



The Relationship Between Motivational Persistence and Achievement Goals of Turkish Teacher Candidates

Research Article

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ABSTRACT

Motivational persistence is perseverance, effort and stability to achieve goals and success. Achievement goals are defined by C. Dweck (1986) as a theory that determines the motivation and self-evaluation of the individual, and the way in which he perceives success. The purpose of this research is to determine the relation between the motivational persistence levels of Turkish teacher candidates and their achievement goals levels. The research is relational survey model in quantitative type. The study population consisted of Turkish teacher candidates studying in Turkish education discipline in universities in Turkey. In this study, it was used simple random sampling method. The main criterion when determining the sample is that Turkish education discipline of universities is active and students at each class level. Therefore the universe list of the faculty of education have these features at state universities in Turkey were formed and Firat, Aksaray, Recep Tayyip Erdogan universities were chosen. The sample consists of totally 483 Turkish teachers candidates from Recep Tayyip Erdogan, Firat and Aksaray universities. In this study, it was used that The Motivational Persistence Scale developed by Constantin, Holman, Hojbotá (2011) and adapted into Turkish by Sarıçam et al. (2013). In addition, 2x2 Achievement Goal Orientations Scale developed by Elliot and Murayama (2008) and adapted into Turkish Arslan and Akın (2015). In the study, the relation between motivational persistence and achievement goals in terms of gender, grade level, grade point average and monthly income variables. Within the analysis of the data independent group t test was used in terms of gender and monthly income variables, and variance analysis was used in terms of grade. In order to determine the relation between the two variables Pearson correlation coefficient and for the determination of the predicting level between these two variables, regression analysis were used. In this study, it was determined that the motivational persistence levels of the Turkish teacher candidates was positively related their achievement goals levels. In addition It can be said that the mastery-approach ($\beta=.506$), the mastery-avoidance ($\beta=.077$), the performance-approach ($\beta=-.011$) and the performance-avoidance ($\beta=-.046$) explain 29% of the achievement goals.

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Keywords:

motivational persistence, achievement goals, Turkish teacher candidates

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Introduction

Motivation is the biggest supporter of students on the road to success. It is both the reason for initiating a behavior and its advocate and router. It is a phenomenon that prepares students for educational activities and makes them decide to complete the learning process (Viau, 2015). It is the impulse or impulses which are created for to perform the necessary behaviors according to the determined goals, an emotion coming from the individual (Sarıçam et al. 2013). It is both the initiator and the advocate of a behavior. Under the influence of internal and external factors, the individual needs this feeling, which is shaped in the inner world of the individual, in many areas of his life. Especially in today's world where stress and stress-induced psychiatric disorders (depression, sleep disturbance, schizophrenia, etc.) are greatly increased, the individual needs motivation even for living. An individual who has not achieved his inner motivation does not enjoy his life and gives up his goals over time. Motivation is also very important for students' academic achievements. The factors causing stress and low motivation in university students were determined by Aşçı et al. (2015) as follows: the relevance of the relations, unfair attitudes of academicians towards undergraduates, the intensity of the lessons, the fear of failing in the lessons, the exams based on memorization, the lack of understanding of the subjects of the course, the lack of knowing what to do after graduation, the lack of work for the job or the profession, or the lack of adequate vocational training. All these factors increase students' stress and anxiety levels. Thus, these factors decrease their motivation and negatively affect the students' levels of achievement. The motivation dynamics in the student is shaped according to the individual's perceptions, self-efficacy, focus and determination on the road to learning (Viau, 2015).

Persistence is the persistence and continuity of the individual in the direction of the determined target. Stable individuals strive steadily until they reach their goals. Persistence is the feature that should be present in the field of education. Because it brings stability and determination. Motivational persistence is the desired effort against all obstacles and difficulties encountered in achieving the goals set. It plays an important role in the success of the students. It shows itself as the level of success achieved, especially as a result of perseverance (Demir & Peker, 2017). Individuals with motivational persistence are motivated by themselves, not by others' words. Those individuals who take a reference to themselves, perseverance and persistence to overcome the obstacles they face on their path according to the goals they want to reach. The level of motivational persistence in the individual plays an important role in determining the achievement goals and perception. Achievement goals directly determine the aims and causes of success-oriented behaviors. (Maehr & Zusho, 2009). The theory of achievement goals, which has a social-cognitive basis, is shaped by the individual's motivation, self-evaluation and perception (Dweck & Leggett, 1988). This theory has shown itself primarily as two-factor: learning achievement goals and performance achievement goals (Ames & Archer, 1988). Individuals with learning achievement goals are individuals who want to dominate the subject, who specialize in specific areas, learn and develop skills (Odacı et al., 2013). What is important for these individuals is to understand, learn and apply what they have learned. Individuals with performance achievement goals are individuals who compare themselves with other individuals, and try to look smarter and more successful than anyone around them (Kotaman, 2015). Performance-oriented students have the desire to prove themselves to their surroundings. The reason for this is that their environment is a competitive environment. Then this dual structure was replaced by a triple structure: Learning goal, performance-approach and performance-avoidance (Elliot & Harackiewicz, 1996). Individuals who have performance-approach goals are considered individuals who try to prove that they are smarter than other individuals and who constantly compare themselves with others. On the other hand, individuals who have performance-avoidance goals participate in activities to avoid being humiliated and not to be embarrassed. In recent years, this theory has been developed as "2x2 Achievements Goals" (Elliot & McGregor, 2001). In addition to the other 3 dimensions, "mastery-

