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Motivation Strategies Used by Parents for Their Children in Different Levels of Education

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Abstract

The purpose of this study is to determine the motivation strategies used by parents to increase their children's academic success in different levels of education and the effect of these strategies on their children. In this qualitative study, 51 pre-service teachers shared their experiences related to motivation strategies used by their own parents to increase their success in primary, secondary and high schools. A semi-structured interview was used to collect data and findings showed that strategies used by parents to motivate their children and the effects of these strategies were similar in the different levels of education. For instance, setting goals, giving gifts, presenting examples, making children feel positive, and supporting them by a concern with their school life were mentioned as motivating strategies at all levels. Making the children feel negative, comparing them with others, focusing on the only academic success of the students, being unable to set healthy communications, setting goals for them, and making them live financial impossibilities were, however, demotivating strategies in primary, secondary and high schools.

Keywords: Motivation; Primary School; Secondary School; High School; Parents

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Introduction

In all behaviors, there lies a desire behind and a goal on the front (Ada et al., 2013). Vroom (1964) defines motivation as performing the process of the options among alternative forms of voluntary activities, a process controlled by the individual. Some researchers approach motivation as a prompter to behavior, an effective source of power that determines the energy of this behavior in accordance with the desire to reach the goal (Acat and Yenilmez, 2004; Ergül, 2005). Briefly, motivation is "the reasons lie under a behavior" (Guay et al., 2010, p. 712). "To be motivated means to be moved to do something" (Deci and Ryan, 2000, p. 54). With reference to these explanations, it can be said that motivation is the energy that brings forth, directs, and shapes the behaviors to be done to reach a goal.

Motivation resources go into the division as intrinsic and extrinsic factors. While Benabou and Tirole (2003) describe the extrinsic factors as conditioned gifts and intrinsic factors as a desire to fulfill a task for the individual's own sake, Deci and Ryan (1980) address these two concepts in a more comprehensive way. Deci and Ryan (1980) describe the intrinsic motivation as the behavior done by an individual for himself with the aim of experiencing the pleasure and satisfaction located in the nature of the activity. For instance, a child can play on the street, run, or jump because these behaviors are fun and naturally satisfying (Legault, 2016). On the other hand, extrinsic motivation involves the behaviors to be done to achieve some separable goals such as receiving a gift or avoiding punishment (Deci and Ryan, 1980, 1985a). A student doing homework because he is wary of his parents has an extrinsic motivation, that's to say the reason behind doing homework is to avoid the enforcement (Ryan and Deci, 2000).

Lots of different theories have been suggested by researchers with the aim of obtaining intrinsic and extrinsic motivation behaviors. Motivation theories can go into the division as content theories inquiring the reason for the behavior and process theories inquiring about the development stages of the behavior (Demir and Tarhan, 2009). Maslow's Hierarchy of Needs (Maslow, 1943); Herzberg's Hygiene Theory (Herzberg, 1968); McGregor's X and Y Theory (McGregor, 1960), McClelland's Theory of Needs (McCllelland, 1961), and Alderfer's ERG Theory can be given as examples of content theories. For the process theories, Vroom's Expectancy Theory (Vroom, 1964); Adam's Equity Theory (Adams, 1963); Locke's Goal Setting Theory (Locke, 1968), and Skinner's Theory of Operant Conditioning (Skinner, 1953) can be counted. Meanwhile, process theories with a dynamic nature perceive a group of individuals as the essence of one organism and it treats this organism as a constantly revoluting, living creature, content theories with a stable nature focus on which factors trigger motivation (Rhee, 2019). Sahito and Vaisanen (2017) indicate that content theories focus on the factors that cause, sustain, or stop the behavior while process theories focus on how the behavior begin, continue, or stop. Content theories try to understand the factors in which a person exists and the ones prompting a person to behave in certain directions, however process theories study by which goals, how the people are motivated (Omirtay, 2009). In other words, it is possible to see that content theories try to answer the question of "what" while process theories try to answer the question of "how". People and organizations can benefit from these theories in order to enable motivation in individuals with different characteristics.

