



## Strategies Used to Increase Intrinsic Motivation of Colledge Students

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### Abstract

Students who are intrinsically motivated are more eager to learn and to develop their capacities through having active participation. According to *Self-Determination Theory*, fulfilling the psychological needs of students helps students to be intrinsically motivated and to succeed in achieving their academic goals. The aim of this research is to measure the intrinsic motivation of college students' and to assess the fulfillment of their psychological needs of *autonomy, competence and relatedness* which are reinforced mostly by their instructors. It also aims at detecting college instructors' awareness of the satisfactions of the psychological needs of students and to which extent do they try to fulfill such needs. The participants are (40) second year students of English Department - College of Basic Education at Salahaddin University. The data was collected through the use of *TWO* questionnaires which are adapted from Goldman et al (2017); the *first* questionnaire is about the measurement of students' *Intrinsic Motivation in Learning Scale (IMLS)* of the literature course, while the *second* one aims at detecting the fulfillment of the *Students' Psychological Needs Scale (SPNS)* in the module of *Literature* which is taught at second stage. The results showed a positive correlation between the students' perceptions about the fulfillment of their psychological needs with the *effective* mean of (3.41) and the Students' Level of Intrinsic Motivation with *High* mean scale of (3.54). The findings showed hopefulness of the instructors awareness of their students psychological needs which increases the level of the students intrinsic motivation.

**Keywords:** motivation, Intrinsic motivation, SDT theory, psychological needs.

### 1. Introduction

Ryan & Deci (2009, p. 171) label college students into two types; those who are genuinely excited about coming to the class and eager to learn the course material and those who are apathetic about learning and uninterested in the class events. For Ryan & Deci (2000b, p. 16), intrinsically motivated students are those who "engage in activities that interest them and, in so doing, help them to learn, develop, and expand their capacities". A distinction should be made between *external* (situational) and *intrinsic* (stable construct of) motivation where Extrinsic is called *State Motivation* because it refers only to the efforts put toward a particular task or content area at a given point in time (Christophel, 1990, p.324), meanwhile, intrinsic is called *Trait Motivation*, which is a stable construct and refers to the overall drive students have toward studying and learning in general (Richmond, 1990). The theory which combines motivation with the psychological needs of individual is called *Self-determination theory* (henceforth SDT). SDT is originated by Deci & Ryan (1975) and deals with Psychological Needs and Intrinsic Motivation which assumes that individuals possess "an active tendency toward psychosocial growth and integration," which drives them to "seek challenges, to discover new perspectives, and to actively internalize and transform cultural practices" (Ryan & Deci, 2002, p. 3). Deci & Ryan (1985) argue that people are naturally motivated to self-improve, yet one's social environment can either support or discourage it. Besides, they assume that there is a strong correlation between individuals' psychological needs (*autonomy, competence, relatedness*) and intrinsic motivation. In other words, intrinsic motivation



depends on the individuals' satisfaction of their three psychological needs of *autonomy, competence, and relatedness*. According to Ryan & Deci (2002), *autonomy* refers to being the perceived source of one's own actions and the feeling of automaticity arise only when their behavior is internalized as an expression of their own freewill. Deci & Ryan (2000, p.234) argue that autonomy leads to increase the intrinsic motivation and many scholars supported the idea that:

Autonomy is essential to intrinsic motivation by showing that other events such as threats (Deci & Cascio, 1972), surveillance (Lepper & Greene, 1975), evaluation (Harackiewicz, Manderlink, & Sansone, 1984), and deadlines (Amabile, DeJong, & Lepper, 1976) also led to the undermining of intrinsic motivation, presumably because they also prompted a shift toward a more ex-ternal perceived locus of causality (E-PLOC)

