

Determination of the Success Orientations and Self-Consciousness Levels of the Students from the Faculty of Sports Science

Serkan Kurtipek¹, Nuri Berk Güngör¹ & Fatih Yenel¹

¹ Faculty of Sport Sciences, Gazi University, Ankara, Turkey.

Correspondence: Nuri Berk Güngör, Faculty of Sport Sciences, Gazi University, Ankara, Turkey.

Received: September 8, 2018

Accepted: October 14, 2018

Online Published: November 6, 2018

doi:10.5539/jel.v7n6p203

URL: <https://doi.org/10.5539/jel.v7n6p203>

This study was presented as an oral presentation at the International Congress of Sports for All and Wellness, 05-08 April 2018, Antalya.

Abstract

The aim of this study is to determine the success orientations and self-consciousness levels of the students in the higher education institutions providing sports education and to examine these according to some variables. The sample of the study consists of 202 students, 90 female and 112 male students, attending Gazi University Faculty of Sports Sciences at different departments and class levels. In the direction of the findings obtained in the research, it is seen that the participants got the highest mean scores from the “learning approach” and “learning avoidance” sub-dimensions of “Success Orientation Scale” ($\bar{X}=3.80$, $\bar{X}=3.05$). In this respect it can be stated that the participants are eager to improve their knowledge and skill levels, they take into account the learning process and try to avoid making mistakes. When the sub-dimensions of the Self-Consciousness Scale are examined, it appears that the self-consciousness levels of participants are above the mean ($\bar{X}=2.22$). This result shows that participants have awareness of their own thoughts and feelings and that they think more towards themselves in their daily lives. In addition, it was determined that the participants' success orientations did not show any significant difference according to gender, department, class and age variables ($p>.05$). Furthermore, self-consciousness levels of participants did not show any significant difference according to gender, department, age variables, but they were significance in favor of the 1st grade participants according to class variable ($p<.05$).

Keywords: success orientations, self-consciousness, sport, student

1. Introduction

The behaviors exhibited by the individual to show his/her performance have been studied by some researchers as well as the educators, and have provided the development of many theories. One of these theories is the theory of success orientations (İzci & Koç, 2012). This theory emerged as a point of view that emphasized the motivation to achieve student motivation during the class in the late 20th century and aimed to determine the reasons why the student succeeded in the educational environment (Maehr & Meeyer, 1997).

The theory of success orientations has been developed in a socio-cognitive theoretical framework that focuses on the aims or intentions of individuals in success cases and focuses on what students think about themselves, their duties and performances rather than classifying them as having or lacking motivation. Success goals provide a framework that explains how an individual interprets events and self-sufficiency, expresses how they react to them, and results in different cognitive, emotional, and behavioral patterns (Dweck & Leggett, 1988). The most prominent feature of a person with a high success orientation is that he is result-focused. He wants to get the results he has done. The work that hasn't ended well is not meaningful to him. He takes the calculated risk. He prefers to take moderate risks that push his limits and can be accomplished. He likes to test himself, but he avoids situations that have no chance of success and are incompatible with reality (Vahapoglu, 2013). In this sense, the ability to determine the success orientations of individuals can also shed light on the development of their social life.

Another feature that helps to better understand the true self of the individual is self-consciousness. Self-consciousness can be defined as the tendency of an individual to direct his attention to the hidden aspects of

self, internal feelings and thoughts, or to focus on the external world, the direction that self is open to others, self-presentation and description (Scheier & Carver, 1985). Laing (1969) defines self-consciousness as two-sided: “The individual's self-awareness and his/her awareness of himself/herself as an individual under the observation of others”. This understanding can help individual to discover his strengths and weaknesses and thus can be seen as a means of increasing and improving psychological health (Fenigstein & Vanable, 1992). In addition, the individual who is confident and aware of his own feelings through self-consciousness, which is one of the areas of emotional intelligence, will better understand the people around him (Deniz & Yılmaz, 2004).

