DIFFERENTIATION OF DUAL MOTIVATIONAL SYSTEM IN DEVIANCE
REGULATION BY ACHIEVEMENT GOAL ORIENTATIONS

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ABSTRACT

DIFFERENTIATION OF DUAL MOTIVATIONAL SYSTEM IN DEVIANCE REGULATION THEORY BY ACHIEVEMENT GOAL ORIENTATIONS

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The first aim of this study is to test whether Deviance Regulation Theory (DRT) principles work for behavioral intention (BI) and willingness (BW) of having a high cumulative grand point average (CGPA) of students. The second aim was to observe whether the effectiveness of negative framing is higher than positive framing for encouraging a behavior. Results revealed that DRT principles work significantly when identification and importance were controlled. While the negative framing effects did not give significant results, there were tendencies in parallel with the hypothesis. The third aim was to test whether multiple goal orientation yields to higher BI and BW for having a high CGPA than mastery or performance goal orientation. Results revealed no significant effect of multiple goal adoption on BI and BW, although importance was significant. For BW, there were tendencies in parallel with the hypothesis. The fourth aim was to investigate whether the dual motivational system differentiates based on students' Achievement Goal Orientations (AGO). Results gave insignificant effects except the effect of

importance in all analyses. Also, there were tendencies in parallel with the hypothesis that mastery goal-oriented students' BI and BW is higher than performance goal-oriented students when the norm is a desired but not required behavior and framing is positive. However, there were unexpected tendencies related to the hypothesis that performance goal-oriented students' BI and BW is higher than mastery goal-oriented when the norm is a desired and required behavior and framing is negative.

ÖZ

SAPMA DÜZENLEME TEORİSİNDEKİ İKİLİ MOTİVASYON SİSTEMİNİN BAŞARI HEDEF YÖNELİMLERİ İLE AYRIŞMASI

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Bu çalışmanın ilk amacı, Sapma Düzenleme Teorisi (SDT) prensiplerinin öğrencilerin mezun olduklarında yüksek bir ortalamaya sahip olmadaki davranışsal niyet ve istekleri üzerinde çalışıp çalışmadığını test etmektir. Çalışmanın ikinci amacı, negatif çerçevelemenin pozitif çerçevelemeye nazaran bir davranışı teşvik etmedeki etkisinin daha yüksek olup olmadığını gözlemlemektir. Sonuçlar SDT'nin prensiplerinin özdeşleşme ve önem kontrol edildiğinde anlamlı olarak çalıştığını göstermiştir. Negatif çerçevelemenin etkileri anlamlı olarak sonuç vermese de, hipoteze paralel eğilimler mevcuttur. Bu çalışmanın üçüncü amacı, çoklu başarı hedef yönelimlerinin öğrenme yönelimi veya performans yönelimine göre daha fazla yüksek bir ortalamaya sahip olma davranışsal niyet ve isteğine yol açıp açmadığını test etmektir. Çoklu hedef yöneliminin davranışsal niyet ve istek üzerinde performans ve öğrenme yönelimlerine göre anlamlı bir etkisi bulunamazken, davranışa verilen önem tüm analizlerde anlamlı çıkmıştır. Sonuçlarda, davranışsal istek için hipoteze paralel eğilimler mevcuttur. Bu çalışmanın dördüncü amacı ikili

motivasyon sisteminin öğrencilerin başarı hedef yönelimleri ile ayrışıp ayrışmadığını araştırmaktır. Sonuçlar anlamlı bir farklılık göstermezken, davranışa verilen önem tüm analizlerde anlamlı çıkmıştır. Ayrıca, norm istenen ama yapılması gerekmeyen bir davranışsa ve çerçeveleme pozitifse, öğrenme yönelimli öğrencilerin davranışsal niyet ve isteklerinin performans yönelimli öğrencilere göre daha yüksek olduğuna yönelik hipoteze paralel sonuçlar mevcuttur. Fakat, norm istenen ve aynı zamanda yapılması gereken bir davranışsa ve çerçeveleme negatifse performans yönelimli öğrencilerin davranışsal niyet ve isteklerinin öğrenme yönelimli öğrencilere göre daha yüksek olduğuna yönelik olan hipoteze yönelik beklenmeyen eğilimler gözlemlenmiştir.

