

Assessment of the Relationship between Personal Motivations and General Successes of the Students*

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Abstract

For the students, studying in line with a target, keeping their motivation strong are very important for their successes. The purpose of this study is being able to see the differences between the personal motivations and general successes of the nursing department students who have been receiving education in first and fourth grades and being able to contribute to their learning experiences. In the study, You and Your Future Scale (SGÖ) that was developed by the researchers is applied to total 160 students. Factor analysis, descriptive statistics, correlation, multivariate regression analysis were used in data evaluation and t-test was used in independent groups and dependent groups. In the result, meaningful difference was found between the personal motivations and general success averages of the grades. Being more happy of the 4th grades, may be attributed to their behavioral changes they gained in the school and their perceiving the events more positively and their high personal motivations.

Keywords: Personal motivation, success, happiness

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Introduction

Intelligence is a general mental capacity (Baymur, 2004). It is an abstract talent that ensures the orientation of a person. The reason for having so much definitions regarding this matter is that the intelligence does not reveal itself with a single talent, but on the contrary it is of a comprehensive quality consisting of different talents (Konrad & Hendil, 2001). Emotions are the impressions created in the interior of an individual by the objects, people or incidents, it occurs as a result of interaction with the environment. The effect of the emotions, which are located at the base of the personality, on the behaviors are very important (Yalçın, 2011). The popular use of emotional intelligence which is formed by two important concepts like emotion and intelligence in the literature is the "EQ" (Emotional Quotient) abbreviation (Yavuz, 2004, p. 13). Later, many researchers identified this concept which has a considerable place in life and studies were conducted regarding the matter. Toktamışoğlu (2004) explained this concept as managing the emotions and intuitions towards effective expressions and using the emotions to create harmony between people. Yavuz (2004) described as the ability of a person to identify his/her or others' emotions and to use all the information regarding this matter accurately in the formation of the thoughts and behaviors. The emotional intelligence is the characteristic of a person to feel, experience and control his/her emotions (Eskici, 2009).

Psychologist Eric Erikson who is known for his studies in the field of psychoanalysis defines emotional intelligence as the ability to integrate various aspects of the personality successfully and names it as self-integrity (James, 1997, p. 221). According to the model of Reuvan Bar-On who is one of the scientists who made researches on emotional intelligence is analyzed under five groups separated into sub-dimensions within themselves which are personal EQ, interpersonal EQ, stress management, adaptation and general mood. Of the five groups general mood EQ include happiness and optimism (Bar-On, 2006, p. 16). Optimism is the ability to exhibit positive and hopeful attitudes towards the difficulties in life; to see the good sides of the life and to think positively. Happiness is the state of the individual being satisfied with him/herself, others and with the life in general (Bar-on, 2006).

Goleman (1998) defines emotional intelligence as the ability to motivate yourself, not to quit despite the difficulties, to delay satisfaction by controlling the urges, to regulate the mood, to show empathy and to be hopeful. There is a positive relation between the ability to manage the emotional intelligence and the interpersonal relations (Erginsoy, 2002).

This concept, which is stated as being aware of the emotions and using them in a rational manner which will have positive contributions to life, is very important in the sound

management of professional relation networks at every stage of career life (Mayer et al., 2000b). Motivation, which is important in a sound interaction and a dimension of this intelligence may not only be explained with natal tendencies. This concept develops in a social and cultural environment and in relation with learning experiences.

While the individual achieves his/her goals, first he/she should understand and control his/her emotions, should not lose his/her motivation until reaching to his/her target, and should be disposed to understand others through empathizing and to establish good relations with them (Eymen, 2007). Emotion is at the heart of the behaviors. Determined and decisive individuals do not lose these characteristics until they reach their target and they become successful. This result evokes positive emotions, reinforces personal motivation and increases success (Yalçın, 2011). With success in education, in general, the "Academic Success" which represents the scores and test points developed in the lectures and assessed by the teachers. (Carter & Good, 1973). The academic success of a teenager is affected from many factors related to the physiological, psychological and social conditions which are referred as learning variable. According to Martinez and Rafael (2002), what brings an individual to his/her target is the behavior, cyclic which is motivated. It first comes out as a dream or an urge, afterwards the satisfactory or weakening urges become meaningful, then comes the success and returned to the imagination or urge status. This behavior is selective, tiring and effective. First of all, the individual has tendency to satisfy his/her needs; this is active and continuous. In general more activity means more motivation and success. Individual's persistence to achieve his/her targets internalizes the motivation type gained. Motivation is the inner balance of the body. This is continuously supported consciously or unconsciously.