Many factors that may influence the acts of a person can be mentioned; however, motivation is the most significant factor in directing the human behavior and the arrangement of energy (Acat and Yenilmez, 2004). Strong motivation and desire to achieve lie on the basis of all acts which can be done and achieved by the individuals (Blašková and Grazulis, 2009). Academic success is an area in which motivation is directly effective. In the research, it is determined that motivation has a direct effect on academic success (Ginsburg and Bronstein, 1993; Wang and Gunthrie, 2011; Yıldırım, 2018). Indeed, Steinmayr and Spinath indicate (2009) that motivation is one of the fundamentals of school success which cannot be explained by intelligence. Students, teachers, administrators, and parents should be motivated well to fulfill their responsibilities in the best way for a successful school life (Dereli and Acat, 2010). It is quite difficult to talk about success when motivation is lacking.

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There are many factors motivating students at different levels in education life; both intrinsically and extrinsically. One of the most important factors is family. Parents want their children to be beneficial to society and to be successful (Yavuz, 2006). The family is one of the basic social-contextual factors influencing the motivation and the success of the child (Butler, 2014) and the research regarding this area reveal that parental involvement generally increases the academic success of both children and teenagers (Hoover-Dempsey and Sandler, 1997). Family is the primary guide throughout and even before the school life of the children (Bempechat and Shernoff, 2012). Parents' beliefs, cultural values, and attitudes are effective factors on the academic success of the children (Gürgen, 2018). Supportive parental behaviors encouraging student's autonomous power of expression and individual improvement may facilitate the formation of more intrinsic motivation in the students and the increase in academic success (Ginsburg and Bronstein, 1993). Gottfried et al. (1994) reveal that parents who are able to inoculate task endogeny will also promote autonomy and self-government. A positive relationship has been found between parents using such strategies as emphasizing not on submissiveness but independency, using inquiring instead of punishment, involving children in decision-making processes and students' self-regulation in the class, perceived competence, and academic success (Grolnick and Ryan, 1989). It can be said that parents preparing the child to live since birth use some motivational strategies for their children at different education levels to be successful especially academically. In that case, it is thought that families have an important role in motivating children and appropriate motivational strategies are an important component of child's success, self-confidence, and happiness. Parents develop some strategies to increase their children's academic success and motivate them better (Niu, 2016). Parental motivational practices have an influence on a child's intrinsic motivation and school success (Gotfried et al., 1994). The important point is how the child perceives the strategy used to increase the academic success by parents. Katz et al. (2011) indicate that the child will fulfill their task in school with higher motivation in case they perceive the parental involvement as autonomous-supported. Additionally, parents that let children participate in the rules and expectations about their own learning, give constructive advice, hints or resources while children are doing homework, use informative language instead of commanding, present more than one choice, explain about their actions are able to generate autonomous-sourced motivation (Garn et al., 2012). Parental motivation strategies have importance because they develop or diminish children's early academic intrinsic motivation, which is directly related to the future motivation and success (Gotfried et al., 1994).

Children differ from each other developmentally at the levels of primary school, secondary school, and high school (Kail, 1991). It is thought that motivation can be provided if motivational strategies by parents correspond to the individual and developmental differences of the children. Motivating strategies used by some parents with the aim of increasing the academic success of the children do not successfully motivate children (Dornbusch et al., 1988) and it may cause irredeemable problems in the relationship between parent and child (Öcal ve Koçak, 2010). Consequently, on the point of raising a healthy, happy, and successful child, pathfinder studies for the parents are needed in order to know which motivational strategies work out and which do not. On that account, the purpose of this study is to determine the motivational strategies used by parents having children at different educational levels to increase the academic success of the children and investigating the meaning that parents' actions have for the participants. We tried to answer the following questions in line with this purpose.

1) What are the motivation strategies used by the parents to increase the academic success of their children in different levels of education?
2) Which ones of the strategies used by the parents do motivate children in different levels of education?
3) Which ones of the strategies used by the parents demotivate children in different levels of education?
4) Do motivation strategies used by the parents change based on the levels of education?

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Method

This qualitative research was designed based on phenomenology approach (Patton, 2002). In phenomenological research, the researcher focuses on how participants interpret the experiences they had individually or in a group, how they transfer those experiences to their brain, how they perceive a phenomenon, how they describe, remember and evaluate it and what kind of language they use to transfer it to other people (Patton, 2002). This approach suited this research because it is ideal for the studies focusing on the experiences of individuals (Merriam, 2009) and this study also focused on the motivational experiences at different levels of the teacher candidates.