From this point of view, it is considered that knowing success orientations and self-consciousness levels of university students are important for their motivation in both their academic life and their professional lives. The aim of study in this context is to determine the success orientations and self-consciousness levels of the students in the higher education institutions providing sports education and examine these according to some variables.

2. Methodology

2.1 Study Model

This research is a descriptive study in which the survey model is used to determine the success orientations and self-consciousness levels of the students in the higher education institutions providing sports education and to examine according to some variables. The survey model is a research approach aimed at describing what exists in the past or present as it exists (Karasar, 2013).

2.2 Study Group

The study group consists of 202 participants, 90 female and 112 male students, attending Gazi University, Faculty of Sports Sciences at different departments and grade levels in 2017-2018 academic year and participating in the study considering the voluntary participation. Demographic information on participant is given below.

Table 1. Demographic information on participant

	Participant	N	%
Gender	Male	112	55.4
	Female	90	44.6
Age	18-19	47	23.3
	20-21	62	30.7
	22-23	55	27.2
	24 and above	38	18.8
Class Level	1 st Class	48	23.8
	2 nd Class	54	26.7
	3 rd Class	57	28.2
	4 th Class	43	21.3
The Department	Physical Education and Sports Teaching	47	23.3
	Sports Management	53	26.2
	Coaching Training	51	25.3
	Recreation	51	25.2
	Total	202	100

2.3 Data Collection Tools

Two different scales were used as data collection tools. The “Success Orientation Scale” developed by Akin (2006) is a 5-point Likert type, 26-item, 4-factor structure. Cronbach Alpha internal consistency coefficients range from .92 to .97 for sub-dimensions and test-retest reliability coefficients range from .77 to .86.

The “Self Consciousness Scale” developed by Akin, Abacı & Öveç (2007) is 5-point Likert type, 19-item and 5-factor structure. The Cronbach Alpha internal consistency coefficients are .79 for the scale and .87 to .96 for the sub-dimensions. Test-retest reliability coefficients range from .91 to .96.

2.4 Statistical Analyses

Participants' demographic characteristics are shown in percent and frequency. Descriptive statistics (mean and standard deviation) were used to determine the mean of the sub-dimension scores of the participants obtained from the Success Orientation Scale and the Self-Consciousness Scale.

Shapiro-Wilk test was used to test whether the distribution was normal after exclusion of the extreme values in the data set. Shapiro-Wilk test was found to be .001 for both scales. Skewness and Kurtosis values were examined. In both scales, these values are between -1.5 and +1.5. This shows that the data is normally distributed (Tabachnick & Fidell, 2013). For this reason, while the statistics of the study were performed, parametric tests were used. The T-test was used to determine whether there was a significant difference between the mean scores from the scales according to gender. One-way analysis of variance (ANOVA) was applied to examine whether there was a significant difference according to age, class level and department variables. The analyses included in this study were performed using the SPSS 20.0 package program and the Excel database program.

3. Results

Table 2. Distribution of mean scores of participants from the Success Orientation Scale according to sub-dimensions

Success Orientation Scale Sub-dimensions	N	\bar{X}	S
Learning Approach	202	3.80	.48
Learning Avoidance	202	3.05	.70
Performance Approach	202	2.63	.74
Performance Avoidance	202	2.38	.82
Total	202	3.01	.72

When examined the mean scores from the sub-dimensions of Success Orientation Scale, the mean score of the participants from the “learning approach” sub-dimension is the highest sub-dimension mean score as ($\bar{X} = 3.80$) and the mean score from the “performance avoidance” sub-dimension ($\bar{X}=2.38$) is the lowest sub-dimension mean score. Moreover, the “learning avoidance” sub-dimension mean score is ($\bar{X} = 3.05$) whereas the “performance approach” sub-dimension score is ($\bar{X} = 2.63$).