Autonomy of students in classroom environment relies on the teachers support by giving them freedoms whenever possible (Ryan & Lynch, 2003), as in choosing topics, choosing their partners or to give them extra time to those who are behind...etc. Elliott, McGregor, & Thrash (2004) argue that in class environment this need is satisfied by providing activities which are challenging but can be achieved with reasonable effort and assistance. On the other hand, Baumeister & Leary (1995) describe the last psychological need which is *relatedness* as the desire to feel connected to *others*, in other words, to love and care, and to be loved and cared for. Bolkan & Goodboy, (2015, p. 60) claims that for a better understanding of students' intrinsic motivation, communicative researchers must embed SDT in the field of education and instructional communication, stating that "communication researchers [must] begin to embrace self-determination theory in order to understand how instructors meet students' basic needs and how the fulfillment of these needs facilitates students' behaviors and, ultimately, learning". College Instructors play a crucial role in fostering or reinforcing students' intrinsic motivation, as Christophel (1990, p.324) has noted, instructors are "active agents within the educational environment, capable of stimulating the development of student motivation toward learning". However, the existence of the third form of motivation which is called *amotivation*, as it has been clarified by Vallerand et al. (1992) who state that SDT identifies three major forms of motivation: *intrinsic, extrinsic and amotivation*, is regarded as a challenge for teachers. Deci and Ryan (2000, p. 237) refer to *amotivation* as "a state in which people lack the intention to behave, and thus lack motivation as that term is defined in the cognitive motivational tradition". On the same line of vein, Gagne & Deci (2005, p. 336) state that the term *amotivation* is used to refer to "having no intentions for behavior and not really knowing why one is doing it". So, if a person is simply not interested in a particular learning activity, he will not be intrinsically motivated for engagement (Deci and Ryan, 2000). They suggest that such students need to be motivated externally, for instance, by giving them grades. They call this process *internalization of external motivation* which indicates that through the use of external factors such as *giving a reward*, students can be still self-determined intrinsically. They provide an example of a student who is not interested in learning chemical equations but if he comes to understand the importance of this subject to his skill enhancement, then he will approach this activity out of his will and desire rather than pressure. This internalization process is also forced by teachers by explaining the importance of activities and how it may affect their progress and success.

Being aware of the importance of *SDT* in educational content, scholars (e.g., Black & Deci, 2000; Deci, Vallerand, Pelletier, & Ryan, 1991; Niemiec & Ryan, 2009, as cited in Goldman et al., 2017, p. 170) have conducted many researches to detect the usefulness of *STD* for understanding college students' intrinsic motivation to learn. Miserandino (1996) expresses the effect of intrinsic motivation on students' academic achievements since greater academic achievements are experienced by intrinsically motivated students rather than those who are extrinsically motivated. *SDT* emphasizes on the promotion of the intrinsic motivation through the fulfillment of students' psychological needs by the help of college instructors



(Reeve & Jang ,2006). According to Koestner & Losier ( 2004) , there is no "PURE" intrinsic motivation but there are degrees of intrinsic motivation extending from *highly extrinsic* motivation to *highly intrinsic* motivation . However , according to the researcher's point of view , the reality of the classroom at Kurdistan Universities is usually different from theories since having large number of students in the class may disable teachers from satisfying all the students psychological needs .Besides , the requirement to covering all the materials in the curriculum is also an obstacle on the way of teachers who may not be able to provide freedom in choosing the material by the students and some activities might cause students to feel incompetent. Having personal problems is another problem which may forbid students to pay attention to the class and being active .So ,the job of the teacher is not to expect *purely intrinsic motivation* but simply to arrange and encourage intrinsic motivations as possible by supporting students' basic needs for autonomy, competence, and relatedness.

Concerning the measurement of the psychological needs and students intrinsic motivations, scholars have adopted the generic scales created in psychology to fit their required to make some modification to the original psychological measures but such measurements have been criticized and needed to be modified in order to suit the college environment . Goldman et al (2017 , p.171) state that they thought of presenting a new measurement scales as a reaction to the previous measurement scales such as the Academic Self-Regulation Questionnaire (ASRQ ) by Ryan & Connell (1989) that measured STD only among grade-school students and Academic Motivation Scale (AMS) by Vallerand et al.'s (1992) which aimed at measuring students' overall motivation for attending college , meanwhile neglecting students' motivation to learn a specific material in a specific course. Golman et al (2017) scale , which is adapted in this research, is used to assess college students' Intrinsic Motivation to Learn Scale (IMLS) and Students Psychological Needs Scale (SPNS ) to detect the fulfillment of their psychological needs .

## 2. Methodology

This section includes detailed information about the aim , questions of research , participants and procedures ,instrumentation , procedure , data analysis and results.

### 2.1 The Aim

College instructors' use of different strategies will reinforce the Intrinsic motivation which plays an important role in supporting EFL learners to achieve their academic goals successfully . The aim of this study is to detect instructors' awareness of the fulfillment of their students' psychological needs through measuring their level of intrinsic motivation and taking their perception about their psychological satisfaction. The research attempts to explore the correlation between the fulfillment of psychological needs and the level of students intrinsic motivation. It hypothesizes having a positive correlation between the level of intrinsic motivation and fulfillment of psychological needs since the fulfillment of their psychological needs leads to a high level of intrinsic motivation in the learning of English language.

