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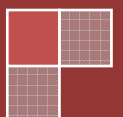
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Investigation of the Relationship Between University Students' Personal Characteristics and Success Tendencies

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ABSTRACT

The purpose of this study was to analyze the relationship between university students' personal characteristics and success tendencies. For this purpose, study sample was composed of 494 students who were randomly selected from Erciyes University, Dumlupınar University and Selçuk University, schools of physical education and sports. In this study, to measure personal characteristics, Eysenck Personal Questionnaire -EPQ-RSV (Francis LJ, Brown LB, Philipchalk R 1992), 'Success Tendency Scale (Akin, A. Çetin, B. 2007)) and "Personal Information Form", which was developed by the researchers, were used as data collection method. Statistical analyses of the data obtained from Personal Information Form were conducted with SPSS 20.0 package program. Personal information and inventory total scores and factor scores related to participants were presented as identifying frequency (f) and percentage (%) values. Pearson Moment Product Correlation (r) was applied to determine the relationship between scores that were obtained from the scales, and Multiple Regression Analysis (β) was applied to determine whether the obtained scores were predictor of each other. It was found that Extroversion from personal characteristics was positively directed with learning tendency approach from success tendencies and lying personality characteristics was positively directed with tendency for performance approach. Additionally, a positive directed meaningful relationship was determined between psychoticism personal characteristics and tendency for performance approach. A meaningful relationship was not found between school of physical education and sports students' neuroticism personal characteristics and success tendencies sub-scales. According to results of our study, personal characteristics affect students' success tendencies as they affect many other areas. Therefore, it is thought that personal differences and personal characteristics should be considered while preparing education programs.

Keywords: Personality, Success Tendency, Physical Education

INTRODUCTION

Personal characteristics are another important factors in addition to success tendencies which are among the crucial factors affecting university students' academic status. Personality, with its broadest definition, can be defined as long-lasting tendencies which determine individuals' psychological reactions, including emotion, thoughts and behaviors, and determine their distinguishing characteristics as cannot be explained through biological conditions in a certain moment or through an environment in which environmental factors take place (Berens, 1999). According to many theoreticians, personality includes almost everything about cognitive, emotional, social and physical phenomena (Ewen 2009).

Although personality theoreticians define personality in different ways as focusing on different aspects according to their own thoughts, personality can be generally defined as combination of "unique and structured characteristics that differentiate individuals from each other" (İnanç, Yerlikaya, 2012).

In their personality theories, many factor analysts argue that there are five or more sub-factors comprising personality, however it can be seen that in Hans Eysenck's personality theory, dimensions comprising personality includes only three traits (Feist and Feist, 2008). At the beginning, Eysenck identified personality with two broad dimensions as neuroticism and extraversion, then evaluated as three dimensional structure as adding a third dimension, psychoticism. Extraversion dimension represents sociability and impulsivity; neuroticism dimension represents emotional stability and overreacting behaviors; psychoticism dimension represents distantness. Scale that was developed by Eysenck has a four-item structure as neuroticism, extraversion, psychoticism and lie personality (Thomas, Segal 2006) sociability and impulsivity characteristics are very important for extraversion while it also covers liveliness, aliveness, dynamism and optimism aspects. Contrary to extraversion characteristics; quietness, passiveness, unsociability, carefulness, distantness, thoughtfulness, pessimist, peacefulness and being in control are among main characteristics that define introversion (Feist and Feist, 2008). Individuals, who have high level of neuroticism, obtain characteristics like

emotionally overreacting and they have difficulty to calm down after they are emotionally triggered; moreover, they tend to complain physical symptoms including headache and back pains, furthermore they tend to have and suffer from worry and anxiety, however high neurotic individuals might not have any kinds of psychological symptoms, either (Eysenck 1996).

