Academic Motivation Levels of Students in Different Sociometric Status

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ABSTRACT: *In this study, academic motivation levels of students in different sociometric statuses were examined. The sample of the study consisted of a total of 977 students, 493 males and 484 females, who continued their education in the 5th, 6th, 7th and 8th grades of the province of Malatya in the academic year of 2014-2015. Sociometric test and academic motivation scale were used in the research. At the end of the research; There was a significant positive correlation between sociometric status and academic motivation levels of students. In terms of sociometric status, the level of academic motivation was found to be higher than that of peers, non-speakers and students with peer acceptance. Again, the level of academic motivation of female students who received peer acceptance was higher than that of male students. Based on the research findings; It can be said that teachers can increase the level of academic motivation by including students who are away from social groups and social groups.*
Keywords: *Academic Motivation, Sociometry, Peer Acumen, Peer Rejection*

I. INTRODUCTION

The passing of a productive learning experience is closely related to the level of motivation. According to Harter (1981), in the learning process, the willingness of learners is one of the most important concepts affecting learning.

Individual learning activities will vary depending on the skills and abilities they possess and on their use. For learning success, individuals need to act in the direction of their talents and skills. Various incentives and incentives are needed for this purpose (Konur, 2006: 17).

There are various factors that affect human behavior. However, the direction of behavior is the most important source of power that determines its severity and determination. Motivation is a general concept involving desires, wishes, needs, and interests. Motivation is the power and energy that gives behavior. This force activates the organism for a purpose (İflazoglu and Tümkaya, 2008: 62).

There are many definitions in the literature related to motivation and motivation. Demir (2008) defines motivation as an internal force that drives, acts, strengthens, activates and directs an individual's behavior to achieve an aim (Demir, 2008: 29); Fidan (1997) describes an individual as a repulsive force that causes the individual to act, energize, emotional rise and direct behavior in order to reach certain goals and to show the necessary behaviors in a certain situation (1997: 129).

In general, the motivation that emerges under the influence of the motives is defined as internal and external causes that cause the human organism to act, determine the level of violence and energy of these behaviors, give a certain direction to the behaviors and maintain them, and their functioning mechanisms (Arık, 1996: 15)15

Ryan and Deci (2000) are intrinsic states that awaken, direct, and sustain behavior, while being motivated means moving to do something (Ryan and Deci, 2000); Ülgen (1997) defines motivation as a force that produces an attitude towards a certain goal to meet an individual's needs and causes effort to achieve the goal (1997, 62).
Motivation is often used synonymously with the concept of motivation.

The motivational word comes from the Latin word "movere", which means movement, movement. Motivation is a general concept involving desires, wishes, needs, pros and cons. To express motivation; Purpose, orientation, desire, intention, attitude, interest, choice (choice) are used. Motivation is a general concept that expresses a process that involves the intensity (orientation) (focus) and insistence (positive expectation) of an individual's effort to achieve a goal. In short, the individual is a force that acts for a specific purpose, drives it to work, and increases the desire to work in people (Bozanoğlu, 2004); (Don, 2013: 187) ; (Omirtay, 2009: 4); (Kaplan,2007: 3).

Motivation in education plays an important role in student performance. It is important for parents to learn and understand the concept of motivation to learn, parents to be able to follow the educational development of their children, teachers to be better educators, and managers to improve their schools from every direction. For this reason, motivation is an important concept in terms of the key to be considered at all levels in the field of education (Ünal, 2013: 7).

The motivation problem for learning starts in school years, affects the academic success of the students and increases the quality of life (Bacanlı and Şahinkaya, 2011: 563). There is also an important and powerful influence on the academic outcomes of the motivation. One of the most important predictors of academic success is academic motivation.

Academic motivation is an important concept that affects students' success, which determines the strength of the effort, the willingness of the students to demonstrate in academic matters (Ünal, 2013: 12). Academic motivation is the production of energy required for academic work. Opinions about the source of this energy vary from theory to theory. This differentiation stems from the difference in method and content used in the measurement of motivation (Bozanoğlu, 2004: 84).