Table 3. Distribution of mean scores of participants from the Self-Consciousness Scale according to sub-dimensions

Sub-dimensions of Self-Consciousness Scale	N	\bar{X}	S
Self-Thinking	202	2.21	.80
Internal Awareness	202	2.18	.81
Style Consciousness	202	1.85	.96
Appearance Consciousness	202	2.21	.88
Social Anxiety	202	1.96	.91
Total	202	2.07	.64

The highest mean score among the sub-dimensions of Self-Consciousness Scale was determined in the “self-thinking” and “appearance consciousness” sub-dimensions as ($\bar{X}=2.21$). The lowest mean score was determined as ($\bar{X}=1.85$) in the sub-dimension of “style consciousness”. The mean scores of “internal awareness” and “social anxiety” sub-dimensions are ($\bar{X}=2.18$) and ($\bar{X}=1.96$).

Table 4. T-test results of scores of the participants from the Success Orientation Scale and Self-Consciousness Scale according to gender

	Gender	N	\bar{X}	S	sd	t	P
S.O.S	Female	90	3.00	.47	200	-.21	.62
	Male	112	3.02	.49			
S.C.S	Female	90	2.13	.66	200	1.06	.78
	Male	112	2.03	.63			
	Total	202					

The mean score of the female students from the Faculty of Sports Sciences on the Success Orientation Scale is ($\bar{X}= 3.00$) and the mean score of male participants is ($\bar{X}= 3.02$). The results of the analysis show that the participants' success orientations do not differ significantly according to gender, $t(200) = -2.1$ $p > .05$.

When the mean scores of participants from the Self-Consciousness Scale are examined, it is determined that the mean score of female participants is ($\bar{X}=2.13$) and that of male participants is ($\bar{X}=2.03$). The results of the analysis show that the total score of the participant's Cognitive Need Scale did not show a significant difference according to gender.

Table 5. Comparison of scores of participants from the Success Orientation Scale and Self-Consciousness Scale according to department variables

	Department	N	\bar{X}	SS	F	P
S.O.S	Physical Education and Sports Teaching	47	3.06	.50	.28	.83
	Sports Management	53	2.99	.46		
	Coaching Training	51	2.98	.44		
	Recreation	51	3.03	.51		
	Total	202	3.01	.48		
S.C.S	Physical Education and Sports Teaching	47	2.13	.62	1.5	.21
	Sports Management	53	2.20	.56		
	Coaching Training	51	2.00	.68		
	Recreation	51	1.97	.69		
	Total	202	2.07	.64		

When the mean scores of the participants from the Success Orientation Scale is examined according to their departments, it is seen that the highest mean score ($\bar{X}=3.06$) are obtained by 47 participants studying in the physical education and sports teaching department. The lowest mean score ($\bar{X}=2.98$) is obtained by 51 participants studying in the coaching education department. The mean score of 53 participants in the sport management department is ($\bar{X}=2.99$), while that of 51 participants in the recreation department is ($\bar{X}=3.03$). The results of the analysis indicate that the mean score of the participants from the Success Orientation Scale did not show any significant difference according to the department variable, $F(3,198) = .28$, $p > .05$.

When the mean scores of the participants from the Self-Consciousness Scale are examined according to their departments, it is seen that the highest mean score ($\bar{X}=2.20$) is obtained by 53 participants studying in sport management department. The lowest mean score ($\bar{X}=1.97$) is obtained by 51 participants studying in the recreation department. The mean score of 47 participants in physical education and sports teaching department is ($\bar{X}=2.13$) and that of the 51 participants in the coaching education department is ($\bar{X}=2.00$). The results of the analysis indicate that the mean score of the participants from the Self-Consciousness Scale did not show any significant difference according to the department variable, $F(3,198) = 1.5$, $p > .05$.