Happiness requires effort, once the individual requests from the heart, it is the self-induced, correct choice. Reaching happiness requires a change in the individual's point of view. When the efforts aiming the positive thoughts and change for happiness, the negative thoughts decrease automatically (Yalçın, 2010). One who could understand the meaning of the emotions, their relations with each other, how they progress in time is equipped with the capacity to understand the basic truth of the human nature and the interpersonal relations (Mayer et al., 2000a).

In motivation researches the personal characteristics, insights, beliefs and targets of the students are important in terms of their eagerness to learn. In the study regarding the motivation of pre-service preliminary school teachers to learn chemistry, it was seen that those who learn with an internal motivation got better results from the achievement tests and that they developed positive and higher learning sense. (Jurisevic et al., 2008).

In the study conducted by Papi and Abdollahzadeh (2011) to determine the relation between the motivational behaviors used by the teachers and the motivation attitudes of the students towards English, the results showed that the activities used by the teachers to motivate influenced the motivation attitudes of the students significantly.

Internal motivation is briefly self-motivating. People who are internally motivated have internal hunger for being talented. These people are capable of managing themselves to be successful (Nicholls & Robert, 1992).

High levels of internal motivation is directly proportional to success. There is a relation between some personal characteristics like the attitude and the values and the internal motivation. Those who are motivated with success, constantly works and they are glad to reach high achievements (Yalçın, 2010). As they have high struggling strength, they search for creative opportunities, love learning and have eternal energy for success. As they have high self-confidence, they know how to use their emotional intelligence. Those with high responsibility are disciplined, attentive, highly motivated towards success, organized and decisive people (Costa & McCrae, 1995). Those with lower responsibility level are assessed as easily distracted, unorganized and effortless individuals (Robbins & Judge, 2007, p.110).

Recognizing, understanding, expressing a person's own emotions or others' emotions and to reflect them to life by organizing his/her emotions is a process that reinforces the social skills, creates happiness and contributes to social development. Education is the leading factor that affects this development considerably and that directs this change. The capacity of the students who are an important item of this process to have the efficiency of self-recognition and management ensures success and increases efficiency in education. By directing the emotions of the students regarding a target, conducting studies regarding the matter as it is important in education that they are determined, standing firm before the problems encountered, learn to use their emotional intelligences, it is useful and necessary to assess the relation between their personal motivations and achievements.

Purpose of the Research

The purpose of the research is to understand the personal motivations and general achievement status of the nursing students who are at the first grade and those who are getting prepared for graduation, to understand whether there are any differences between them, and to determine the affects of personal motivation on success in order to improve the student achievement and efficiency in education.

For this purpose, answers to the following questions were sought:

1. a) Is there a difference between 1st and 4th grade students in terms of YFS sub-dimension score averages?
b) Is there a difference between 1st and 4th grade students in terms general achievement averages?
2. Is there a difference between the YFS / sub dimension score averages and the general achievement averages of the classes?
3. Is there a relation between the YFS sub-dimension score averages and general average?
4. Do the variables in the scale / sub dimensions affect the general achievement average?

Method

Participants

The study group of the study consists of 1st and 4th grade Nursing Department students attending to psychology and communication skills classes at the 1st grade at Ankara University Health Sciences Faculty during 2011 - 2012 education and training year (160 students in total). 61.3% of the students are first grade (n= 98) and 38.7% are 4th grade students.

Data Gathering Tools

The data are gathered by using the general achievement averages of the students with You and Your Future scale (YFS) developed by the researchers and consists of 25 articles. Interviews were made with the students during their learning lives. The general achievement point averages of the students are calculated over 5.

You and You Future Scale (YFS)

YFS scale consists of 25 articles with a 5 point Likert type which are Very Little, Little, Medium, Much, Very Much. The options of positive 21 articles are scored as 0, 1, 2, 3 and 4, and the negative options of 4th article are scored at 4, 3, 2, 1, 0 in reverse. The score range that may be obtained from the scale is between 0 - 100. The scope and appearance validity of the scale was provided by obtaining a specialist view. In order to determine whether the scale