On the other hand, Success Tendency theory enables understanding how to gain sufficiency in learning process and how it could be developed (Akın & Çetin, 2007). Success tendency represents cognitive processes and activities that stem from will to reach targets (DeShon & Gillespie, 2005) and this tendency plays an important role within success context (Dweck & Leggett, 1988). Success tendencies theory analyzes students' behaviors related to learning and focuses on their aims related to learning duties that they obtain. Therefore, this theory focuses on individuals' thinking ways related to themselves and their own duties, instead of separating the individuals as those who have motivation and lack of motivation (Akın, 2006) According to success tendencies approach that were conceptualized by Dweck et al. (Ames, 1992; Dweck & Leggett, 1988; Nicholls, 1984); in all kinds of learning environment, there are 3 main academic targets that lead students' attitudes and behaviors to materials and academic duties that should be learnt: learning tendency approach, tendency for performance and avoidance of performance tendency. The main aim of students with learning tendency approach is to learn the related content and obtain the related knowledge and abilities. The main aim of students with tendency for performance is to approve their academic superiority and sufficiency levels compared to others as showing a higher success level related to the material that must be learnt. On the other hand, avoidance of performance tendency is defined with such behaviors as trying to finish responsibilities related to learning as obtaining an acceptable pass score with minimum effort (Özgüngör 2014). Will of students in schools of physical education and sports teaching to be more successful in terms of sports, starting from their childhood periods, their families' and societies' parallel will in this subject positively affect students' success tendencies due to they do not have any conflicts in this subject (Pepe 2015).

Considering success tendency only with its cognitive aspects remains insufficient when today's scientific developments are taken into account. While one of the most important determinants of university students' academic behaviors is their success tendencies, emotional moods that drive individuals for success also affect these tendencies, hence their personal characteristics play a determinant role in reaching the success.

The purpose of our study was to determine whether there was a relationship between success tendencies and personal characteristics of students who studied in schools of physical education and sports, and if there was a relationship, to determine its significance level. In literature review, it was seen that there were limited number of studies that focused on this subject and our study has been expected to contribute to literature in this manner.

MATERIAL-METHOD

STUDY GROUP

This research was conducted using correlational screening model. The screening model could be defined as "... researching models which aim to determine the possible covariance between two or more variables and/ or to determine covariance degrees" (Karasar 2007).

This research obtains a descriptive nature due to present analyses related to personal characteristics and success tendencies of students in schools of physical education and sports, and analyses for relationships between candidates' demographic characteristics.

Creating Voluntary Groups:

The research was conducted with voluntary groups. Study group was consisted of the 1st, 2nd, 3rd and 4th grade students in Erciyes University, Dumlupınar University and Selçuk University, Schools of Physical Education and Sports, in Physical Education and Sports Teaching, Coaching, Sport Management and Recreation Training Departments. Randomly selected 494 individuals, who studied in Schools of Physical Education and Sports, were included to the study.

DATA COLLECTION TOOLS

During questionnaire implementation process in the research, as making necessary explanations to candidates and allocating an appropriate time frame for each candidate, without creating any hurry, a healthy assessment duration for candidates was created by other instructors in universities in addition to the researchers. Additionally, convenient material and environmental conditions were prepared for participants to fill the questionnaires.

In this study, to measure personal characteristics, Eysenck Personal questionnaire -EPQ-RSV (Francis LJ, Brown LB, Philipchalk R 1992), 'Success Tendency Scale (Akın, A. Çetin, B. 2007)) and "Personal Information Form", which was developed by the researchers were used as data collection method.

Socio-demographic Information Form

Creating socio-demographic information form for the study, socio-demographic forms in other studies in literature that focused on personal characteristics and success tendencies were reviewed and a pool that was composed of characteristics to be observed in participants of this study was created. Then, socio-demographic information form was created as consulting statistics experts. The created socio-demographic information form included 7 questions to obtain information about participants' age, gender, education department, university, class, placing score to higher education and grade point average.

Table 1. Participants' Socio-Demographic Characteristics

	Variables	N	%
Gender	Male	301	60,9
	Female	193	39,1
Age	18-21	292	59,1
	22-25	182	36,8
	26-29	20	04,0
Department	Physical Education and Sports Teaching	136	27,5
	Coaching Education	126	25,5
	Sports Management	105	21,3
	Recreation Training	127	25,7
Class	1	110	22,3
	2	112	22,7
	3	137	27,7
	4	135	27,3
GDP	1.25-1.99	21	4,3
	2.00-2.99	358	72,5
	3.00-4.00	115	23,3
University	Erciyes	182	36,8
	Dumlupınar	164	33,2
	Selçuk	148	30,0
University Entrance Exam Score	160-200	88	17,8
	201-240	195	39,5
	241-280	159	32,2
	281-320	43	08,7
	321-360	9	01,8

Eysenck Personality Questionnaire

"Eysenck Personality Questionnaire (Revised and shortened version)" that was developed by Francis et al. (1992) and adapted to Turkish by Karancı et al. (2007) was used to identify participants' personal characteristics. Eysenck Personality Questionnaire (EPQ-RSV) is composed of 24 items and 4 sub-scales. These are as follows; neuroticism, extraversion, psychoticism and lie personality sub-scales (Francis et al., 1992).