avoidance” was added to this theory. Individuals who have mastery-avoidance are high-standard individuals who avoid misunderstanding and failure to learning, or forgetting the information they have learned. Motivational persistence and achievement goals are related to how individuals perceive themselves. In the literature, different researches have been found many researches about motivational persistence and achievement goals. The relationship between the two concepts has never been found in the literature.

The most important study on motivational stability in literature is The Validity and Reliability of the Turkish Version of the Motivational Persistence Scale (Sarıçam et al., 2013). This study was conducted to adapt the scale to Turkish and to ensure its validity and reliability. In the literature, there are studies that examined the theory of motivational persistence with a structural equation model: Academic Locus of Control and Motivational Persistence: Structural Equation Modeling (Sarıçam, 2015), Analysis of the Relation Between Motivational Persistence and School Burnout Through Structure Equation Modeling (Demir, M. & Peker, A., 2017). In the study named The Effect Of Teacher Interview Exam On Grit And Motivational Persistence Levels On Teacher Candidates, motivational stability was examined by relational screening model (Çelik, İ. & Sarıçam, H., 2018). In the study named “Research for Motivational Persistence Levels of Prospective Teachers in Terms of Age, Gender and Teaching Branch Variables” motivational stability was examined with descriptive screening model (Cenberci, S. & Beyhan, A., 2016).

In the literature, the researches that focus on achievement goals are as follows: The studies about it are as follows: “The Validity and Reliability Study of 2x2 Achievement Goal Orientations Scale (Revised Form)” (Arslan & Akın, 2015), “Adaptation of 3x2 Achievement Goal Questionnaire for Teachers into Turkish: Validity and Reliability Study” (Yerdelen & Padır, 2017). Achievement goals were examined through a relational survey model: “Relations Between Achievement Goals and Stability” (Akın & Arslan, 2014), “Evaluation of Perceptions of Metacognitive Thinking Skills and Success Relations of Teacher's Candidates in Terms of Various Variables” (Tuncer & Bahadır, 2017), “Predicting Candidate Psychological Counselors' Goal Orientations As Related to Several Variables” (Odacı, Berber Çelik & Çikrikçi, 2013), “An Investigation of Primary School Pre-Service Teachers' Achievement Goal Orientations and Occupational Concerns” (Gözler, Bozgeyikli & Avcı, 2017), “A Comparative Study on the Effects of Individualism-Collectivism Values on Goal Orientations” (Sakal & Aytakin, 2014), “Analyzing Success Intention Levels of Students Having Pedagogical Formation Training” (İzci & Koç, 2012), “Examining the Achievement Goal Orientations and Constructivist Approach Opinion of Pre-Service Teachers” (Arslan, 2011), “Examination of the Correlation Between the Attitudes of Turkish Teacher Candidates Toward Reading and the Achievement Goal Orientations” (Ürün Karahan, 2016), “Relationship Between Identity Statuses and Goal Orientations Based on University Students' Self Esteem Levels” (Özgüngör, 2014). There are also master theses on achievement goals: “The Role of Identity Status in Predicting Achievement Goal Orientation in Adolescents” (Oral, 2012), “An Investigation of High School Students' Physics Achievement in Terms of Their Achievement Goal Orientations, Self Efficacy Beliefs and Learning Conceptions of Physics” (Sağlam, 2017), “Relationships Between Autonomous Learning, Reflective Thinking, and Achievement Goal Orientations: An Example of English Class” (Ilıman, 2018), “An Investigation of The Relationship Between Secondary School Students' Achievement Goal Orientations and Their Attitudes Toward English” (Gümüş, 2018), “Investigating The Relationship Between Students' Achievement Orientation and Positive and Negative Affect” (Sharif, 2018), “The Effect of Secondary School Students Perception of Hope and Emotion on Success” (Berber, 2018), “Investigating Achievement Orientations in Term of Various Variables” (Mentiş Köksoy, 2015), “Investigating Achievement Goals of University Students” (Kayış, 2013), “An Examination of Levels of Hope and Achievement Orientations of Associate Students in Terms of Some Variables” (Vahapoğlu, 2013), “Achievement Goals Orientation of Nursing Students” (Toğluk, 2009). There is a study named “Investigation of The Relationship Between Preservice Science Teachers' Achievement Goal Orientations and Academic Self-Efficacy With Structural Equation Model” in which the achievement goals are examined with structural equation model. Achievement

goals and motivational persistence; students' success, performance and self-efficacy play an important role in perceptions. This makes important the level of relationship between the motivational persistence and achievement goals of Turkish teachers candidates.