To my grandmother who taught me what true unconditional love is...

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CHAPTER 1

INTRODUCTION

1.1. General Introduction

People use their reference group as a standard while forming and evaluating attitudes, values, beliefs, and behaviors, comparing themselves with others and attaining a goal (Newcomb, 1953). The reference group is defined by Sherif (1953) as any group that individuals relate themselves as a part of or want to relate themselves psychologically. People may and generally have more than one reference group depending on the context and situation. The Deviance Regulation Theory (DRT) suggests that people regulate their deviance from their reference group in order to have a desirable self-identity and sustain it. This regulation considering reference group is done for maintaining the desirable self-images on both intrapersonal and interpersonal levels. In other words, people want to have a desirable identity both in their own eyes and in the eyes of others (Tetlock & Manstead, 1985).

The aim of behavioral regulation is to preserve a desirable self-identity depending on the context and the situation; people prefer appealing means of deviating from the reference group norms and abstaining from non-appealing means of deviating from the reference group norms. Therefore, the DRT includes a dual motivation. This deviating and abstaining may lead compliment or criticism depending on the preferences of means by people (Blanton & Christie, 2003).

1.1.1. The Relationship between the DRT and the AGO

The dual motivation for behavioral preferences according to reference group norm in scope of the DRT creates the sparkle for this study due to its relevance to the

definition part of Achievement Goals Orientations (AGO), i.e intrapersonal standard to mastery definition and normative standard to performance definition. Besides, both theories include motivation and self-regulation. The main purpose of this study is to investigate the differentiation of dual motivation according to achievement goal orientations. In other words, the interaction between the person in terms of achievement goal orientation and situation in terms of norm manipulation was examined.

There are studies related to self-regulation and achievement goals. One of the most comprehensive study in the literature is a meta-analysis examining 102 study and 16000 sample results which indicates mastery-approach orientation positively predicts task performance and self-regulation variables such as self-monitoring, self-evaluations, self-efficacy and self-reactions, while performance-avoidance predicts these variables negatively (Douglas et al., 2011). However, in the literature, there is no specific study that examines achievement goal adoption and manipulation and framing effects depending on the reference group norm in scope of the DRT exists. This study combined these two theories' principles.

Goals, which can be described as self-regulation that directs people to their future intentions, are the major theme in the research of human motivation (Austin & Vancouver, 1996; Elliot & Fryer, 2008). Setting goals facilitates getting the desired results in line with the aims or abstains from the undesired results contradicting the aims. In 1980's, while researchers were trying to categorize the goals in psychology, an individual's aim to achieve a behavior is defined as achievement goals (Duda, 2005; Elliot & Dweck, 2005; Kaplan & Maehr, 2007; Meece, Anderman, & Anderman, 2006; Senko, Durik, & Harackiewicz, 2008).

People may tend to include an achievement context with adopted goals related to other people's evaluations and competence. This tendency is called as performance goals in the literature. Others whose evaluations and competence are used can be a peer group, people in the same working environment, students in a classroom, group of people expected to appreciate etc., therefore these people can be taken as reference group members. On the other hand, people may also tend to adopt goals related with

learning new things from a given task and the evaluations and competence related with them, which is called mastery goals in the literature (Dweck, 1986). In other words, performance goals can be considered on an interpersonal level; whereas mastery goals are set on intrapersonal level.

The intrapersonal level of self-images comes from the internalization of the ideas of significant others. If the others are considered as a reference group for an individual, i.e. a group that have a psychological importance, the thoughts of this reference groups about the individual's identity may lead changes on individual's self-identity thoughts (Hyman, 1960; Hyman & Singer, 1968; Merton & Kitt, 1950; Sherif & Sherif, 1964; Singer, 1981). Having a desirable identity is also considered as a psychological need for constructing and sustaining positive identities in order to gain acceptance and acknowledgment from a reference group and from their significant others,i.e any person who has great importance to an individual's life or well-being (Pyszczynski, Greenberg, & Solomon, 1997). In other words, people are motivated to guarantee and sustain a desirable identity for their significant others and to get social acceptance from the groups that are important for them (Blanton & Christie, 2003).