Internal consistency co-efficiencies of the scale for extraversion, neuroticism, psychoticism and lie personality dimensions were found as 0.78, 0.65, 0.42 and 0.64, respectively and test-retest consistency was found as 0.84, 0.82, 0.69 and 0.69, respectively (Karancı et al., 2007). In this questionnaire in which each of dimensions are considered with 6 items, participants are asked to answer 24 questions as Yes (1) or No (0) format. The score that can be obtained from each of personal characteristics vary between 0 and 6.

Success Tendencies Scale

"Success Tendencies Scale" that was developed by Midgley et al., and adapted to Turkish by Akın and Çetin (20) was used as a data collection tool in this research. The original form of Success Tendencies Scale is composed of 18 questions and the first 6 questions are related to learning tendencies, the following six questions are related to tendency for performance and the last six questions are related to avoidance of performance tendencies. On the other hand, the Success Tendencies Scale that was used in this research is composed of 17

items. These 17 items in Success Tendencies Scale are distributed as follows; 1-6 items are about learning tendencies, 7-12 items are about tendency for performance and 13-17 questions are about avoidance of performance tendency. The scale employs 5-item Likert type evaluation format as “1=Never”, “2 =Rarely”, “3= Often”, “4 =Generally” and “5 =Always”.

Data Analysis

Data obtained from Personal Information Form, Personality Characteristics and Success Tendencies Scale was entered to SPSS 20.0 package program and analyses were conducted on this program. Personal information and inventory total scores and factor scores related to participants were presented as identifying frequency (f) and percentage (%) values. Pearson Moment Product Correlation (r) was applied to determine the relationship between scores that were obtained from the scales, and Multiple Regression Analysis (β) was applied to determine whether the obtained scores were estimation of each other.

FINDINGS

Table 2. Descriptive statistics related to students’ answers to questions

	N	Minimum	Maximum	X \pm SS
Extraversion	494	,00	6,00	3,34 \pm 1,28
Lie Personality	494	,00	5,00	2,61 \pm 1,01
Neuroticism	494	,00	6,00	3,03 \pm 1,46
Psychoticism	494	,00	6,00	2,92 \pm 1,16
Learning tendency approach	494	10,00	30,00	23,99 \pm 4,61
Tendency for performance approach	494	6,00	30,00	20,44 \pm 6,05
Avoidance of Performance Tendency	494	5,00	25,00	14,03 \pm 5,38

In Table 2, participants’ extraversion mean is 3,34, lie personality mean is 2,61, neuroticism mean is 3,03 and psychoticism mean is 2,29. Moreover, learning tendency approach mean is 23,99, tendency for performance approach mean is 20,44 and avoidance of performance tendency mean is 14,03.

Table 3. Correlation Coefficiencies of Students’ Personal Characteristics and Success Tendencies (n=494)

		1	2	3	4	5	6	7
1. Extraversion	R	1						
	P							
	N	494						
2. Lie Personality	R	,173**	1					
	P	,000						
	N	494	494					
3. Neuroticism	R	,266**	,158*	1				
	P	,000	,000					
	N	494	494	494				
4. Psychoticism	R	,061	,140*	,313*	1			
	P	,176	,002	,000				
	N	494	494	494	494			
5. Learning tendency Approach	R	,109*	-,008	,021	,013	1		
	P	,015	,862	,644	,778			
	N	494	494	494	494	494		
6. Tendency for performance Approach	R	,043	,119*	,085	,148**	,163**	1	
	P	,343	,008	,058	,001	,000		
	N	494	494	494	494	494	494	
7. Avoidance of Performance Tendency	R	-,089*	,050	,029	-,050	-,088	,068	1
	P	,047	,263	,523	,265	,050	,132	
	N	494	494	494	494	494	494	494