Academic motivation can also be described as simply a factor that influences the attainment of one's reading and grading in school (Clark and Schroth, 2010: 20). In this research, it was found that low level students with academic motivation had problems with attendance, school education and academic success; While those with a high level of motivation were determined to be willing, able to pursue, and successful in their studies. (Wormington, Corpus ve Anderson, 2012: 431). (Clark veSchroth, 2010: 20).

Academic motivation; Self-esteem, test anxiety, achievement, competence perception, and sociometric status.

The selection / rejection pattern / distribution within an individual group is called "Sociometric Status" (Akkan, 2012: 45).

Sociometric status is the social status or social acceptance of the child in the peer group. Social status; Social acceptance, social popularity (loved by the child's peers), and social rejection (not liked by their peers) (Kaya, 2005: 11).

Sociometry is used to determine the social status of the individual, which is also defined as the place and the location of the individual in the group.

In general, sociometry is the task of numerically determining within a group which people are accepted and who are rejected according to certain criteria. Briefly sociometry is the name given to the activity of measurement of friendship relations. Sociometry testing is used to measure this relationship.

Sociometry testing is about asking who they want to be friends with in a group they belong to. Thus, the social structure of the group is learned by looking at the choices and rejections of the subjects. Sociometry tests can also be applied to the members of a group who are living together (Dökmen, 2013) by interpersonal interactions.

In sociometry tests, individuals are asked to rank three classmates they want to spend the most and least time with. In the evaluation of the test; Plus (+) for those who want to spend the most time, and minus (-) values for those who want to spend the least amount of time. Positive preferences are scored as +3, +2 and +1 respectively; Negative values are scored as -3, -2 and -1, and are added together. The total negative scores are subtracted from the total positive scores and the sociometric scores of the subjects are reached.

Those who score above zero are referred to as popular (peer acceptance-peer acceptance), those who score below zero, those who are not popular (peer rejection-peer rejection), and those who score zero are referred to as abstracted (hatipoğlu and Sümer, 1999 Safoz and Güven, 2008, Akt. Akkan, 2012: 46-47). (TODAİE, 2015).

The most important factor in determining the popularity of an individual is its behavior. Popular children, according to others, are children who have social skills and exhibit less problematic behavior. These children are also children who are skilled in social interaction, have leadership skills and are loved by their friends. (Akkan, 2012: 30)

Rejected children are children who are not clearly admired by their peers and are made to feel uncomfortable. Various individual features can play a role in their exclusion or repulsion. These children can often be offensive, hinderful, harmful and violate the rules. In building social relationships, they cannot be as successful as popular children. This situation causes them to feel uneasy and thus to be rejected by their friends (Akkan, 2012: 32; Erwin, 2000: 26).

In this research, the relationship between the students' sociometric status and academic motivation levels is examined. In the research, it is important to examine the effect of education on the achievement by determining the relationship between socialization function and motivation.

II. METHODOLOGY

This research is descriptive and aims to examine the academic motivation levels of students in different sociometric stats Descriptive research is a research approach aimed at describing the past and present as it exists (Karasar, 2012: 49). In such researches, the main purpose is to be able to accurately observe and determine the observed state. (Karasar,1984,79)

A total of 2254 students studying in 2014-2015 education year in Hidayet, AbdulkadirEriş and Hayriye Başdemir secondary schools located in the districts of Yesilurt and Battalgazi in Malatya province and the sample of the study are composed of 981 students who are determined by unselected method.

When determining the study universe of the research, they are based on different socio-cultural environments and easy accessibility criteria. A sample of the research was created by selecting four branches in each school in this school with unselected method.
Identification information for the sampling group is given in Table 1.

