education	37	17,9730	3,55502
	Total	151	18,8477	2,95240
General	Primary education	44	85,8182	9,28934
	Secondary education	70	87,8286	8,72772
	University Education	37	83,2973	10,97944
	Total	151	86,1325	9,59491

**Table 9: The ANOVA results of the views of the secondary school students about the scale of geography lesson achievement motivation when compared father's education level**

Dimensions	Source of variance	Sum of Squares	df	Mean Square	F	P
Strive	Between Groups	65,420	2	32,710	1,575	,210*
	Within Groups	3074,024	148	20,770		
	Total	3139,444	150			
Participation	Between Groups	9,802	2	4,901	,756	,471*
	Within Groups	959,469	148	6,483		
	Total	969,272	150			
Willingness to work	Between Groups	43,803	2	21,902	3,517	,032**
	Within Groups	921,720	148	6,228		
	Total	965,523	150			
Maintaining to working	Between Groups	44,535	2	22,268	2,609	,077*
	Within Groups	1262,961	148	8,534		
	Total	1307,497	150			
General	Between Groups	503,133	2	251,566	2,798	,064*
	Within Groups	13306,218	148	89,907		
	Total	13809,351	150			

\* $P > 0,05$

When Table 9 was examined the views of students about the scale of the achievement motivation on geography lesson has not been shown any meaningful differences on the dimension of "strive", "participation" and "maintaining to working" according to fathers' educational level. The views of the secondary school students about the scale of geography lesson achievement motivation has a statistically significant differences according to father's educational level in the dimension "willingness to work" [ $F_{(2,148)}=3,517$ ;  $p<05$ ]. As a result, the views of the students about the scale of the achievement motive on geography lesson has not been shown any meaningful according to the variable of father's educational level [ $F_{(2,148)}=2,798$ ;  $p<05$ ].

#### 6) The influence of "family income status" of the students towards the achievement motivations on geography lesson

Whether the views of the secondary school students about the scale of geography lesson achievement motivation differs according to "family income status" or not was determined by "One- Way Variance Analysis (ANOVA)". Descriptive statistics of secondary school students about the scale of geography lesson achievement motivation according to family income status are given in Table 10 and One-Way Variance Analysis (ANOVA) results are given in Table 11.

When Table 11 was examined the views of students about the scale of the achievement motivation on geography lesson has not been shown any meaningful differences on the dimension of "strive", "participation", "willingness to work" and "maintaining to working" according to family income status. As a result, the views of the students about the scale of the achievement motive on geography lesson has not been shown any meaningful according to the variable of family income status [ $F_{(2,148)}=,345$ ;  $p>05$ ].

**Table 10: Descriptive statistics of secondary school students about the scale of geography lesson achievement motivation according to family income status**

Dimensions	Educational level	N	$\bar{X}$	S
Strive	Civil servant	31	35,8710	5,22648
	Employee	44	35,7273	4,77086
	Trademan	46	35,6522	4,00676
	Retired	28	35,3571	4,57217
	Unemployed	2	36,0000	7,07107
	Total	151	35,6689	4,57489
Participation	Civil servant	31	17,4194	2,06194
	Employee	44	17,6364	2,90221
	Trademan	46	17,2609	2,45343
	Retired	28	17,7143	2,56554
	Unemployed	2	14,0000	1,41421
	Total	151	17,4437	2,54201
Willingness to work	Civil servant	31	13,8387	2,95631
	Employee	44	14,5227	2,51959
	Trademan	46	14,0217	2,22600
	Retired	28	14,0000	2,53859
	Unemployed	2	17,5000	,70711
	Total	151	14,1722	2,53709
Maintaining to working	Civil servant	31	18,2903	2,95740
	Employee	44	19,5455	2,99965
	Trademan	46	18,6957	2,64045
	Retired	28	18,4286	3,29341
	Unemployed	2	21,5000	,70711
	Total	151	18,8477	2,95240
General	Civil servant	31	85,4194	10,54443
	Employee	44	87,4318	10,12801
	Trademan	46	85,6304	8,87032
	Retired	28	85,5000	9,21954
	Unemployed	2	89,0000	9,89949
	Total	151	86,1325	9,59491

**Table 11: The ANOVA results of the views of the secondary school students about the scale of geography lesson achievement motivation when compared family income status**

Dimensions	Source of variance	Sum of Squares	df	Mean Square	F	P
Strive	Between Groups	4,369	4	1,092	,051	,995*
	Within Groups	3135,074	146	21,473		
	Total	3139,444	150			
Participation	Between Groups	28,957	4	7,239	1,124	,348*
	Within Groups	940,314	146	6,441		
	Total	969,272	150			
Willingness to work	Between Groups	32,874	4	8,219	1,287	,278*
	Within Groups	932,649	146	6,388		
	Total	965,523	150			
Maintaining to working	Between Groups	51,104	4	12,776	1,485	,210*
	Within Groups	1256,392	146	8,605		
	Total	1307,497	150			
General	Between Groups	129,290	4	32,322	,345	,847*
	Within Groups	13680,061	146	93,699		
	Total	13809,351	150			

\* $P > 0.05$

## RESULT AND DISCUSSION

In this research, the achievement motivation of the secondary school students towards geography lesson and the relations between the achievement motives and the variables of 'gender', 'class level', 'mother's education level', 'father's education level' and 'family income status' has been examined. The results of the data analysis taken from the study were given below.