### 2.2 The Questions

The following research questions are formulated:

1. What is the level of intrinsic motivation among the undergraduate students ?
2. Are the college instructors aware of the fulfillment of their students psychological needs of *autonomy , competence and relatedness*?
3. What is the correlation between students' intrinsic motivation level and the effective scale of their psychological satisfaction?



### 2.3 Participants

Participants were (40) second year undergraduate students, who were enrolled in literature courses at *University of Salahaddin, College of Basic Education –English Department*. Participants were asked to fill in a two questionnaires adapted from *Goldman et al (2017)* for the purpose of measuring their intrinsic motivation and to take their perception about the extent of their satisfaction of the psychological needs. It is expected that, in the course of literature, instructors mostly need to motivate their students to be active in their classes and to participate in performing a Drama which is required to be presented by the second year students in second grade. The researcher has noticed during the performance of the Drama that the second year students were quite excited and pleased during their performance which lead her to choose this subject to achieve the goals of the research. Only (35) of the questionnaire forms were included for the purpose of the statistics of this research since (5) of the forms were not filled in adequately, for instance, two choices were ticked for one item or it has not been ticked at all, so as an ethic of research writing such forms were disregarded.

### 2.4 Instruments

Two questionnaires were used as the instruments of the study. The first questionnaire about Intrinsic Motivation to Learning Scale (IMLS) which consists of (10-items) assessing students' intrinsic motivation to learn course material. Responses are solicited using a 5-point Likert scale ranging from *strongly agree*(1) to *strongly disagree*(5). In this study, a *Cronbach reliability coefficient* of 0.95 (M= 52.33, SD= 12.90) was obtained for the measure. In order to interpret the analyzed data, the following criteria were established:

- A mean score of 4.21 –5.00 ( Highest Level of IM).
- A mean score of 3.41 –4.20 ( High Level of IM).
- A mean score of 2.61 –3.40 (Medium Level of IM).
- A mean score of 1.81 –2.60 ( Low Level IM).
- A mean score of 1.00 –1.80 ( Lowest Level IM)

Meanwhile, the second questionnaire was used to assess *Students psychological Needs Scale (SPNS)* which contains four psychological needs of *autonomy, competence, relatedness with instructor, and relatedness with classmates*. The questionnaire contained a 24-item measure (adapted from Goldman et al 2017) divided on four phases; autonomy (8-items), competency (8-items), relatedness with instructors (4-items) and relatedness with classmates (4-items). Responses were solicited on a 5-point Likert scale ranging from *strongly agree*(1) to *strongly disagree*(5). The Cronbach alphas for each of subscales: 0.90 (Autonomy), 0.88 (Competence), 0.85 (Relatedness with Instructor), and 0.92 (Relatedness with Classmates). In order to interpret the analyzed data, the following criteria were established:

- A mean score of 4.21 (81%)–5.00 (100%) (Very Effective).
- A mean score of 3.41( 61%)–4.20 (80%) (Effective).
- A mean score of **2.61(41%)–3.40 ( 60%) (Enough)**.
- A mean score of 1.81(21%)–2.60 (40%) (Ineffective).
- A mean score of 1.00(0%) –1.80 (20%) (Very ineffective)

### 2.5 Results and Discussions

#### 2.5.1 Students' Intrinsic Motivation to Learning Scale ( IMLS )

In order to know the level of the Intrinsic motivation of the students, Goldman et al (2017) questionnaire which is IMLS is used to be filled in by 40 second year students but unfortunately only 35 forms were included or regarded for the data collection as it was pointed out earlier. The results of the IMLS is shown in the following table.