Table 1. Descriptive Statistics on Sampling

Variables		Frequency (f)	Percentage (%)
Gender	Girl	**484**	-5.01
	Male	**493**	50.5
Class	5th grade	200	20.5
	6th grade	280	280
	7th grade	264	27.0
	8th grade	233	23.8
School	Hidayet O.O.	410	42.0
	A.Eriş O.O.	**393**	40.2
	H.Başdemir O.O.	174	17.8
Sociometric Status	Peer Acceptance	583	59.7
	Peer Rejection	343	35.1
	Isolated	51	5.2

According to Table 1, 49.5% of the sample consists of female students and 50.5% of male students. The largest group in terms of classroom change is the 6th grade students with a ratio of 28.7%. When it is examined from the point of view of the school change, it is seen that the large group of Hidayet Secondary School with 42.0% and HayriyeBaşdemir Secondary School with 17.8% constitute a small group. The reason for the differentiation of the number of students sampled depends on the difference in the classroom availability. In terms of sociometric status change, it is seen that 59.7% of the students receiving peer acceptance, 35.1% of the students receiving the peer rejection and 5.2% of the abstracted students are seen. According to this, the majority of the students who are accepted to the peer.

The "Academic Motivation Scale" developed by Bozanoğlu (2004) was used to collect the data of the research. The specified scale was applied without any change, with the permission of the researcher who developed it. Sociometry test was also used to determine the sociometric status of students in the study.

The scale used in the research was developed to determine individual differences in academic motivation levels of students. The scale consists of 20 items. Each item in the measurement provides a Likert type 5 grading in terms of whether the respondent is suitable for him or her. The lowest score that can be taken from the scale is 20, the highest score is 100. The high score obtained indicates the high level of academic motivation. Only one item (item 4) is scored reversely in the scale. The Cronbach alpha value calculated for the reliability of the scale was found to be .852.

There are two items in the sociometry test. In the first item of the test, three classmates were asked to spend the most time together, and in the second, three classmates were asked to spend the least amount of time. In the calculation of the sociometric scores of each trial, the preferred and non-preferred cases were scored as 3, 2, 1 as + and -, plus and minus points were collected among themselves and the sociometric scores of the subjects were found. Those who score zero are rated as "peer", those who score below zero are considered as "non-peer", and those who score zero are considered "abstract".

A total of 981 students were counted as invalid, and the remaining 977 measurements were analyzed. The obtained data were subjected to independent groups T-test, one-way analysis of variance ANOVA and simple linear correlation analysis. As a result of the research, SPSS 21.0 package program was used for statistical analysis of the data obtained.

III. FINDINGS AND COMMENT
Findings and Comments on the First Subproblem
The first subproblem of the study was "Is there a meaningful difference between the sociometric status of the students and their academic motivation levels?" This sub-probing was administered, one-way ANOVA and Dunnet-C test.
The results of the analysis are given in Table 2.

Table 2. Relevant Test Results between Academic Motivation Levels of Students and Sociometric Statues

	Sociometric Status	n	$\overline{X}$	SS	Source of Variance	Sum of squares	sd	Squares Avg.	F	p	Fark (Dunnet-C)	Eta square ($\eta2$)
Academic Motivation	Peer acceptance	583	84,12	10,06	Groups	2162,6	2	1081.3	8.300	000	1>2	,019
	Peer rejection	343	81.28	11.84	Inside groups	113582.6	189.071	116.6				
	Isolated	51	80.11	11.66	Total	115745.3						

When looking at the values in Table 2; There is a statistically significant difference between the students' sociometric stats and academic motivation levels (F = 8,300 and p <, 05). The difference according to the Dunnet-C test for finding the source of the difference was in favor of the peer-accepting students among the peer-accepting and peer-rejecting groups. The effect size ($\eta 2$ =, 019) calculated as a result of the test shows that there is a small difference between sociometric status and academic motivation. This difference; ($\overline{X}$ = 84,12) in peer acceptance, medium ($\overline{X}$ = 81,28) in peer rejection, and low ($\overline{X}$ = 80,11) in abstracted students.

