The Effect of Instructors' Enthusiasm on University Students' Level of Achievement Motivation

Öğretim Elemanı Coşkusunun Üniversite Öğrencilerinin Başarı Güdüsü Düzeyleri Üzerindeki Etkisi

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Abstract

The purpose of this study is to analyze university students' level of achievement motivation in terms of instructor enthusiasm and some variables such as gender, grade level, academic achievement, course attendance, and the dependence of students' course attendance upon the instructor's enthusiasm. The study was conducted with 334 university students. In order to collect the necessary data for the study, "Instructor Enthusiasm Assessment Form", "Achievement Motivation Scale" and "Student Personal Information Form" were used. To analyze the data, independent samples t-test, one-way variance analysis and Tukey test were administered. The results of the study revealed that the students who perceived high instructor enthusiasm had a significantly higher level of achievement motivation when compared to the students who perceived low instructor enthusiasm. The level of achievement motivation was significantly higher among female students than males. The students who regularly attended classes had significantly higher levels of achievement motivation than the absentees. The students who stated that their regular attendance depended on the instructors' enthusiasm had significantly higher levels of achievement motivation when compared to the students stating that their regular attendance did not depend on the instructors' enthusiasm. The achievement motivations levels were significantly higher among the students with high academic achievement than those with low academic achievement. The students with higher grade levels had significantly higher levels of achievement motivation than those with lower grade levels.

Keywords: Enthusiasm, Instructor, Instructor Enthusiasm, Motivation, Achievement Motivation

Öz

Araştırmanın amacı, üniversite öğrencilerinin başarı güdüsü düzeylerini öğretim elemanı coşkusuna ve diğer bazı değişkenlere (cinsiyet, sınıf düzeyi, akademik başarı, derse devam durumu ve öğrencinin derse devamının öğretim elemanının coşkusuna bağlı olması) göre incelemektir. Araştırma, 334 üniversite öğrencisi üzerinde yapılmıştır. Araştırmada gerekli bilgileri toplamak amacı ile "Öğretim Elemanının Coşkusunu Değerlendirme Formu", "Başarı Güdüsü Ölçeği" ve "Öğrenci Kişisel Bilgi Formu" kullanılmıştır. Toplanan veriler üzerinde, bağımsız gruplarda t testi, tek yönlü varyans analizi ve Tukey testi yapılmıştır. Araştırma sonucunda, öğretim elemanı coşkusunu yüksek olarak gören öğrencilerin başarı güdüsü düzeyi, öğretim elemanı coşkusunu düşük olarak gören öğrencilerin başarı güdüsü düzeyinden anlamlı düzeyde yüksek çıkmıştır. Kız öğrencilerin başarı güdüsü düzeyi, erkek öğrencilerinkinden anlamlı düzeyde

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yüksek çıkmıştır. Derse devam eden öğrencilerin başarı güdüsü düzeyi, derse devam etmeyen öğrencilerinkinden anlamlı düzeyde yüksek çıkmıştır. Derse devamının öğretim elemanlarının coşkusuna bağlı olduğunu söyleyen öğrencilerin başarı güdüsü düzeyi, derse devamının öğretim elemanlarının coşkusuna bağlı olmadığını söyleyen öğrencilerinkinden anlamlı düzeyde yüksek çıkmıştır. Akademik başarısı yüksek olan öğrencilerin başarı güdüsü düzeyi, akademik başarısı düşük olan öğrencilerinkinden anlamlı düzeyde yüksek çıkmıştır. Sınıf düzeyi yüksek olan öğrencilerin başarı güdüsü düzeyi, sınıf düzeyi düşük olan öğrencilerinkinden anlamlı düzeyde yüksek çıkmıştır.

Anahtar Sözcükler: Coşku, öğretim elemanı, öğretim elemanı coşkusu, güdü, başarı güdüsü

Introduction

As an area of expertise predominated by academic and artistic aspects, teaching profession constitutes the most important source of knowledge and affection. As "environment organizers", teachers organize, guide, develop and evaluate all learning and teaching activities. During all educational processes, teacher and student are the two main actors in learning and teaching activities. The teacher is the origin of and responsible for school-based developments that are likely to occur in the pupil's life. Thus, students can be either positively or negatively affected by various attributes of their teachers, can suffer crises, or open up new horizons in their lives. During the process in question, the skills displayed by teachers and instructors matter as much as their emotional states do. The term "enthusiasm" provides important clues about the emotional state of teachers and instructors. During the process of education, the enthusiasm level of teachers and instructors determines the emotional structure of the atmosphere. Enthusiasm of the instructor is one of the crucial variables promoting student participation by positively motivating them, contributing to the formation of a positive emotional atmosphere, and affecting their academic achievement.