As presented in Table 3, a positive relationship was found between extraversion dimension and learning tendency approach ($r = .109$ $p = .015$) and low level and negative relationship was found between extraversion dimension and avoidance of performance tendency ($r = -.089$ $p = .047$), on the other hand, a meaningful relationship was not found between extraversion dimension and tendency for performance approach ($r = .043$ $p = .343$). A low level relationship was found between lie personality and tendency for performance approach ($r = .119$ $p = .008$) while a meaningful relationship was not found between lie personality and learning tendency approach ($r = -.008$ $p = .862$), and between lie personality and avoidance of performance tendency ($r = .050$ $p = .263$). A meaningful relationship was not found between neuroticism dimension and learning tendency approach ($r = .021$ $p = .644$), tendency for performance approach ($r = .085$ $p = .058$) and avoidance of performance tendency ($r = .029$ $p = .523$). A positive directed low level and meaningful relationship was found between psychoticism and tendency for performance approach ($r = .148$ $p = .001$) while a meaningful relationship was not found between psychoticism and learning tendencies ($r = .013$ $p = .778$) and between psychoticism and avoidance of performance tendency ($r = -.050$ $p = .265$).

Table 4. Regression Table Related to Predictions of Students' Personal Characteristics About Their Success Tendencies

Personal Characteristics		β	t	p	R	R ²	F	p
Extraversion	Success Tendencies				.139	.019	3,218	.023
	Learning tendency Approach	.096	2,113	.035				
	Tendency for performance Approach	.033	.719	.473				
	Avoidance of Performance Tendency	-.083	-1,844	.066				
Lie Personality	Success Tendencies				.128	.016	2,727	.044
	Learning tendency Approach	-.024	-.520	.603				
	Tendency for performance Approach	.120	2.628	.009				
	Avoidance of Performance Tendency	.040	.892	.373				
Neuroticism	Success Tendencies				.089	.008	1,298	.275
	Learning tendency Approach	.010	.211	.833				
	Tendency for performance Approach	.082	1,792	.074				
	Avoidance of Performance Tendency	.024	.532	.595				
Psychoticism	Success Tendencies				.161	.026	4,355	.005
	Learning tendency Approach	-.018	-.397	.691				
	Tendency for performance Approach	.155	3.429	.001				
	Avoidance of Performance Tendency	-.062	-1,390	.165				

F (3,493)

In Table 4, the model that was built between extraversion and success tendencies offers a meaningful relationship. ($R = .139$ $R^2 = .019$; $p < .005$) in analysis of t-test results related to regression co-efficiencies' significance level; it was seen that learning tendency ($t = 2,113$ $p = .005$) predicted extraversion dimension of success tendencies characteristics and explained 19% of total variance. ($F_{3,796} = 3,218$ $p < .005$).

In Table 4, the model that was built between lie personality and success tendencies offers a meaningful relationship. ($R=.128$ $R^2=.016$; $p<.005$) in analysis of t-test results related to regression co-efficiencies' significance level; it was seen that tendency for performance approach ($t=2,628$ $p=.005$) predicted lie personality of success tendencies characteristics and explained 16% of total variance. ($F_{3,796}= 2,727$ $p<.005$).

In Table 4, the model that was built between neuroticism and success tendencies does not offer a meaningful relationship. ($F_{3,796}= 1.298$ $p>.005$)

In Table 4, the model that was built between psychoticism and success tendencies offers a meaningful relationship. ($R=.161$ $R^2=.026$; $p<.005$) in analysis of t-test results related to regression co-efficiencies' significance level; it was seen that tendency for performance approach ($t=3,429$ $p=.001$) predicted psychoticism dimension of success tendencies characteristics and explained 26% of total variance. ($F_{3,796}= 4,355$ $p<.001$)

DISCUSSION AND CONCLUSION

It is very important for students in schools of physical education and sports successfully graduate and to ensure their sufficiency levels in professional working life to be the highest level. In this process, determining personal characteristics to identify effective factors and indirectly determining success tendencies has become an interesting subject. In this study, personal characteristics that were predictors of success tendencies were considered as highly associated with students' motivation and success levels, hence the relationship between personal characteristics and success tendencies was analyzed.