According to this finding, it is seen that the sociometric status of the students has a positive effect on the level of acceptance of peers, academic motivation. Acting on this result, it can be done that the acceptance of the student in the social environment will raise the morale value and thus contribute to the academic motivation. Findings and Interpretations on the Second Subproblem

The second sub-problem of the study was that "the level of academic motivation of students who receive and not receive peer acceptance differs in terms of gender change?" The data obtained in this context were subjected to independent group T test.

The results of the analysis are given in Table 3 and Table 4.

Table 3. Results of Relative Analysis Between Academic Motivation Levels and Sex Variance of Peer Accepted Students

	Gender	n	$\overline{X}$	SS	sd	t	p	Eta square ($\eta 2$)
Academic Motivation	Girl	302	85.36	10.01	**581**	3.102	002	002
	Male	**281**	82.79	9.95				

When the values in Table 3 are examined; It was found that there was a significant difference between students' academic motivation levels and their genders. (T = 3,102, p & lt; 05). In terms of average scores, it is seen that girls 'scores ($\overline{X}$ = 85,36) are higher than boys' scores ($\overline{X}$ = 82,79). The effect size calculated for the test result ($\eta 2$ =, 02) shows that this difference is low.

Table 4. Results of Relative Analysis Between Academic Motivation Levels and Sex Variance of Non-Peer Accepted Students

	Gender	n	$\overline{X}$	SS	sd	t	p	Eta square ($\eta 2$)
Academic Motivation	Girl	157	82.63	11.65	**341**	1.948	042	01
	Male	186	80.14	11.90				

According to Table 4, the academic motivation levels of the students who did not receive peer acceptance differ significantly in terms of gender change (t = 1,948, p <, 05). In this sociometric status, it is seen that the average scores of the girls ($\overline{X}$ = 82,63) are higher than the average scores of the males ($\overline{X}$ = 80,14). The effect size calculated for the test result ($\eta 2$ =, 01) shows again that this difference is low.

The relationship between academic motivation levels and gender appears to have no significant difference when students are considered peer acceptance or not. In other words, the difference found in terms of gender change was not seen among the sociological statues of the sexes.

Findings obtained in this aspect of the research are also supported by the results of many studies in the literature. In studies conducted by Aydın (2010), Demir (2008), İflazoğlu and Tümkaya (2008), Richardson and Woodley (2003) and Simonite (2002) Learners who have high levels of academic motivation choose to learn and value themselves and enjoy themselves, spend effort and attention to learning, have high achievers, pursue goals that are challenging for them, use more effective learning strategies, They found that they had more positive attitudes towards the lesson. Research also suggests that students' Self-esteem, personality, working habits, and environmental factors such as parental attitude, teacher attitude, school type.

In studies on gender differences (Jansen and Bruinsma (2005), Richardson and Woodley (2003), Shah and Burk (1999), Simonite (2003) and Van der Hults and Jansen (2002) found that gender is an important variable affecting achievement And that girls are more successful than men, that they are more motivated to study. Girls are more likely to have internal motivation, a higher level of school involvement and motivation than boys; It is emphasized that men experience more external motivation. (Aydın, 2010, Demir, 2008, İflazoğlu and Tümkaya, 2008, Richardson and Woodley, 2003, Simonite, 2002).

Macan et al. Found that gender was an effective variable for success. (1990) also stated that girls are better than men in terms of time management, work discipline and skills. In addition, another study by Beekhoven, De Jong and Van Hout (2003), which examines German higher education, indicates that more competence is expected than girls.

According to these findings, it can be stated that academic motivation is one of the most predictive variables of academic achievement and differs according to sex.
Findings and Interpretations Regarding the third Subproblem
The third sub-problem of the study was "Is there a meaningful relationship between academic motivation levels and sociometry scores of students who are and are not receiving peer acceptance?" This section was subjected to simple linear correlation test. The analysis results are shown in Tables 5 and 6.