1.1.2. Applications and Prominent Issues of the DRT

The DRT principles are used for some interventions such as decreasing alcohol use and binge drinking, encouraging people to quit smoking, increasing influenza vaccine and influencing creativity (Blanton & Christie, 2003). Although these interventions are predominantly in the health context, the DRT can be applied to all behaviors in which there is an identity concern buried inside. Although the nature of the behavior is important in DRT studies, there is no proof/finding in the literature that the DRT, which has very robust psychological ground, cannot be applied to some specific behaviors. The DRT predictions are valid for all behaviors enabling the standards on whether people are free enough to perform a behavior or not, base their choices on identity-related issues for performing a behavior and to pick one of the various courses of actions (Blanton & Christie, 2003). The information about the norm of the reference group may let people to be manipulated by message framing

around deviance with the aim of encouraging or promoting an intended behavior. This is the application side of DRT.

One of the most important issues in scope of the DRT is that people's existing ideas about the behavioral norm of their reference group determines whether they can be manipulated or not (Stuart & Blanton, 2003). If people have strict ideas about the norm of their reference group, it might not be so possible/easy to manipulate them. Therefore, uncertainty about the norm is a prerequisite for an effective norm manipulation and afterward framing. Another prominent issue in the DRT is that manipulation gives more effective results if the people are identified with their reference group. Such identification is needed in order to motivate people to perform a behavior regarding the norm of the reference group. People are easily manipulated when they identify themselves with their reference group since they place a psychological value on the group (Blanton & Christie, 2003) and care about the norm (Packer & Chasteen, 2010). The reference group indicates what is expected from its members, and members take the norm to use it as a standard for how they should or should not behave. Therefore, the identification with the group is always a concern for the DRT studies. Last but not least, the importance of the consequences of a behavior is also a determining factor for performing that behavior (Blanton & Christie, 2003). The stickiness of an action on identity has a valence only if the person performing the behavior cares about it. Moreover, the assessment of a behavior is affected more if it is considered important (Pelham, 1995). The importance given to an identity directs the effect of assessment and motivation on self (James, 1890). Many studies promoted this idea with an emphasis on the fact that people give high value to some identities more than others (Harter, Whitesell, & Junkin, 1998; Pelham & Swann, 1989; Steele, 1988; Tesser, 1986). Therefore, the self evaluation of the consequences of a behavior based on the value whether it has an importance on their identity plays a prominent role in performing that behavior.

1.1.3. The Selection of Behavior and Sample

The relationship between the definition part of the AGO and dual motivation in DRT was studied by taking having a high Cumulative Grade Point Average (CGPA) as

intended encouraging behavior. One of the reasons of selecting high CGPA as the encouraging behavior is its identity-related consequences on person's lives and the importance of it amongst students's social circles which is in parallel with the DRT's cognitive and identity-related perspective. Even the name; theory of action and identity; stands for it and may claim that a behavior which has identity-related consequences can be evaluated around deviance regulation.

Having a high CGPA or not has a high potential of sticking on the identity (Steele, Spencer, & Aronson, 2002) especially in the academic, business and social life. Graduates' CGPA is a symbol and a measurement of their academic success in studies. In Turkey, most corporations eliminate candidates based on their CGPA or put high additional pre-application criteria for their job postings. A similar situation can be seen in academia as well, especially when finding a scholarship or applying to a prestigious college for graduate programs. Also, people may have prejudice about what high or low CGPA represents. Therefore, people may carry the consequences of their high or not high CGPA on their identity throughout their lives. The CGPA issue can even create an identity threat when people believe that they will be not be accepted by their social groups or integrate will with their work or school environments (Steele, Spencer, & Aronson, 2002).

Moreover, having a high CGPA or not is suitable for norm manipulation in terms of constructing both for desired and required behavior as having a high CGPA and desired but not required behavior as not having a high CGPA.