Enthusiasm

Enthusiasm is defined as the excitement experienced by an individual in fulfilling a task (Bedir & Yıldırım, 2000). It is also described as in situations difficult to attain, the state of excitement resulting in successful human experiences (Kunter et. al., 2008). Enthusiasm is of utmost importance in capturing and maintaining student attention. An enthusiastic instructor captures more attention than an unenthusiastic instructor. Furthermore, s/he can maintain for a longer time the level of interest created by enthusiasm. The instructor's energy positively affects the student and encourages them to participate (Bacanlı, 2002; Bedir & Yıldırım, 2000; Burden & Byrd, 1994; Fontana, 1985; Gözütok, 2004). Certain educationists consider enthusiasm as an innate personality trait, while others tend to regard it as a teaching skill acquired in later life. Nevertheless, both perspectives agree on the point that enthusiasm should be one of the common characteristics of a good instructor (Kunter et. al., 2008).

In a conceptual sense, the term enthusiasm is also used with reference to concepts such as dynamism and stimulating variables (Bettencount et. al., 1983). Since enthusiasm is "contagious", students are affected by others' enthusiasm in the classroom, as it is the case in various day-to-day situations. The more willingly and enthusiastically the instructor takes part in teaching, the more willing and enthusiastic the students become in participating in the learning process (Bacanlı, 2002). The classroom environment of an instructor lacking enthusiasm can be compared to "a group of people brought together by use of force". Neither any learning nor teaching takes place in an unpleasant environment. Thus, the instructor's enthusiasm evokes the interest of students. As the instructor's enthusiasm is important for the emotional environment created at school and in class, it constitutes an extremely crucial factor that promotes effective learning and teaching (Bedir & Yıldırım, 2000). The instructor's joy, delight and self-confidence result in a motivating

effect, while opposite situations lead to negative consequences. The emotional state and in-class comfort of instructors affect all kinds of their decisions (Başar, 2003).

Research suggests that the most efficient teachers and instructors are those who are interested and enthusiastic while communicating with their students. It is further stated that instructors approaching their students as such are perceived to be enjoyable and joyful (Lincoln, 2008). In a study by Bettencourt and others (1983) and Lammers & Smith (2008) conducted to determine teacher attributes, "enthusiasm" ranked among the major attributes of efficient teachers. Cohen & Lawrance (1989) argue that there exist certain qualities of an instructor which play a critical role in creating favorable teaching-learning situations such as his/her voice, behaviors and expectations, system of belief, sense of humor, control techniques, leadership qualities and appreciation skills. Such qualities depend on the instructors, who are responsible for creating the environment as well as the emotional atmosphere. Since they could benefit from all available means to organize the physical environment in creating the learning atmosphere, instructors should place greater emphasis on the emotional environment (Bedir & Yıldırım, 2000).

If students adopt a positive attitude towards instructors, then they will be more enthusiastic in participating in-class activities. Thus, instructors should be careful about voice communication, eye contact, mimics, gestures, facial expression, vocabulary choices, approval of feelings and thoughts, and the general use of their energy (Bedir & Yıldırım, 2000). Similarly, Burden & Byrd (1994) claim that instructor enthusiasm is related to (1) verbal presentation, (2) eye contact, (3) mimics, (4) gestures, (5) facial expression, (6) vocabulary choice, (7) approval of feelings and ideas, and (8) overall energy level.

1. Verbal Presentation: Without doubt, speech is a crucial method of communication (Eggland, 1991; Yüksel-Şahin, 2008). In presenting verbally, it is important to utter the sound in a motivating manner and in various tones. One of the advantages of enthusiastic behavior is not only the one-sided effect of the instructor upon students, but also the chance for interaction among students in line with their enthusiasm (Burden & Byrd, 1994; Lincoln, 2008). For Bedir & Yıldırım (2000) differences in the process of learning and teaching have to do with an individual offering an effective presentation of the lesson. When compared to an instructor lacking an effective use of voice, an instructor enjoying an effective use of voice performs better in concentrating student attention and bringing an increase in the general level of arousal (Fontana, 1985). For many contemporary communicologists, tone of voice accounts for 30% of the communication process (Hale & Whitlam, 1998).

2. Eye Contact: Open and moving eyes are important for instructor enthusiasm. Making eye contact with students could imply appreciation, approval, attention, warning and anger. Eye contact with the student indicates the approval of his/her presence in the class, which contributes to the development of positive feelings on the part of the latter and promotes his/her participation. However, in doing so, an instructor should not squint with dull and half-open eyes. An enthusiastic instructor avoids casting an evasive glance, maintains continuous eye contact, his/her eyes glitter, with eyebrows moving (Gözütok, 2004; Hotaman, 2005).