is suitable to make factor analysis for the structural validity of the scale, it is referred to Kaiser-Meyer-Olkin coefficient and Barlett Sphericity test. Kaiser-Meyer-Olkin sampling efficiency criteria was found 0.816 and Barlett Test = 1578.615 ($p < 0.05$). In case the data are determined to be suitable for the factor analysis, in order to investigate the structure validity and factor structure of the factor structure was subjected to exploratory factor analysis. In the analysis, the common factor variance of the factors on each variable, factor loads of the items, and the declared variance rates are reviewed. For the determination of factor structures, the values above 0.30 and more are included in the factor structure (Büyüköztürk, 2010). In YFS, 4 factors with a value greater than 1 were obtained. YFS explains 50.24% of the total variance. It was determined with the Varimax axis rotation technique that the first factor consisted of 9 items (1, 2, 4, 8, 9, 10, 18, 19, 20), second factor from 8 items (3, 5, 6, 7, 11, 12, 13, 25), third factor from 4 items (14, 15, 16, 17), and the fourth factor from 4 items (21, 22, 23, 24). By analyzing the content of the items, the first factor was taken as the "personality characteristics and point of view in incidents", the second factor as "power to struggle", the third factor as "creativity" and the fourth factor as the "reactions in front of stress". Factor load values for the items included in the factor are between 0.349 and 0.760 in the first factor, 0.345 and 0.707 in the second factor, 0.633 and 0.832 in the third factor and 0.543 and 0.826 in the fourth factor (Table 1.).

Table 1.
YFS Factor Loads

Item	Factor 1 Personal characteristics and point of view	Factor 2 Struggle	Factor 3 Creativity	Factor 4 Reactions under reactions
9- Cooperativeness (+)	0.760			
8- Tolerance(+)	0.734			
20- Optimism (+)	0.663			
18- Friendship (+)	0.649			
19- Empathy (+)	0.628			
1- Happiness(+)	0.569			
2- Reliability(+)	0.423			
4- Liability (+)	0.349			
10- Enthusiastic (+)	0.349			
11-Entrepreneurship (+)		0.707		
6- At peace (+)		0.632		
25-Resistance to stress (+)		0.594		
12- Passion (+)		0.584		
5- Organization (+)		0.485		
7- Maturity (+)		0.452		
13- Hardworking (+)		0.362		
3-Consistency (+)		0.345		
15-Willingness to change (+)			0.832	
14- Development (+)			0.789	
16-Different view (+)			0.728	
17- Productivity (+)			0.633	
23-Depression (-)				0.826
22-Pessimism (-)				0.808
21-Anger (-)				0.713
24-Sensitivity to stress (+)				0.543
Variance Declared				
Total = 50.24%	Factor 1 =14.43%	Factor 2= 13.18 %	Factor 3=11.59%	Factor 4=11.59 %
Eigen Values	$\lambda_1 = 3.12$	$\lambda_2 = 2.28$	$\lambda_3 = 2.25$	$\lambda_4 = 2.14$

The items in the fourth factor are scored reversely, it indicates that as the scores obtained increase, the pain decreases and as the scores decrease the rejections under stress also increase. The point intervals of the sub-dimensions, respectively, for personal characteristics and point of view is between 0 and 36, power to struggle is between 0 and 32, creativity is between 0 and 16, and reactions under stress is 1 and 16.

The higher points obtained from the sub-dimension of the scale indicate that the personality characters and point of view style are more positive, the power to struggle is high

and that they are creative; and they show less reactions under stress. All of these 4 sub-dimensions forming the YFS refer to personal motivation. Therefore, YFS is addressed as personal motivation and the scale point intervals 0-44 are determined as unhappy - negative thoughts, 45-70 happy at middle level, 71 and 84 happy - positive thinking, 85-100 self-management.

The reliability of the scale was confirmed with Cronbach alpha internal consistency coefficient calculation and found 0.82. The alpha values for the sub dimensions of the scale are obtained as 0.79 for "personality characteristics and point of view in incidents"; 0.63 for "power to struggle"; 0.81 for "creativity"; 0.76 for "reactions under stress". This indicates the reliability of the scale.

Data Analysis

The compliance of the data obtained from YFS Scale was analyzed using Kolmogorov-Smirnov test and it was determined that the data were distributed correctly ($p>0.05$). The validity of the YFS developed was analyzed using the exploratory factor analysis, then in the evaluation of the data provided, in order to determine the difference descriptive statistics, correlation, classes t-test was used in independent groups, in order to determine the differences between personal motivation and general achievement means t-test was used in independent groups, in order to determine the effect of motivation in success multiple linear regression analysis was used.