**Table (1) Students' Intrinsic Motivation to Learning Scale ( IMLS )**

Items	SA	A	N	D	SD	PERCETAGE	MEAN
1. Learning new concepts in this class is fulfilling to me.	80%	20%	0	0	0	96	4.8
2. Developing my understanding of the content is rewarding to me.	8.5%	25.7%	48.5%	8.5%	8.5%	63%	3.1
3. Learning new things in this class makes me feel better about myself	60%	25.7%	0%	8.5%	5.7%	85.1%	4.25
4. I find learning new things in this class to be unfulfilling.	8.5%	14.2%	14.2%	20%	42.8%	45.1%	2.2
5. Understanding new concepts in this class is enjoyable to me.	60%	11.4%	14.2%	38.5%	5.7%	82.2%	4.1
6. It is personally satisfying for me to learn new concepts in this class.	54%	20%	5.7%	14.2%	5.7%	80.5%	4.0
7. I get a sense of fulfillment when I learn new things in this class	31.4%	51.4%	5.7%	2.8%	8.5%	58.2%	2.9
8. I do not enjoy trying to comprehend new ideas in this class.	14.2%	20%	38.5%	11.4%	45%	49.1%	2.4
9. Learning new things in this class makes me feel like I am growing as a person.	14.2%	48.5%	20%	14.2%	12.8%	71.4%	3.5
10. I desire to learn new things in this class because it gives me a sense of fulfillment.	68.5%	25.7%	17.1%	0	8.5%	85.1 %	4.2
<b>TOTAL AVERAGE</b>						<b>71.61%</b>	<b>3.54</b>

**Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD)**

The overall statistical result shown in Table -1-reports that the 35 students experience (3.54, 71.61 %) which indicates a *high level* of intrinsic motivation of the second year students in the course of literature within the range of 3.41 –4.20 ( high-intrinsic level) . It can be concluded from the result above that generally the students in this study are highly motivated intrinsically by their instructor in literature course. The level of their perceived motivation is above moderate and the results reveals that the 35 second year students feel highly motivated which interpreted as a result of their fulfillment of their psychological needs which is reinforced by their instructor. In the coming section we will discover the frequent use of certain strategies which leads to the achievement of the psychological needs .

### 2.5.2. Students psychological Needs Scale (SPNS )

40 students were asked to fill in the questionnaire about the fulfillment of their Psychological Needs which may mediate the reinforcement of intrinsic motivation . The questionnaire consisted of 24 statements and measured with the positive statement. Data were analyzed using frequencies, percentages , and arithmetic mean and below is the data result:



**Table (2) Students Psychological Needs Scale (SPNS)**

Items	SA	A	N	D	SD	Percentage	Mean
<b>A. Autonomy</b>							
1. In this class, I have the freedom to learn in my own way.	80%	14.2%	0	5.7%	0	93.7%	4.6
2. I complete assignments in this class in the way I want to do them.	60%	28.5%	8.5%	2.8%	0	89.1%	4.4
3. The way this class is structured allows me to learn in my own unique way.	11.4%	11.4%	25.7%	42.8%	8.5%	54.8%	2.7%
4. I have the freedom to complete course assignments in my own way.	8.5%	14.2%	17.1%	54%	5.7%	53.1%	2.6
5. I dictate how I will complete the assignments in this course.	20%	37.1%	11.4%	8.5%	22.8%	64.5%	3.2
6. I have the opportunity to decide for myself how I will learn in this class.	60%	37.1%	2.8%	0	0	91.4%	4.5
7. I have the freedom to succeed however I want to in this class.	51.4%	34.2%	8.5%	5.7%	0	85.1%	2.9
8. I am free to complete classroom assignments the way I want to do them.	20%	54.2%	22.8%	0	2.8%	74.8%	3.7
<b>AVERAGE</b>						<b>75.8%</b>	<b>3.57</b>
<b>B. Competence</b>							
9. I am competent in this class.	62.8%	17.1%	14.2%	2.8%	2.8%	86.8%	4.3
10. When it comes to class assignments, I do not know what I am doing.	25.7%	8.5%	11.4%	11.4%	42.8%	52.5%	2.6
11. I can accomplish the most difficult assignments given in this class.	62.8%	8.5%	8.5%	14.2%	5.7%	81.7%	4.0
12. I am not confident in my abilities to perform well in this class.	34.2%	22.8%	11.4%	11.4%	20%	68%	3.4
13. I can accomplish anything that is assigned to me in this class.	5.7%	48.5%	28.5%	2.8%	14.2%	65.7%	3.2
14. I do not feel competent when I am working on coursework for this class.	8.5%	37.1%	14.2%	31.4%	8.53%	61.1%	3.0
15. I do well in this class compared to other students.	34.2%	37.1%	17.1%	5.7%	5.7%	77.7%	3.8