Another reason to choose this behavior is its relevance with achievement goals predicting success and failure-related consequences of CGPA. In other words, having a high CGPA after graduation has high probability of being an achievement goal for a student. Besides, having a high CGPA as a goal can be evaluated both at intrapersonal and/or interpersonal level and approach and/or avoidance dimensions for a student showing their competence. Therefore it can be applied to both mastery/performance and approach/avoidance orientations in scope of AGO as an aim. Last but not least, grades have even appeared in scales as an item measuring the achievement goal orientations indicating its powerful relevance to achievement in the

educational context (Elliot & Murayama, 2008). Especially, grades are commonly mentioned in performance-approach goal items (Bouffard et al., 1995; Dweck, 1999; Elliot & Church, 1997; Harackiewicz et al., 1997; Roedel et al., 1994).

While achievement within GPA or CGPA context is a well-established topic, studies gave inconsistent results. One of the studies stated that, performance aims did not significantly correlate with CGPA while mastery aims had a modest correlation with it (Mirzaei et al., 2012). Another study done by Yıldırım in 2006 indicated that there is a negative correlation between work avoidant orientation and GPA. Yıldırım (2006) demonstrated that less successful people do not concentrate on mastering or learning a topic, instead, they refrain themselves from that. Gutman (2006) demonstrated a significant negative correlation between performance-approach goals and GPA in a study during the high school transition. A longitudinal study revealed mastery goals did not predict CGPA, performance-avoidance negatively predicts while performance-approach positively when motivation and talent are controlled variables (Durik, Lovejoy & Johnson, 2009). Performance-approach orientation was found as the most significant predictor compared to other goal types for predicting GPA for undergraduates (Goraya & Hasan, 2012). In another study, it was stated that performance goals have more relation with the grades; especially if there is an inclination towards abstaining from unsuccessfulness (Dweck & Leggett, 1988; Elliot, 1999).

For this study, METU preparatory class and freshman students was preferred as a sample. The main reasoning behind this sample selection is due to the fact that being a METU student or graduate is perceived as a unique, privileged and special title amongst METU students and graduates. This can be considered as the reason that this self-definition sticks with them throughout their lives. Most METU students build up their personalities around being a part of the METU family. Even after many years after graduation, many METU graduates would still consider METU as their homes. Also, these can be based on the fact that The Times Higher Education as being one of the most prestigious university rankings in the world and are the unique international university performance tables to judge world class universities across all of their core missions, METU has been announced as placed among the top 100

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universities, ranking in the 71-80 band ranked in the top 80 as the only Turkish university in World Reputation Rankings 2014-2015. Therefore, METU succeeded to be one of the "Most Reputable 100 Universities of the World".

It was stated in many studies that people identify more with their distinct group (Abrams, 1994; Ellemers, Kortekaas, & Ouwerkerk, 1999; Mullen, 1991; Turnbull et al., 1990). Since being part of METU means being a member of a distinct group for most of the people rather than being a member of a common group, strong identification with the reference group was assumed for this study. Strong identification promotes the intended behavior for a DRT study. It is known that strong identification encourages performing a behavior, and communication framing is easier and more effective. Therefore identification is needed both for deviance and conformity (Packer & Chasteen, 2010).

Also, it is safe to assume that, METU preparatory class and freshman students have a fresh and clear opinion about CGPA since they are new to be university life, and therefore can be manipulated about CGPA towards the reference group norm that it is desirable to have a high CGPA more easily. Preferring preparatory class and freshman students rather than sophomores, juniors and seniors was due to fact that they are less experienced in academia which decreases the probability of having a general strict, unchangeable idea about the reference group norm.

1.1.4. Behavioral Measurement

It is known that behavioral intention is the most proximal premise for an action when measuring a behavior that is not feasible under certain conditions, from the Theory of Planned Behavior (TPB) (Ajzen, 1991) and Theory of Reasoned Action (TRA) (Fishbein & Ajzen, 1975). There is a high positive correlation between behavior itself and behavioral intention (Conner & Armitage, 1998). TRA is based on the fact that people's subjective assessment of the consequences of a behavior determines the decision on whether or not performing this behavior. If the assessment related to the outcomes is positive, the behavior would generally be performed. Both in the TPB and TRA, predictors of behavioral intention are norms, i.e what prominent people