The Purpose of the Research

The purpose of the research is to determine the relation between motivational persistence and achievement goals of Turkish teacher candidates. In accordance with this general purpose, it is attempted to determine whether motivational persistence levels and achievement goals levels of Turkish teacher candidates differentiate significantly or not in terms of gender, grade, achievement level, monthly income. In addition, it is aimed to determine whether the motivational persistence is a significant predictor of achievement goals.

Method

The research was carried out in quantitative type relational survey model. The relational survey studies examine the relationship between at least two variables. However, variables are not interfered in this type of research (Büyüköztürk et al. 2018). In this type of research, cases are expressed in numerical terms. These predictive or exploratory researches aim to find out whether there is a meaningful relationship between the variables, the direction of this relationship and the reasons that influence the outcome. (Sönmez, 2017). This study is a predictive research.

The Population and the Sample

The study population consisted of Turkish teacher candidates studying in Turkish education discipline in universities in Turkey. In this study, it was used simple random sampling method. The main criterion when determining the sample is that Turkish education discipline of universities is active and students at each class level. Therefore the universe list of the faculty of education have these features at state universities in Turkey were formed and Firat, Aksaray, Recep Tayyip Erdogan universities were chosen. The sample consists of totally 483 Turkish teachers candidates from Recep Tayyip Erdogan, Firat and Aksaray universities:

Table 1. Information of the participators

		n	%
Gender	Female	342	70.8
	Male	141	29.2
Grades	1st grade	100	20.7
	2nd grade	122	25.2
	3rd grade	142	29.4
	4th grade	119	24.6
Total		483	100

In Table 1, it is seen that female participants are more than men. The sample consists of 342 female (70.8%), 141 male (29.2%); 100 1st grade (20.7%), 122 2nd grade (25.2%), 142 3rd grade (29.2%) and 119 4th grade (24.6%) teacher candidates.

The Data Gathering Tools

In this study, it was used that The Motivational Persistence Scale with long-term purposes pursuing-LTPP, current purposes pursuing-CPP, recurrence of unattained purposes-RUP sub-dimensions developed by Constantin, Holman, Hojbotă (2011) and adapted into Turkish by Sarıçam et al. (2013). In addition, 2x2 Achievement Goal Orientations Scale with mastery-approach, mastery-avoidance, performance approach,

performance-avoidance developed by Elliot and Murayama (2008) and adapted into Turkish Arslan and Akın (2015).

“The Motivational Persistence Scale” The linguistic equation (consistency) between the Turkish and English forms was found to be .88. The KMO value of the draft scale was .87, Barlett test result was measured as 611.798 ($p < .001$, $sd = 78$). In the confirmatory factor analysis, it was seen that the scale consisted of 13 items ($\chi^2 = 141.85$, $sd = 60$, $RMSEA = .058$, $CFI = .85$, $GFI = .95$, $AGFI = .92$, $SRMR = .057$). The factor loads of the scale are between .30 and .61. For the first factor Cronbach Alpha reliability coefficient was .72, for the second factor it was measured as .70 and the third factor it was measured 71. For the whole scale Cronbach Alpha reliability coefficient was .69. There was a positive correlation between motivational persistence and hope ($r = .34$). Test-retest correlation coefficient was found to be .66. Corrected item total correlation coefficients were found between .31 and .56.

“2x2 Achievement Goal Orientations Scale” In confirmatory factor analysis, four-dimensional model (mastery-approach, mastery-avoidance, performance approach, performance-avoidance) were well-matched. In the confirmatory factor analysis applied for the four-dimensional model, the fit index values were $\chi^2 = 172.08$, $sd = 48$, $RMSEA = .076$, $NNFI = .97$, $NFI = .98$, $CFI = .98$, $IFI = .98$, $RFI = .96$, $GFI = .94$, $SRMR = .048$. It was found For the mastery-approach Cronbach Alpha reliability coefficient .72, for the mastery-avoidance .68, performance-approach .62 and performance-avoidance .69. Corrected item total correlation coefficients were found between .50 and .70.

The Analysis of Data

Within the research for the analysis of the personal data percent and frequency techniques were used, in the comparisons made according to the genders and incomes of the participants independent group t test, and in the analysis carried out in terms of grades variance analysis was used. In addition in order to determine the relation among the variables Pearson correlation coefficient and for the determination of the predicting relation linear regression analyses were carried out. In order to determine the actualization levels of the items the ranks “absolutely agree” (5), “agree” (4), “undecided” (3), “disagree” (2) and “never agree” (1) were used.