Table 6. Comparison of scores of participants from the Success Orientation Scale and Self-Consciousness Scale according to class level variables

	Class Level	N	\bar{X}	SS	F	P
S.O.S	1 st Class	48	3.07	.47	1.05	.36
	2 nd Class	54	3.02	.52		
	3 rd Class	57	2.92	.42		
	4 th Class	43	3.05	.49		
	Total	202	3.01	.48		
S.C.S	1 st Class	48	2.26	.61	3.11	.02
	2 nd Class	54	1.95	.61		
	3 rd Class	57	1.97	.67		
	4 th Class	43	2.18	.64		
	Total	202	2.08	.64		

When the mean scores of the participants from the Success Orientation Scale are compared according to the class level, it is seen that the highest mean score ($\bar{X}=3.07$) was obtained by 48 participants at the 1st class level. The second highest mean score ($\bar{X}=3.05$) was obtained by 43 participants at the 4th class level. The lowest mean score ($\bar{X}=2.92$) was obtained by 57 participants at 3rd class level. The results of the analysis show that the mean score obtained from the Success Orientation Scale did not show any significant difference according to the class level, $F(3, 198)=1.05, p>.05$.

When the mean scores of the participants from the Self-Consciousness Scale are compared according to the class level, it is seen that the highest mean score ($\bar{X}=2.26$) was obtained by 48 participants at the 1st class level. The second highest mean score ($\bar{X}=2.18$) was obtained by 43 participants at the 4th class level. The lowest mean score ($\bar{X}=1.95$) was obtained by 54 participants at 2nd class level. The results of the analysis show that the mean score from the Self-Consciousness Scale is significantly different according to the class level, $F(3,198) =3.11, p<.05$. The results of the Tukey multiple comparison test, applied to determine among which groups there are significant differences, indicate that Self-consciousness level of participants at 1st class level are significantly higher than that of participants at 2nd and 3rd class levels.

Table 7. Comparison of scores of participants from the Success Orientation Scale and Self-Consciousness Scale according to age variable

	Age	N	\bar{X}	SS	F	P
S.O.S	18-19	47	3.02	.55	1.33	.26
	20-21	62	3.04	.46		
	22-23	55	2.92	.39		
	24 and above	38	3.11	.52		
	Total	202	3.01	.48		
S.C.S	18-19	47	2.13	.63	.58	.62
	20-21	62	2.04	.67		
	22-23	55	2.02	.55		
	24 and above	38	2.16	.73		
	Total	202	2.07	.64		

It is seen that the highest mean score ($\bar{X}=3.11$) of the Participants from the Success Orientation Scale was obtained by 38 participants aged 24 years and above. The lowest mean score ($\bar{X}=2.92$) was obtained by 55 participants in the 22-23 age range. The mean score of 62 participants in the age range 20-21 is ($\bar{X}=3.04$). The results of the analysis reveal that the mean score of participants from the Success Orientation Scale did not show a statistically significant difference according to age variable, $F(3,198) =1.33, p>.05$.

It is seen that the highest mean score ($\bar{X}=2.16$) of the Participants from the Self-Consciousness Scale was obtained by 38 participants aged 24 years and above. The lowest mean score ($\bar{X}=2.02$) was obtained by 55 participants in the 22-23 age range. The mean score of 47 participants in the age range 18-19 is ($\bar{X}=2.13$). The results of the analysis reveal that the mean score of participants from the Self-Consciousness Scale did not show a statistically significant difference according to age variable, $F(3,198) =.58, p>.05$.

4. Discussion and Conclusion

When the research results were examined, it was determined that the participants' success orientations did not show any significant difference according to gender, department, class and age variables. However, the self-consciousness levels of participants did not show any significant difference according to gender, department, age, whereas there is significance in favor of participants at the 1st class level according to class variable.

When the mean scores obtained from the sub-dimensions of Success Orientation Scale are examined, it is seen that the score of the participants in the "learning approach" sub-dimension is higher than the other sub-dimensions. From this point on, it can be said that the levels of success orientation of individuals are above the average, through learning the learning material in full and self-improvement. It can be said that the low mean score from the "performance approach" and "performance avoidance" may indicate the fact that participants are hesitant to get into the competition in order to achieve success and not willing to do so because of avoiding being unsuccessful and talentless in front of their friends. In short, it can be stated that the participants do not act according to the negative reactions from their peers and have the skills to realize what they think freely.