expect to do and attitudes towards the behavior that people's affective reactions to the actions. Whether to behave in a certain way or not depends on the evaluation of the consequences of such behavior and subjective attribution of values to it. Therefore, the importance given of a behavior is a prominent point that should not be missed out. Generally, if the attribution is positive, behavioral intentions turn into actions. In other words, intentions regard the results of behaviors (Gibbons & Gerrard, 1997). In 2002, Ajzen added the third component to the predictors of a human behavioral intention as perceived control beside subjective norm and attitude in scope of the TPB. The coupling of these three components is used to predict a person's behavioral intention. Perceived control increases paralel with the increment both in positive attitude and subjective norm. Also, just a few actual controls are enough for perceived control to increase (Ajzen, 2002). The type of the behavior plays a moderator role between behavior and intention. The strength of intention depends on complexity, social desirability, social involvement and perceived control of the behavior (Gibbons & Gerrard, 1997).

Ajzen and Fishbein (2005) defined three requirements for a good measurement of behavioral intention. The first requirement is the aggregation of measures which is the need for more than one item for high measurement's reliability of self-report. Second requirement is the compatibility between the behavior itself and its intention, i.e measures the same thing with behavior itself and lastly; commitment in which there is a claim to the extent that the behavior has importance for the person, so the possibility of performing it is high and therefore it represents a higher magnitude of intention (Rhodes & Matheson, 2005). Ajzen (2002) gives few examples of creating behavioral intention and willingness questions with the help of Likert type questions with the actions such as intend, will and plan. Besides, Rhodes and Matheson (2005) also use actions as plan and intent in their studies to exercise behavior; Orbell et al. used intent as an action for measuring behavioral intentions in 1997 for breast self-examination behavior; while Rise et al. (2008) used intent, expect, will, and try as actions for quitting smoking. In most of the DRT studies, behavioral intention and behavioral willingness were measured rather than the behavior due to its

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convenience, especially in the persuasive health communication (Blanton, Stuart, & Van den Eijnden, 2001).

Having a high CGPA behavior is the intended behaviour of this study and it was measured by behavioural intention and behavioral willingness as dependent variables as suggested by the TPB (Ajzen, 1991). The behavioral intention was used as proximal gauges instead of behavior itself due to effectiveness and frequent usage in the DRT studies. Also, measuring the behavior itself and manipulating the subjects at the same time is not possible for an indended behavior such as having a high CGPA. The behavioral intention is oftenly used in the DRT studies as the strongest predictor of behavior itself, especially in the health incentive context (Rhodes & Matheson, 2005; Orbell, Hodgkins & Sheeran, 1997; Rise, Kovac, Kraft, &Moan, 2008)

Using behavioral willingness as another proximal gauge for behavior is creating the possibility that students may not have the intent but just a will for having a high CGPA and due to its well compatibility with the subjects' age in this study. It was found that behavioral willingness matches well with adolescents, especially in risky behaviors so this stuy's sample groups' age is selected as very close to adolescence (Gibbons & Gerrard, 1997).

There are other proximal gauges for behavior in addition to behavioral intention such as implementation intentions (Gollwitzer, 1999) which make more specific measures by adding when, where and how questions to the behavior; behavioral expectation which is similar to behavioral intention but more complex with inclusion of extra effective parameters into measurement. Behavioral expectations are a good match for troublesome and socially unwelcomed actions. Picking the gauge type of behavior proximal depends on the kind of the behavior and the age of the sample group (Gibbons & Gerrard, 1997).

The reasoning behind not choosing the behavioral expectations as a measurement in this study is due to the fact that having a high CGPA is generally appreciated and socially accepted as a positive behavior, which can cause inconsistent results as opposed to other proximal gauges. The implementation intention was not as a measurement. In other words, adding time, place and means of having high CGPA

parameters was avoided to preserve the compatibility feature, since these parameters can vary between subjects dramatically. For perceived behavioral control, having a high CGPA is a long-term goal in which perceived control cannot be sensed by the students precisely. This also leads answers considering long-term perceived control that may not be possible and changeable. Also, having a high CGPA is not a complex behavior such that there is a need of adding perceived behavior as a control measurement. Based on these standpoints, behavioral intention and behavioral willingness for having a high CGPA were used as dependent variables in this study.