3. Mimics: Mimics are the basic element of facial expression and occur as a result of the reflection of thoughts and feelings conveying a meaning on the face (Köknel, 1997). The body, head, arms, hands and facial movements display a quick appearance, while fingers are rarely used to point out an object or a person (Gözütok, 2004). The head is frequently nodded for approval and confirmation. Hands and arms provide a meaning to and concretize the expressed feeling and thought (Hotaman, 2005).

4. Gestures: An enthusiastic instructor makes a proper amount of gestures; walks fast paced, changes his/ her pace; it is hard to guess what s/he will do next; is energetic;

and exhibits natural gestures (Gözütok, 2004). Instead of sitting in the chair or behind the desk, moving around the classroom may also trigger an enthusiastic lecture (Bedir & Yıldırım, 2000). Position of the head plays a significant role in communication process. It is known that among adults, head movements reflect emotions such as "*arrogance*", "*courtesy*", "*integrity*", and "*offishness*" (Schober, 1996). Cojkler & Addelmen (1992), state that smiles, nods, and other gestures indicate an instructor's appreciation and help create a comfortable study environment (as cited in Bedir ve Yıldırım, 2000).

Facial Expression: Our face is where our behaviors express our emotions intensively. Our emotions and our states of mind lead to changes on our face, eyebrows, and forehead (Hotaman, 2005). It is often important to exhibit enthusiasm to have quick and sudden changes in smiling and lively facial expressions (Gözütok, 2004). Gestures are closely related to speech. Instead of speaking, humans use "signs of simulation" and "unambiguous gestures" or "symbols".

6. Vocabulary Choice: Repetition of the same words may result in a dull lecture that hinders students from following the lesson. Using different words and adjectives may create diversity in the classroom which attracts students' attention (Bedir & Yıldırım, 2000). Similarly, using different words is significant for instructor enthusiasm and particularly the use adjectives is recommended (Burden & Byrd, 1994; Fontana, 1985; Gözütok, 2004). Hence, the choice of adjectives is crucial for enthusiasm as they evoke commendable attributes and pleasant things in students' minds.

7. Approval of Feelings and Ideas: A positive approach from an instructor towards the ideas expressed by students, rewarding student responses, and assisting them with their incorrect responses are highly important for an enthusiastic lecture. Students are positively affected by an instructor who communicates through a confirming approach or while being open toward student responses all of which indicate positive emotions or dissenting ideas. It also allows other students to attend the class enthusiastically (Bedir & Yıldırım, 2000). An enthusiastic instructor is quick in confirming, commends, encourages, or explains; s/he gives distinctive responses and nods when students participate (Gözütok, 2004). Cajkler & Addelmen (1992) asserts that commendation is a crucial reward and a smiling instructor, a student applauded by the class, and an entertaining activity are all a kind of commendation (as cited in Bedir & Yıldırım, 2000).

8. Overall Energy Level: Highly energetic and lively behaviors of an individual inform one about his/ her overall energy level. As Gözütok (2004) asserts, an enthusiastic instructor is highly energetic and lively in general. For Soenksen (1992) an instructor's enthusiasm is essential for establishing effective communication which is an educational requirement (as cited in Lincoln, 2008).

Motivation and Achievement Motivation

The word 'motivation' comes from the Latin term meaning "to move" (McConnell, 1988). Motivation is a set of one or more conditions which activate –turn on- behavior, direct the behavior toward some goal, and maintain behavior until the goal is reached (Wittig & Williams, 1984). Motivation explains why an organism acts in a certain way at a certain time. It provides a bridge between learning and performance (Worchel & Shebilske, 1989). Motivation is about why individuals are interested in certain things and why they react to such interesting things (Henson & Eller, 1999). Motivation is the most important condition that creates and maintains behavior. It also controls behavioral change. In other words, it allows a behavior that is directed towards a desired outcome (Kılıç, 2003).

Motives are biological and psychological in nature. Motives of biological origin are defined as primary motives, which could be exemplified by hunger, thirst, sexual desire, and the fear of being unsupported. Motives of social origin are those acquired by individuals during their development in a social environment and are defined as secondary motives. Examples of secondary motives include being a group member, achieving something and being a respected and loved person. Furthermore, motives are categorized in two groups in terms of their persistence: state and trait motives. A state motive is temporary, while trait motives are more permanent (Gök, 2006; Gray, 1991; Parham, 1988). Motives are also categorized as intrinsic and extrinsic motives. Extrinsic motives could be exemplified just as when a student is commended, loved, appreciated, and promoted by the teacher. Intrinsic motives, on the other hand, are responses of an individual to his/ her internal needs. Examples to intrinsic motives include curiosity, attention, the need to know, the desire to be competent and willingness to improve (Argon & Demirsoy, 2007; Gençay & Gençay, 2007).