A positive relationship was found between extraversion dimension and learning tendency approach while a positive and low level relationship was found between extraversion dimension and avoidance of performance tendency, on the other hand a meaningful relationship was not found between extraversion dimension and tendency for performance approach. Extraversion dimension is characterized generally with social, entrepreneurial, friendly, leadership and active characteristics (Malak, 2012) Although learning tendency is identified with different concepts in literature, it reflects a learning approach which is characterized with that this kind of students use their highest level of cognitive abilities for an assignment, consider the assignment important as they try to complete it with the best possible ways with their efforts, positive attitudes and interests (Pintrich, 2000). As could be understood from these references, extraversion individuals are active, entrepreneurial and have positive attitudes to reach information, moreover they have ambitions and positive attitudes in using their abilities in learning tendencies. In this standpoint, individuals with high level of learning tendencies are thought to reflect their extraversion characteristics.

A meaningful relationship was found between lie personality and tendency for performance approach, on the other hand a meaningful relationship was not found between learning tendency approach and avoidance of performance tendency. Performance aimed orientation, which is also known as ability oriented aims, is highly associated with an individual to perform a duty better than others and to consider others' performance and capabilities. Although this feature of success tendencies is less associated with use of cognitive strategies, it is highly associated with emotional influences (Küçüoğlu & Kaya & Turan 2010). Researchers determined that individuals wanted to avoid possible negative conditions related to their capabilities while they wished to use their capabilities in tendency for performances (Dweck & Leggett 1988; Elliot & Dweck, 1988). Students who tend to performance approach try to have a better performance compared to others and they try to prove that they have better abilities. (Yıldızbaş, 2017) In Eysenck personality test, there are some questions as shown below; '*Do you always do what you suggest others?*', '*Have you ever cheated on a game?*', '*Have you ever abuse someone for your own interest?*' Lie personality scale aims to measure deception levels made by individuals to create a good image. Individuals tend not to express themselves as they are but in a way the occasion calls for (Tosunoğlu, 2008). Individuals with tendency for performances are individuals who would like to win on a competition as bringing themselves forward, as their characteristics are presented above. Similarly, individuals who have lie personality tend to show themselves as good individuals. Therefore, it is thought that prediction of tendency for performances by lie personality is meaningful.

A meaningful relationship was not found between neuroticism characteristics and learning tendency approach, tendency for performance approach and avoidance of performance tendency.

A positive directed meaningful relationship was found between psychoticism and tendency for performance approach while a meaningful relationship was not found between learning tendency approach and avoidance of performance tendency. Individuals with high psychoticism scores tend to have hostile attitudes toward others as well as their relatives and friends. They like to upset and stultify others as they do not care about danger (Koç 1994). They are individuals who do not care about others, are lonely, have always different difficulties, do not adapt anything, tend to have cruel behaviors, have apathy levels, tend to have hostile behaviors toward even their

friends and relatives, and enjoy upsetting other people (Yavuzer 1982). Individuals with tendency for performances tend to prove their capabilities and tend to avoid conditions in which they might be seen as incapable (Dweck, 1988). Therefore, social comparison information is very important for individual who have tendency for performances (Butler, 1992). The highest level of success for individuals with tendency for performances is to perform duties that others could not do or to do duties as spending less effort compared to other people because success determinants for these kind of students are others' performance levels (Lemyre, Roberts and Ommundsen, 2002). It can be said that individuals with tendency for performances are external oriented (Kayış 2013). As presented in references, individuals who have high scores in psychoticism dimension tend to belittle others, act as if they are superior on others and see others unhappy, similarly, individuals who have tendency for performances tend to regard themselves as the best in a group, tend to become successful not for its benefits but for showing off and tend to prove themselves as better among other people. In this standpoint, it is thought that a meaningful relationship between psychoticism and tendency for performance approach is an expected result.

According to results of our study, personal characteristics affect students' success tendencies as they affect many other areas. Therefore, it is thought that personal differences and personal characteristics should be considered while preparing education programs. In literature review, it was seen that there were limited number of studies that focus on this subject and our study has been expected to contribute to literature in this manner.

SUGGESTIONS

- Students from three universities were included to this study. The number of volunteer participants could be increased to have better population representation level.
- Different aspects could be considered as conducting similar studies in affective and cognitive areas that predict success tendencies.
- Detailed trainings could be given to volunteers about the tests to be made.

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