Results

The average score obtained by the students (YFS) from the scale and the standard deviation is 70.39 ± 11.21 . 61% of these are 1st grade Nursing Department students and 38.7% of them are 4th grade Nursing Department students and their scale score average and standard deviation are 70.19 ± 12.06 , 70.71 ± 9.81 , respectively. In terms of the scores obtained from the scale / sub dimensions, there are no differences between 1st and 4th grade students ($p>0.05$). In addition to this, the scale / sub-dimension size score averages of 4th grade students were found higher. It is observed that these students are more positive in terms of personality characteristics and point of view, fighter, creative and successful in stress management. The mean of student's general achievement is 2.65 and standard deviation is 0.46. The mean

general achievement and standard deviation of the 1st and 4th grade students are respectively 2.53 ± 0.48 , 2.83 ± 0.38 .

In terms of general achievement means a significant difference was found between the 1st and 4th grade students ($p < 0.05$). It is seen that the general achievement of 4th grade students are higher than 1st grade students. (Table 2).

Table 2.

Mean scores, standard deviations and t test in independent groups regarding the personal motivation (YFS) / sub-dimension scores and general achievement scores

	Classes	N	M	SD	t	p
Personnal charateritsites and point of view	1st grade	98	27.80	4.72	0.896	0.371
	4th grade	62	28.46	4.25		
Strength to follow	1st grade	98	21.62	4.81	0.971	0.333
	4th grade	62	22.46	6.13		
Creativity	1st grade	98	11.87	2.95	0.163	0.871
	4th grade	62	11.95	2.55		
Reactions under stress	1st grade	98	8.24	3.29	0.624	0.534
	4th grade	62	8.58	3.34		
Personal motivation (YFS)	1st grade	98	70.19	12.06	0.283	0.778
	4th grade	62	70.71	9.81		
General Achievement Means	1st grade	98	2.53	0.48	4.078	0.000
	4th grade	62	2.83	0.38		

N number of the students, M mean, SD standart deviation

When the correlation between the sub dimensions of the scale are reviewed, a significant positive relation was found between personal characteristics and point of view and the power to struggle ($r = 0.58$), and creativity ($r = 0.451$); between the power to struggle and creativity ($r = 0.446$) ($p < 0.01$).

It was analyzed in the dependent groups by using t test whether there was a difference between the average scores and general achievement means taken from (YFS) within the groups. It was determined that there is a statistically significant difference between the personal motivations and general achievement means of both 1st and 4th grades ($p < 0.05$). (Table 3).

Table 3.

Mean scores, standard deviations and t test in dependent groups regarding the personal motivation and general achievement scores in the classes

		N	M	SD	t	p
1st grade	Personal motivation	98	70.19	12.06	55.21	0.000
	General Achievement Mean	98	2.53	0.48		
4th grade	Personal motivation	62	70.71	9.81	54.50	0.000
	General Achievement Mean	62	2.83	0.38		
Total	Personal motivation	160	70.39	11.21	76.13	0.000
	General Achievement Mean	160	2.65	0.46		

N number of the students, M mean, SD standart deviation

In order to determine whether there is a relation between the personal motivations and general achievement means of the students the correlation analysis was conducted and no significant relations were found ($p>0.05$). While there is a weak $r=0.035$ positive relation between the personal motivations and general achievement means of the 1st grade, it was observed that there was a $r=-0.118$ negative weak relation with this regard in in 4th grades.

Personal characteristics and point of view, power to struggle, creativity, reactions under stress constitute personal motivation. Therefore, the total scores from YFS are scored as unhappy, happy at medium level, self-managing. According to the scale score means it was determined that the students are generally happy at the medium level.

According to the personal motivation scores, 46.9% of the students are happy at medium level ($n= 75$), 41.9% is happy ($n= 67$) and 8.1% is managing ($n= 13$). The achievement means of those happy at medium level is 2.74 ± 0.47 , those happy is 2.55 ± 0.44 and those who manage is 2.63 ± 0.48 . It was determined that 3.1% of the students were unhappy. All of the unhappy students ($n= 5$) are the 1st grade students and their achievement mean is 2.55 ± 0.53 . While 44.9% of 1st grade students are happy at the medium level, 41.8% is happy and 8.2% is self-managing; 50% of 4th grade students is happy at the medium level, 41.9% is happy and 8.1% is self-managing.

Depending on the students' perception of the events, no significant differences were obtained between the general achievement points and the classes ($p<0.05$). In terms of being happy at medium level, being happy and managing him/herself, the achievement score means of 4th grade students observed to be higher ($p<0.05$). (Table 4).

Table 4.