Personal factors affecting motivation are stimulation, beliefs, aims, and needs. A general state of stimulation allows an individual to be ready and alert for an efficient learning. An individual's beliefs about his/ her abilities are also crucial. An individual's aims affect their motivation level. Students have goals such as acquiring information and skills, completing their tasks, getting high marks, and achieving. Self-regulation plays a considerable role in attaining these goals as it influences achievement (Çetin & Gelbal, 2008). Self-regulation refers to distinctive organization of experiences (Üredi & Üredi, 2005). For example, the social-cognitive theory suggests that humans possess the ability to control their own behaviors (Yüksel, 2003). Individuals with effective self-regulation systems value learning, are motivated (Yazıcı, 2009) and display high academic performance (Üredi & Üredi, 2005).

Needs also form the basis of motivation, and achievement motivation results from the need to achieve (Selçuk, 2001). However, achievement motivation is different and much more complicated than the expectation of or need for achievement. McClelland & Koestner (1992) define achievement motivation as "an attempt o perform tasks better by taking into account the standards of perfectionism". Achievement motivation is the will to overcome problems, progress, and improve (as cited in Umay, 2002). In the related literature, achievement motivation is defined as the desire to achieve difficult tasks and to overcome obstacles (Eryılmaz, 2007), and to reach a high standard (Worchel & Shebilske, 1989). Main elements of achievement motivation include perseverant work (Feldman, 1989; Heflin, 2003; Wigfield & Eccles, 2000), desire for accomplishment (Young, Chen & Morris, 2009), self-confidence, and task motivation (Kaya & Selçuk, 2007).

 Individuals with high achievement motivation exert great efforts to attain a goal (Eğilmez, 2007) and to achieve (Liu & Zhu, 2009). They set themselves goals of medium difficulty (Feldman, 1989). They take risks and like difficult tasks (Erden & Akman, 2006) and try to overcome a difficulty when they are confronted with one. Their sense of self-competence is highly developed and they invest in effort (Selçuk, 2001; Açıkgöz, 1996; as cited in Umay, 2002). Individuals with such motivation tend to work hard and willingly for certain goals and challenge difficult tasks. Therefore, achievement motivation features perfectionism, attainment, and an internal sense of achievement (Kaya & Selçuk, 2007).

Achievement motivation has two dimensions that are hope of achievement and fear of failure (Worchel & Shebilske, 1989). Individuals' achievement motivation is high when they have a high hope of achievement and a low level of fear of failure (Umay, 2002). Individuals with high achievement motivation analyze situations, investigate their probability of achievement, and want to overcome difficulties. They focus more on events and evaluate them in terms of their potentials of change. They have the responsibility to endure the consequences of their behavior and solve the problems (Champoux, 1996; as cited in Ceylan & Demircan, 2002). As McClelland suggests, achievement motivation is the kind of motivation that influences an individual the most. Individuals with achievement motivation are those who take risks to achieve and can come up with creative solutions (Güldal, 2006). McClelland's theory of achievement motivation

argues that some individuals only work for achievement motivation. Achieving individuals are ambitious people with high standards who enjoy excelling their previous achievements and to attain again a high level of achievement (Eğilmez, 2007). Individuals with high achievement motivation are willing to assume personal responsibility for solving problems. They set themselves average, realistic, and attainable goals and take risks to a certain extent. They want to see the outcome of what they have done. They assume challenging tasks with high energy and ambition (Erdem, 1997). Research has demonstrated that individuals with high achievement motivation tend to value personal improvement (Liu & Zhu, 2009), are willing to take medium risks, are more inclined towards tasks whose outcomes are easier to obtain, often devote themselves to what they do, tend to assume responsibility voluntarily, are undaunted by difficulties, and like to receive feedback about the course of tasks (McClelland, 1961; as cited in Kaya & Selçuk, 2007).

Achievement motivation is believed to develop within the family (Worchel & Shebilske, 1989) and cultural environment. Children develop high achievement motivation in families who encourage achievement and do not negatively react to their children's failures (Woolfolk, 1993; as cited in Erden & Akman, 2006). Teachers' attributes are also highly important. One of the essential tasks of a teacher is to enhance students' motivation (Deniz, Avşaroğlu & Fidan, 2006; Lincoln, 2008). To promote students' achievement motivation, teachers should first be informed about their students' motivation levels. They should entrust students with low achievement motivation medium-level tasks and ask them questions not too difficult to allow them enjoy achievement. Thus, students' achievement motivation is enhanced and their course achievement and positive attitudes towards the class increase (Açıkgöz, 2003; Akt; Kozcu-Çakır, Şenler & Göçmen-Taşkın, 2007). A student learns more easily when s/he is motivated to achieve (Halawah, 2006; Kılıç, 2003).