Participants

The study consisted of 51 pre-service teachers attending a school of education in Turkey as participants. Interviewing was utilised to obtain richer information (Patton, 2002). The participants of the study were selected by purposeful sampling method. Participants' voluntary involvement in the study was grounded. The information about the participants is presented in Table 1.

Table 1. Information of The Participants

		f	**%**
Gender	Woman	33	64.7
	Man	18	35.3
Age	22	15	29.4
	23	16	31.4
	24	6	11.8
	25	3	5.9
	26	2	3.9
	28	3	5.9
	29	6	11.8
Number of Siblings	3	9	17.6
	4	8	15.7
	5	9	17.6
	6	7	13.7
	7	18	35.3
Educational Level of the Mother	Illiterate	32	62.7
	Literate	5	9.8
	Primary School	9	17.6
	Secondary School	2	3.9
	High School	2	3.9
	College	1	2.0
Educational Level of the Father	Illiterate	6	11.8
	Literate	4	7.8
	Primary School	18	35.3
	Secondary School	6	11.8
	High School	10	19.6

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	University	7	13.7

Data Collection Tool

The data of this study were collected by a semi-structured interview form. First, literature was reviewed then the preparation of the interview form and a draft interview protocol with 16 questions was prepared. This draft was presented to the opinions of three university faculty members, each expert in their fields of educational sciences and qualitative studies, and some questions in the form were combined in accordance with their suggestions. Subsequently, two teacher candidate participants were interviewed as pilot interviews. The interview protocol took its final format at the end of these pilot interviews. The interview form used in the study has a total of 13 questions, 7 of which are for demographic information of the participants, and the other 6 are for the strategies their parents used to motivate them at different educational levels.

Data Collection Process and Ethical Principles

The data of the study were collected in the province of Van in January and February, 2020. The researcher working in educational faculty explained the purpose of the research to the teacher candidate participants. The purpose and principles regarding voluntary participation was explained to the voluntary participants in detail. At the beginning of the interview, participants' consents were taken in order to use a tape recorder with the aim of saving time and recording the conversation completely. During the interviews with the six participants who did not accept the use of a voice recorder, the researcher took notes manually. The participants were told that they could end the interview at any time. To keep the identity of the participants confidential, each participant was numbered. It was guaranteed to the participants that voice recordings and data transcripts would only be accessed by the research group. Interview times ranged from 25 minutes to 40 minutes.

Data analysis

For data analysis, the interviews were transcribed on the computer first. Then two research team members read these transcripts several times to be familiar with the data. Cutting and sorting technique was then used for the analysis of the data (Bernard and Ryan, 2010). Output data in cutting and classification technique was cut according to the quotations and it was classified by educational level and participant number in the form of (Primary School, P1) behind the cut pieces. Later, similar views were brought together by rereading the randomly sorted quotations. Afterward, two researchers who made the coding came together, examined the resulting codes, and a consensus of 92% was achieved. Codes that cannot be agreed on were not reported in the study. Six main themes were reached at the end of the codings. These are (1) Motivating strategies in primary school, (2) Demotivating strategies in primary school, (3) Motivating strategies in secondary school, (4) Demotivating strategies in secondary school, (5) Motivating strategies in high school, (6) Demotivating strategies in high school.

Findings

Motivating Strategies

Motivating strategies in primary school

Teacher candidates indicated that their parents used some strategies to motivate them such as enabling them to feel positive feelings (n=19), setting goals with them (n= 16), rewarding (n=13), presenting examples (n=13), being interested in their school life (n=11) and democratic parenting attitudes (n=8) in the period when they were primary school students.

Parental motivation by enabling the participants to feel positive feelings (n= 19) were analyzed to reveal that parents tried to make the children feel valuable (n= 7), happy (n= 6) or self-confident (n= 6). For instance, a participant said about the parents' trying to make them feel valuable:

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My mother wanted me to be good, to achieve. Knowing that she thought of me made me see myself as valuable (P_{27})
While another participant (P_2) indicated that his parents always tried to make him happy and it motivated him, another one explained a level of parental involvement:
My mother was in contact with my teacher and coming to school. It gave me confidence (P_9)
Parental goal setting as a motivating factor revealed that more than half of the parents set a goal concerning a more affluent future (n=9), some others set goals to learn a new skill (n=5) or to socialize (n=2). One participant shared those experiences about the goals set by their parents for a more affluent life:

… she was saying "when you grow up, everyone will respect you, your dreams will be true, you wear as you wish and you take us out." (P_{19})

P_1 emphasized learning a new skill and indicated that most of his peers spoke Turkish in the village but he was not good at it, so his mother was encouraging him to go to school and learn Turkish. A participant (P_{12}) whom parents set goals to socialize shared that his mother motivated him by telling him that he would have more friends at school.