When the gender variables were considered, the participants' success orientation did not show any significant difference. In the study of İzci & Koç (2012) examining the success orientations of university students, it is seen

that the gender variable does not differ significantly. In addition, studies of Çepikkurt (2011), Üzbe (2013), Odacı, Berber Çelik, Çikrıkci (2013), Menderes (2009), Elliot & McGregor (2001) also support the results of the research. However, in their studies, Köksoy (2015) and Küçüköğlü, Kaya, Turan (2010) found significant differences in the learning approach and performance approach sub-dimensions in favor of female students. In addition, Finney & Davis-Becker (2003), Edens (2008), Hanrahan & Cerin (2009), Soric, Penezic & Buric (2017) determined a significant difference in favor of female participants. It is thought that the reasons for this difference are due to the fact that the desire of the female students, who studying in music teacher and classroom teacher departments, for tending towards their own fields is higher than that of male students. This is thought to lead to an increase in the academic achievement of female participants.

Participants' success orientations do not differ significantly according to class level. Studies of the Great Grand (2014), Odacı, Berber Çelik, Çikrıkci (2013), Toğluk (2009), Tiryaki (2007), Fouladchang, Marzooghi & Shemshiri (2009) support our research results. In the study of Kayis (2013), he found a significant difference in the performance approach sub-dimension in favor of the 1st grade students. However, no significant differences were found between levels of learning approach, learning avoidance and performance avoidance success orientations. Participants' success orientations do not show significance according to the variable of the department. İzci & Koç (2012) also determined that university students' success orientations did not differ according to departmental variable. When the age variable is considered, a significant difference could not be found again. Studies conducted by Tzetzis, Goudas, Kourtessis & Zisi (2002) also support the results of the research. In the study, they found that the age differences of the students did not show any significant difference on the success orientations.

When the mean scores of participants from the sub-dimensions of Self Consciousness Scale were examined, it was seen that the highest mean scores were taken from “self-thinking” and “appearance consciousness” sub-dimensions. It can be argued that participants tend to think about their past experiences and behaviors, and thus their self-evaluation tendencies are above the average. Their objective and positive awareness levels on the emotional situations are also seen to be average. However, they also have an awareness of the physical appearance. The lowest mean scores were taken from “style consciousness” and “social anxiety” sub-dimensions. It can also be stated that their levels of anxiety about how participants are assessed by the people in social environments are low and they have a problem related to this issue.

According to the results of the research, it was determined that the self-consciousness levels of participants did not show any significant difference according to gender. Studies of Else-Quest, Allison, Higgins & Morton, 2012, Nes, Carlson, Crofford, De Leeuw & Segerstrom (2011), Fenigstein, Scheier & Buss (1975), Tebble, Thomas & Price (2004), Bowker & Rubin (2009), Köse (2009) & Özteke (2011) also support the results of the research. However, studies of Puklek & Vidmar, (2000), Nystedt & Ljungberg (2002), Rankin, Lane & Gerrard, (2004), Bendania & Abed, (1997), Öveç (2007), Titrek, Konak & Titrek (2013) differ from the results of our research. From this point, it is seen that there are different results in the literature. The size and diversity of the sample groups in the studies may be the reason for this differentiation. When the mean score of the participants from the scale was examined, no significant difference was found for age variable. In the study of Köse (2009) on a different sample group, he could not get a significant difference between age variable and self-consciousness level.