Instructors and teachers are main agents in turning the classroom into a pleasant space by means of their educational activities serving towards attaining their goals (Bedir & Yıldırım, 2000). A warm and emphatic approach from an instructor or teacher towards their students also promotes student motivation (Bacanlı, 2002). A positive classroom atmosphere created by teachers helps students trust their teachers. As a result, students develop positive attitudes towards the course. Their motivation and achievement motivation increase (Deniz, Avşaroğlu & Fidan, 2006). In particular, students are positively influenced by a high level of enthusiasm on the part of their instructor. It is difficult for an instructor with a low level of enthusiasm to mobilize their students. Thus, the present study aims to examine the effect of instructor enthusiasm and other certain variables on the levels of achievement motivation of university students.

Purposes of the study

The main purpose of the study is to determine the effect of instructor enthusiasm and certain other factors on university students' levels of achievement motivation. In line with this general purpose, answers were sought to the following questions.

1. What are the students' mean score for achievement motivation?

2. Do the students' levels of achievement motivation differ according to their perceptions of instructor enthusiasm?

3. Do the students' levels of achievement motivation differ according to gender?

4. Do the students' levels of achievement motivation differ according to whether their class attendance?

5. Do the students' levels of achievement motivation differ according to whether their class attendance depends on instructor enthusiasm?

6. Do the students' levels of achievement motivation differ according to their academic achievement?

7. Do the students' levels of achievement motivation differ according to their grade levels?

Method

The study is a descriptive study conducted to determine the impact of instructor enthusiasm and certain variables on the achievement motivation of university students.

Participants

The study was carried out on 334 undergraduate and graduate students studying in their first, second, third, and fourth years and in Non-Thesis Master's (NTM) program in the Faculty of Education at Yildiz Technical University, Istanbul. Of the university students, 14.67% were freshmen, 14.67% were sophomores, 17.07% were juniors, 20.96% were seniors, and 32.63% were NTM students and 65% were female and 35% were male.

Data Collection Instruments

To collect the required data, the study employed the "Achievement Motivation Scale", the "Instructor Enthusiasm Assessment Form", and the "Student Personal Information Form".

"Achievement Motivation Scale"

The study used the "Achievement Motivation Scale" developed by Umay (2002) to measure levels of achievement motivation among university students. The scale consists of two sections; the first section aims to determine students' perception and definition of achievement and their approach towards the factors that affect achievement motivation. Consisting of seven items, this section is scored as O / 1 with responses expected and unexpected from individuals with high achievement motivation. The main section is the second section which contains 14 items and was designed as a three-point Likert-type scale. It is used to measure the levels of achievement motivation among students with high expected achievement motivation in accordance with various theories. Taking the second section as a basis, the reliability coefficient of the scale, or its Cronbach's alpha value was computed as .75. For achievement motivation known as a variable with low stability, this coefficient can be regarded as quite high. All validity coefficients of the items (correlations of scale scores and item scores) were over .35 and their median was calculated to be .42, which is believed to be taken as a sign of the validity of the entire scale. The second section of the scale was used in the study.

"Instructor Enthusiasm Assessment Form"

The study employed the "Instructor Enthusiasm Assessment Form" developed by Hotaman & Yüksel-Şahin (2005) for university students to evaluate instructors' levels of enthusiasm. The form design was based on the "Enthusiasm Scale" developed by Burden & Byrd'in (1994) and the "Teacher Enthusiasm Scale" designed by Gözütok (2004) using the same source. This eight-item form developed by Hotaman & Yüksel-Şahin is a three-point Likert-type scale. High scores indicate a high level of enthusiasm on the part of the instructor.

The reliability study of the scale was carried out on 334 university students. An approach used to estimate sample size for reliability studies involves using a constant. The studies published on the subject are scarce and different views exist about the recommended number. Bademci (2005) cites the views of different researchers on sample size, stating that a minimum sample size of 200 individuals was recommended by Guilford (1954) and Kline (1986), for instance, and a minimum sample size of 300 was suggested by Nunnally (1982) and 400 by Charter (2001). Therefore, using a larger sample is recommended for a more sensitive and precise reliability estimation. According to the approach of using a constant for sample size, it is appropriate to use 334 individuals in the research. Apart from this approach, some argue that sample size should be at least five times the number of items in variable scales (Albayrak, 2006; as cited in Demir & Okan, 2008). From this

perspective, sample size should be 8X5= 40. Furthermore, the table on Minimum Sample Sizes can be used to identify sample size. As a matter of fact, the table on Minimum Sample Sizes was employed to determine the sample size for the research (İdil, 1989). The number of students in the Faculty of Education at Yildiz Technical University is 500. According to the table, in a universe of 510 individuals, the required sample size is 222 for a reliability level of 95% with an error margin of .05. When sample size is determined by using the table on Minimum Sample Sizes, it is clear that employing 334 individuals in the research is appropriate.

