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STUDENTS' MOTIVATION AND THEIR
SOCIAL ADJUSTMENT IN THE CLASSROOM

A MASTER'S THESIS

BY

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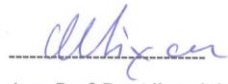
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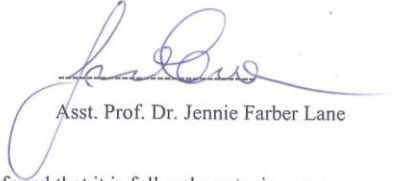
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GRADUATE SCHOOL OF EDUCATION
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May 2016

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.



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ABSTRACT

STUDENTS' MOTIVATION AND THEIR SOCIAL ADJUSTMENT IN THE CLASSROOM

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May 2016

The aim of the present correlational study was to investigate Turkish students' social motivation for their studies. Specifically, it investigated to what extent they endorse a social achievement goal for autonomous or for controlling reasons. Furthermore, the research examined the relation of the endorsed reasons (autonomous and controlling) underlying the social achievement goals to students' perceived social competence and negative behavior (e.g., aggression, hostility and anger). A cross-sectional design was chosen to measure each variable at one point in time for each participant. A questionnaire was administrated to 226 graduate and undergraduate students ($M_{age} = 22.36$, $SD = 3.92$; 67.4% females), from a private nonprofit university in Ankara, who participated voluntarily in the study. Descriptive statistics showed that Turkish students scored higher on social development goals (the goal to develop meaningful relationships) than on either the social demonstration-approach goals (the goal to be

popular) or the social demonstration-avoid goals (the goal to avoid social disapproval). The descriptive statistics also showed that the Turkish students endorsed social development goals for both autonomous (volitional) and controlling (pressuring) reasons. Moreover, a regression analysis showed that controlling reasons underlying social development goals tended to mediate the relation of perceived social competence and negative behavior (e.g., aggression, hostility and anger). Specifically, perceived social competence was negatively related to controlling reasons underlying social development goals and controlling reasons were positively related to negative behavior (e.g., aggression, hostility and anger). Students who had low-perceived social competence adopted social development goals for controlling reasons. Subsequently, those that adopted social development goals for controlling reasons reported high levels of aggressive, anger or hostile behavior toward others. The results are discussed in terms of implications for Turkish curriculum and instruction and they suggest modifications for curriculum and instruction to increase Turkish students' perceived social competence and to decrease their controlled motivation.

Key words: social achievement goals, perceived social competence, autonomous and controlled motivation, aggression

ÖZET

ÖĞRENCİLERİN SINIF İÇİNDEKİ MOTİVASYONLARI VE SOSYAL UYUMLARI

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Mevcut korelasyonel çalışmanın amacı Türk öğrencilerin sosyal motivasyonlarını araştırmaktır. Özellikle, öğrencilerin ne ölçüde otonom ve kontrol sebepleri için sosyal başarı amaçları edindikleri araştırıldı. Ayrıca, öğrencilerin sosyal başarı amaçlarının altında yatan başlıca sebepleri (otonom ve kontrol), algılanan sosyal yetenek ve olumsuz davranışlar (saldırganlık, düşmanlık, öfke) arasındaki ilişkiyi araştırmaktır. Herbir katılımcı için her değişkenin tek kısa süre içerisinde ölçüldüğü kesitsel yöntem kullanılmıştır. Ankara ilindeki kar amacı gütmeyen özel bir üniversiteden 226 lisans ve lisansüstü öğrenciler ($Ortalama_{yaş} = 22.36$, *Standart sapma* = 3.92; 67.4% bayan) gönüllü olarak çalışmaya katılmıştır. Türk öğrenciler sosyal gelişim amaçlarını (anlamli ilişkiler geliştirmeyi amaçlamak), sosyal gösteri yaklaşım amaçlarından (popüler olmayı amaçlamak) ya da sosyal gösteri kaçınma davranışlarından (sosyal onaylanmamadan kaçınmayı amaçlamak) daha yüksek puanladığını tanımsal istatistikler gösterdi. Tanımsal istatistikler ayrıca Türk

öğrencilerin sosyal gelişim amaçlarını hem otonom (iradeli) hem kontrol (baskı hissi) sebepler için edindiğini gösterdi. Buna ek olarak, regresyon analizleri sosyal gelişim amaçlarının altında yatan kontrol sebepleri, algılanan sosyal yetenek ve olumsuz davranış (saldırganlık, düşmanlık, öfke) ilişkisine aracılık etmeye eğilimli olduğunu gösterdi. Özellikle, algılanan sosyal yetenek ve sosyal gelişim amaçlarının altında yatan kontrol sebepleri negatif olarak ilişkilendiği ve kontrol sebeplerin olumsuz davranışlarla pozitif olarak ilişkilendirilmiştir. Algılanan sosyal yeteneği düşük olan öğrenciler, sosyal gelişim amaçlarını kontrol sebepleri için edinmişlerdir. Ardından, sosyal gelişim amaçlarını kontrol sebepleri için edinen öğrenciler, birbirlerine karşı yüksek seviyede saldırgan, düşmanca ve öfkeli davranışlar göstermişlerdir. Türk müfredatı ve eğitim-öğretim uygulamaları açısından sonuçlar tartışılmış ve Türk öğrencilerin algılanan sosyal yeteneklerini artırmak ve kontrol motivasyonu azaltmak için müfredat ve sonuçlar eğitim-öğretim uygulamaları için öneriler sunar.

Anahtar Kelimeler: sosyal başarı amaçları, algılanan sosyal yetenek, otonom ve kontrol motivasyon, saldırganlık

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CHAPTER 1: INTRODUCTION

Introduction

The modern trend in curriculum design is to include objectives and practices that foster students' cognitive and social/emotional development. The school as a community and the provider of curriculum, the teacher as the instructor and the provider of teaching and learning, have to facilitate student development in both the academic and the social domain. This is because student success in the social domain is strongly related to their success in schooling and subsequently to their well-being and personal development (Ryan & Shim, 2008).

The purpose of the present study is to focus on the social aspect of student achievement motivation in Turkey. Students have a variety of goals that guide their behavior in educational settings. They may set a goal to improve their cognitive skills, but they could also set a goal to improve relationships with their classmates. Moreover, these goals could be endorsed for different reasons. One student could adopt the goal of self-improvement in the academic and social domain in order to satisfy her teacher. Another student could adopt self-improvement goals in both the academic and social domains because of an inherent pleasure in doing homework and having meaningful relationships.

It seems that both the goals that the students set and their underlying reasons are important aspects of student academic and social achievement motivation. Indeed, the importance of these two aspects of achievement motivation in the academic domain and their relation to different educational outcomes has been highlighted in recent studies (Vansteenkiste, Lens, Elliot, Mouratidis, & Soenens, 2014). However,

the two aspects of achievement motivation in the social domain and their relation to different social outcomes has not been investigated; this lack of research on social achievement goals and their underlying reasons does not permit educators to fully understand how students' social aspects contribute to their personal development. This study takes into consideration the importance of students' social development in educational settings and sets the scene for research on students' social achievement goals and their underlying reasons.

Background

Relationships strongly affect human psychology. Developing meaningful relationships with others makes people self-confident and happy since they are accepted and feel socially competent. It seems that when people have meaningful relationships they satisfy their need to relate to and be connected with others (need for relatedness) and their need to feel skilled in the social domain (need for competence) (Deci & Ryan, 2000b). However, creating meaningful relationships is not always a person's goal. Especially in educational settings where performance is often the focus of students, their social goals could be limited to being popular or avoiding being mocked by their peers. What makes students endorse such goals and what are the consequences of these goals on their social behavior?

Elliot (1999) proposed a hierarchical model for student achievement goals and their antecedents as well as their consequences. According to this model, achievement goals mediate the relation between personal characteristics and achievement outcomes. It has been shown, for example, that a student's perceived competence (which constitutes a personal characteristic), is positively related with effective learning

strategies through the endorsement of learning goals. On the other hand, their perceived competence negatively relates with effective learning strategies through the endorsement of the goal to avoid doing worse than other students (performance-avoidance goal). Recently, Vansteenkiste and his colleagues have proposed that not only achievement goals, but also the autonomous versus controlling reasons for pursuing a particular goal, intervene with the link between personal characteristics and outcomes (Vansteenkiste, Mouratidis, & Lens, 2010; Vansteenkiste, Smeets, Soenens, Lens, Matos, & Deci, 2010). The main idea is that achievement goals along with the autonomous versus controlling reasons for which these goals are endorsed form a motivational complex (Elliot, 2006).

The aim of the present study is to investigate Turkish university students' social motivation in educational settings. Furthermore, the study explores how the motivational complex of social achievement goals and the reasons behind goals mediates the relation of personal characteristics (i.e., perceived social competence) to young adults' negative social behavior (i.e., verbal and physical aggression, hostility and anger). In the present research, achievement goals were substituted for social achievement goals (Ryan & Shim, 2006) in order to test the hierarchical model of social achievement motivation. Do Turkish students' social competence perceptions relate to specific social motivational complexes? Do Turkish students specific social motivational complexes relate to negative social behavior? The results of this study may advance research related to understanding student social development in Turkey.

Furthermore, the findings may provide specific suggestions for teacher instructional behavior that could enhance students' social growth. Since the Turkish national curriculum has had a more student-centered and constructivist approaches for

education since 2004 (Akşit, 2007), this investigation into the social achievement motivation in Turkey could provide deeper insights into student social development and assist the national curriculum achieve its goals.

The following section explains the main topics of the present study. First, social achievement goals are defined, and then autonomous versus controlling reasons underlying the pursuit of the goals are discussed.

Social achievement goals

Achievement motivation in educational settings has been defined as the different orientations students adopt to achieve competence. Some students orient themselves toward improving their learning skills, whereas others orient themselves toward being better than the others in order to feel competent. Ryan and Shim (2008) have proposed that the achievement goal concept can be transferred to students' strivings in the social domain. They claim that this transfer will enhance our understanding of students' social skills, which seem to be related to adjustments in their studies and therefore to their academic progress.