16. I do not know what I'm doing in this class.	14.2%	14.2%	20.7%	25.1%	25.1%	53.1%	2.6
<b>AVERAGE</b>						<b>68.3</b>	<b>3.36</b>
<b>C. Relatedness with Classmates</b>							
17. I am close to several of my classmates.	40%	45.7%	8.5%	2.8%	2.8%	83.4%	4.1
18. I can relate to several of my classmates in this class.	20%	14.2%	48.5%	14.2%	2.8%	66.8%	3.3
19. I share several common interests with my fellow classmates.	37.1%	11.4%	20%	11.4%	20%	66.8%	3.3
20. I have a lot in common with several of my peers in this class.	42.8%	20%	5.7%	20%	11.4%	72.5%	3.6
<b>AVERAGE</b>						<b>72.3</b>	<b>3.57</b>
<b>D. Relatedness with Instructor</b>							
21. I cannot relate to my instructor.	14.2%	40%	11.4%	17.1%	17.1%	63.4%	3.1
22. My instructor does not care about me as a student.	8.5%	37.1%	14.2%	11.4%	28.5%	57.1%	2.8
23. I feel distant from my instructor in this class.	8.5%	14.2%	42.8%	5.7%	28.5%	53.7%	2.6
24. I can relate to my instructor as a person.	28%	74.2%	11.4%	5.7%	5.7%	72%	3.6
<b>AVERAGE</b>						<b>61.5</b>	<b>3.0</b>
<b>TOTAL AVERAGE</b>						<b>70.36</b>	<b>3.41</b>

**Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D) and Strongly Disagree (SD)**

The aim behind setting this questionnaire is to detect the frequent usage of strategies applied by the instructor to satisfy students' needs of *Autonomy, competence and relatedness*, the data results were interpreted as follows;

- a. **Autonomy** : It is a need to have some freedom in the classroom which allow the students to have self-satisfaction and to participate in the classroom out of their own will and desire. The total average of students' response of the (8 )statements is (3.57, 75.8%) which indicates *Effective scale* of autonomy provided by the instructor to allow the students to feel free in carrying out the assignments , choosing their colleagues and doing the assignments on their own ways.  
**Competence** :The results of second need of competence showed that (3.36 ,68.3 %) of the students agreed with the (8 )items which are concerned with their abilities to accomplish the assignments and they find themselves competent *Enough* about knowing how to solve the assignments .
- b. **Relatedness with the classmates**: The four statements in this phase are related to detect students' relationship with their classmates which plays an important role in satisfying students' psychological need. The answers showed that *effective scale* with the mean ( 3.5, 72.3 % ) concerning having a good relationships with their classmates.
- c. **Relatedness with the instructors**: Based on the data obtained from the 35 respondents, the statement was *very effective* with the mean (4.4).The relatedness with the instructor is regarded as the most important factor which reinforces psychological



satisfaction in the personalized learning process because of their power and authority in the class management and learning.

The total average of the SPNS is 70.36% with the mean (3.41) indicates an *effective scale* of the students' psychological needs which is a strong remark of the instructor's efforts to satisfy such needs of *autonomy, competence and relatedness* that mediates the level of students' intrinsic motivation.

### 3. Conclusions

College students at different stages of their learning process need to be motivated intrinsically by their instructors in order to achieve their goals. According to SD theory, the satisfaction of students' psychological needs of *autonomy, competence and relatedness* mediates the level of intrinsic motivation. Their level of intrinsic motivation ranges from *sever, high, moderate, low to lowest* level such variety depends on their instructors' use of certain strategies to fulfill their psychological needs. College instructors need to pay attention to such needs although they may have some challenges such as having large classes which makes it difficult to take the needs of all of the students into consideration. Another problem is that instructors can't decide about the type of the topics, assignments or the exercises which are included in the curriculum and need to be covered. According to the results of this study, there is a *positive correlation* between the *High Level* of students motivation with the mean of (3.54) and the *effective scale* of psychological satisfactions by the instructor of literature course with the mean of (3.41). The result coincides with the research's hypothesizes that the satisfaction of the psychological needs leads to a high level of intrinsic motivation which in return effects their learning process and positive interaction in the class. The study recommends that all the college instructors of English Language, especially the novice instructors, to be aware of their students' psychological needs and to be acquainted with the strategies presented by scholars resulted from their academic researches.