Findings and Interpretation

Within this part of the research the findings obtained as a result of the analysis were shared. In addition, the findings were interpreted:

Table 2. The t test results of the candidates regarding motivational persistence and achievement goals in terms of gender

Dimensions	Gender	n	M	ss	sd	t	p	η^2	Cohen's d																																																																																								
Long-term purposes pursuing (LTPP)	Female	342	3.54	.65	481	-.268	.789	-	-																																																																																								
	Male	141	3.56	.66						Current purposes pursuing (CPP)	Female	342	3.78	.65	481	.005	.996	-	-	Male	141	3.78	.66	Recurrence of unattained purposes (RUP)	Female	342	3.55	.54	481	1.218	.224	-	-	Male	141	3.48	.60	Motivational persistence	Female	342	3.62	.51	481	.326	.745	-	-	Male	141	3.61	.54	Mastery-approach	Female	342	3.88	.57	481	1.454	.147	-	-	Male	141	3.80	.56	Mastery-avoidance	Female	342	3.38	.70	481	3.154	.002**	.020	.316	Male	141	3.15	.76	Performance-approach	Female	342	2.26	.80	481	-.684	.494	-	-	Male	141	2.32	.87	Performance-avoidance	Female	342	2.55
Current purposes pursuing (CPP)	Female	342	3.78	.65	481	.005	.996	-	-																																																																																								
	Male	141	3.78	.66						Recurrence of unattained purposes (RUP)	Female	342	3.55	.54	481	1.218	.224	-	-	Male	141	3.48	.60	Motivational persistence	Female	342	3.62	.51	481	.326	.745	-	-	Male	141	3.61	.54	Mastery-approach	Female	342	3.88	.57	481	1.454	.147	-	-	Male	141	3.80	.56	Mastery-avoidance	Female	342	3.38	.70	481	3.154	.002**	.020	.316	Male	141	3.15	.76	Performance-approach	Female	342	2.26	.80	481	-.684	.494	-	-	Male	141	2.32	.87	Performance-avoidance	Female	342	2.55	.74	481	.413	.680	-	-								
Recurrence of unattained purposes (RUP)	Female	342	3.55	.54	481	1.218	.224	-	-																																																																																								
	Male	141	3.48	.60						Motivational persistence	Female	342	3.62	.51	481	.326	.745	-	-	Male	141	3.61	.54	Mastery-approach	Female	342	3.88	.57	481	1.454	.147	-	-	Male	141	3.80	.56	Mastery-avoidance	Female	342	3.38	.70	481	3.154	.002**	.020	.316	Male	141	3.15	.76	Performance-approach	Female	342	2.26	.80	481	-.684	.494	-	-	Male	141	2.32	.87	Performance-avoidance	Female	342	2.55	.74	481	.413	.680	-	-																						
Motivational persistence	Female	342	3.62	.51	481	.326	.745	-	-																																																																																								
	Male	141	3.61	.54						Mastery-approach	Female	342	3.88	.57	481	1.454	.147	-	-	Male	141	3.80	.56	Mastery-avoidance	Female	342	3.38	.70	481	3.154	.002**	.020	.316	Male	141	3.15	.76	Performance-approach	Female	342	2.26	.80	481	-.684	.494	-	-	Male	141	2.32	.87	Performance-avoidance	Female	342	2.55	.74	481	.413	.680	-	-																																				
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	Male	141	2.52	.73									
Achievement Goals	Female	342	3.02	.47					481	1.477	.140	-	-
	Male	141	2.95	.49									

According to the findings in Table 4 the motivational persistence levels [t(481)=-.745; p>.05] and long-term purposes pursuing levels [t(481)=-.789; p>.05], current purposes pursuing levels [t(481)=-.996; p<.05], recurrence of unattained purposes levels [t(481)=-.224; p>.05] of the teachers candidates do not differentiate significantly in terms of gender variable. Similarly, the achievement goals levels [t(481)=-.140; p>.05] and mastery-approach levels [t(481)=-.147; p>.05], performance-approach levels [t(481)=-.494; p>.05], performance-avoidance levels [t(481)=-.680; p>.05] of the teachers candidates do not differentiate significantly in terms of gender variable. Whereas, the mastery-avoidance levels of the teachers candidates differentiate significantly according to gender variable [t(481)=.002; p<.01] and gender variable has little effect on the mastery-avoidance levels ($\eta^2=.020$, Cohen's $d=.316$). The fact that male students have a more superficial viewpoint or lower levels of anxiety about learning can be shown as the reasons of this situation.

Table 3. The results of the variance analysis regarding the motivational persistence of the teacher candidates according to grade

Scale	Grade	n	M	ss	SS	sd	MS	f	p	Difference	η^2	Cohen'sf	Ω^2
Long-term purposes pursuing (LTPP)	1st	100	3.55	.70	BG	.775	3	.258					
	2nd	122	3.49	.68	WG	203.158	479	.424					
	3rd	142	3.55	.58	T	203.932	482		.609	.610	-	-	-
	4th	119	3.61	.65									
Current purposes pursuing (CPP)	1st	100	3.84	.69	BG	2.682	3	.894					
	2nd	122	3.66	.68	WG	201.639	479	.421					
	3rd	142	3.82	.58	T	204.321	482		2.124	.096	-	-	-
	4th	119	3.83	.66									
Recurrence of unattained purposes (RUP)	1st	100	3.48	.62	BG	.365	3	.122					
	2nd	122	3.53	.57	WG	148.701	479	.310					
	3rd	142	3.55	.51	T	149.065	482		.392	.759	-	-	-
	4th	119	3.56	.55									
Motivational persistence	1st	100	3.62	.55	BG	.726	3	.242					
	2nd	122	3.56	.53	WG	128.209	479	.268					
	3rd	142	3.64	.48	T	128.935	482		.905	.439	-	-	-
	4th	119	3.66	.52									

