

The Impact of Low Socio-economic Status on the Degree of Motivation and Autonomous Behaviors of Turkish Adult Students

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ABSTRACT Low socio-economic status, poverty, or social-economic gap may have undesirable effects on the emotional state of individuals at any age during education process and may be the grounds of negative consequences in terms of individuals' academic failure, demotivation, and poor autonomous behaviors. Therefore, in this paper, it was aimed to investigate the impact of low socio-economic status, as one of the risk factors, on motivation levels and autonomous behaviors of adult student teachers attending a Turkish university. In the paper, a demographic information form and semi-structured interviews were used for data collection. The results indicated that low socio-economic status -SES- students perceived themselves as diverse from their schoolmates and felt depressed and demotivated on educational matters, since they encountered various difficulties while affording the learning materials and individual needs such as accommodation, food, transportation, and clothing.