In the reliability study for the Form, its Cronbach's alpha value was found as .87. Expert opinion was obtained to determine the content validity of the form. The attempts to determine the validity of the form were based on a study with three academicians with doctoral degree in the field for content validity testing. In this study, the form that consists of items amended in accordance with expert opinion is arguably suitable for assessment purposes and represents the assessed domain. It was concluded that the items in the questionnaire can help university students determine their instructor's enthusiasm.

"Student Personal Information Form"

The "Student Personal Information Form" used in the study to collect the required data contains questions about gender, grade level, academic achievement, course attendance, and the dependence of students' course attendance upon the instructor's enthusiasm. Low, moderate, and high groupings in terms of academic achievement were based on how students perceived their own academic achievement.

Data Collection and Analysis

The scales were administered to the students studying at secondary education level to collect data. The SPSS Package Program was used for data analysis. The collected data were subjected to independent group t-test, one-way variance analysis, and Tukey's test. A significant level of 0.05 was used for all analysis.

Results

This section presents the results obtained as a result of the statistical analysis of the data collected to solve the study problem.

Table 1 shows the mean perception scores of university students about their instructors' enthusiasm and the mean student scores on achievement motivation.

Table 1.

Mean Enthusiasm Scores for Instructors and Mean Scores of the University Students on Achievement Motivation

Variables	n	Minimum	Maximum	M	SD
Instructor Enthusiasm	334	8	24	17.26	3.90
Achievement Motivation	334	22	40	33.23	3.31

As seen in Table 1, the mean perception scores of university students about their instructors' enthusiasm is M=17.26 (SD=3.90) and their mean achievement motivation score is M=33.23 (SD=3.31). An independent group t-test was performed to determine whether university students' levels of achievement motivation significantly varied with whether they perceive their instructors as enthusiastic, their genders, and whether student attendance depended on their instructors' enthusiasm and the result of the test is given Table 2.

Table 2.

The Result of the Independent Group T-Test According to Various Variables and Level of Achievement Motivation

Variables	n	M	SD	t	p
Instructor Enthusiasm					
Low	183	32.28	3.30	6.08*	.00
High	151	34.38	2.94		
Gender					
Female	218	33.63	3.19	3.11*	.00
Male	116	32.47	3.39		
Attendance Depends on Instructor Enthusiasm					
Yes	247	33.54	3.23	2.9*	.00
No	87	32.36	3.39		

As seen in Table 2, a significant difference (df=332 , t = 6.08, p < .05) was detected between the students' mean achievement motivation scores in terms of their perceptions of enthusiasm in their instructors. The mean achievement motivation score of the students who perceived high enthusiasm in their instructor was (M=34.38, SD =2.94), which is significantly higher than that of the students who perceived low enthusiasm (M=32.28, SD =3.30). Similarly, as seen in Table 2, a significant difference was also found between the students' mean achievement motivation scores according to their genders (df=332, t = 3.11, p < .05). The mean achievement motivation score of female students was (M=33.63, SD =3.19), which is significantly higher than that of male students (M =32.47, SD =3.39). Again, as revealed by Table 2, a significant difference was detected between the students' mean achievement motivation scores depending on the fact that their attendance relied on instructor enthusiasm (df=331, t = 2.9, p < .05). The mean achievement motivation scores of the students who stated that their course attendance depended on the enthusiasm of their instructors was (M =33.54, SD =3.23), which is significantly higher than that of those who stated that it did not (M =32.36, SD =3.39).

One-way variance analysis was performed to determine whether of the achievement motivation levels of the university students significantly varied with their attendance levels, academic achievement, and grade levels and the results are shown in Table 3.

Table 3.

The Result of the One-Way Anova Test According to Various Variables and Achievement Motivation Level

Source	Sum of Squares	DF	Mean Square	F	P
Course Attendance					
Between Groups	341.767	2	170.884	17.16*	.00
Within Groups	3296.940	331	9.961		
Total	3638.707	333			
Academic Achievement					
Between Groups	464.100	2	232.050	24.20*	.00
Within Groups	3174.607	331	9.591		
Total	3638.707	333			
Grade Level					
Between Groups	218.796	4	54.70	5.26*	.00
Within Groups	4319.911	329	10.40		
Total	3638.707	333			

As seen in Table 3, there were significant differences between the students' mean achievement motivation scores in terms of their attendance levels (F = 17.16, p < .05), academic achievement (F = 24.20, p < .05), and grade levels (F = 5.26, p < .05). To determine the level of attendance, the level of academic achievement, and grade level that these differences occurred, Tukey's test was performed, the results of which are given in Table 4.

Table 4.