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### الاستراتيجيات المستخدمة لزيادة الدوافع الذاتية للطلاب الجامعيين

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#### ملخص

الطلاب الذين لديهم دوافع جوهرية هم أكثر شغفاً بالتعلم وتطوير قدراتهم من خلال المشاركة الفعالة في الفصل. وفقاً لنظرية self-determination فإن تلبية الاحتياجات النفسية للطلاب يساعد الطلاب على أن يكون لديهم دوافع ذاتية والنجاح في تحقيق أهدافهم الأكاديمية. الهدف من هذا البحث هو قياس الدوافع الجوهرية لطلاب الجامعات وتقييم مدى تلبية احتياجاتهم النفسية المتمثلة في الاستقلالية والكفاءة والارتباط التي يعززها في الغالب اساتذتهم وبيئة الفصل. كما تهدف إلى الكشف عن وعي اساتذة الكليات لاحتياجات النفسية للطلاب وإلى أي مدى يحاولون تلبية هذه الاحتياجات. المشاركون هم (40) طالب في السنة الثانية من قسم اللغة الإنجليزية - كلية التربية الأساسية في جامعة صلاح الدين وقد تم جمع البيانات من خلال استخدام استبيانين تم استلالهما من Goldman et al (2017). يتعلق الاستبيان الأول بقياس الدوافع الجوهرية للطلاب في مقياس التعلم (IMLS)، في حين يهدف الاستبيان الثاني إلى الكشف عن مدى تحقيق مقياس الاحتياجات النفسية للطلاب (SPNS) في الاستقلالية والكفاءة والارتباط في مادة الأدب الذي يدرس في المرحلة الثانية. أظهرت نتائج البحث وجود علاقة إيجابية بين مستوى الدوافع الذاتية (3.54) و نسبة تلبية احتياجاتهم النفسية بمقياس مرتفع قدره (3.41) لدى الطلاب. أمل وعي المعلمين بالاحتياجات النفسية لطلابهم مما يزيد من مستوى التحفيز الجوهري لدى الطلاب. أظهرت النتائج الأمل والتفائل في وعي و اهتمام اساتذ مادة الادب بالاحتياجات النفسية لطلابهم مما ازداد مستوى التحفيز الجوهري لدى الطلاب .

### ته و ستراتيحي يانه ي به كاردين بو زيادكردي هانداني سونكه ي قوتاياني زانكو

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#### پوخته

ته و قوتايانه ي كه وا له لايه ن ماموستاكانيانه وه لايه نى سونگه يان هانددرېت تهوا زور پهرؤشترن له قوتاياني تر سه بارهت به خوښندن و گه شه پيدانى تواناكانيان له ريگاي به شدارديكردي كارا له پولدا. به گوږه ي تيورى self-determination كهوا تامازه به وه دهكات كهوا هانداني سونگه ي قوتايان ده توانريت به هيزتريكرت له ريگاي تيركردي ياخود به ديهيناني پيوستى سايكولوجى قوتايان له خوږه رڼوه به وري و تواناي پيشبركي و په يوه ندى له گه له ده وروبه به تايه تي ماموستاكانيان. تامانجى هم ليكولينه وه به ته وه به كه په يوه ندى له نيوان ناستى هانداني سونگه ي و تيركردي پيوستى سايكولوجى قوتايان ناسكرا بكات. وه ههروه ها تامانجيكى ترى ليكولينه وه كه ته وه به كهوا به دوداچوون بو ناستى هوشيارى و به ناگاي ماموستاياني زانكو له باره ي پيوستى سايكولوجى قوتايان وه تا ج راده يه كه ههولئ هانداني روانگه ي سونگه ي قوتايان ده دن. به شدارويان پيكهاونون له 40 قوتاي قوناغى دووهم له به شى ئينگليزى - كوليجى پوره رده ي بنه رته له زانكوى صلاح الدين وه داتاكان كوكراونه ته وه له ريگاي به كارهناني دوو پرسيارنامه كهوا وه رگيراون له ليكولينه وه ي Goldman (2017) et al. يه كه مه پرسيارنامه بو مه به ستى پيوانه كرنى ناستى هانداني سونگه ي قوتايان و دووهميشيان بو مه به ستى درخستنى رڼه ي تيربوونى پيوستى قوتايان به كارهاوته له باه تي دراما كهوا له قوناغى دووهم ده خوښندريت. نه نجامه كانى ليكولينه وه كه بوونى په يوه نديه كي ته ريئى له نيوان هانداني سونگه ي كهوا به رڼه ي 3.54 و تيربوونى پيوستى سايكولوجى قوتايان به رڼه ي 3.41 لهو بابته ده رده خن وه ته وه ش تاراده يه كه نومېدبه خسه كهوا ماموستاي تهو بابته به راده يه كي كاريگه ر و له ناستيكى به رز ههولئ هانداني سونگه ي قوتاياني داوه له ريگاي تيركردي ياخود ره چاوكردي پيوستى سايكولوجى قوتاياني.