The findings in Table 5 indicate that the motivational persistence levels [F(3-479)=.905, p>.05], LTPP levels [F(3-479)=.609, p>.05], CPP levels [F(3-479)=2.124, p>.05], RUP levels [F(3-479)=.392, p>.05] of the teacher candidates do not differentiate significantly in terms of grade variables. Because, motivational persistence is an individual situation that is internally and less affected by the environment. In addition it can be said that the grade variable does not motivate the individual or increase or decrease the perseverance in the individual.

Table 4. The results of the variance analysis regarding the achievement goals of the teacher candidates according to grade

Dimensions	Grade	n	M	ss	SS	sd	MS	f	p	Fark	η^2	Cohen'sf	Ω^2
	1st	100	3.93	.59	BG	1.341	3	.447					
									1.376	.249	-	-	-

Table 4. The results of the variance analysis regarding the achievement goals of the teacher candidates according to grade

Dimensions	Grade	n	M	ss	SS	sd	MS	f	p	Fark	η^2	Cohen's f	Ω^2	
Mastery-approach	2nd	122	3.79	.48	WG	155.618	479	.325						
	3rd	142	3.82	.61		T	156.959	482						
	4th	119	3.89	.58										
Mastery-avoidance	1st	100	3.34	.68	BG	.413	3	.138	.262	.853	-	-	-	
	2nd	122	3.35	.77	WG	252.009	479	.526						
	3rd	142	3.30	.67	T	253.423	482							
	4th	119	3.27	.78										
Performance-approach	1st	100	2.29	.84	BG	10.846		3.615	5.571**	.001	2-3 ^T 2-4 ^{T,s}	.034	.187	.028
	2nd	122	2.50	.84	WG	310.870		.649						
	3rd	142	2.23	.68	T	321.716								
	4th	119	2.09	.75										
Performance-avoidance	1st	100	2.56	.75	BG	12.825	3	4.275	8.210**	.000	2-3 ^{T,s} 2-4 ^{T,s}	.049	.227	.043
	2nd	122	2.78	.72	WG	249.428	479	.521						
	3rd	142	2.48	.68	T	262.253	482							
	4th	119	2.34	.75										
Achievement Goals	1st	100	3.03	.45	BG	2.998	3	.999	4.421**	.004	2-4 ^{T,s}	.027	.167	.021
	2nd	122	3.11	.52	WG	108.289	479	.226						
	3rd	142	2.95	.46	T	111.287	482							
	4th	119	2.90	.46										

According to the findings in Table 5 the mastery-approach levels [F (3-479)=1376, $p>.05$], mastery avoidance levels [F (3-479)=.262, $p>.05$] of the teacher candidates do not differentiate significantly in terms of grade variable. As a result of the Tukey and Scheffe tests, the achievement goals levels differentiate significantly [F(3-479)=4.421**, $p<.01$] and the grade variable has little effect on it [$\eta^2=.027$, Cohen's $f=.167$, $\Omega^2=.021$]. In addition the performance-approach levels [F (3-479)=5.571**, $p<.01$; $\eta^2=.034$, Cohen's $f=.187$, $\Omega^2=.028$] and the performance avoidance levels [F (3-479)=8.210**, $p<.01$; ($\eta^2=.049$, Cohen's $f=.227$, $\Omega^2=.043$)] differentiate significantly in terms of grade variable and the grade variable has little effect on both of them. In all of dimensions, the significant differences are for 2 classes.

Table 5. The results of correlation analysis between motivational persistence levels and achievement goals levels of the teachers candidates ($p<.01$ **, $p<.05$ *).

Dimensions	n	Mastery-approach	Mastery-avoidance	Performance-approach	Performance-avoidance	Achievement goals
Long-term purposes pursuing	483	.47**	.16**	-.01	-.06	.17**
Current purposes pursuing	483	.51**	.14**	-.02	-.11*	.15**
Recurrence of unattained purposes	483	.34**	.26**	.00	.04	.21**
Motivational persistence	483	.53**	.22**	-.01	-.06	.21**

The findings in Table 7 indicate that there are significant relations which have little effect between the current purposes pursuing and the performance avoidance ($r= -.11$, $p<.01$); the mastery avoidance and the long-term purposes pursuing ($r=-.16$, $p<.01$), the mastery avoidance and the current purposes pursuing $r= .14$,

$p < .01$), the mastery avoidance and the recurrence of unattained purposes ($r = -.26$, $p < .01$), the mastery avoidance and the motivational persistence ($r = -.22$, $p < .01$). In addition the achievement goals have a significant levels, which have little effect, with the long-term purposes pursuing ($r = .17$, $p < .01$), the current purposes pursuing ($r = .15$, $p < .01$), the recurrence of unattained purposes ($r = .21$, $p < .01$), the motivational persistence ($r = .21$, $p < .01$). Whereas the mastery-approach has a significant relation, which has a middle effect, with the long-term purposes pursuing ($r = -.47$, $p < .01$), the recurrence of unattained purposes ($r = .34$, $p < .01$). The significant relations in between the mastery-approach and the current purposes pursuing ($r = .51$, $p < .01$), the mastery-approach and the motivational persistence levels ($r = -.53$, $p < .01$) have strong effect.