The results of the Tukey's test according to various variables and achievement motivation level

Variables		n	M	(1)	(2)	(3)	(4)	(5)
Course Attendance								
Low	(1)	16	30.81	-	1.14	3.09*		
Medium	(2)	90	31.96		-	1.94*		
High	(3)	228	33.90			-		
Academic Achievement								
Low	(1)	19	29.63	-	1.14	3.09*		
Medium	(2)	203	32.85		-	1.94*		
High	(3)	112	34.53			-		
Grade Level								
1th	(1)	49	32.71	-	.82	.34	.34	1.54*
2th	(2)	49	31.89		-	1.15	1.16	2.36*
3th	(3)	57	33.05			-	4.5	1.20
4th	(4)	70	33.06				-	1.20
NTM	(5)	109	34.26					-

As seen in Table 4, the mean achievement motivation scores of students with high attendance levels was (M=33.90), which was significantly greater than the mean achievement motivation scores of those students with medium (M=31.967) and low (M=30.81) attendance. As revealed in Table 4, the mean achievement motivation scores of the students with high academic achievement (M =34.53) was significant higher than those with medium (M =32.85) and low (M =29.63) academic achievement levels. Similarly, as seen in Table 4, the mean achievement motivation scores of the students in the Non-Thesis Master's (NTM) program (M =34.26) was significantly higher than those of the freshmen (M =32.71) and sophomore (M =31.89) undergraduate students.

Discussion and Conclusion

The study investigated the impact on the level of achievement motivation upon the perception of instructor enthusiasm at university level in Turkey, gender, course attendance, dependence of students' course attendance on instructor enthusiasm, academic achievement, and grade level. As a result of the research, significant differences were observed among the motivation achievement levels of university students in terms of instructor enthusiasm, gender, course attendance, dependence of students' course attendance on instructor enthusiasm, grade level, and academic achievement.

There was a significant difference among the students' levels of achievement motivation with regard to their perceptions of instructor enthusiasm. The levels of achievement motivation among the students who perceived high enthusiasm in their instructors were significantly higher than those of the students with low perception of instructor enthusiasm. As enthusiasm is defined as a state of willingness and a general state of excitement, this state of willingness and excitement of the instructor passes on to the student, affecting him/her positively or negatively (Bedir & Yıldırım, 2000). Enthusiasm on the part of instructors positively influences their students (Lammers & Smith, 2008). It is difficult for an instructor with low enthusiasm level to motivate their students. A warm and emphatic approach from an instructor or teacher towards their students also promotes student motivation (Bacanlı, 2002). Kunter et al., (2008) argue that the information transferred by an enthusiastic instructor to the students creates a special effect on them, and thus, allowing them to feel motivated towards that particular piece of information. In their study that reviews

the studies conducted in 1970 and before, Bettencourt et al., (1983) consistently detected positive relationships between instructor enthusiasm and students' achievement levels. Studies by Bedir & Yıldırım (2000), Fontana (1985), Lincoln (2008), Kunter et al., (2008) have also revealed that enthusiasm level of an instructor positively affects students. Furthermore, in a study, Rosenshine (1970) demonstrated a high correlation between instructor enthusiasm and learning (as cited in Bedir & Yıldırım, 2000). The study by Bettencourt et al., (1983) found that there was a positive correlation between the enthusiasm level of instructors and students' academic achievement, a result which was attributed to the facilitating effect of instructor enthusiasm on student achievement. In a study by Frymier (1993) smiling, nodding, speaking in a comprehensible way, establishing eye contact, commendation, reinforcement, and effective use of verbal and non-verbal messages were all defined as positive teaching behaviors, and were found to effectively promote student motivation. These characteristics defined as positive teaching behaviors also define an enthusiastic instructor. Instructor enthusiasm is understood to have a positive effect on students' academic motivation or achievement motivation levels, which could be described as the production of the energy required for academic tasks (Bozanoğlu, 2004).

The study revealed a significant difference among the levels of achievement motivation of the students with regard to gender. The levels of achievement motivation of female students were significantly higher than those of males. In a study, Altınok (2004) revealed higher motivation levels among female students than in male students (as cited in Gök, 2006). As a result of a study they conducted, Acat & Yenilmez (2004) found that females have greater intrinsic motivational sources. Aktaş et al. (2006) found in a study on basketball players that the levels of achievement motivation among females were higher than among males. Various research arguing that social environment plays a role in achievement and orientation of competitive behavior suggests that fact that cultural differences as well as social factors and interactions do have a role in competitive behavior. Moreover, it could also be argued that gender roles and gender might be a variable that influences motivation, and that the inclination to achieve and sense of competition is stronger among female students than among males.