Table 5. Relative Analysis Results of Academic Motivation Levels and Sociometry Scores of Peer Accepted Students

		Sociometry Score	Academic Motivation
Sociometry	Pearson Correlation	1	092
	Shallow. (2-tailed)		,026
	N	583	583
Academic Motivation	Pearson Correlation	092	1
	Shallow. (2-tailed)	,026	
	N	583	583

The values in Table 5; Suggest that there is a low and meaningful relationship between the academic motivation levels of sociometry scores and peer acceptance of students on the positive side. (R = 0.092, p <.05).

Table 6. Relative Analysis Results of Academic Motivation Levels and Sociometry Scores of Non-Peer Accepted Students

		Sociometry Score	Academic Motivation
Sociometry Score	Pearson Correlation	1	192
	Shallow. (2-tailed)		000
	N	343	343
Academic Motivation	Pearson Correlation	192	1
	Shallow. (2-tailed)	000	
	N	343	343

Values in Table 6; (R = 0,192, p <.05) in the positive direction between students' academic motivation levels and sociometry scores of the students who did not receive the peer acceptance. According to these findings; Whilesociometric scores of students are influenced positively by academic motivation at the level of acceptance, it affects negatively at the level of not being accepted.

From these findings, the preference in the social environment will contribute positively to the moral value and academic motivation of the students; It can be said that the students who are not preferred will decrease the morale value and therefore the academic motivation will also affect the negative.

IV. CONCLUSION

In this research, the relationship between the students' sociometric status and academic motivation levels is examined. In the research, students were asked whether there was a meaningful relationship between sociometric status and academic motivation levels of peer acceptance and disappearance in terms of gender change. According to the findings obtained within the scope of these questions;
Statistically, there is a meaningful difference between students' sociometric stats and academic motivation levels in favor of students who receive peer acceptance. Peer acceptance is high, peer rejection is moderate, and isolation is low.
According to this finding; Whilesociometric scores of students are influenced positively by academic motivation at the level of acceptance, it affects negatively at the level of not accepting
Within the scope of the second question of the research; It was found that there was a meaningful difference between the academic motivation levels of the students who are receiving and not receiving peer and the genders. The difference was, albeit at a low level, the scores of female students were higher than male students in the case of seeing and not seeing peers.
According to this finding; It is seen that there is a meaningful difference between the level of academic motivation and the sex of the students and the sociological status of the sexes, with or without peer acceptance. In the third question of the research, it was concluded that there is a low level and meaningful relation between the academic motivation level of socio-metric scores and those of non-peer accepting students on the positive side
According to this finding, it is seen that the sociometric status of the students has a positive effect on academic motivation in the level of receiving peer acceptance. In this research, which examines the relationship between the academic levels of secondary school students in different sociometric status and some variables, it is seen that when the academic motivation average scores calculated according to the sociometric status of the

students are examined, it is seen that the ones accepted by their peers have the highest academic motivation score and then the students rejected by their peers and finally the abstracted .Family, socio-economic situation, previous year's lesson success, teacher perceptions, etc. There are many factors. However, in the learning process, it can be said that the student is interested in the lesson and the peer group in which he is involved is influenced by the value judgments about learning.If the academic success of the group is high, the student's need to be accepted as a group will increase the current level of academic motivation.

According to the sociometric status variable, it is stated that there is a significant difference between academic motivation level and gender variation of students receiving peer acceptance. It is stated that the average scores of the girls are higher than the average scores of the men and the gender variable has a small effect size on this dependent variable. Similarly, it is stated that there is a significant difference between students' academic motivation level and gender variation in students who do not receive peer acceptance according to the sociometric status variable. It is stated that the average scores of the girls are higher than the average scores of the men and the gender variable has a small effect size on this dependent variable.

It is seen that there is a positive and positive relationship between socio-metric scores and academic motivation levels of students who receive peer acceptance, but it is stated that there is a weak relationship. Similarly, it is seen that there is a positive and positive relationship between sociometry scores and academic motivation levels of students who do not receive peer acceptance, but again there is a weak relationship.

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