Table 6. The results of correlation analysis between motivational persistence levels and achievement goals levels according to gender of the teachers candidates ($p < .01^{**}$, $p < .05^{*}$).

Dimensions	Gender	n	Mastery-approach	Mastery-avoidance	Performance-approach	Performance-avoidance	Achievement goals
Long-term purposes pursuing	Female	342	.49**	.18**	.01	-.07	.19**
	Male	141	.43**	.12	-.05	-.02	.13
	Total	483	.47**	.16**	-.01	-.06	.17**
Current purposes pursuing	Female	342	.53**	.11*	-.02	-.14**	.14**
	Male	141	.44**	.20*	-.04	-.04	.17*
	Total	483	.51**	.14**	-.02	-.11*	.15**
Recurrence of unattained purposes	Female	342	.33**	.28**	.03	.05	.23**
	Male	141	.35**	.20*	-.05	.01	.15
	Total	483	.34**	.26**	.00	.03	.21**
Motivational persistence	Female	342	.55**	.22**	.01	-.08	.22**
	Male	141	.48**	.20*	-.05	-.02	.18*
	Total	483	.53**	.21**	-.01	-.06	.21**

According to Table 8, there are significant relations which have little effect between the long-term purposes pursuing and the mastery-avoidance ($r = .18$ $p < .01$), the long-term purposes pursuing and the achievement goals ($r = .19$ $p < .01$); between the achievement goals and the recurrence of unattained purposes ($r = .23$ $p < .01$), between the current purposes pursuing and the performance avoidance ($r = -.14$ $p < .01$) in terms of female candidates, but not for men.

Table 7. The results of correlation analysis between motivational persistence levels and achievement goals levels according to grades of the teachers candidates ($p < .01^{**}$, $p < .05^{*}$).

Dimensions	Grade	n	Mastery-approach	Mastery-avoidance	Performance-approach	Performans-kaçınma	Achievement goals
Long-term purposes pursuing	1st	100	.39**	.07	-.11	-.18	.03
	2nd	122	.53**	.27**	.11	-.01	.26**
	3rd	142	.49**	.26**	.05	.08	.30**
	4th	119	.48**	.03	-.06	-.09	.10
	Total	483	.47**	.16**	-.01	-.06	.17**
Current purposes pursuing	1st	100	.55**	.18	.00	-.07	.22*
	2nd	122	.49**	.18*	.12	-.05	.21*
	3rd	142	.49**	.26**	.05	.08	.30**
	4th	119	.50**	.06	-.10	-.17	.07
	Total	483	.51**	.14**	-.02	-.11*	.15**
Recurrence of unattained purposes	1st	100	.13	.20*	-.06	-.04	.07
	2nd	122	.27**	.28**	.03	.07	.21*
	3rd	142	.58**	.30**	-.01	-.00	.30**
	4th	119	.37**	.25**	.05	.13	.29**
	Total	483	.34**	.26**	.00	.03	.21**

Table 7. The results of correlation analysis between motivational persistence levels and achievement goals levels according to grades of the teachers candidates ($p < .01^{**}$, $p < .05^{*}$).

Dimensions	Grade	n	Mastery- approach	Mastery- avoidance	Performance- approach	Performans- kaçınma	Achievement goals
Motivational persistence	1st	100	.44**	.18	-.07	-.12	.13
	2nd	122	.53**	.29**	.11	.00	.28**
	3rd	142	.61**	.28**	-.01	-.00	.30**
	4th	119	.54**	.13	-.05	-.06	.18
	Total	483	.53**	.21**	-.01	-.06	.21**

According to Table 9, the mastery approach has a significant relation, which has strong effect, with the long-term purposes pursuing levels in terms of 2nd ($r = .53^{**}$, $p < .01$); the current purposes pursuing levels in terms of 1st ($r = .55^{**}$, $p < .01$), 4th grade ($r = .50^{**}$, $p < .01$); the recurrence of unattained purposes levels in terms of 3rd grade ($r = .58^{**}$, $p < .01$); the motivational persistence levels in terms of 2nd ($r = .53^{**}$, $p < .01$), 3rd ($r = .61^{**}$, $p < .01$), 4th grade ($r = .54^{**}$, $p < .01$). Similarly, it has a significant relation, which middle effect, with the long-term purposes pursuing levels in terms of 1st ($r = .39^{**}$, $p < .01$), 2nd ($r = .49^{**}$, $p < .01$), 4th ($r = .47^{**}$, $p < .01$); the current purposes pursuing levels in terms of 2nd, 3rd ($r = .49^{**}$, $p < .01$); the recurrence of unattained purposes levels in terms of 4th grade ($r = .37^{**}$, $p < .01$); the motivational persistence levels in terms of 1st ($r = .44^{**}$, $p < .01$). In addition, the achievement goals have a significant relation, which have middle effect, with the long-term purposes pursuing levels in terms of 2nd ($r = .30^{**}$, $p < .01$); the motivational persistence in terms of 3rd ($r = .30^{**}$, $p < .01$). And the mastery-avoidance has a significant relation, which has middle effect, with the the recurrence of unattained purposes levels in terms of 3rd grade ($r = .30^{**}$, $p < .01$).