When rewards by the parents who used rewarding to motivate their children were analyzed, it was determined that more than half (n=9) praised their children, some (n=4) gave gifts to their children. For instance, P_2 stated that her mother said "My girl is reading well," and it motivated her. Another participant (P_{33}) indicated that his parents motivated him by giving gifts, and he repeated their words:
If you do your homework, I buy anything you want.

When the responses of the participants associated with parents' motivating them by presenting examples (n=13) were analyzed, some parents made use of negative (n=8) and positive (n=5) examples. P_3, one of the participants to whom negative examples were presented to be motivated, expressed that he saw his father so little in primary and secondary school years because his father was working in construction, therefore his mother always told him "… if you do not study, you stay on the constructions just like your father. You stay one year in the construction and 20 days at home." P_{35} said similarly:
My mother wasn't working and she didn't have an income. My father was telling a lot of bad stuff while giving money to her. My mother always said "My daughter, look at me! Your father gives birdseed with a thousand words!"I was feeling so upset at her…
P_{45} who was motivated by the positive examples indicated that his mother loved to read a lot and his mother's desire to learn and excitement served as a model and it motivated him.
Parental interest in participant school life was a motivating factor (n=11). One of the participants (P_9) stated that his mother was always in contact with his teacher, came to school, and knew about his classmates as well. Another participant (P_{11}) indicated that his father bought his all-school supplies and it positively motivated him academically. Another participant used the following statements:
It motivated me positively when my father and mother helped me doing homework and did my drawings with me (P_{38})
The following experiences belongs to one participant who was motivated by democratic parenting attitudes:
They never blamed me for my school phobia. They chose to understand me by approaching me more moderately… They didn't dogmatize it. Thus, I started to have positive feelings towards school. (P_8)

Motivating strategies in secondary school

When the motivational strategies of parents in the period of secondary school were analyzed, it was revealed that parental support to succeed (n=19), making them feel positive (n=19), rewarding (n=16), presenting examples (n=12), setting goals (n=12), and exhibiting positive parental attitudes (n=6) motivated participants. For instance, one of the participants (P_{28}) emphasizing the positive impact of parental support in this period stated that his parent's waking up early each day and saw him off to the school or course was great support for him and it influenced him positively. P_{12} shared his experience with the following statements:

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The high expectancy of my family and teachers made me tired, I was so scared of being unsuccessful from time to time, however, having my mother with me in this process helped me to calm down as I wasn't alone.

The participants indicated that their parents motivated them by making them feel positively emphasized on parents' making them happy (n=13), encouraging them (n=3), and supporting their trust (n=3) in particular. One of the participants stated that he was made happy by his parents told the following:
I was happy when my father told me I had pretty good grades. (P_{21})

While P_{32} expressed that his parents always emphasized that they would always be on his side no matter what happens throughout his life and it encouraged him in many aspects, P_{13} stated that his mother's support on every issue fixed his broken trust and encouraged him.

The participants rewarded by their parents dwelled on that being praised by parents (n=12) and receiving gifts from them (n=4) motivated them. While P_{10} indicated that it was an important motivational source for him the times their parents told "well done" when he read a book, P_{11} said the following:
My mother and father told me that they'll send me on vacation if I get a certificate of appreciation.

According to the statements of the participants, the parents who presented some examples to motivate their children generally made use of negative situations (n=9), however, four parents emphasized positive examples. P_1 who stated that he was presented negative examples expressed that his parents used such statements as "study my son, do not disgrace yourself like us." P_6 motivated by positive examples said the following:

My father was a police officer and he loved his job. Even though he was a high school drop out, he finished college much later to be able to do his dream job.
Among the participants indicated to be motivated by parents' setting goal, P_{31} stated that his parents reminded him frequently to take steps to grow as a person while P_{29} used the following statements:

My mother was telling me if I work hard and succeed, I'd be a sophisticated, wise person.
The following experiences belong to one participant who was motivated by democratic parenting attitudes (n=6)
My mother was always in communication with me and she listened to me calmly and understandingly. We were handling the problems by talking. (P_9)

Motivating strategies in high school

Teacher candidates talked about some parental strategies to motivate them in the period of high school and they emphasized on the good impact of parental support (n=19), making them feel positive (n=17), setting goals for them (n=14), exhibiting democratic parental attitudes (n=11) and praises (n=7). For instance, P_{35} talked about the efforts of his family to provide him financial support and said the following:

While I was at high school my mother was making laces and she was giving its money to us as pocket money. My father was giving the money in his pocket to me while I was going to course and he was walking to his job. Most of all, I wanted to study so that their efforts would not be unrequited.

Some participants expressed that their parents motivated them by encouraging (n=7), supporting their trust feeling (n=5), being interested in them (n=5), and making them feel positive (n=17). For instance, P_{42} told that he was motivated by having been encouraged said the following:
It made me pull myself together and I learned that I wouldn't lose anything even if I didn't win. Then I joined the contest and my poem won second place, it was also published in the school magazine.

Participants indicated that their parents showing their trust was very motivating. P_{23} expressed that sense of trust is very important and the results can be very surprising when you make a person feel you trust

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him even if this person is thought to be unable to do a job, and he used the following statements about his family:

They trusted me. To myself, I said, "I should succeed."
It was determined that some targets were oriented with the aim of increasing welfare (n=8) or making up a deficiency (n=6) for the participants indicated that their parents set targets for them as another strategy. For instance, P_{19} stated that her parents often encouraged her to do everything for herself and she shouldn't be in need of someone else. They also emphasized that she should be self-sufficient when she get married instead of depending on her husband and confining herself with the things her husband does. P_{31} used the following statements about this strategy:

"Sweetheart, we are Muslim. Muslims are not lazy. We will try to best in every area" they said.
One of the eleven participants emphasizing on the positive impact of democratic parental attitudes shared his experience with these statements:

Like my parents respected my decision and wanted me to see the difficulties of life even though they opposed it. After a year of full time working, I decided to continue in education. In the period I worked, they always reminded me of the beauties of school and the happiness of studying. Those discrete talkings of my family and their support to study helped me to come to a turning point in my life. (P_7)
P_{13} put emphasis on the motivational impact of his parent's interest and he expressed that he was so happy that his mother always listened to him and talked to him like a friend.

Five participants expressed they were motivated by positive examples while the other four were motivated by negative ones. For instance, while P_{20} expressed that her parents praised the success of her twin sisters and have good expectations from them as a positive example, P_{17} emphasized "Father's girl… Your father did not study, will you?" as a negative example.
P_{19} used the following statement to show that parental praise was a positive motivator:
There was always praise that I was good and successful.

Demotivating Strategies

Demotivating strategies in primary school

Teacher candidates indicated that their parents decreased their motivation by having made them feel negative (n=28), compared them with others (n=18), displayed some negative behaviors towards them (n=14), focused only on the academical success (n=9), had some communication problems with them (n=8) and showed some future-oriented targets to them (n=5) in the period when they were primary school students. Three participants indicated that the negative conditions they were in, had a negative impact on their motivations.

Parents decreased their children's motivation by making them feel negative (n=28) with feelings such as anger, sadness, and hate (n=25) and they made them feel worthless. Two participants' statements regarding these strategies:

My mother was thinking that I was not doing my homework, or if I did, I did it wrong. It was breaking my self-confidence and I was getting sad. (P_9)

… at some point, it made me think that they didn't care about me. (P_2)

Most of the parents having compared their children with others showed examples that they believed they are better than their own child (n=13), some showed them people living under negative conditions as an example (n=5). For instance, P_3 indicated that he frequently heard the statements of "that boy is doing this, her boy is so kind, other people's boy is always successful" while P_5 shared the following experience:

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He showed my friends who learned to read and he said if you have a ribbon, we put it on your school uniform like them…

P_4 indicated that she was frequently compared to the people having lived under negative situations and expressed that her mother always decreased her motivation by such words as "study, don't be a housewife like me, do not lay a table."