***The outstanding results of the answers of the students, participated in the study, given to the scale of geography lesson achievement motive are as follows:***

97% of secondary school students participated in the study stated they feel good about themselves when they are successful at school, 95% of them getting low marks in geography lesson would make them sad, 91% of them try to understand geography lesson, 86% of them want to get the highest mark in geography lesson, 85% of them try to do their best no matter what they do, 66% of them study stubbornly when they fail to work, 64% of them would be uneasy when they don't do their geography homework, 62% of them think easy issues should be taught in geography lesson, 59% of them enjoy studying geography lesson, 53% of them study geography lesson hard, 53% of them study geography lesson on during test period, 42% of them want geography lessons absent, and 42% of them dont try to learn more than they are taught.

The researches done in different classes, some studies support the findings of this researcher observed. Göç (2010) concluded in his research that in math classes, the primary students' motivation levels are high but they avoid to study and difficult issues [10]. Toy (2007) has reached in his study that the arithmetic average of the achievement motive of the students toward biology lesson is 3.70 and they are driven to achieve at the level of 74%. The statements that students agree the most are these: *"I feel better when I'm successful at school"* and *"I like being successful at school"*. The statements that they agree the least are : *"I want easy issues to be taught instead of difficult issues in geography lessons"*, *"I study geography lessons only test period"* and *"I start studying after geography lesson"* [25]. Altınok (2006) revealed in his study that the achievement motive of the fifth grade students in primary school (n=1042) is at mid-level and there is high relationship between success in science and motivation [26]. Bulut (2006) has concluded in his study that the achievement motivations of the primary school students on maths lesson are at mid-level [27]. One of the results of the study examined active learning, strategy use, mathematics achievement, the relationship between motive and gender by Ellez (2004) is that active learning strategies affects the motivation of students positively [23].

In this study the geography lesson achievement motivations of the secondary school students has not shown any meaningful difference according to gender. [25, 10] have reached in their studies that there is meaningful differences between the motives and genders of the students.

In this study, the views of the students about the scale of geography lesson achievement motivation have shown meaningful difference according to class level variation. This difference has been seen between ninth and tenth grades and ninth and eleventh grades in the 'participation' dimension. Generally, views of the students about the scale of geography lesson achievement motivation have shown meaningful difference according to class level dimension.

Another result taken from the study, the views of the students about the scale of geography

lesson achievement motivation have not been shown any meaningful difference according to the dimension of “mother’s education level”, “father’s education level” and “family income status”. Thus, the achievement motivations of the students towards geography lesson look like each other.

In general, in this research, the achievement motivation of the students towards geography lesson is considered ‘high’ level but an important part of them wants to learn easy issues in geography lesson, don’t want to learn more than they taught, want lessons pass empty and study geography lesson only test period. Studies have shown that the students motivated to lesson at the beginning of the class, their interest lasts for long until the end of the lesson, and also shows that they learn better. At this point, the motivation of students certainly should not be ignored. Among the causes of negative attitudes of the students about geography lesson, in a certain part of the students, it is more strong possibility that the reason is not cause from the geography issue or its content; it is cause from the lack of the geography teacher.

The geography teacher should get used of the technological opportunities of the age and should provide teaching the issue with the best and the most appropriate way by their own personal efforts and by choosing the most suitable method. One of the problems faced in Turkey in geography education, without doubt, is continue the use of teacher-centered method, technique and strategy. The master’s and doctora-level researches have shown that using student-centered technique in geography lessons have positive effects on the attitudes and success of the students. [28] has reached that *project based learning* , [14] *cooperative learning*, [29] *problem based learning*, [30] *4MAT method*, [31,32] *multiple intelligence practises*, [33] *5E model*, [34,35,36] *active learning practises*, [37] *experiment method*, [38, 39] *computer based learning*, [40, 41] *Geographical Information Systems (GIS) method* has positive effect on the attitudes of the students towards geography lesson.

***The following suggestions are made considering the results above:***

- 1) Geography lesson teachers have idea about the motive levels of the students to raise the motivations of the students towards geography lesson.
- 2) The aim, importance and the importance of geography in our lives should be taught to the students with low motivation level.
- 3) Using the strategies to motivate the students in geography curriculum, it should be useful for teachers to apply the motive strategies in lesson.

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