Table 8. The results of correlation analysis between motivational persistence levels and achievement goals levels according to monthly income of the teachers candidates ($p < .01^{**}$, $p < .05^{*}$)

Dimensions	Monthly income	n	Mastery- approach	Mastery- avoidance	Performance- approach	Performance -avoidance	Achievement goals
Long-term purposes pursuing	Minimum wage	220	.47**	.21**	-.01	-.08	.19**
	Above minimum wage	217	.45**	.17**	.03	.03	.21**
	Total	437	.46**	.16**	-.01	-.06	.17**
Current purposes pursuing	Minimum wage	220	.53**	.12	.01	-.14*	.16*
	Above minimum wage	217	.50**	.22**	-.04	-.04	.18**
	Total	437	.51**	.14**	-.02	-.11*	.15**
Recurrence of unattained purposes	Minimum wage	220	.28**	.24**	.02	.07	.21**
	Above minimum wage	217	.38**	.30**	.02	.08	.26**
	Total	437	.34**	.26**	.00	.03	.21**
Motivational persistence	Minimum wage	220	.54**	.23**	.01	-.07	.23**
	Above minimum wage	217	.53**	.27**	.01	.02	.25**
	Total	437	.53**	.21**	-.01	-.06	.21**

In this study, 46 people were excluded from the analysis because they did not write their monthly income level. According to the findings in Table 10, there are significant relations which have strong effect between the mastery-approach and the current purposes pursuing ($r = .53^{**}$, $p < .01$), the mastery-approach and the motivational persistence levels ($r = .54$, $p < .01$) in terms of the teacher candidates who has minimum wage. There are similar relations which have strong effect in terms of the candidates who have more than the minimum wage. In addition it can be said that there are the significant relations which have middle effect between the mastery approach and the long-term purposes pursuing to both of them. The findings indicate

that all significant relations between the motivational persistence, its sub-dimensions and the achievement goals have little effect.

Table 9. The results of correlation analysis between grade point average and motivational persistence levels, grade point average and achievement goals levels according to gender of the teachers candidates

	Gender	n	Motivational persistence	Achievement goals
Grade point average	Female	272	.11	-.02
	Male	111	.33**	.03
	Total	383	.17**	.03

$p < .01^{**}$, $p < .05^{*}$

The scales of the teacher candidates in the 1st grade were not included in the analysis since their grade point averages were not determined ($n=100$). According to Table 11, it can be said that there is a significant relation which has little effect between the grade point average and motivational persistence ($r=.17^{**}$, $p < .01$). But, the findings indicate a significant relation with middle effect in terms of the male candidates ($r=.33^{**}$, $p < .01$). However, it can be said that there is not a significant relation in terms of the female candidates. Similarly there is not a significant relation between grade point average and achievement goals.

Table 10. The results of correlation analysis between grade point average and motivational persistence levels, grade point average and achievement goals levels according to grades of the teachers candidates

	Grade	n	Motivational persistence	Achievement goals
Grade point average	2nd	122	.22**	-.01
	3rd	142	.14	.15
	4th	119	.14	-.05
	Total	383	.17**	.03

$p < .01^{**}$, $p < .05^{*}$

According to Table 12, there is a significant relation which have little effect between the grade point average and the achievement goals of the teacher candidates in the 2nd grade ($r= .22^{**}$, $p < .01$). But, it can be said that in terms of other grades there are not significant relations. Finally, it can be said that the academic competition among the teacher candidates affect their motivational persistence.

Table 11. The results of correlation analysis between grade point average and motivational persistence levels, grade point average and achievement goals levels according to monthly incomes of the teachers candidates

	Monthly income	n	Motivational persistence	Achievement goals
Grade point average	Minimum wage	167	.27**	.03
	Above minimum wage	182	.09	.00
	Total	349	.17**	.03

$p < .01^{**}$, $p < .05^{*}$

The scales of the teacher candidates who did not write their monthly income were not included in the analysis ($n=34$). The findings indicate that there is a significant relation with little effect between grade point average and achievement goals of the teacher candidates who has minimum wage ($r= .27^{**}$, $p < .01$). But, in this research it can be not determinate significant relations between the grade point average and the achievement goals.