Parents decreased participants motivations by displaying negative attitudes (n=14), lack of trust (n=4), generating pressure (n=4) and being critical (n=3). While others expressed lack of interested (n=1), being discriminated (n=1) and use of punishment (n=1). For instance, P_9 was told that he could put the homework in his bag until after his mother checked it, so he felt he was not trusted. P_1 expressed that his parents wanted him to study continuously, it made him disgusted and feel pressured. P_{36} puts emphasis on the negative impact of his father's critques on him, especially near his teachers.

Participants expressed that parental focus on academical success (n=9) demotivated them, two participants shared their experiences by the following statements:
They were only interested in academical topics and thinking about my homeworks and how fast I read, so it made me feel that they didn't care about me and I didn't have any desire to study in one period. (P_2)

They were asking the lesson and homework first, not me. It had a negative impact on me. (P_{28})

Communication problems created negative influence on participants motivations (n=9). P_{29} explained this situation as insincere parents, because his parents only became happy and kissed him on report card days. P_4 stated that parental goal setting made her motivation decrease when her parent said "do everything for your own (…) if you have money, people listen to you, you'll rule the roast."

Lastly, according to one of the three participants (P_{23}), who indicated that their motivation was influenced negatively by the negative conditions in which they lived in primary school, talked about the negative impact of having lived under harsh conditions and having gone to school with shoes that were too big for him.

Demotivating strategies in secondary school

The situations where participants parents demotivated them in the period of secondary school years were analyzed. Participants indicated negative feelings because of their parents (n=29), they had communication problems (n=16), they were compared with others (n=13), only academical success was focused on (n=8) and/or they were often preached (n=5). In addition, six teacher candidates argued that their motivation decreased because they had to work out of school and five argued that the financial impossibilities demotivated them.

More than half of the participants (n=29) indicated that they had experienced some negative feelings because of their parents. The experiences of one participant:

I used to be upset and took a dislike to paint when my mother interfered in while I was painting. (P_9)
The participants argued that their motivation decreased as a result of having had communication problems with their parents (n=16) such as experiences of having been exposed to accusations and critiques, lack of interest, and parental pressure. For instance, one of the participants who indicated having been exposed to accusations, P_3 used the following statements:
They were talking as if it were my fault that my father was not at home. Which person can be influenced positively by this?

While one of the participants (P_9) indicated having been exposed to critique expressed that he was demotivated because his mother criticized his desire for painting and she said it was an unnecessary job. One of the participants (P_9) who felt neglected, used the following statements:

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My brother was more successful than me so he took more attention. Sometimes this neglect towards me prevented me from doing my homework and caused me to skip the school. (P8)
While talking about the communication problems with their parents, P_{12} exemplified the pressure by his parents as "my mother didn't want me to go to the vocational school of health,"
Thirteen teacher candidates expressed being compared to the others by their parents as demotivating. One participant indicated his experience as:

They were comparing me with others. They were talking about the children who weren't going to courses and had financial difficulties but successful and got high grades. They were telling me that I was going to school, had all the sources so I should have been more successful as they gave me all those possibilities. (P_{10})

Some participants indicated that they were demotivated because of parental focus on academic success (n=8), one of them said the following:

The notion of "you have to do best if you'll do it" They always thought they motivated me by establishing such sentences as "you do it, what is an exam – the one who works will do, it is not that difficult and how can the others be successful." (P_{16})

Preaching demotivated participants and (P47) stated that he was influenced negatively by the inculcations of his parents regarding that his life will be saved if he goes to vocational school of health, in the period of preparation to Placement Test (SBS).

Pressures to be obliged to work out of school (n=6) and financial impossibilities (n=5) decreased participants motivation. For instance, P_{39} expressed that towards the end of secondary school, his father told said that it was necessary for him to work now and support the family and he also gave examples of the participants' working friends. One participant shared his experience about the financial impossibilities:

That day we went to school with our torn shoes. I could never go to the blackboard. We left school as the last people. The next day, new shoes were bought. However, they were too big for my feet. I was surprised at what to be sorry for. (P_{17})

Demotivating strategies in high school

Teacher candidates expressed that communication problems with their parents (n=30), some negative feelings based on parents (n=26), having been compared to others (n=10), focusing only on the academic success (n=7), having been set goals for them (n=7) and the financial impossibilities (n=3) decreased their motivation in the period of high school years.

The participants having lived communication problems with their parents (n=30) shared their experiences as not being understood (n=14), being neglected (n=6), being under pressure (n=6), not being trusted (n=2), and being criticized by parents (n=2). For instance, P_8 indicated that his parents did not understand him:

This belief that they didn't understand me caused me to become isolated and withdraw. That physical gap cut my interest in school.