For years, social goals have been examined from a "content" approach (Ryan & Shim, 2006); that is, scholars were interested in the content of the social goals that individuals pursue and the social outcomes of the goals. These social goals were categorized into affiliation goals, intimacy goals, responsibility goals, and so forth (Wentzel, 2001).

According to Ryan and Shim (2006), irrespective of the social goal (e.g., intimacy) that an individual pursues, the core idea is that an individual in his or her social

striving desires to feel socially competent. How individuals define their social competence differentiates them in terms of which social achievement goals they endorse. This is similar to how individuals define their achievement competence and differentiate their different achievement goals. Social competence refers to how good students are at using their skills and abilities in social situations (Harter, 1982).

Ryan and Shim (2006) explain that there are three types of social achievement goals that are linked to competence in the social domain. These are social development goals, social demonstration-approach goals and social demonstration-avoid goals. A social development goal refers to developing social competence with self-based criteria. In this case, students feel socially competent because they improve the quality of their social life.

For example, when students adopt social development goals, they pursue to develop positive relationships with their friends. Social success for students with social development goals is defined as the improvement of social interactions, the creation of meaningful relationships and general development of social life.

A social demonstration-approach goal can be defined as the type of social goal in which social competence is assessed by the degree of the social approval. A student with a social demonstration-approach goal demonstrates social competence to get positive feedback from others. When social demonstration-approach goals are endorsed, success in the social domain is defined by having a high social status or being popular among peers. In such cases, individuals strive to be popular or famous among their friends in order to get positive judgements from them (Ryan & Shim, 2006).

A social demonstration-avoid goal can be defined as the type of social goal in which social competence is assessed by the degree to which social disapproval is avoided (Ryan & Shim, 2006). When an individual endorses a social demonstration-avoid goal, she demonstrates behaviors like avoiding social interactions or withdrawing from social environments. When individuals focus on avoiding others who make fun of them or make them feel awkward, they pursue social demonstration-avoid goal to prevent getting negative judgments. These individuals prefer to avoid communicating with others in social environments since they feel safer and they may decrease the likelihood of another negative social outcome from occurring.

Autonomous versus controlling reasons for adopting social achievement goals

Recently, Vansteenkiste and associates (Vansteenkiste, et al. 2014) have combined the Achievement Goal Theory (Elliot, 2005) with the Self-determination Theory (SDT) (Deci & Ryan, 2000a). They claim that the achievement goal is the “what” of achievement striving, whereas the autonomous or controlling regulations as they are defined by SDT could be the reasons for endorsing a particular achievement goal or, to say it differently, the “why” of achievement striving. In the present study, this perspective has been adopted for social achievement goals. Specifically, the assumption has been made that social achievement goals could be also endorsed for autonomous or controlling reasons.

The self-determination theory (SDT) (Deci & Ryan, 2000b) classifies human motivation according to the degree to which behaviors are self-determined. SDT describes two kinds of motivation that regulate human behaviors: *autonomous* and *controlled motivations*, which differ in the degree of self-determination.

Autonomous motivation refers to either intrinsic or well-internalized extrinsic motivation, whereas controlled motivation refers to none or less internalized extrinsic motivation (Deci & Ryan, 1985). Students who are instigated by autonomous motivation participate in an activity out of their own innate willingness, interest or enjoyment (Deci & Ryan, 2000a). Autonomous motivation can be described as students being curious, willing and enthusiastic to achieve a task without a reward. This tendency towards interest and exploration is necessary for social and cognitive development (Csikszentmihalyi & Rathunde, 1993).

Students who are prompted by controlled motivation participate in an activity because they feel coerced to do so either by external (e.g., parents, teachers, peers) or by internal forces (feelings of guilt) (Deci & Ryan, 2000a). Controlled motivation can be described as students feeling obliged to achieve a task or wanting to get a reward.

Autonomous motivation encompasses three behavioral regulations: *intrinsic*, *identified* and *integrated regulation*. Intrinsic regulation refers to performing an activity for enjoyment and satisfaction. Intrinsically motivated people behave of their own volition without the presence of any specific reward or external contingency (Deci & Ryan, 2000b). For instance, someone performs an activity because it is interesting for him or her. *Identified regulation*, which is an internalized form of extrinsic motivation, refers to performing an activity because it has a personal importance (Deci & Ryan, 2000a). For instance, someone engages in physical activity in order to be healthy.

Integrated regulation is the most internalized form of extrinsic motivation and it refers to performing an activity that fits well with your personal value and identity.

For instance, someone recycles materials because such an action fits well with her ecological value and the way she has constructed her lifestyle. Controlled motivation encompasses two types of behavioral regulation: *external* and *introjected regulation*. External regulation refers to performing activities for external contingency such as winning rewards or avoiding punishment (Deci & Ryan, 2000b). For instance, someone engages in a classroom activity in order to get a sticker. With respect to introjected regulation, it refers to performing an activity out of internal pressure such as feelings of guilty, shame or anxiety (Deci & Ryan, 2000b). For instance, someone engages in an activity because she/he would feel guilty if she/he does not do so.

Transferring the autonomous and controlled motivation as the regulatory base of social achievement goals means that a social development goal or a social demonstrate-approach or a social demonstrate-avoid goal can be endorsed either by volitional (i.e., autonomous) or pressuring (i.e., controlling) reasons.

Problem

In recent approaches to student achievement motivation, two aspects are taken into consideration to fully understand what makes students engaged in schooling: the achievement goal a student pursues (the “what” aspect) and the autonomous versus controlling reasons underlying the achievement goal (“why” aspect). This new approach points out to teachers that it is not only important to think seriously about the goals they are encouraging their students to endorse, but also to think about the *reasons* they give to their students for endorsing a specific goal. If, for example, a teacher thinks that certain teaching practices will encourage students to endorse learning goals in order to gain his or her approval (controlling reason), this could

have a detrimental effect on students' learning and well-being (Michou, Vansteenkiste, Mouratidis, & Lens, 2014). However, in this new approach of achievement motivation, the problem is that the social pursuits have been ignored and no research has investigated whether the controlling reasons underlying a social achievement goal are also related to negative personal characteristics and social outcomes.

Purpose

The first objective of this study is to investigate a sample of Turkish university students to learn whether the autonomous and controlling reasons underlying achievement goals are also applicable to the endorsement of their social achievement goals. The second objective of the study is to test if the reasons for selecting a social achievement goal mediate the relation between personal characteristics and social outcomes. For personal characteristics, the university students' perceived social competence was considered because this competence was positively related to social development goals and social demonstration-approach goals (Shim & Ryan, 2012a). Moreover, perceived competence was related to intrinsic and identified regulation (the two forms of autonomous motivation), whereas perceived competence was not correlated with external regulation (which is considered as a form of controlled motivation) (Beiswenger & Grolnick, 2009). For social outcomes, university students' aggressive behavior, anger and hostility in interpersonal relationships were assessed.

Research questions

- Do students endorse social achievement goals for autonomous or controlling reasons?
- Do students' autonomous or controlling reasons underlying their social achievement goals mediate the relationship between their perceived social competence and their aggressive behavior, anger and hostility?

Significance

This study hopes to form a more complete image about students' social motivations by studying a hierarchical model of social achievement motivation. Explicitly, understanding the mediating role of the social motivational complex between social outcomes and personal characteristics is especially valuable for research and education. This study will provide insights into whether students' behavioral regulations were affected by their perceived competence, social achievement goals and their autonomous versus controlling underlying reasons.

First, regarding educational research, this study sets the scene for investigating the social goals in educational settings in a more refined fashion by taking into consideration the autonomous and controlling reasons underlying these goals. Moreover, this study tests the hierarchical model of social achievement motivation, suggesting that when analyzing the social motivational complex it is also useful to take students' personal characteristics into consideration. The findings of this study could suggest future directions for research of social motivation in educational settings.

Second, the findings of the present study could be useful for educators, counsellors and policy makers when they are designing educational interventions to improve students' social development. There is evidence that students' social development has not been supported enough (Martin & Alacaci, 2015), and is often ignored in the Turkish education system, even though the system has changed to a more student-centered and constructivist approach (Akşit, 2007).

The present study may identify implications for the Turkish education system regarding the support of students' social skills and interests. For example, developing meaningful relationships (social development goal) is as important for the academic domain as it is for associated positive social outcomes, which can compromise constructive learning. However, it remains unclear what the social outcomes are for students who endorse a social development goal in order to be approved by others (i.e., a controlling reason). By examining this aspect of students' social achievement motivation, it will be possible to provide very specific suggestions for teachers' instructional behavior.

In schools, teachers praise students who try to be good friends and develop meaningful relationships. However, praising students, according to the self-determination theory, could encourage controlled motivation toward friendship and social goals. In such a case, students will most probably endorse social development goals for controlling reasons and will exhibit negative social behavior such as anger, hostility or aggression. If the present study provides evidence for such a relation in a Turkish sample, specific guidelines for teachers' optimal behavior to decrease students controlled motivation would be important to be included in the Turkish curriculum. Moreover, Turkish teachers' professional development could include

seminars and workshops to familiarize them with less controlling teaching instructional behavior toward student social and academic development.

The results of the study can help policy makers and educators identify practices that foster more autonomy in individuals, rather than pushing them to behave according to strict rules (controlling reasons) as well as practices that foster social competence and positive social behavior (e.g., less aggressive or hostile behavior). Also in the present study, students' perceived social competence will be investigated as an antecedent of their social achievement goals and underlying reasons. According to the results of this research, if perceived social competence is negatively related to controlling reasons underlying social achievement goals, then it would be advisable to include specific activities to develop students' social skills and confidence in the Turkish curriculum.

Definition of key terms

Autonomous reasons mean endorsing a social achievement goal willingly either because it is a personal important goal or because it is challenging and interesting (Deci & Ryan, 2000a).

Controlling reasons mean endorsing a social achievement goal with a feeling of external coercion (e.g., parents, teachers, peers) or internal (feeling of guilt) forces (Deci & Ryan, 2000a).

Social achievement goals are the goals set in the social domain to achieve social competence. Depending on how people define their social competence, social achievement goals are divided to social development goals, social demonstration-approach goal and social demonstration-avoid goals (Ryan & Shim, 2006).