When the self-consciousness levels of the participants are examined according to the class variable, the results of the Tukey multiple comparison test, conducted to determine the groups in which the significant differences were detected, show that the self-consciousness levels of the participants at the 1st grade level are significantly higher than that of participants at the 2nd and 3rd class levels. Along with the individual differences in society, participants encounter a new order when they step into the university. This new order also brings with it some uncertainties and concerns. Therefore, while participants are trying to adapt the new order they face when they start the 1st class, they try to identify their own truths and their identities by featuring their own awareness. Thus, the level of social anxiety can be predicted to increase. However, eliminating the uncertainties about the new order decreases the social anxiety as the class level increases. In this case, it can be argued that this is the result of research related to the class level.

When the literature is examined, it is noteworthy that there are a limited number of studies on the success orientations and especially self-consciousness. It is not considered that the scope of the independent variables that the existing studies have examined is sufficient. From this point of view, it is necessary to increase the number of studies in order to reveal the factors affecting individuals' success orientations and self-consciousness. However, in order for the studies to be carried out to be more qualified, it is suggested to include various

variables in the studies, such as parental education status, demographic differences, family income level, and success level that individuals perceive for themselves.

References

- Bendania, A., & Abed, A. S. (1997). Reliability and factorial structure of an Arabic translation of the self-consciousness scale. *Psychological Reports*, 81(2), 1091-1100. <https://doi.org/10.2466/pr0.1997.81.3f.1091>
- Bowker, J. C., & Rubin, K. H. (2009). Self-consciousness, friendship quality, and adolescent internalizing problems. *British Journal of Developmental Psychology*, 27, 249-267. <https://doi.org/10.1348/026151008X295623>
- Büyüktanır, A. (2014). *Okul öncesi öğretmen adaylarının fen eğitimine yönelik öz yeterlikleri başarı amaç oryantasyonları ve öğrenme yaklaşımları arasındaki ilişkinin incelenmesi*. Yüksek Lisans Tezi, Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.
- Çepikkurt, F. (2011). *Üniversiteli hentbolcuların mükemmeliyetçilik ve kaygı düzeyleri ile başarı hedefleri ve müsabaka sonuçlarına yaptıkları yüklem biçimleri arasındaki ilişkinin incelenmesi*. Doktora Tezi, Çukurova Üniversitesi Sağlık Bilimleri Enstitüsü, Adana.
- Deniz, E. M., & Yılmaz, E. (2004). Üniversite öğrencilerinin duygusal zekâ yetenekleri ve yaşam doyumları arasındaki ilişki, *XIII. Ulusal Eğitim Bilimleri Kurultayı*, 6-9 Temmuz 2004, İnönü Üniversitesi Eğitim Fakültesi, Malatya.