Significant difference was found among the levels of achievement motivation of the students in terms of their attendance levels. The levels of achievement motivation among the students with high attendance levels were found to be significantly higher than those of the students with medium and low course attendance levels. Furthermore, a significant difference was also detected among the students' levels of achievement motivation in terms of whether their course attendance depended on instructor enthusiasm. The levels of achievement motivation of the students who stated that their course attendance depended on the enthusiasm of their instructors were significantly higher than that of those who stated that it did not. Though the literature review did not reveal any study that arrived at a similar conclusion, this result is believed to be caused by the general effect of instructor enthusiasm and positively affect students' course attendance. Both Lincoln (2008) and Kunter et al. (2008) argue that an enthusiastic instructor attracts students' attention and students like instructors who create positive emotional environments. Furthermore, Bettencourt et al., (1983), Burden & Byrd (1994) & Gözütok (2004) also state that instructor enthusiasm is crucial for students' course attendance. In a different experiment in the same study by Bettencourt et al. (1983) the more willing-inclined-enthusiastic the instructor was, the higher the student attendance was. Obviously, instructor enthusiasm is assumed to have positive effects on course attendance as it influences students' course attendance.

Significant difference was also detected among the levels of achievement motivation of the students in terms of their academic achievement. The levels of achievement motivation among the students with high academic achievement were found to be significantly higher than those of the students with medium and low academic achievement levels. Individuals with achievement motivation strongly tend to challenge difficulties by working hard and willingly for individual and professional goals (Kaya & Selçuk, 2007) and they exert greater efforts to attain their goals (Eğilmez, 2007) and to achieve (Liu & Zhu, 2009; Selçuk, 2001). Their sense of self-competence is highly

developed and they invest in effort (Selçuk, 2001; Umay, 2002). Individuals with such motivation tend to work hard and willingly for certain goals (Liu & Zhu, 2009) and challenge difficult tasks (Kaya & Selçuk, 2007). Therefore, individuals with high achievement motivation are expected to have high academic achievement. In general, high motivation positively influences performance (Argon & Demirsoy, 2007; Fortune, Cavazos & Lee, 2005) and academic achievement (Akgün et al., 2007; Halawah, 2006). Consequently, equal attention should be dedicated to motivation and achievement. A student is more motivated when s/he needs information, and would like to see the gains of the task s/he performs in himself/herself and his/her environment. If s/he believes and sees that the task s/he performs do not have any effect in himself/herself and his/her environment, s/he may abandon the efforts s/he can exert. Only if a teacher knows when to listen, when to act and when to step back, s/he can work with his/her students effectively and efficiently. A teacher's teaching practices, the qualities of the school environment and rewarding practices for in-class activities play a crucial role in enhancing or undermining student performance. A teacher who perceives his/her students' physiological, psychological and social needs in and out of classroom and school can enhance their performance. Kızıltepe (2002) argues that enthusiasm of an instructor and teacher has a crucial impact upon student achievement. The students taught by an enthusiastic instructor like their courses, willingly attend school, attend classes and enjoy reading.

A significant difference was detected between the students' mean achievement motivation scores according to their grade levels. The level of achievement motivation among the students in the Non-Thesis Master's (NTM) program was significantly higher than that of freshmen and sophomores. No difference was found between the juniors and seniors and other grades in terms of grade levels. This difference in terms of grade levels in favor of the NTM class could be attributed to the fact that the students in this program were the closest to graduation and thus, to business life. Their higher achievement motivation levels when compared to the other normal student groups might have also resulted from the fact that they are the oldest age group and want to graduate and begin to work to attain their economic independence as soon as possible. In a study, Acat & Yenilmez (2004) demonstrated that student motivation changed in a positive direction from the first to the fourth year and that students' problems decreased as their grade levels increased. The results of this study support the findings of this research.

A general evaluation of the study results revealed that the students who perceived high instructor enthusiasm and the students who stated that their class attendance depended on the enthusiasm of their instructors showed high levels of achievement motivation. In terms of instructor enthusiasm, it is believed that it will be highly beneficial to train pre-service teachers during teacher training process using microteaching applications about the elements of enthusiasm, including verbal presentation, eye contact, mimics, bodily movements, facial movements, selection of words, acceptance of opinions and emotions, and general energy level, and to help them acquire relevant skills. This will positively affect teachers' professional achievement and thus, enhance their students' achievement motivation and academic achievement. Moreover, instructors' and teachers' positive approach toward students and their efforts to establish effective communication with them also enhance students' achievement motivation. Therefore, teachers will benefit from participating in training groups on communication skills.

It can also be accepted that because achievement motivation develops within family and cultural environment, families also assume important responsibilities. Children develop high achievement motivation when achievement is encouraged and they do not receive negative reactions for their failures. In this context, it is important that school counselors provide families and teachers with counseling assistance on "achievement motivation", "parent attitudes" and "communication skills".

Studies have revealed the existence of high correlation between self-regulation strategies and academic achievement (Üredi & Üredi, 2005) and between self-regulation and motivation (Yazıcı, 2009). It is suggested that students' achievement motivation will be positively influenced

by the acquisition of self-regulation skills that are reported by experts to positively affect students' achievement motivation and can be taught at all instructional levels (Çetin & Gelbal, 2008) throughout all educational processes.

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