1.2. DRT Principles

The DRT is a recent theory constructed by Hart Blanton in 2003. Theory's payoff depends on previous studies such as behavioral self-regulation (Higgins, 1997), causal attribution (Jones & Davis, 1965), self-representation (McGuire & McGuire, 1980), social comparison (Mullen & Goethals, 1990), person perception (Reeder & Coovert, 1986) and social prototypes (Gibbons & Gerrard, 1997). Behavioral self-regulation have motivational dimensions such as approaching the pleasure and avoiding the pain, i.e promotion related with ideal self and prevention related with ought-self (Higgins, 1997). Different features of people separate them from others, while similar features do not help to distinguish them (Jones & Davis, 1965). Self-representation is made by people using their unique features (McGuire & McGuire, 1980). Overestimations or underestimations of a reference group's can be estimated according to the social desirability of the behavior (Mullen & Goethals, 1990). People's perception changes more about a person who performs an unexpected immoral behavior after a moral behavior than a person who performs an unexpected moral behavior after an immoral behavior (Reeder & Coovert, 1986). Gibbons and Gerrard (1997) have argued that people socially compare their own self-image with their perceived prototype of the reference group while deciding to perform a behavior. All of these theories mention either action or identity, while the DRT combines these two concepts by naming it as the theory of action and identity which indicates the effects of actions on identity.

The DRT does not simply state that people focus on differences rather than similarities when performing behavioral regulation, instead, it states that people just want to sustain a desirable identity which leads to a convenience to be included in their reference group. This theory's suggestion plays a prominent role in behavioral preferences especially when a person makes a choice between the normative issues and the deviant ones. Normative represents the actions performed by the majority of the reference group. Deviant or counter-normative actions mean actions that are not performed commonly by the reference group members. Potentially, deviant seems appealing to the people based on the reference group norm because people generally prefer to define themselves by depicting their uncommon features rather than common features within their reference group. But focusing on differences or similarities depends on this choice's effect on people's identities (Blanton & Christie, 2003). People pick up the different action only if it has a good consequence for them. On the other hand, the similarity is an ambiguous concept for the DRT due to the fact that it has no inherent value in terms of goodness or badness.

Behind the decision making process of the theory of action and identity, there are two things to consider. One is; when a behavior is performed whether or not the identity of the performer is affected by the behavior and its extent. Individuals who place a high value to sustain a desirable identity will consider the results of deviance from the norm more than the results of conforming to the norm. The second one is the rule of the DRT which indicates the dependency of this effect on the norms of the people. People care about how their behavioral choices' consequences standing across their reference groups' norm. The stickiness of actions on the identity is related with social prototypes that people are exposed throughout their life (Cantor & Mischel, 1977).

When a person behaves in a deviant manner, it is being noticed by the reference group, because generally, a group expects conformity from its members. But when a person behaves in a normative manner, this person does not get the attention of the reference group. This is also related to the Gestalt Theory in terms of ground and figure images (Koffka, 1935). According to the main principles of the DRT, when behaviors that are defined in the reference group norm's framework are desired and

required for all of its members, the normative behavior is an appealing moral behavior; therefore, deviant behavior is the socially undesirable one which is also considered by the group members as informative. In this case, as a behavioral evaluation standard, the ought self-guides are activated and the self-regulation of the person becomes abstaining from the deviance. In other words, dealing to be different decreases with the activation of ought self-guides (Hall, Blanton, & Prentice, 2015). Ought self-guides activation is a proof of internalization of avoiding the negative to protect one's identity by conformity to the group norms rather than seeking the positive identity (Higgins, 1997). If the person deviates from the norm, the group members punish the deviant in order to direct the person's behavioral choices. If the people activate and behave as described, then they abstain from exclusion. In this case, the self-esteem of the people is high if there are no negative self-thoughts (Blanton & Christie, 2003). When behaviors that are defined in the group norm are desired but not required for all of its members, the normative action is a socially undesirable alternative behavior. Therefore deviant behavior becomes the socially appealing ones which are also considered by the group members as informative due to its surprise factor. In this case, as a behavioral evaluation standard, the ideal self-guides are activated and the self-regulation of the people is deviating from the reference group norm. In other words, dealing to be different increases with the activated ideal self-guides (Hall, Blanton, & Prentice, 2015). If the person deviates, the group members reward the deviant because the reference group members do not expect such an idealized deviance from its members. If the people activate and behave according to their ideal self-guide tells them to, then they get appreciation from their reference groups. In this case, self-esteem of the people is high if there are positive self-thoughts (Blanton & Christie, 2003). Higgins (1987, 1997, and 1999) argues that ideals' internalization leads to a self-regulatory behavior which is in line with people's search for their ideal for effeciency gains that they get from achievements instead of abstaining from affective distress that they live after a failure. Conversely, individuals who cannot reach their ideal and are unhappy with this should get away from the negative effects of not fulfilling the normative expectations.