- Dweck, C. S., & Leggett, E. L. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, 95(2), 256-273. <https://doi.org/10.1037/0033-295X.95.2.256>
- Edens, K. M. (2008). The interaction of pedagogical approach, gender, self-regulation, and goal orientation using student response system technology. *Journal of Research on Technology in Education*, 41(2), 161-177. <https://doi.org/10.1080/15391523.2008.10782527>
- Elliot, A. J., & Mc Gregor, H. (2001). Achievement goal framework. *Journal of Personality and Social Psychology*, 80, 501-519. <https://doi.org/10.1037/0022-3514.80.3.501>
- Else-Quest, N. M., Allison, C., Higgins, A., & Morton, C. L. (2012). Gender differences in self-conscious emotional experience: A meta-analysis. *American Psychological Association*, 138(5), 947-981. <https://doi.org/10.1037/a0027930>
- Fenigstein, A., & Venable, P. A. (1992). Paranoia and self-consciousness. *Journal of Personality and Social Psychology*, 62, 129-138. <https://doi.org/10.1037/0022-3514.62.1.129>
- Fenigstein, A., Scheier, M. F., & Buss, A. H. (1975). Public and private self-consciousness: Assessment and theory. *Journal of Consulting and Clinical Psychology*, 43(4), 522-527. <https://doi.org/10.1037/h0076760>
- Finney, S., & Davis-Becker, S. L. (2003). *Examining the invariance of the achievement goal questionnaire across gender*. Paper presented at the meeting of the American Educational Research Association.
- Fouladchang, M., Marzooghi, R., & Shemshiri, B. (2009). The effect of gender and grade level differences on achievement goal orientations of Iranian undergraduate students. *Asian Network for Scientific Information*, 9(5), 968-972. <https://doi.org/10.3923/jas.2009.968.972>
- Hanrahan, S. J., & Cerin, E. (2009). Gender, level of participation and type of sport: Difference in achievement goal orientation and attributional style. *Journal of Science and Medicine in Sport*, 12, 508-512. <https://doi.org/10.1016/j.jsams.2008.01.005>
- İzci, E., & Koç, S. (2012). Pedagojik formasyon eğitimi alan öğrencilerin başarı yönelim düzeylerinin incelenmesi. *Dicle Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 4(8), 31-43. Retrieved from <http://www.acarindex.com/dosyalar/makale/acarindex-1423875162.pdf>
- Karasar, N. (2013). *Bilimsel araştırma yöntemi*. Ankara: Nobel.
- Köksoy, A. M. (2015). *Müzik öğretmen adaylarının başarı yönelimlerinin çeşitli değişkenler açısından incelenmesi*. Necmettin Erbakan Üniversitesi Eğitim Bilimleri Enstitüsü, Konya.
- Köse, H. (2009). *Dağcılar ve sedenterlerde öz bilinç ile depresyon, anksiyete ve stres ilişkisi*. Yüksek Lisans Tezi, Sakarya Üniversitesi Sosyal Bilimler Enstitüsü, Sakarya.
- Küçükoglu, A., Kaya, H. İ., & Turan, A. (2010). Sınıf öğretmenliği Abd öğrencilerinin başarı yönelimleri algılarının farklı değişkenler açısından incelenmesi (Atatürk Üniversitesi ve Ondokuz Mayıs Üniversitesi