General achievement means, standard deviations and t test results in independent groups regarding the YFS score intervals of the students as per the classes

	Class	N	M	SD	t	p
Medium Level	1st grade	44	2.64	0.50	2.193	0.031
	4th grade	31	2.88	0.39		
Happy	1st grade	41	2.44	0.46	2.9	0.005
	4th grade	26	2.74	0.33		
Self-management	1st grade	8	2.42	0.32	2.28	0.043
	4th grade	5	2.96	0.53		

N number of the students, M mean, SD standart deviation

A positive significant relation was detected between the achievement scores and those who are happy at medium level ($r= 0.151$) and those who are self-managing ($r= 0.456$) ($p<0.05$).

In order to determine the extent the general achievement mean affects the personal motivation, the multiple linear regression analysis was used. First of all, the effect of sub-dimensions on the achievement was reviewed and it was seen that the sub dimensions are not effective in predicting the achievement ($p>0.05$). Then, an analysis was made to determine which of the YFS articles affect the success. The relation between the YFS scale items and the general achievement means of the students was analyzed using multiple linear regression analysis and the results obtained are shown in Table 5.

Table 5.

Multiple linear regression analysis showing the relation between the YFS scale and the general achievement of the students

	B	Standard Failure	β	t	p	double r	Partial r
Fixed	2.808	0.211		13.328	0.000		
Reliability	0.118	0.055	0.187	2.149	0.033	0.060	0.171
Optimism	-0.123	0.048	-0.221	-2.546	0.012	-0.151	-0.202
Anger	-0.069	0.034	-0.160	-2.008	0.046	-0.153	-0.160
Consistency	-0.025	0.015	-0.138	-1.659	0.099	-0.054	-0.133
Maturity	0.085	0.046	0.157	1.830	0.069	0.066	0.146
Entrepreneurship	-0.074	0.039	-0.167	-1.885	0.061	-0.086	-0.151
R=0.318	R ² =0.101						
F=2.866	p=0.011						
p<0.05							

The regression model as a result of the multiple linear regression analysis performed between YFS scale items and the general achievement means of the students is as follows:

General achievement mean = 2.808 + 0.118 Reliability +(-0.025) Consistency + 0.085 Maturity + (-0.074) Entrepreneurship + (-0.123) Optimism + (-0.069) Anger

When the six items of the motivation scale are considered together, it is seen that these items have a low level relation with the general achievements of the students ($R=0.318$, $R^2 = 0.101$, $p<0.05$). These items explain approximately 10.1% of the total variance in general achievement scores. In this case, it derived that the general achievements of the students are weakly predicted with the six items of the YFS scale and that the regression model was supported by the existing data set at a low level. When the bilateral and partial correlations between the items of the motivation scale which is an independent variable and the general achievement mean which is a dependent variable, it is seen that there is a positive weak relation between the reliability and the general achievement ($r= 0.060$) however when the other variables are controlled the correlation between two variables are found to be $r= 0.171$. It is understood that there is a negative weak relation between optimism and achievement ($r= -0.151$), but when other variables are controlled, the correlation between the two variables was $r=-0.202$ and that there is a negative weak relation between anger and achievement ($r= -0.153$) but when other variables are controlled, the correlation between the two variables was calculated as $r= -0.160$.

There are no significant relations between reliability, optimism, anger variables and the general achievements of the students ($p<0.05$). According to the standardized regression coefficient (β), the relative order of importance of the predictor variables' on the achievement is optimism, reliability, anger. There are no significant relations between the general achievement and entrepreneurship, maturity and consistency variables ($p>0.05$). It was seen that these variables do not have an important influence on the achievement.

Discussion and Conclusion

According to the findings, there are no differences between the 1st and 4th grade students in terms of scale's sub dimension score means. However, it was observed that the scores of 4th grade students are high. A difference was found between the sub dimension score means of the scale and the general achievement means between the 1st and 4 th grades in terms of general achievement means. No relations were found between the sub dimension means and the general achievement meas. As optimism, reliability, anger characteristics which are of the variables in the scale and which indicate the general mood of the student, are the characteristics which increase motivation and these variables may have affected the

general achievement mean. In general, 4th grade students are found to be happier and responsible ($p < 0.05$). No differences were found in the classes in terms of other items ($p > 0.05$). Together with this, when the score means are taken, it was determined that 4th grade students who attend emotional intelligence courses within their learning experience were determined to be more at peace with him/herself, they are productive, they may establish empathy and they are less depressive. 1st grade students were determined to be more tolerant, helpful, passionate, eager for change, have a different point of view, resistant to stress and less angry. This situation of the 1st grade students may be associated to their excitement while stepping into the profession, to their eagerness to learn, to their efforts to know themselves and adapt to the school and be hopeful. As they are just in the first grade, they focus on the current year, they do not have concerns regarding the future and therefore they are more calm and have less enterprising behaviors. Some studies show a relation between the need of achievement and entrepreneurship, others present the contrary of this (Hisrich & Peters, 1985, p.53).