Social demonstration-approach goals occur when social competence is assessed by the degree of the social approval. In other words, individuals pursue a goal in order to be popular or have high status among peers (Ryan & Shim, 2006).

Social demonstration-avoid goals is where social competence is assessed by the degree to which social disapproval is avoided. In other words, individuals pursue a goal in order to avoid others who make fun of them or make them feel awkward (Ryan & Shim, 2006).

Social development goals mean developing social competence with self-based criteria. In other words, individuals pursue a goal to develop meaningful relationships and in order to improve social interactions (Ryan & Shim, 2006).

CHAPTER 2: REVIEW OF RELATED LITERATURE

Introduction

The aim of the present study is to investigate Turkish university students' social motivation in educational settings. It will investigate how the motivational complex of social achievement goals and the reasons behind goals mediate the relation of personal characteristics (i.e., perceived social competence) to young adults' negative social behavior (i.e., verbal and physical aggression, hostility and anger). Do students' perceived social skills relate to their social achievement goals? What about to the autonomous and controlling reasons for endorsing these goals? Do students' social achievement goals and their underlying autonomous or controlling reasons relate to their social behaviors? These are the main questions that are addressed in the present research. For this reason, in this chapter, it is deemed important to first present a literature review about the relationship between social motivation (i.e., social achievement goals and their underlying autonomous or controlling reasons) and perceived social competence. Furthermore, based on the research findings, the relation between social motivation and social outcomes such as aggressive or prosocial behavior will be discussed.

Perceived social competence and social achievement goals

Students' achievement goals include pursuing academic goals such as getting high grades or being successful in a lesson (Elliot, 1999). Students' social achievement goals refer to when they pursue some social goals such as being popular among peers

or having good relationships with friends (Ryan & Shim, 2006). Social achievement goals are classified into three categories: social development goals, social demonstration-approach goals and social demonstration-avoid goals. The social achievement goals that students endorse are related to their perceived social competence, which is a personal characteristic. Perceived social competence refers to students' abilities and skills within the social domain (Harter, 1982).

Ryan and Shim (2006) have shown that the relationship between social achievement goals and perceived social competence can be bidirectional. When a student feels more competent in communication, he can also endorse the goal to further develop his social competence through meaningful relationships. When a student feels that he possesses the skill to communicate effectively with his peers, this could endorse the goal to improve his friendship with one of his classmates; this is a social development goal that can be endorsed by students in an academic domain as well. Specifically, a student who adopts social development goals wants to develop meaningful and positive relationships with his friends and he uses self-based criteria to evaluate his social competence (Ryan & Shim, 2006). This means that a student with a social development goal pursuit feels socially competent when he develops meaningful relationships.

Indeed, Shim and Ryan (2012a) found that student social competence was positively related to social development goals. However, in the same study they found that student social competence was positively related to their social demonstration-approach goals, the goal to gain popularity. It seems that when students feel socially competent they can also strive to be popular among their friends and receive positive comments or judgements from them. When a student feels less competent in communication, she is more likely to adopt social demonstration-avoid goals. A

student who adopts social demonstration-avoid goals focuses on avoiding social interactions and withdraws from society in order to prevent negative judgements (Ryan & Shim, 2006). A student who adopts social demonstration-avoid goals worries about others seeing him as awkward and making fun of him. He also dreads having negative judgements from his classmates, and withdraws from social events and avoids interactions with his friends.

In conclusion, there is a positive relationship between perceived social competence and both approach social goals (social development and social demonstration-approach). Moreover, there is a negative relationship between social demonstration-avoid goal and perceived social competence (Mouratidis & Michou, 2010; Ryan & Shim, 2006; Shim & Ryan, 2012a).

Perceived social competence and autonomous versus controlled motivation

There are a few studies about the relation between perceived social competence and autonomous versus controlled motivation. Most of these are concerned with perceived competence in the academic or sports domain rather than a social one. In this section, the relation between motivation (autonomous and controlled) and perceived competence will be explained.

Autonomous motivation is a type of motivation that is based on students' volition, whereas controlled motivation is a type of extrinsic motivation that is based on others' volition to regulate student behavior. Students with controlled motivation behave with a feeling of obligation or guilt, instigated by external rewards (Deci & Ryan, 2000a). On the other hand, a student who is motivated intrinsically

(autonomous motivation), wants to complete a task because of his own willingness or enthusiasm. Mouratidis and Michou (2011) found that autonomous motivation is related to both perceived task-related competence and perceived social competence and positively predicts students' positive emotions in the classroom.

Accordingly, Bagoien and Halvari (2005) found that perceived competence in sports is positively correlated with autonomous motivation in respect to involvement in a physical activity. According to Vallerend and Reid (1984), positive performance feedback increases perceived competence as well as intrinsic motivation (a form of autonomous motivation), whereas negative performance feedback diminishes perceived competence and intrinsic motivation.

In another study, perceived competence was positively related to autonomous motivation and better academic performance (Fortier, Vallerand, & Guay, 1995). Moreover, perceived competence is important for maintaining intrinsic motivation and for increasing the internalization of extrinsic motivation. When pupils feel confident about their competence, they will likely internalize teachers' demands more easily and therefore regulate their school behavior more autonomously (Ryan, Deci, & Grolnick, 1991).

Beiswenger and Grolnick (2009) studied 181 adolescents, from ages 11 to 14, to learn about interpersonal and intrapersonal factors in adolescents' autonomous motivation regarding after school activities. They found that there is a positive correlation between autonomous motivation and perceived physical competence in physical activities. Perceived competence was also related to intrinsic and identified regulation (the two forms of autonomous motivation), whereas perceived competence was not correlated with external regulation (which is considered as a

form of controlled motivation). The study indicated that when adolescents perceive themselves as competent and feel accepted by their friends, they will demonstrate more autonomous motivation.

Social achievement goals and autonomous versus controlled motivation

According to Mouratidis and Michou (2010), autonomous and controlled motivation has an effect on a wide range of social outcomes. Specifically, they found that autonomous motivation and social development goals are positively related to positive affect in the classroom, whereas controlled motivation is linked to social demonstrations-approach goals and positively related to negative affect.

According to Vansteenkiste, Smeets, Soenens, Lens, Matos and Deci (2010), autonomous reasons can be related to adaptive outcomes and controlling reasons can be related to less adaptive or even to maladaptive outcomes, like anxiety and stress. Therefore, it seems that autonomous reasons could be related to students' desire to develop meaningful relationships naturally, with the absence of any reward. On the other hand, controlling reasons could be related to students' desire to have a lot of friends, to be more popular than their peers in order to get a reward. This means that there could be some external reasons that force the students to adopt a social goal. The more students feel free to get involved in class activities and develop their social interactions with their friends, the more they will feel positive emotions. Therefore, autonomous versus controlled motivation and social achievement goals in a social domain have equal importance in terms of students' social life (Mouratidis & Michou, 2010).

Social achievement goals and their social outcomes

Shin and Ryan (2012b) have indicated that there are three types of coping responses among friends that are related to social achievement goals (i.e., social development goals, social demonstration-approach goals and social demonstration-avoid goals).

These coping responses are as follows:

- mastery (a positive response to a stressful situation and trying to change this situation; for example, asking a friend what they would do to improve the situation)
- avoidance (a negative response to a stressful situation and hiding the problem, such as not letting friends know about it)
- nonchalance (responding to the problem as if he or she does not care about it)

Shin and Ryan (2012b) note that social development goals are related to mastery coping among friends; this relationship better defines social adjustment and friendship quality. Social demonstration-avoid goals are associated with avoidance coping strategies among friends. This is because withdrawing from the social environment and from peers decreases the possibility of receiving negative comments from them. In other words, avoiding interactions with friends can be safer than engaging in friendships. This avoidance coping can also be the mediator between social demonstration-avoid goals and anxious solitude. On the other hand, social demonstration-avoid goals have been positively related to social worry and loneliness (Mouratidis & Sideridis, 2009), decrease in popularity (Rodkin, Ryan, Jamison, & Wilson, 2013), social anxiety (Ryan & Shim, 2008) and anxiety in academic situations.

Another point made by Shin and Ryan (2012b) is that social demonstration-approach goals are associated with nonchalance coping among friends. When a student experiences a problem with a friend, other friends will make negative comments and it will reduce his or her popularity among peers. To avoid such a situation, the student could choose to be nonchalant. Social demonstration-approach goals have also been related to high perceived social competence (Ryan & Shim, 2006). Being self-confident on the one hand and trying to hide your problems to maintain popularity on the other could result in nonchalant posturing (Shin & Ryan, 2012b) as well as overt aggression. Further, social demonstration-approach goals have been related to aggressive behavior and increased popularity (Rodkin, Ryan, Jamison, & Wilson, 2013). However, adolescents who desire to be popular may demonstrate both prosocial behavior and relational aggression to become more popular (Cillessen & Mayeux, 2004; Prinstein & Cillessen, 2003). Interestingly, adolescents who have a goal to be popular demonstrate relational aggression (Wright, Li, & Shi, 2014).

Shin and Ryan (2012b) have also noted that there is a relationship between social self-efficacy (perceived social competence) and coping among friends. There is a positive relationship between social self-efficacy and mastery coping while there is a negative relationship between avoidance and nonchalance coping. However, social self-efficacy is negatively correlated with anxious solitude and overt aggression and positively correlated to best friendship quality.

Another study about social achievement goals by Mouratidis and Sideridis (2009) found that a social development goal was positively related to perceived belongingness and negatively related to the perception of loneliness within educational contexts. Further, a social demonstration-avoid goal was positively correlated to perceptions of loneliness and a social demonstration-approach goal was

negatively correlated to peer acceptance. However, social development goals have been positively related to positive social and personal outcomes such as satisfying relationships, self-acceptance, perceived social efficacy, personal growth, prosocial behavior and preference by peers (Rodkin, Ryan, Jamison, & Wilson, 2013).

Moreover, by developing meaningful relationships and friendship with peers the aggressive behavior towards them can be decreased (Ryan & Shim, 2008).