While P_8 expressed that their parents neglected him, they underestimated some changes that naturally come with puberty, consequently, he entered into both an emotional and psychological gap and he got lonely more and more. P9 complained about parental pressure and he told that his mother always interfered in his friend environment and she didn't let him join some class activities.

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P_{48} emphasized that his parents did not trust him as a communication problem, his parent was demotivating him by saying that he would not enter the university as he didn't study. By indicating that he was exposed to his parents' critique, P_{26} shared the comment of his parent:

You always study and you always make us see it, why can't you be successful?
A participant whose parents decreased their motivation by making them feel negatively said:
I got upset when I wasn't able to win nursing and I believed I'd never been good at numerical lessons. I was angry at myself since I couldn't be the person my father wanted. (P_{22})
P_{36} indicated that his mother always compared him with others in the village and she believed it would motivate him; however, it actually demotivated him at high school. P_{33} who had difficulties because his parents only focused on academic success, complained about his mother's behaviors:

In my high school 4th year, my mother was saying that "Grit your teeth and bear it. If you work now, you'll be relieved later," and she defended that only studying and getting higher grades will help me to reach the point I want.

P_{22} said that her father's constant goal setting and saying "be a nurse" influenced her motivation negatively, while one of the teacher candidates (P_{34}) talked about the financial impossibilities expressed that his father was going to work sinking in the snow, meanwhile, he was going to school by service and to course by bus, and it decreased his motivation.

Discussion, Conclusion and Recommendations

This study has found that the strategies of parents to motivate their children and which are successful are similar at different educational levels. Additionally, it has been found that the strategies which do not motivate the children are also similar at different educational levels. In other words, the motivational strategies used by parents do not differ regarding the educational level of the children. This situation is thought of as not convenient in terms of development, learning, and motivation. Whether motivational strategies of parents to motivate their children at different educational levels are similar, it is an indicator that parents do not know their child's developmental aspects, or they overleap these aspects, whereas developmental aspects of the children should be internalized by parents. For instance, a decrease is seen among children at academic motivation with physiological and psychological changes (Fredricks and Eccles, 2002; Mansfield and Wosnitza, 2010; Murphy and Alexander, 2000). As a result, it is thought that parental approaches or motivational strategies towards their children should be intrinsic to this period. Moreover, it is indicated that students' motivation at different educational levels differs based on age in some previous researches. For instance, the motivation of secondary school students towards school decreases due to their growing age (Hornstra et al., 2015). Gottfried et al. (2001) stated that there is a drop from fourth grade to high school years in the intrinsic motivation of the students. Otis et al. (2005) stated that intrinsic and extrinsic motivation of the students decreases gradually once they pass to 9th and 10th grades from 8th. Parents should use appropriate motivational strategies based on their child's developmental and motivational changes at different educational levels.

Parents use many motivating strategies, such as setting goals, rewarding, presenting examples, positivity, and parental support, to help their children deal with their school life. To be motivated is to proceed to a goal energetically. One of the things that prompt and directs a person is goals (Woolfolk, 2016). Thereby the parents of the participants in this study who set goals with their children use an expected strategy in the process of motivating them. Furthermore, a strategy used by parents at all educational levels to motivate their children is rewarding. However, though rewarding children who fulfill specific conditions works in the short term, it can cause the expectancy of being rewarded continuously and the expectancy for the dosage of the rewards will also increase. To use rewarding for motivation involves some developmental risks because of such situations as not doing anything without a reward in the progress of the time. Some researches in the literature also show that the intrinsic interests of the children are influenced negatively by the rewards (Deci 1972; Weiner and Mander 1978).

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It was determined that sometimes parents present successful and happy individuals in their close environment as a good example to their children. Conversely, they can also use examples of individuals in financial difficulties, especially because of not studying, as negative examples. Choosing both positive and negative examples from the close environment is thought effective on motivating the students. Another of the strategies used by the parents is that they may praise their children by talking about their good attributes to support them. A positive relationship has been found between parents using such strategies as emphasizing not on submissiveness but independency, using inquiry instead of punishment, involving children in the decision-making process and students' self-regulation in the class, perceived competence, and academic success (Grolnick and Ryan 1989).