The DRT principles emerge from both cognitive and perceptual concept which effects the action in terms of its informational value and socialization concept that indicates when informative behavioral choices are taken as significant. Since these two basic principles are buried as an inherent feature in all individuals, the DRT can be considered as a universal theory (Blanton & Christie, 2003).

In spite of the significance of this dual incentive system for the self, at the global level, independence from situations and context, people tend to avoid the negative more than to reach the positive (Baumeister et al., 2001). Social inclusion coming from avoiding the counter-normative behavior always wins over reaching the ideal by being deviant which is optional. This can be explained by the fact that reaching an ideal is generally associated with ability and talent.

1.2.1. Norms and Message Framings in Behavioral Context

As the DRT claims, deviance from the norm is a more frequently used strategy for self-identity regulation compared to following the norm. In one of the studies conducted by Blanton et al. (2001), it was founded that a convincing speech to encourage the intended behavior is more effective on people when framing is constructed according to the norm.

When the norm within the reference group is to adopt a behavior, then not adopting this behavior is considered deviant. Therefore, the negative framing that gives information about the drawbacks given to people who do not perform the behavior is more effective for encouraging or promoting that behavior. This means negative framing encourages people more for performing that behavior which is the normative one more than positive framing. The DRT does not have an aim to make people conform to the norm. It just includes dual motivation inside. In this case, avoiding the undesirable deviation motivation is activated by using negative framing.

 Conversely, when the norm within the reference group is not to adopt a behavior, then adopting the behavior is deviant. Therefore, positive framing that gives information about the advantages presented to people who perform the behavior is more effective for encouraging or promoting that behavior. This means positive

framing encourage people performing that behavior more than negative framing which is the deviant one.

All in all, the DRT posits that motivating people to perform a behavior is easier if communication focuses on the deviant one rather than arranging the framing reverse to the norm of the reference group. This method benefits from the knowledge of people's motivation to have a desirable identity or not to have an undesirable identity, i.e they have dual motivation for their identity. Lastly, it is found that people tend to make causal justifications for deviant's actions rather than conforming actions (Miller, Taylor, & Buck, 1991). All of these are evidences that suggest a communicator should set its framing around the deviant as opposing to the norm.

As a summary, the DRT claims that deviance regulation is done with two motivations; one is abstaining from undesirable deviance, in other words conformity for not sticking negative features on identity. Second motivation is looking for desirable deviance for uniqueness for sticking positive features on identity.

1.3. Achievement Goals Theory Principles

Achievement goals theory is a combinations of various theories and approaches; mainly achievement motives which put forward personal features and the need for success (Atkinson & Raynor, 1978; McClelland, Atkinson, Clark, & Lowell, 1976), causal attribution which categorizes attributions causally as locus of control, controllability and stability (Weiner, 1985; Weiner, Heckhausen, & Meyer, 1972; Weiner & Kukla, 1970); and a few other studies (Murayama, Elliot, & Friedman, 2012).

1.3.1. Development of Achievement Goals

With its first introduction to the literature, achievement goals were defined dichotomously by social scientists Dweck and Elliot (1983) and Nicholls (1984).

Dweck (1983) divided the achievement goals approach into learning and performance dimensions. In Dweck's study, a group of students reacted positively in various ways after their failure such as attributing reasons like inadequate endeavor,

maintaining or demonstrating progressed continuity on a task, showing more passion for success, taking their failures as a feed for learning, expecting favorable consequences for following tasks which were considered as learning or mastery dimension in adopting a goal. As opposed to this, there were other groups of students who attached their failures to their inadequate inherent features, decreased their passion on a following task, and had negative expectancy which were considered as performance dimension in adopting a goal.