The majority of the students accepted within the study scope are determined to the happy at the middle level (46.9%) and happy (%41.9). The majority of those who are happy at a medium level (50%) consist of 4th grade students.

The final grade students have more positive point of view, they scored higher in power to struggle, creativity and stress management show that their self-confidence increased as a result of the increasing knowledge and skills. By being aware of their own personal characteristics, by becoming conscious about motivation, making arrangements which especially increases motivation plays a great role in their achievement. When the literature is controlled, in studies where the education strategies containing activity are used, it was observed that the student motivations increased.

Deaney et al. (2006) , observed an increase in the motivation of the students towards the lecture by using information and communication technologies in education process. In the researches conducted, motivation is identified as the "propellant power directing the student to the target" (Pintrich & Schunk, 1996 ; Morgan et al., 1995).

McEvoy and Glenn (2011) found that the satisfaction and learning of the students increased with activities increasing the internal motivation of the students. Akandere, Özyalvaç and Duman (2010) found, in a study they conducted to analyze the attitudes and academic motivations for the physical education courses of middle school students, an increase in academic motivations of the students with more interest in physical education

course and therefore, they found a positive relation between the attitude towards the physical education course and the academic success motivation.

According to the results of the study, the fourth grade students are happier, perceive incidents positively. This may be explained with the high self-confidence they have regarding how to be successful in challenges they encounter compared to the first grade students, they developed their emotional intelligence and they understood the importance of being satisfied with themselves, other and with the life in general.

In terms of reliability and optimism the significant difference in favor of the 4th grades may be associated with the ability to exhibit positive and hopeful attitude towards the difficulties in life, and to see the beautiful sides of the life. Starting from the 1st grade, having increased achievement motivations and responsible characters might have affected their achievement as well. Having high entrepreneurship, hard working and productivity characteristics which refer to the power to struggle shows that their self-sufficiency is affected in a positive manner during their learning experiences and that this situation might have increased their academic achievement means compared to 1st grade students. Individuals with high self-sufficiency, are those who have confidence in themselves to succeed, who know their responsibility, who do not hesitate to try again after failing, who could handle complicated situations with determination and resolution. In a research where the academic success and personality relation was analyzed, the factor which is highly associated to success was shown as responsibility (Sıgır & Gürbüz, 2011).

According to the results, it is possible to say that with the higher optimism and reliability characteristics of final grade students and the ability to use their emotional intelligence better final grade students may direct their personal motivations achievement. The students might have been affected positively from the information and experiences regarding the emotional intelligence provided in the courses and seminar they attended, during individual or group consultancy services for four years. It may be specified that these characteristics supported them in coping with stress. Yavuz (2004) stated that the emotional intelligence is an ability which may be improved with experiences in life and the emotional lessons learned. It was indicated that the cognitive intelligence is not the only factor that play a role in the reactions to the incident in life and in the process of coping with problems; that the cognitive and emotional intelligences are not alternatives to each other by complementary of each other; and that the value of this two types of intelligences should be understood and benefited as required. (Yılmaz, 2007).

Mayer et al. (2000b) showed in their study that people should use their emotional intelligence skills in an effective manner to be successful in every field of life. Likewise, Çoban and Demirtaş (2011) also found a positive correlation between the opinions of the teachers regarding the academic optimism level of their schools and the organizational commitment in their study where they studies the relation between the academic optimism level of the schools and the organizational commitment.

Motivation shows the importance of a strong relation between the willing to learn and achievement performance, conducting studies on subjects like orientation of the students to the school in their education and learning lives, to determine targets towards learning and to develop positive behaviors, increasing motivation.

Due to the role of the characteristics like reliability, optimism, power to struggle and creativity in the success of an individual, the strategies sensitive about these variables of the students should be developed in learning mediums and these should be used by the teachers. In learning experiences, for success, it is recommended to make new researches to make plans that increase the personal motivation of students and which may support revealing various factors that may be effective in the development of emotional intelligence.

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