However, social demonstration-avoid goals have been positively related to social worry and loneliness (Mouratidis & Sideridis, 2009), decreasing popularity (Rodkin, Ryan, Jamison, & Wilson, 2013), social anxiety (Ryan & Shim, 2008) and anxiety in academic situations (Middleton & Midgley, 1997; Ryan, Patrick, & Shim, 2005; Skaalvik, 1997), but they have also been positively related to positive relations (Ryan & Shim, 2006). On the other hand, social demonstration-avoid goals have been negatively related to personal growth and social efficacy (Ryan & Shim, 2006).

Furthermore, Ryan and Shim (2006) showed that social development goals were related to different social outcomes. Social development goals were positively correlated to social relations, self-acceptance, personal growth and social adjustments, whereas social demonstration-avoid goals were positively related to social worries. There was a negative relationship between the social-demonstration-approach goal and personal growth and autonomy, whereas there was a positive relationship between them and social worries.

Autonomous and controlled motivation and their correlates

Deci & Ryan's (2000b) self-determination theory refers to two kinds of regulation that motivate and regulate people's behavior: autonomous and controlled motivation. Autonomous motivation describes that people behave self-willingly or based on their

own value or interest. Controlled motivation explains that people behave in line with external or internal pressures (Deci & Ryan, 2000a). To further discuss this theory, this final section contains a review of studies about autonomous and controlled motivation and their correlates.

Autonomous motivation has been positively correlated to prosocial behavior (Weinstein & Ryan, 2010), whereas controlled motivation was positively correlated to antisocial behavior (Ntoumanis & Standage, 2009). Hodge and Lonsdale (2011) conducted studies within a sports context. They found that there was a moderate positive relationship between autonomous motivation and prosocial behavior toward teammates while there was no correlation between autonomous motivation and prosocial behavior toward opponents. Controlled motivation was positively correlated to antisocial behavior toward both teammates and opponents. However, in the same study they found that autonomy-supportive coaching was associated with prosocial behavior toward teammates (weak correlation), yet there was no correlation between autonomy-supportive coaching and prosocial behavior toward opponents. Autonomy-supportive coaching was negatively associated with antisocial behavior toward both teammates and opponents (weak correlation).

Autonomous motivation has been associated with positive outcomes while controlled motivation is associated with negative outcomes such as symptoms of depression (Deci & Ryan, 1985). According to Michou, Matsagouras and Lens (2014), in an academic context controlled motivation is positively correlated with fear of failure, negative affect and anxiety, while autonomous motivation is positively related to the need for achievement and positive affect. Brunet, Gunnell, Gaudreau and Sabiston (2015) recently studied undergraduate students and found that students who have higher autonomous motivation relative to controlled motivation, had more academic

engagement, higher GPA and expressed joy and hope rather than anxiety and boredom.

The research by Vandercammen, Hofmans, Theuns and Kuppens (2014) indicates that emotions such as relaxation, anxiety, depression and happiness were related to autonomous and controlled motivation; as anxiety increases autonomous motivation decreases. Also, autonomous motivation has been positively associated with happiness, according to Vandercammen et al, (2014). This indicates that if someone feels happy, he or she expresses autonomous motivation. Moreover, they found no correlation between autonomous motivation and depression.

CHAPTER 3: METHOD

Introduction

The aim of the present study is to investigate Turkish university students' social motivation in educational settings. Specifically, the study investigated whether the autonomous or controlling reasons underlying social achievement goals mediated the relation between students' personal characteristics (i.e., perceived social competence) and their negative social behavior (i.e., verbal and physical aggression, hostility and anger). In order to analyze the relationship between the studied variables, a correlational study was performed.

Research design

Correlational design

Correlational studies are used to examine two or more variables to determine the extent to which they correlate or are associated with each other (Barker, Pistrang, & Elliot, 2003). The main characteristic of a correlational study is that there is no manipulation to the studied variables (Howitt & Cramer, 2011). Correlational studies can be cross-sectional or longitudinal (Barker, Pistrang, & Elliot, 2003). A cross-sectional design measures each variable at one point in time for each participant. Although the causal effect of one variable on another cannot be tested, it can be tested whether the association between two variables is affected by other controlling variables (Howitt & Cramer, 2011).

Correlational designs are used for associating variables that will be assessed using a correlation coefficient. The disadvantage of a correlation coefficient is that it measures only one type of association between variables in a linear association. Correlational studies can use simple statistical measures to associate variables such as chi-square and correlation coefficients or multivariate methods such as multiple regression, factor analysis and log-linear procedures (Barker, Pistrang, & Elliot, 2003).

Context

This research took place within a private non-profit university in the capital of Turkey, Ankara. Students who participated in this study were from different departments and were chosen according to the willingness of the instructor to provide adequate time at the end of the class to conduct the survey.

Participants

For this study, a questionnaire was administered to 226 students. Of the participants, 151 were female (67.4%) and 73 were male (32.6%); two students opted not to report their gender (Table 1). The ages of the participants ranged from 18 to 47 years and the mean age was 22.36 years ($SD = 3.92$).

Table 1
Gender of participants in each class (N = 224)

Variable		N
Gender	Female	151
	Male	73
	No-gender	2

Students were studying both graduate and undergraduate programs in the Department of Economics, Department of History, Department of International Relations, Department of Computer and Instructional Technology Teacher Education, Department of Translation and Interpretation, Faculty of Law and Graduate School of Education. There were 17 classes (labeled 1 to 17) visited by the researcher to carry out the survey. Table 2 summarizes the numbers of participants in each class:

Table 2
Number of participants in each class (N = 226)

Classes	N
1	13
2	19
3	18
4	7
5	8
6	15
7	10
8	20
9	3
10	6
11	10
12	18
13	25
14	7
15	18
16	17
17	12
	226

Instrumentation

A questionnaire was created to assess students' social achievement goals and their underlying reasons as well as their perceived social competence and their negative behavior. Items were incorporated from some well-known questionnaires described below. All items for the survey were answered on a 5-point Likert-type scale (1 point for *Strongly disagree*, 2 points for *Disagree*, 3 points for *Neither agree, nor disagree*, 4 points for *Agree*, 5 points for *Strongly agree*). Regarding the reliability of the scales, internal consistency (α) of each scale was calculated and described as below in tables.

Social achievement goals

This study used the social achievement goals scale created by Ryan and Shim (2006) to assess the three subdivisions of social achievement goals: social development goals, social demonstration-approach goals and social demonstration-avoid goals (see Appendix A). One item was used to assess students' *social development goals*: "My goal is to work on improving the quality of my relationships with my friends." One item was used to assess students' *social demonstration-approach goals*: "I want to be friends with popular people." One item was used to assess students' *social demonstration-avoid goals*: "My goal is to avoid doing things that would cause others to make fun of me." If the students' responses to each of these three social achievement goals was equal or higher than 3 (*neither agree, nor disagree*), then they were directed to report the autonomous or controlling reasons underlying the corresponding social achievement goal as explained in next paragraph.

Underlying reasons of social achievement goals

Items related to underlying reasons for pursuing the goals were taken from an instrument (see Appendix A) developed by Vansteenkiste, Mouratidis, et al. (2010). For each goal, students were given items related to each of the following underlying reasons: intrinsic, identified and introjected reasons. One item was used to assess *intrinsic* reasons (e.g., “I like to constantly improve my friendships”). Two items were used to assess *identified* reasons (e.g., “I found avoiding doing things that would cause others make fun of me a personally important goal”). Three items were used to assess *introjected* reasons (e.g., “Only then I could feel myself worthwhile and special”). The order of the items used to assess the underlying reasons was mixed up after each goal item to avoid students perceiving a pattern in their responses.

Similar to previous research (Vansteenkiste et al., 2010), the researcher created an *autonomous reasons* composite score for pursuing each of the three types of achievement goals. This composite score was created by averaging each goal, along with the respective intrinsic and identified reasons items. Likewise, a *controlling reasons* composite score was computed by aggregating for each achievement goal the introjected reasons items.

The internal consistency of the autonomous and controlling reasons underlying social development goals was $\alpha = 0.62$ and $\alpha = 0.79$ respectively. The internal consistency of the autonomous and controlling reasons underlying social demonstration-approach goals was $\alpha = 0.79$ and $\alpha = 0.86$ respectively. The internal consistency of the autonomous and controlling reasons underlying social demonstration-avoid goals was $\alpha = 0.79$ and $\alpha = 0.87$ respectively.

Perceived social competence

This study used the perceptions of social competence scale (Patrick, Hicks, & Ryan, 1997) to assess perceived social competence (see Appendix B). Four items were used from this scale to assess students' perceived social competence with peers (e.g., "When other students are already doing something together I often find it hard to join in with them"). The internal consistency of the scale was $\alpha = 0.62$

Negative behavior

The aggression questionnaire by Buss & Perry (1992) was used to assess four aspects of negative behavior. These are physical aggression, verbal aggression, anger and hostility. Three items were used for each kind of negative behavior (see Appendix C). The internal consistency of the scale was $\alpha = 0.79$. An example item for each negative behavior is as follows:

- *physical aggression* "I have become so mad that I have broken things"
- *verbal aggression* "When people annoy me, I may tell them what I think of them"
- *anger* "I sometimes feel like a powder keg ready to explode"
- *hostility* "When people are especially nice, I wonder what they want."

Method of data collection

The questionnaires were administered to students during the spring semester of the 2012-13 academic year. After receiving permission from the researchers university

Ethical Committee, the researcher visited instructors from different departments to inform them about the purpose of the study. During these meetings, they were told the questionnaire administration would last 20 minutes and that students would complete a consent form (see Appendix D) to participate. If students did not want to participate in the survey, they were free to opt out. The researcher then secured permission from the instructors to attend their classes and to arrange a convenient time to administer the questionnaire.

All classes were visited one by one, and the researcher explained the aim and the procedure of the survey to students. First, students were asked to sign a consent form for their participation to the study, the form explained that participation was voluntary and that they were free to quit the procedure at any point of time. The students completed the questionnaires anonymously and were informed that their answers would be kept confidential. Then the questionnaire was distributed and the students answered them approximately in 20 minutes.