Table 12. The results of regression analysis between motivational persistence levels and achievement goals levels of the teacher candidates

Achievement goals	n	B	SHB	β	t	P
Stable		1.772	.159		11.170	.000
Mastery-approach	437	.458	.038	.506	12.123	.000
Mastery-avoidance	437	.055	.032	.077	1.730	.084
Performance-approach	437	-.007	.031	-.011	-.234	.815
Performance-avoidance	437	-.033	.037	-.046	-.892	.373

n=437. R=.54, R²=.29, F=48.683, p<.01

As a result of multiple linear regression analysis, there was a very strong significant relationship between the motivational persistence and their achievement goals levels of the teacher candidates. (R=.54, R²=.29; F₍₄₇₈₋₄₎=48.683, p<.01). It can be said that the mastery-approach (β =.506), the mastery-avoidance (β =.077), the performance-approach (β =-.011) and the performance-avoidance (β =-.046) explain 29% of the achievement goals. At this point, it can be said that other variables explain 71% part of the changes that belong to the achievement goals. As a result of the multiple linear regression analysis carried out the regression equation that predicts achievement goals is: Achievement goals = (.458 x mastery-approach) + (.055 x mastery-avoidance) + (-.007 x performance-approach) + (-.033 x performance-avoidance) + (1.772).

Discussion and Results

According to the findings of this research, it can be said that Turkish teacher candidates do not like to act in line with the wishes of others and that they will not leave an important project for this reason. In addition, it was determined that the teacher candidates were not much interested in the old problems and projects. The arithmetic averages of the studies in the literature also support these findings (Cenberci & Beyhan, 2016). It was found that the motivational persistence levels of Turkish teacher candidates was high. According to findings about the achievement goals of the teacher candidates, it can be said that Turkish teacher candidates do not hesitate to make mistakes and do not give up learning by considering mistakes as a natural element of the process. The findings in this research support the other studies in the literature (Arslan, 2011; Tođluk, 2009).

As a result of the t-test carried out in terms of gender variable, there was a significant difference, which has little effect, for women in the mastery-avoidance sub-dimension and it supports the findings in the literature (Tuncer & Bahadır, 2017; Odacı et al. 2013; Tođluk, 2009). This finding indicates that women do not have enough confidence in learning and they are afraid to do wrong, unlike man. It was not found a significant difference in motivational persistence and its sub-dimensions in terms of gender variable. The findings in the literature support this result (Cenberci & Beyhan, 2016). In addition, there was no a significant difference in terms of grades. Because motivational persistence is an internal situation and minimally affected from the environment (Demir & Peker, 2017). Finally, it can be said that the findings do not differiate in terms of grade variables. But in the research, it was found that the findings about the performance-approach levels and the performance-avoidance levels of teacher candidates differiate significantly in terms of grade variables (2nd grade-3rd grade and 2nd grade-4th grade). This findings support the findings of research carried out by Güzler et al. (2017). The motivational persistence levels of the teacher candidates have significant relations with the mastery-approach, mastery-avoidance and achievement goals levels. And this situation supports other researchs (Akin & Arslan, 2014; Tođluk, 2009). In this context, it can be said that teacher candidates who have motivational persistence have also learning goals and the motivational elements are important in learning (Pintrich, 2000; Tanrıseven & Dilmaç, 2013). The significant negative relations were found between the current purposes pursuing levels and the performance-avoidance levels. According to this finding, it can be interpreted that these teacher candidates are self-confident and have high achievement perception. Teacher

candidates in the 1st grade have less levels of the recurrence of unattained purposes than other teacher candidates. According to the research, as the income levels of teacher candidates increase, their learning orientations are increasing. Performance-avoidance is usually a tendency of individuals who do not disgrace class work, who live in the stress of this, and who have insecure self-confidence. The level of stress in low-motivated teacher candidates will increase when they cannot achieve success and satisfaction in their professional life (Yazıcı, 2009). According to the findings, it can be said that the grade point average of male teacher candidates influences their motivational persistence levels. In addition, it can be said that the teacher candidates in the second grade are closer to the performance goals because they are influenced by the grade point average. Research shows that income level positively affects the motivational persistence of teacher candidates as well as their achievement goals.

As a result of multiple linear regression analysis, a very strong significant relationship was found between the sub-dimensions of The Motivational Persistence Scale and the success orientations. In addition, it was determined that the motivational persistence of the teacher candidates explained 29% of their achievement goals. This finding is supported the findings in other researchs (Madhlangobe et al., 2014, Demir & Peker 2017). In addition, achievement goals are a variable that can predict the success of Turkish teacher candidates, classroom management skills and teacher self-efficacy (Kutluca, 2018). The teachers who have motivation will be able to provide success and satisfaction (Yazıcı, 2009). The predictors of learning approach, learning-avoidance, performance-approach and performance-avoidance are listed according to the importance of teacher candidates in their achievement goals. These findings support the results of multiple linear correlation analysis. As a result of the significance test, it was found that motivational persistence was a significant predictor of learning-approach. Because successful student have master-approach goal and motivational stability is also important for the individual have success and self-confidence. Because success motivates the student's behavior to continue his education in a determined manner (Demir & Peker 2017).

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