- Örneği). *Fırat Üniversitesi Sosyal Bilimler Dergisi*, 20(2), 121-135. Retrieved from <http://web.firat.edu.tr/sosyalbil/dergi/arsiv/cilt20/sayi2/121-135.pdf>
- Laing, R. D. (1969). *The divided self*. New York: Pantheon.
- Maehr, M. L., & Meyer, H. A. (1997). Understanding motivation and schooling: Where we have been, where we are, and where we need to go. *Educational Psychology Review*, 9, 371-408. <https://doi.org/10.1023/A:1024750807365>
- Menderes, H. Ç. (2009). *Üniversite öğrencilerinin başarı amaç oryantasyonlarının stresle başa çıkma tarzları, uygulanım durumları ve akademik başarılarına göre incelenmesi*, Yüksek Lisans Tezi, Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.
- Nes, L. S., Carlson, C. R., Crofford, L. J., De Leeuw, R., & Segerstrom, S. C. (2011). Individual differences and self-regulatory fatigue: optimism, conscientiousness and self-consciousness. *Personality and Individual Differences*, 50, 475-480. <https://doi.org/10.1016/j.paid.2010.11.011>
- Nystedt, L., & Ljungberg, A. (2002). Facets of private public self-consciousness: Construct and discriminant validity. *European Journal of Personality*, 16, 143-159. <https://doi.org/10.1002/per.440>
- Odacı, H., Çelik Berber, Ç., & Çikrikci, Ö. (2013). Psikolojik danışman adaylarının başarı yönelimlerinin bazı değişkenlere göre yordanması. *Türk Psikolojik Danışman ve Rehberlik Dergisi*, 4(39), 95-105. Retrieved from <http://pdrdergisi.org/index.php/pdr/article/view/74/73>
- Öveç, Ü. (2007). *Öz-duyarlık ile öz-bilinç, depresyon, anksiyete ve stres arasındaki ilişkilerin yapısal eşitlik modeliyle incelenmesi*. Yüksek Lisans Tezi, Sakarya Üniversitesi Sosyal Bilimler Enstitüsü, Sakarya.
- Özteke, H. İ. (2011). *İlköğretim okullarında çalışan psikolojik danışmanların sosyal karşılaştırma ve öz-bilinç düzeyleri ile psikolojik danışman öz-yeterlik inancı arasındaki ilişkinin incelenmesi*. Yüksek Lisans Tezi, Selçuk Üniversitesi Eğitim Bilimleri Enstitüsü, Konya.
- Puklek, M., & Vidmar, G. (2000). Social anxiety in Slovene adolescents: Psychometric properties of a new measure, age differences and relations with self-consciousness and perceived incompetence. *European Review of Applied Psychology*, 50(2), 249-258. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.452.6585&rep=rep1&type=pdf>
- Rankin, J. L., Lane, D. J., & Gerard, M. (2004). Adolescent self-consciousness: Longitudinal age changes and gender differences in two cohorts. *Journal of Research Adolescence*, 14(1), 1-21. <https://doi.org/10.1111/j.1532-7795.2004.01401001.x>
- Scheier, M. F., & Carver, C. S. (1985). The self-consciousness scale: A revised version for use with general populations. *Journal of Applied Social Psychology*, 15, 687-699. <https://doi.org/10.1111/j.1559-1816.1985.tb02268.x>
- Soric, I., Penezic, Z., & Buric, I. (2017). The five personality traits, goal orientations and academic achievement. *Learning and Individual Differences*, 54, 126-134. <https://doi.org/10.1016/j.lindif.2017.01.024>
- Tabachnick, B. G., & Fidell, L. S. (2013). *Using multivariate statistics*. Boston: Pearson.
- Tebble, N. J., Thomas, D. W., & Price, P. (2004). Anxiety and self-consciousness in patients with minor facial lacerations. *Journal of Advanced Nursing*, 47(4), 417-426. <https://doi.org/10.1111/j.1365-2648.2004.03123.x>
- Tiryaki, A. (2007). *Üniversite ve lise öğrencilerinin sosyal amaç oryantasyonlarının başa çıkma tutumları ve bazı değişkenlere göre incelenmesi*. Yüksek Lisans Tezi, Sakarya Üniversitesi, Sosyal Bilimler Enstitüsü, Sakarya.
- Titrek, O., Konak, H., & Titrek, A. (2013). Öğretmen adaylarının öz bilinç düzeyi ile özsaygı ve karar verme stilleri arasındaki ilişki". *Sakarya Üniversitesi Eğitim Bilimleri Enstitüsü 6.Ulusal Lisansüstü Eğitim Sempozyumu Bildiriler Kitabı*, 2, 76-84. Retrieved from http://www.egitim.sakarya.edu.tr/sites/egitim.sakarya.edu.tr/file/ULESLisansustu_egitim_cilt211.pdf#page=76
- Toğluk, E. (2009). *Hemşirelik öğrencilerinin başarı yönelimleri*, Yüksek lisans tezi, İstanbul Üniversitesi Sağlık Bilimleri Enstitüsü, İstanbul.

Tzetzis, G., Goudas, M., Kourtessis, T., & Zisi, V. (2002). The relation of goal orientations to physical activity in physical education. *European Physical Education Review*, 8(2), 177-188. <https://doi.org/10.1177/1356336X020082004>

Üzbe, N. (2013). *Başarı hedef yönelimi, benlik saygısı ve akademik başarının kendini engellemeyi yordamaki rolü*. Yüksek Lisans Tezi, Gazi Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.

Vahapoğlu, Z. (2013). *Ön lisans öğrencilerinin umut düzeyleri ve başarı yönelimlerinin bazı değişkenler açısından incelenmesi*. Yüksek Lisans Tezi, Sakarya Üniversitesi Eğitim Bilimleri Enstitüsü, Sakarya.

Copyrights

Copyright for this article is retained by the author, with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).