Method of data analysis

Data for the present study was analyzed using SPSS 21. Analysis of data was conducted in two steps: preliminary analysis and main analysis. In the preliminary analysis, first descriptive statistics of the variables was conducted, followed by bivariate correlations of studied variables and finally a MANOVA was used in order to compare responses of different genders. For the main analysis the most important task was to perform a simple and hierarchical regression analyses to investigate (a) whether perceived social competence predicted either autonomous or controlling reasons that underlie the pursuit of social achievement goals, (b) the autonomous and

controlling reasons underlying the pursuit of social achievement goals, and (c) the extent to which the perceived social competence predicted negative behavior.

Furthermore, a bootstrap analysis checked the mediation of the reasons underlying the pursuit of social achievement goals between students' perceived social competence and their negative behavior.

CHAPTER 4: RESULTS

Introduction

The aim of the present study was to investigate the relationship between students' perceived social competence and the autonomous versus controlling reasons for endorsing a social achievement goal. The investigation also analyzed the relationship of the autonomous versus controlling reasons underlying social achievement goals and negative behavior (i.e., verbal and physical aggression, hostility and anger). Furthermore, the aim of the study was to examine whether the autonomous versus controlling reasons that underlie social achievement goals mediate students' perceived social competence and their negative behavior. A preliminary analysis and a main analysis served to analyze the data. For the preliminary analysis, descriptive statistics and bivariate correlations among the measured variables was conducted. A MANOVA was performed to ascertain if there were significant differences in responses between genders.

In the main analysis, a simple regression analysis was performed to examine if perceived social competence predicted either autonomous or controlling reasons that underlie the pursuit of social development goals. A hierarchical regression analysis was also run to examine whether autonomous or controlling underlying reasons, along with perceived social competence predicted negative behavior. Finally, a bootstrap analysis was conducted to check for the mediation of the autonomous and controlling reasons underlying social achievement goals between perceived competence and negative behavior.

Preliminary analysis

The analysis of the data for this study began by checking the number of participants that responded to each of the three social achievement goals with a score higher or equal to 3. In the social development goal, 134 students scored 3 or higher; as a result they also reported reasons that underlie their pursuit of this social goal. However, for the social demonstration-approach only 24 students had a score of 3 or higher and for the social demonstration-avoid goals only 60 students had a score of 3 or higher; therefore, very few students reported the underlying reasons for endorsing these goals. This means that very few students from the study's sample endorsed a social demonstration-approach or a social demonstration-avoid goal; this number was not enough for further analysis. For this reason, these two social goals, along with the autonomous and controlling reasons underlying them, were excluded from the analysis. In the results presented below only the social development goals and the autonomous and controlling reasons underlying them are included. The means and standard deviation of the variables are shown in Table 3.

Table 3
Descriptive statistics of studied variables

Variables	Mean	Standard deviation
<i>Antecedents</i>		
1.Perceived social competence	4.01	0.61
<i>Motivational variables</i>		
2.Social development goals	4.02	0.71
3.Social development autonomous reasons	3.70	0.78
4.Social development controlling reasons	2.32	0.98
<i>Correlates</i>		
5.Negative behavior	2.98	0.66

*p < .05. ** p < .01.

Descriptive statistics were used to inspect the cumulative percent of the high scores of the autonomous and controlling reasons underlying development goals. Results showed that 82.70% of the participants scored higher than 2.67 (a value close to the median of the scale) in the autonomous reasons underlying social development goals, whereas 31% of the participants scored higher than 2.67 in the controlling reasons underlying development goals. The interpretation of this result is that the development of goals can be endorsed to a greater extent for autonomous reasons rather than for controlling ones, and to a lesser extent controlling reasons were the underlying reasons development goals.

According to the results shown in Table 4, the considered antecedent of perceived social competence were negatively and significantly correlated with social development controlling reasons ($r = -.19, p < .05$). However, perceived social competence was positively and significantly correlated with social development goals ($r = .19, p < .05$).

Table 4
Bivariate correlations of studied variables

Variables	1	2	3	4	5
<i>Antecedents</i>					
1.Perceived social competence	-				
<i>Motivational variables</i>					
2.Social development goals	.18*	-			
3.Social development autonomous reasons	.11	.39**	-		
4.Social development controlling reasons	-.19*	.14	.32**	-	
<i>Correlates</i>					
5.Negative behavior	.07	.24**	.21*	.28**	-

* $p < .05$. ** $p < .01$.

Regarding the motivational variables, social development goals were positively and significantly correlated with social development autonomous reasons ($r = .39, p$

<.01). Social development autonomous reasons and social development controlling reasons are positively correlated to each other ($r = .32, p < .01$). Regarding the outcomes, negative behavior was positively correlated with all the motivational variables. However, social development controlling reasons presented the highest correlation with negative behavior ($r = .28, p < .01$) compared to social development autonomous reasons ($r = .21, p < .05$).

To test for differences in responses between genders, a Multivariate Analysis of Variance (MANOVA) was performed with gender as a between subjects' factor. Dependent variables included perceived social competence, social development goals, social development autonomous reasons, social development controlling reasons and negative behavior. The MANOVA was not statistically significant, Wilk's $\Lambda = .97, F(6, 114) = .68, p > .05$, multivariate $\eta^2 = .03$, implying that differences in responses between gender were not different and for this reason gender was not included as a covariate in the subsequent main analyses.

Main analysis

The main analysis examined (a) whether perceived social competence predict the autonomous or controlling reasons underlying the pursuit of social development goals and (b) whether these reasons, along with perceived social competence, predict negative behavior. The results for the first set of analyses are presented in Table 5. As shown, the perceived social competence was not a statistically significant predictor of autonomous reasons, while it did negatively predict controlling reasons for pursuing social development goals.

Table 5
Simple regression analysis for reasons of endorsing social development goals with perceived social competence

Predictors	<u>Autonomous reasons</u>		<u>Controlling reasons</u>			
	<i>B</i>	<i>SE</i>	<i>B</i>	<i>B</i>	<i>SE</i>	<i>B</i>
Perceived social competence	0.14	0.12	.11	-0.30	0.14	-.19*
F (1, 123)		1.49			4.30	
Adjusted R ²		.01			.03	

* $p < .05$. ** $p < .01$.

The second set of analyses examined whether autonomous or controlling reasons underlying the pursuit of social development goals, along with perceived social competence, predicted negative behavior. Regression analysis showed that although perceived social competence did not predict negative behavior ($F[1, 120] = 0.42, p = .53, ns.$) in Step 1, controlling reasons did so in Step 2 (see Table 6). In particular it was found that when both autonomous and controlling reasons were added to the model ($F[3, 118] = 4.66, p < .01$), controlling reasons were positive predictors of negative behavior. This finding implies that the more the students endorsed social development goals for controlling reasons, the more they reported that they experienced negative behavior.

Table 6
 Simple regression analysis for negative behavior endorsing social development goals as predicted by perceived social competence (Step 1) and autonomous and controlling reasons (Step 2)

Predictors	Negative behavior					
	Step 1		B	Step 2		B
	<i>B</i>	<i>SE</i>		<i>B</i>	<i>SE</i>	
Perceived social competence	0.06	0.10	.06	0.10	0.10	.09
Autonomous reasons	-	-	-	0.11	0.08	.13
Controlling reasons	-	-	-	0.18	0.06	.26**
F change	0.42		6.76**			
Adjusted R ²	.00		.10			

* $p < .05$. ** $p < .01$.

Perceived social competence was related to controlling reasons underlying social development goals. Also, social development goals which in turn were related positively to negative behaviors. Therefore, the final analysis examined whether perceived social competence was indirectly related to negative behavior through controlling reasons underlying the pursuit of social development goals. Sobel test showed that the indirect effects of perceived social competence on negative behavior via controlling reasons was not statistically significant ($B = -0.06$, $SE = 0.04$, $p > .05$, ns). A bootstrap analysis however, which included 1000 replications, did show that the 90% confidence interval for the indirect effects of perceived social competence to negative behavior through controlling reasons was negative and did not include zero

(90% CI: -0.16 – -0.01). This finding implies that controlling reasons could somehow mediate the relation between perceived social competence and negative behavior.

CHAPTER 5: DISCUSSION

Introduction

The aim of the present study is to investigate Turkish university students' social motivation in educational settings. The outcomes of this study may advance research related to students' social development in Turkey and provide specific suggestions for teacher instructional behavior to enhance student social growth. Specifically, the present study investigated the relationship between Turkish university students' perceived social competence and their social motivation and aggressive or hostile behavior. Furthermore, the autonomous (i.e., volitional) versus controlling (i.e., pressuring) reasons that students possess were considered as an aspect of their social motivation when endorsing a particular social achievement goal. Therefore, the first question that was answered with the present study is: Do Turkish university students endorse social achievement goals for autonomous or for controlling reasons?

Social achievement goals have been identified as social development goals (i.e., the goal to develop social competence with self-based criteria), social demonstration-approach goals (i.e., the goal in which social competence is assessed by the degree of the social approval) and social demonstration-avoid goals (i.e., a goal in which social competence is assessed by the degree to which social disapproval is avoided). Social development goals have been related to adaptive social outcomes, such as satisfying relationships, self-acceptance, perceived social efficacy and personal growth (Ryan & Shim, 2006). Social demonstration-approach goals have been related to having a high social status or being popular among peers (Ryan & Shim, 2006). Social demonstration-avoid goals have also been related to aggressive behavior and

increased popularity (Rodkin, Ryan, Jamison, & Wilson, 2013). While social demonstration-avoid goals have been positively related to social worries and positive relations, they have been negatively related to personal growth and social efficacy (Ryan & Shim, 2006). Social demonstration-avoid goals have also been positively related to social worry and loneliness (Mouratidis & Sideridis, 2009).

Thus, it seems that social development goals are adaptive goals in terms of students optimal social functioning. However, what could be the reason a student adopts this adaptive goal? Is it possible that students could be pressured to adopt the goal to develop meaningful relationships? Could they be made to form these relationships because they feel guilty or want to avoid other's disapproval? The answers found in the current study that address this question are summarized and discussed in the first section of this chapter.