By going to school, participating in activities, or using cognitive involvement (Lareau 1987), parents can demonstrate their interest in their child's academic life. Parents giving constructive advice while children are doing homework, providing resources or presenting multiple choices can generate autonomous-sourced motivation (Garn et al., 2012). This occurrence found in the data is support by Aktaş (2016) who found that parental support influences academic motivation and therefore academic success of high school students positively. Parents dealing with their child's school life motivate children positively at all educational levels.

In this study, making their children feel negative, comparing them with others, focusing only on the academic success of the child, being unable to set healthy communication, setting goals to them, and making them live financial impossibilities, are found as demotivating strategies. This is further supported by research by Luther and Becher (2002) that show that the pressure by parents to increase the academic success of their children not only influences the academical success of the children negatively but also increases the emotional and social problems of the children as well. Parents' causing their children to feel negative is an expected result of this. The reason is that negative feelings generally decrease the motivation of the individuals and leads to focusing problems and loss of energy. In particular, the pressure of success on adolescents by parents influences their motivation to learn negatively.

Comparing their children with others and focusing only on the academic success of the students are behaviors of the parents in this study whose child's motivation decreased. These two behavior patterns are thought to be related to negative parental attitudes. This is reinforced by Öcal and Koçak (2010) who held that negative parental attitudes or prejudices may cause a decrease in the students' interest in school and lessons. Motivation is low in the individuals grown by protective and perfectionist parents (Conover and Daiute, 2017). It is thought that parents display these behaviors as a reflection of authority and extremely protective parental attitudes. Flexible and moderate parental behaviors are accepted as the most beneficial attitude at the social, cognitive, moral, and emotional development of a child (Bornstein and Bornstein, 2007). Therefore, the motivation of individuals grown in families with democratic parental attitudes is expected to be higher and this is seen in this study.

The data suggests that parents unable to set healthy communication practices also contribute to demotivation. The developmental period of the individual influences the communication process. The ill-communication of the high school students with their parents is more when compared to the primary school students as each developmental period has its own characteristics. For instance, there are 30 students who had communication problems with their parents at the high school level while this number is 16 at secondary school and 8 at primary school in this study. Consequently, it is thought that students' developmental aspects are also effective in parallel with the ill-communication of the parents with students as a reason for decreasing the motivation here.

Motivation changes from one person to another; while the same situation motivates an individual, it does not work for another one. It is seen that setting goals for them motivated some teacher candidates, but it did not work for others in this research. Here it is thought that the accessibility of the goals set for the students motivated is effective in motivating the students, and goals set for the students not motivated are not accessible. If parents determine inaccessible goals for their children and try to motivate them, this may just be creating a stressor.

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The students' motivation and academic success therewith, are shaped by the socio-cultural structure of the parents (Simpkins et al., 2015). Parents' socio-economic conditions are a significant indicator of their socio-cultural structure (Niehues et al., 2020). It is seen that the participants of this study are in low socio-economic conditions when their demographic data is analyzed. For this reason, it is expected for them to live financial impossibilities due to the socio-economic conditions of their parents. It is known that parents cause their students to live financial impossibilities to motivate them from time to time, however; it is thought that the financial impossibilities in this study are related to the socio-economic conditions of the parents.

Both intrinsic and extrinsic motivation processes are important for understanding the success activities of individuals (Chena et al., 2019). There is no accurate formula to provide motivation (Ergül, 2005). In the first place, the reason behind the low motivations of the students should be tried to be understood and the students should not be accused of unwillingness to learn. It should be assumed that all people are ready to learn when appropriate conditions are met and obstacles to this must be determined.

All people get active with different motivation levels for their goals due to various reasons (Cheng, 2018). The reasons behind the academic motivations of the students at different educational levels may be determined by other studies to be done. Parents in the countryside have low expectations from their children compared to the ones who are not in the countryside (Byun et al., 2012). Consequently, future studies may compare the motivational strategies of the parents coming from different socio-economic and cultural environments. The strategies used by parents to motivate their children at different educational levels may be compared according to the sex and success situations of the children in the studies to be done. As Deci and Ryan (2008) stated, "Motivation is a function of the sociocultural conditions in which individuals find themselves" (p. 14), cultural factors also influence the motivational strategies used by parents. Accordingly, motivational strategies by parents coming from different cultures may be compared.

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