Regarding the relation of reasons underlying social development goals with students' perceived competence and negative behavior (anger, aggression and hostility), the researcher considered that the reasons for selecting these goals mediate the relation between students' perceived social competence and their negative behavior. In other words, it was hypothesized that students' high or low perceived competence could be related to anger, hostility and aggression through students' social motivation. Finding evidence for this assumption will contribute to an understanding of students' social motivation, an important aspect for students' social functioning. In the second and third section of this chapter, the findings of the present study regarding this assumption will be summarized and discussed.

Overview of the study

This study was conducted to investigate two important questions about Turkish students' social motivation in educational settings.

- Do students endorse social achievement goals for autonomous or for controlling reasons?
- Do students' autonomous or controlling reasons underlying social achievement goals mediate the relationship between their perceived social competence and their aggressive behavior, anger and hostility?

A correlational study was conducted with 226 graduate and undergraduate university students ($M_{age} = 22.36$, $SD = 3.92$; 67.4% females) from different departments, at a private non-profit university in Ankara.

For the correlational study, questionnaires were administered to assess students' social achievement goals (3 items; Ryan & Shim, 2006) and their underlying reasons (6 items; Vansteenkiste, Mouratidis et al., 2010) as well as their perceived social competence (4 items; Patrick et al., 1997) and their negative behaviour (12 items; Buss & Perry, 1992). All items for the survey were answered on a 5-point Likert-type scale (1 point for *Strongly disagree*, 2 points for *Disagree*, 3 points for *Neither agree, nor disagree*, 4 points for *Agree*, 5 points for *Strongly agree*). The data collected by the above questionnaires were analysed through descriptive statistics, bivariate correlations, MANOVA, hierarchical regression and bootstrap analyses in order to provide answers about the research questions.

Major findings and conclusions

Do Turkish university students endorse social achievement goals for autonomous or for controlling reasons?

In the present study, interestingly, most of the students scored higher in the social development goal compared to either the social demonstration-approach or the social demonstration-avoid goal. This result indicates that most of the participants wanted to develop meaningful relationships rather than to be popular or famous among their friends.

Why do students choose to have meaningful relationships rather than to be popular or famous? A possible explanation of this result could be related to the participants' tendency to give a socially desirable response. In many studies in which achievement goals have been assessed, the goal to develop competence was over scored compared to the goal to demonstrate competence (Hulleman, Schrage, Bodmann, & Harackiewicz, 2010). Another possible explanation for the selection of social development goal over the social demonstration-approach or the social demonstration-avoid goal could be related to a collectivistic culture. Collectivism refers to subordinating an individual's goals for the collective goals. Understanding other group members and developing long-term relationships are important for a collectivistic society (Hui & Triandis, 1986). This is in contrast to individualistic culture where individuals maintain their independent, unique relationships rather than supporting group goals (Hui & Triandis, 1986). Collectivistic culture can be a reason the Turkish students in the study preferred developing meaningful relationships with their peers rather than being popular or famous (Dirilen-Gümüş, 2010; Oyserman, Coon, & Kemmelmeier, 2002).

Social development goals, according to the findings of many studies, have been considered as adaptive ones. However, a more refined approach to social achievement motivation suggests that the reasons for endorsing a goal need to be considered to estimate the adaptive or maladaptive nature of a goal (Vansteenkiste, et al., 2014). In the present study, this refined approach has been adopted; the results showed that the “adaptive” social development goals can be endorsed for both autonomous and controlling reasons.

The findings of this study indicated that students can feel both pressure (e.g., feelings of guilt; controlling reasons) or volition (autonomous reasons) to develop meaningful relationships. In school life in which collectivistic values are appreciated, parents or teachers (external force) may coerce students to develop meaningful relationships. Therefore, students can adopt the goal to develop meaningful relationships (social development goal) for controlling reasons. However, it seems that there are also students who have extensively internalized the cultural values and therefore, they endorse the social development goals for their well-internalized autonomous reasons. The question then is: Are the autonomous or controlling reasons underlying the adaptive social development goal differentially related to negative social outcomes? This question will be discussed in the third section of this chapter.

What is the relationship of students’ perceived social competence to their social achievement goals and underlying reasons?

Previous research has shown that perceived social competence was positively related to both the social development goal and the social demonstration-approach goal. Perceived social competence was negatively related to the social demonstration-

avoid goal (Mouratidis & Michou, 2010; Ryan & Shim, 2006; Shim & Ryan, 2012a). In the present study, it was also found that perceived social competence is positively related to social development goals.

Regarding the underlying motivation, previous research has shown that perceived competence was related to intrinsic and identified regulation (the two forms of autonomous motivation), whereas perceived competence was not correlated with external regulation which is considered a form of controlled motivation (Beiswenger & Grolnick, 2009). In addition, Fortier, Vallerand and Guay's (1995) study suggests that perceived competence is positively related to autonomous motivation and better academic performance.

In the present study, it was found that perceived social competence is negatively related to controlling reasons that underlie social development goals and unrelated to autonomous reasons (i.e., volitional). It seems that when students report low-perceived competence, the controlling reasons (i.e., pressuring) underlying development goals are high. This finding indicates that when students do not feel confident about their social competence, they can endorse social development goals for controlling reasons. This means that if students have low social competence, they feel obligation or coercion in order to develop meaningful relationships (social development goal); they do not feel their own volition (autonomous reasons) to develop meaningful relationships (social development goal). Maybe when students do not feel socially competent, they follow their parents' and teachers' demands for meaningful relationships because they feel guilty. This result highlights the importance of understanding and promoting students' perceived social competence at school in order to facilitate the internalization process of values and goals.

In terms of educational settings, this finding has implications for teachers' instructional practices. Teachers should create an environment to promote students' perceived social competence and support their self-confidence in the social domain. In the last section of this chapter, some possible suggestions for promoting students' perceived social competence will be discussed.

Is students' social motivation the channel through which their perceived competence is related to negative social behavior?

In the present study, students' social motivation has been conceived as the combination of the social achievement goals they endorse and their underlying autonomous or controlling reasons. Regarding the mediating role of students' social motivation, the present study has shown that only the controlling reasons underlying social development goals mediate the relation of perceived social competence and negative behavior (e.g., aggression, hostility and anger). This result indicates that perceived social competence was negatively related to controlling reasons and controlling reasons were positively related to negative behavior (e.g., aggression, hostility and anger).

According to this finding, students who had low-perceived social competence, adopted social development goals for controlling reasons. Subsequently, those that adopted social development goals for controlling reasons also reported high levels of aggressive, angry or hostile behavior toward others. In other words, if students do not feel confident about their social competence, they will endorse social development goals for controlling reasons and they will show negative behaviors (e.g., aggression, hostility and anger).

This finding has important implications for teachers and parents. For instance, if teachers and parents force children to develop meaningful relationships (social development goals), their children may adopt this social development goal but they will adopt it for controlling reasons (i.e., parental demands). This coerced adoption will have negative consequences on their social behavior that can be aggressive, angry or hostile. These negative feelings toward others could affect not only their social interactions but also their academic success.

Students' academic success can be affected indirectly because of low-perceived social competence and controlling reasons (parents or teachers) underlying social development goals. Previous research has shown that when pupils feel confident about their competence, they will probably internalize teachers' demands more easily and therefore they will regulate their school behavior more autonomously (Ryan, Deci, & Grolnick, 1991). This finding indicates that when students feel socially competent, they will have autonomous motivation (as opposed to controlled motivation) about their behaviors at school and they will meet their teachers' demands easier. In terms of preventing students' negative behavior (e.g., aggression, hostility or anger), students' controlled motivation should be decreased. When students' controlled motivation decreases, their negative behavior will decrease as well. In the last section of this chapter are some suggestions for parents and teachers about how to decrease controlled motivation.

Suggestions to increase students' social competence

In the present study, it has been revealed that low social competence was related to controlling reasons for endorsing even the adaptive social goal to develop

meaningful relationships. Moreover, low social competence was related to negative social behavior (i.e., anger, hostility and aggression) through controlling reasons underlying development goals. Therefore, it seems important for education to provide the necessary school environment to enhance students' social competence and help students feel effective in their social interactions. But how can schools attain such a goal? What can be done for the development of social competence in education in terms of preventing some negative social outcomes such as anger, hostility and aggression?

Increasing students' social competence is a part of healthy development (Butts & Cruzeiro, 2005). Social competence has some positive developmental outcomes related to students' social and moral development (Catalano, Berglund, Ryan, Lonozak, & Hawkins, 2004). In this vein, some studies have shown that character education has contributed to the development of social competence of elementary students (Miller, Kraus, & Velkamp, 2005). In terms of scope and purpose, character education programs have variations since each practice has different interpretations (Benninga, Berkowitz, Kuehn, & Smith, 2006). Character education has formal lessons attached to the curriculum that promotes students' moral values (Berkowitz & Bier, 2008). Moreover, increasing students' social competence is a specified goal for the merit of character education (Berkowitz & Bier, 2008; Miller et al., 2005). Cheung and Lee (2010) examined a character education program that, through activities conducted inside and outside of the classroom, aimed to improve students' interpersonal relationships. Their review revealed that the program helped developed students' social competence. According to Johnson, McGue, & Iacono (2007), participating in these kinds of programs also supports academic achievement.

Viadero (2007) concurs that character education positively affects both social and academic development.

Another suggestion for developing perceived social competence comes from transformative learning. Transformative learning is one's ability to transform one's "mind"; in other words, to change one's frame of reference. Transformative learning involves learning through introspection, critical reflection and reconstruction of the meaning (Voinea, 2015). Voinea (2015) defines transformative learning as an opportunity for developing social competence. Voinea also suggests that interactive group methods and cooperative learning can promote the development of social skills. Finally, he suggests that in classes if the teacher is dominant or authoritarian, social competence cannot be promoted. It seems that by including cooperative and transformative learning in the curriculum and educating teachers to be authoritative, school conditions can become facilitative for the promotion of students' social competence.

Suggestions to decrease students' controlled motivation

In a teacher-centered class, students are motivated by rewards, punishments and praise (i.e., controlling reasons) and therefore they develop a controlled motivation toward both their academic and social functioning (Reeve, 2006a). For this reason, one possible suggestion for reducing students' controlled motivation is for teachers to support the development of students' autonomy. Teachers provide an autonomy supportive environment to their students when they include them in decision making, acknowledge their difficulties and feelings, eliminate tangible rewards and competition and encourage self-initiation (Reeve, 2006b; Reeve & Jang, 2006).

Some studies have shown that autonomy supportive teachers promote their students' autonomous motivation, curiosity and desire to feel challenged (Flink, Boggiano, & Barrett, 1990; Ryan & Grolnick, 1986). The more teachers are autonomy supportive, the more students feel their own volition or willingness (autonomous reasons) to develop meaningful relationships in the social domain.

Another suggestion to reduce students' controlled motivation is related to parenting style. One study has shown that children have more autonomous motivation when parents are autonomy supportive (compared to controlling parents) (Grolnick, Deci, & Ryan, 1997). Therefore, parents have an important role in terms of decreasing students' controlled motivation. Parents may provide their children with choices in the social domain, acknowledge their perspectives and feelings, avoid deadlines and extrinsic rewards, or reduce threats of punishment in order to create an autonomy supportive environment for their children (Grolnick, Deci, & Ryan, 1997).

Implications for practice

The present study may provide some suggestions for the Turkish education system to increase students' perceived social competence and decrease controlled motivation in order to prevent negative social behaviors (e.g., aggression, anger or hostility) among students. In the Turkish education system students want to get higher scores on their exams. They mostly develop a goal to have higher academic achievement and they ignore the development of their social competence. Adopting a goal to develop meaningful relationships (social development goal) is not as important as having good marks or scores from their exams. In other words, academic achievement is

more important than social achievement in educational settings (Martin & Alacaci, 2015).

The present research has revealed that compared to those students who adopt social development goals for autonomous reasons, students who have low perceived social competence tend to adopt social development goals for controlling reasons and subsequently tend to be more aggressive, angry or hostile toward their friends.

Taking this finding into consideration, the present study suggests two curriculum and instructional practices to prevent students' negative social outcomes (e.g., aggression, hostility and anger). The first suggestion is related to increasing perceived social competence and the second suggestion is related to decreasing controlled motivation. The issue is how to incorporate these two suggestions into the Turkish education system.

One possible solution is to include curriculum character education in order to increase perceived social competence. Incorporating character education into the curriculum, not only affects students' social skills but also their academic achievement (Johnson, McGue, & Iacono, 2007).

Character education could be added as a separate lesson to develop students' perceived social competence. In Turkey, no specific lesson about character education is included with curriculum, but there have been some courses in primary school (*Hayat Bilgisi*) which teaches about some values such as honesty, responsibility and so forth. In middle school, there is a course (*Vatandaşlık ve Demokrasi Eğitimi*) that teaches about democracy, citizenships and how to be a moral character. However, this course is not related to students' social competence; moreover, the moral development is highlighted more than the social development. The Ministry of

National Education (MoNE) could include character education as a course not only for moral development but also for promoting perceived social competence and in general students' social development. In order to implement character education as a course, MoNE could launch a pilot scheme at a school. This pilot course may provide a social skill development program for students and some activities for social development apart from moral values. If there is a positive change in students social skills apart from their moral character, a character education program could be included into the curriculum.

Regarding decreasing controlled motivation of students, as mentioned in an earlier section, teachers can create an environment to support students' autonomy. In practice, this suggestion means that a student-centered approach will be better than a teacher-centered one. However, although the Turkish education system endorses a student-centered and constructivist approach in the official Turkish curricula (Akşit, 2007), a teacher-centered approach is usually adopted in practice (Özar, 2012). To a large extent, in the hidden Turkish curriculum, the teacher has an authoritarian role (i.e., controlling motivation style) in the class. Students' behaviors are mostly directed by their teachers; students experience a controlled motivation rather than autonomous motivation. In terms of relationships, students are mostly forced to have good friends or having good friendships with their peers; therefore they may adopt this social development goal because they believe it is expected of them (controlling reasons).

For this reason, it seems important to educate teachers through professional development programs to understand their students' needs and accept and support students' contribution in the class. In such an autonomy-supportive environment, students may feel more autonomous motivation to develop meaningful relationships.

To prevent negative social behavior (aggression, hostility and anger), teachers or parents should not force students to have good friends or good friendships. In this case, teachers have an important role in terms of supporting students' autonomy. Students should be able to feel good enough to develop meaningful relationships rather than having their teachers' or parents' controlling attitude forming their relationships (controlled motivation). Decreasing controlled motivation of students depends on whether their autonomy is supported by their teachers or parents.

Implications for further research

The present study sets the scene for investigating social goals in educational settings in a more focused way by taking into consideration the autonomous and controlling reasons underlying these goals. Moreover, this study tested the hierarchical model of social achievement motivation suggesting that when the social motivational complex is investigated, students' personal characteristics would be useful to take into consideration.

Future longitudinal studies could provide further evidence about the long term effects of reasons behind the social achievement goals on students' social and educational outcomes. Furthermore, research with high school students instead of university students could add to the picture of Turkish students' social motivation as adolescents may focus on different social achievement goals. Furthermore, the autonomous or controlling reasons underlying the adoption of these goals may differentially relate to social and educational outcomes for younger students. Finally, the relationship of personal characteristics with students' social motivation, other than perceived social competence (e.g., personality traits, motive dispositions), could

be investigated. These suggestions could take the research on social motivation one step further and extend scholars' understanding of its role in educational settings.

Limitations

The first limitation of the present study is the use of a cross-sectional design in order to explore the relationship of perceived social competence with the reasons behind social achievement goals, as well as the relationship of the latest with students' social outcomes. The cross-sectional design prevented the ability to show any cause-effect relationship among the studied variables. There was only one item used to assess each social achievement goals; therefore the reliability of the instrument could be affected and it is difficult to generalize the results. Finally, the questionnaire used for this study relied on students' answering the questions honestly and seriously; being a self-reporting study there is a chance students may not have taken care when responding.

Another possible limitation is the cultural effects on the study's results. The present study was conducted in Turkey. There may have been cultural aspects that affected the findings of the present study; however, this assumption cannot be tested as the present study is the first one to investigate reasons underlying social achievement goals and their relation between perceived social competence and negative behavior. Therefore, there are no previous findings from other cultural contexts to compare with the findings of the current study. Furthermore, this study was conducted with university students and it does not provide evidence about the relationships of the studied variables in primary, middle or high school students.

Finally, most of the students in this study scored high in the social development goal; therefore it was not possible to study the relationship of the reasons underlying the endorsement of demonstration-approach and demonstration-avoid goals with perceived social competence and negative behavior.

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APPENDICES

APPENDIX A: Survey; Social Achievement Goals and Autonomous or Controlling Underlying Reasons

ID: _____ Gender M / F Age _____ Date: _____

Please, indicate to what extent you agree or disagree with each statement by using the following statements.

	Strongly disagree	Disagree	Neither agree, nor disagree	Agree	Strongly agree
1. My goal is to work on improving the quality of my relationships with my friends.	1	2	3	4	5
Wait! If you scored 3 or higher, respond to the following questions:					
Why do you aim to improve the quality of your relationships? Because ...					
... I like to constantly improve my friendships	1	2	3	4	5
... I would have felt bad, guilty or anxious if I didn't	1	2	3	4	5
... I needed to prove myself so that I can constantly improve my friendships	1	2	3	4	5
... I found constantly improving my friendships an important goal in my life	1	2	3	4	5
... Only then I could feel myself worthwhile and special	1	2	3	4	5
... I found constantly improving my friendships a challenging goal	1	2	3	4	5

2. I want to be friends with the “popular” people.	1	2	3	4	5
-----------------------------------------------------------	---	---	---	---	---

Wait! If you scored 3 or higher, respond to the following questions:

Why do you aim to be friends with the “popular” people?

Because ...

... I needed to prove myself that I can have “popular” friends	1	2	3	4	5
----------------------------------------------------------------	---	---	---	---	---

... Only then I could feel myself worthwhile and special	1	2	3	4	5
----------------------------------------------------------	---	---	---	---	---

... I would have felt bad, guilty or anxious if I didn’t	1	2	3	4	5
----------------------------------------------------------	---	---	---	---	---

... I found having “popular” friends a challenging goal	1	2	3	4	5
---------------------------------------------------------	---	---	---	---	---

... I like to be friends with the “popular” students	1	2	3	4	5
------------------------------------------------------	---	---	---	---	---

... I found having “popular” friends a personally important goal	1	2	3	4	5
------------------------------------------------------------------	---	---	---	---	---

3. My goal is to avoid doing things that would cause others to make fun of me.	1	2	3	4	5
---------------------------------------------------------------------------------------	---	---	---	---	---

Wait! If you scored 3 or higher, respond to the following questions:

Why do you aim to avoid doing things that would cause others to make fun of you? Because ...

... I like to avoid doing things that would cause others to make fun of me	1	2	3	4	5
----------------------------------------------------------------------------	---	---	---	---	---

... Only then I could feel myself worthwhile and special	1	2	3	4	5
----------------------------------------------------------	---	---	---	---	---

... I would have felt bad, guilty or anxious if I didn’t	1	2	3	4	5
----------------------------------------------------------	---	---	---	---	---

... I found avoiding doing things that would cause others make fun of me a personally important goal	1	2	3	4	5
------------------------------------------------------------------------------------------------------	---	---	---	---	---

... I needed to prove myself that I can avoid doing things that would cause others to make fun of me	1	2	3	4	5
------------------------------------------------------------------------------------------------------	---	---	---	---	---

... I found avoiding doing things that would cause others to make fun of me a challenging goal to pursue	1	2	3	4	5
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APPENDIX B: Survey; Perceived Social Competence

Here are some questions regarding your perceptions and attitudes on some situations in your life Remember that there are no right or wrong answers. What matters most, is your opinion.

	Strongly disagree	Disagree	Neither agree, nor disagree	Agree	Strongly agree
1. I find it easy to start a conversation with most students in my class.	1	2	3	4	5
2. I often don't know what to say when other students in my class talk to me	1	2	3	4	5
3. When other students are already doing something together I often find it hard to join in with them	1	2	3	4	5
4. I can get along with most of the students in my class	1	2	3	4	5

APPENDIX C: Survey; Negative Behavior

(Verbal aggression, Hostility, Anger)

We are almost finished! Here are some questions regarding how you confront some social situations where you may lose your temper. Please, respond as honestly as you can. Remember that there are no right or wrong answers

	Strongly disagree	Disagree	Neither agree, nor disagree	Agree	Strogly agree
1. Sometimes I fly off the handle for no good reason.	1	2	3	4	5
2. My friends say that I'm somewhat argumentative.	1	2	3	4	5
3. I am sometimes eaten up with jealousy.	1	2	3	4	5
4. When people are especially nice, I wonder what they want.	1	2	3	4	5
5. When frustrated, I let my irritation show.	1	2	3	4	5
6. I have become so mad that I have broken things.	1	2	3	4	5
7. I often find myself disagreeing with people.	1	2	3	4	5
8. If someone hits me, I hit back.	1	2	3	4	5
9. I have threatened people I know.	1	2	3	4	5
10. I know that "friends" talk about me behind my back.	1	2	3	4	5
11. I sometimes feel like a powder keg ready to explode.	1	2	3	4	5
12. When people annoy me, I may tell them what I think of them.	1	2	3	4	5

THANK YOU FOR YOUR PARTICIPATION!

APPENDIX D: Consent form

Informed Consent Form

I'm Saniye Yalçın, I'm a graduate student at Graduate School of Education at Bilkent University. The aim of the present study is to find out the role of motivation and personality dispositions and relation of social achievement goals. I need 400 participants for the present study.

After participants have answered questions, if they want to learn about their personal results, it will be answered when data analysis is over. Furthermore, there should be a comfortable environment while students are answering questions with a high motivation. Also the information you provide during the questionnaire is completely anonymous; at no time will your name be associated with the responses you give. Your personal results will not be shared with anyone.

Before answering questionnaires, information about the present study will be provided and the questions about the present study will be replied. You can contact me at the Graduate School of Education for your questions.

I have read the information provided above. I have been given an opportunity to ask questions and all of my questions have been answered to my satisfaction.(

After filling papers, give them back person who applies questionnaires)

Name-Surname

Date

Signature

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APPENDIX E: Anket; Sosyal Gelişim Amaçları ve Başlıca Otonom ve Kontrol Sebepleri

Öğrenci No: _____ Cinsiyet K/E Yaş _____ Tarih: _____

Aşağıdaki ölçeği kullanarak her bir maddeye ne derecede katılıp katılmadığınızı lütfen belirtiniz.

	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Kesinlikle katılıyorum
1. Amacım arkadaşlarımla olan ilişkilerimin kalitesini geliştirmektir.	1	2	3	4	5
DİKKAT ! Eğer puanınız 3 veya üzeriyse, aşağıdaki soruları cevaplayınız.					
Neden ilişkilerinin kalitesini geliştirmeyi amaçlıyorsun? Çünkü...					
... Daima arkadaşlıklarımı geliştirmek hoşuma gidiyor.	1	2	3	4	5
... Böyle yapmazsam, kendimi kötü, suçlu ve huzursuz hissediyorum.	1	2	3	4	5
... Arkadaşlıklarımı geliştirerek kendimi ispatlamaya ihtiyacım var.	1	2	3	4	5
... Hayatımda daima arkadaşlıklarımı geliştirmek önemli bir amaç olmuştur.	1	2	3	4	5
... Ancak o zaman kendimi değerli ve özel hissediyorum.	1	2	3	4	5
... Daima arkadaşlıklarımı geliştirmeyi kendimi zorlayabildiğim bir hedef olarak görüyorum.	1	2	3	4	5

2. “Popüler” insanlarla arkadaş olmak istiyorum.	1	2	3	4	5
---------------------------------------------------------	---	---	---	---	---

DİKKAT ! Eğer puanınız 3 veya üzeriyse, aşağıdaki soruları cevaplayınız:

Neden “popüler” insanlarla arkadaş olmak istiyorsun? Çünkü ...

... “Popüler” arkadaşlarımın olduğunu kendime ispatlamaya ihtiyacım var.	1	2	3	4	5
--------------------------------------------------------------------------	---	---	---	---	---

... Ancak o zaman kendimi değerli ve özel

3. Amacım başkalarının benimle dalga

geçmesine sebep olacak şeylerden kaçınmaktır.	1	2	3	4	5
------------------------------------------------------	---	---	---	---	---

DİKKAT ! Eğer puanınız 3 veya üzeriyse, aşağıdaki soruları cevaplayınız.

Neden başkalarının senle dalga geçmesine sebep olacak şeylerden kaçınıyorsun? Çünkü...

... Başkalarının benimle dalga geçmesine sebep olacak şeylerden kaçınmak hoşuma gidiyor.	1	2	3	4	5
------------------------------------------------------------------------------------------	---	---	---	---	---

... Ancak o zaman kendimi değerli ve özel hissediyorum.	1	2	3	4	5
---------------------------------------------------------	---	---	---	---	---

... Böyle yapmazsam, kendimi kötü, suçlu ve huzursuz hissediyorum.	1	2	3	4	5
--------------------------------------------------------------------	---	---	---	---	---

... Başkalarının benimle dalga geçmesine sebep olacak şeylerden kaçınmak benim için önemli bir amaçtır.	1	2	3	4	5
---------------------------------------------------------------------------------------------------------	---	---	---	---	---

... Başkalarının benimle dalga geçmesine sebep olacak şeylerden kaçınarak kendimi kanıtlamam gerekiyor.	1	2	3	4	5
---------------------------------------------------------------------------------------------------------	---	---	---	---	---

... Başkalarının benimle dalga geçmesine sebep olacak şeylerden kaçınmayı kendimi zorlayabildiğim bir hedef olarak görüyorum.	1	2	3	4	5
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APPENDIX F: Anket; Algılanan Sosyal Yetenek

Aşağıda hayatınızdaki bazı durumları nasıl algıladığınız ve sonucunda nasıl davrandığınızla ilgili bazı sorular bulunmaktadır. Doğru ya da yanlış bir cevap olmadığını unutmayınız. Önemli olan, sizin fikrinizdir.

	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Tamamen katılıyorum
1. Sınıftaki çoğu arkadaşımınla kolayca iletişime geçerim.	1	2	3	4	5
2. Sınıftaki diğer öğrenciler benimle konuştukları zaman, genelde ne söyleyeceğimi bilemiyorum.	1	2	3	4	5
3. Diğer öğrenciler birşeyler yaparken, onlara katılmakta zorlanıyorum.	1	2	3	4	5
4. Sınıftaki öğrencilerle iyi anlaşabilirim.	1	2	3	4	5

APPENDIX G: Anket; Olumsuz Davranışlar

(Öfke, Düşmanlık, Kızgınlık)

Bitmek üzere ! Aşağıda kontrolünüzü kaybettiğiniz bazı sosyal durumlarla nasıl başa çıkacağınızla alakalı bazı sorular bulunmaktadır. Lütfen, olabildiğince dürüst yanıt verin. Doğru veya yanlış cevap olmadığını unutmayın.

	Kesinlikle katılmıyorum	Katılmıyorum	Ne katılıyorum ne katılmıyorum	Katılıyorum	Tamamen katılıyorum
1. Bazen sebepsiz yere parlarım.	1	2	3	4	5
2. Arkadaşlarım oldukça tartışmacı biri olduğumu söylerler.	1	2	3	4	5
3. Bazen kıskançlıktan içim içimi yer.	1	2	3	4	5
4. İnsanlar bana özellikle iyi davrandıklarında , benden ne istediklerini merak ediyorum.	1	2	3	4	5
5. Rahatsız olduğumda, huzursuzluğumu belli ederim.	1	2	3	4	5
6. O kadar kızdım ki birşeyleri kırdım.	1	2	3	4	5

7. Sıklıkla düşüncelerimin diğer insanlarla uyuşmadığını düşünüyorum.	1	2	3	4	5
8. Biri bana vurursa ben de ona vururum.	1	2	3	4	5
9. Tanıdığım insanları tehdit ettim.	1	2	3	4	5
10. “Arkadaşlarımın ” arkamdan konuştuklarını biliyorum.	1	2	3	4	5
11. Bazen kendimi patlamaya hazır bomba gibi hissediyorum.	1	2	3	4	5
12. İnsanlar beni sinirlendirdiği zaman onlarla ilgili düşüncelerimi söyleyebilirim.	1	2	3	4	5

KATILDIĞINIZ İÇİN TEŞEKKÜRLER!

APPENDIX H: Onay formu

Bilgilendirme Onay Formu

Ben Saniye Yalçın, Bilkent Üniversitesi Eğitim Bilimleri Enstitüsünde Master öğrencisiyim. Yapacağım bilimsel çalışmanın amacı motivasyon ve kişilik yatkınlıklarının başarıya ulaşmadaki rolünü ve bunun sosyal amaçlarla bağlantısını ortaya çıkarmaktır. Bu çalışma için 400 katılımcıya ihtiyacım olacak.

Katılımcılar, araştırma sorularını yanıtladıktan sonra, kişisel sonuçlarına dair herhangi bir sorgulamada bulunmak isterlerse soruları veri analiz aşamasından sonra cevaplanacaktır. Ayrıca araştırma sorularının cevaplarının geçerli-güvenilir olması için, katılımcıların soruları cevaplarken rahat edebilecekleri ve sorulara iyi bir biçimde odaklanabilecekleri bir ortamda olmaları gerekmektedir. Bunun yanı sıra, katılımcıların kimlikleri her aşamada gizli tutulacak, aşağıda vereceğiniz adınız ve soyadınız cevap kağıdından ayrı bir şekilde saklanacaktır. Bireysel sonuçları kimseyle paylaşılmayacaktır.

Araştırma soruları yanıtlanmadan önce katılımcıların araştırma hakkında gerekli bilgileri alması sağlanacak ve araştırmayla ilgili soruları yanıtlanacaktır. Çalışmadan sonra ilgili soru ve sorunlarınız için Bilkent Üniversitesi Eğitim Bilimleri Enstitüsü ile iletişime geçebilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

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