On the other hand, Nicholls (1984) divided the achievement goal approach into task and ego dimensions. Nicholls determined that a person is in a task relation if they follow the competence with the idea that talent and striving are not considered as different means to reach a success. On the other hand, a person is in an ego relation if they follow the competence with the idea that high talent brings more success with equal striving. Learning and task dimensions aim for developing the talent while performance and ego dimensions aim showing the talent through normative competence.

Nicholls and Dwecks' dimensions (learning, performance, task, and ego) converge towards themselves and are very similar. With the consideration of resemblance of scientists' findings on achievement goals, Ames and Archer (1987, 1988) posited to combine these works into two categories as mastery and performance goals which are widely accepted in the literature. After Nicholld and Dwecks, the model continue to be developed as a trichotomous model (Elliot & Harackiewicz, 1996) with a division into mastery goal, performance-approach and performance-avoidance goals. This division aims to clarify the ambiguous results of performance goal orientation. Many studies' findings showed that performance-approach goal adoption may lead to favorable results such as higher grades, competence, increase in endeavor in some cases while performance-avoidance clearly leads to unfavorable results such as lower grades, decrease in intrinsic motivation, endeavor and learning conducts and unstructured means of work (Elliot & Moller, 2003; Harackiewicz, Barron, Pintrich, Elliot, & Thrash, 2002; Rawsthorne & Elliot, 1999; Elliot & Church, 1997; Elliot, McGregor, & Gable, 1999; Middleton & Midgley, 1997; Skaalvik, 1997; Vandewalle, 1997).

1.3.2. AGO's Features

Today, the 2x2 model of the AGO (Elliot, 1999; Elliot & McGregor, 2001) is frequently used in research also by including the ramifications of mastery goal in the trichotomous model, that splits into two as performance goals in terms of approach and avoidance as mastery-approach and mastery-avoidance. 2x2 model's validity had been proven with factor analysis and cross-cultural researches (Elliot & McGregor, 2001; Elliot & Murayama, 2008; Finney, Pieper, & Barron, 2004; Murayama, Zhou, & Nesbit, 2009).

Theoretical backgrounds in behavioral and personality psychology, cognitive science, and neuroscience shed light on the approach-avoidance dimension. Approach dimension indicates whether people seek success or positivity while avoidance dimension reflects abstaining from failure or negativity (Murayama, Elliot, & Friedman, 2012). Mastery-approach goal oriented people try to improve their performances compared to their previos results and docus on developing their abilities and skills; while mastery-avoidance is a rare orientation and dimension that should be explored compared to other orientations. Mastery-avoidance oriented people try not to perform worse than their previous results and they avoid self or task-related incompetence. The people who adopt mastery goals are self-referential. In performance-approach goal orientation, people try to perform better than the other people and try to represent competence yielding to desirable consequences which are defined in normative means; while in performance-avoidance goal orientation, people try not to be worse than other people and try to avoid undesirable consequences and incompetence which are also defined in normative means. The people who adopt performance goals consider normative standard; they thake other people as the reference and they are mainly concerned about other people's evaluations (Elliot & Dweck, 2005). Besides, mastery goals are less related to behaviors based on social comparison compared to performance goals (Ames, 1992). The horror of unsuccessfulness yields to performance-approach, performance-avoidance and mastery-avoidance goal adoption (Conroy et al., 2003; Elliot & McGregor, 2001; Tanaka, Murakami, Okuno, & Yamauchi, 2002). Performance-

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approach oriented people show better performance due to its adaptiveness (Harackiewicz et al., 1997; Urdan, 2004; Wolters, 2004). Mastery-approach oriented people are anticipated to be more intrinsically motivated, while the opposite applies to mastery-avoidance and performance-avoidance (Harackiewicz, Barron, Tauer, Carter, & Elliot, 2000; Lee, Sheldon, & Turban, 2003; Rawsthorne & Elliot, 1999, Cury, Elliot, Da Fonseca, & Moller, 2006, Elliot&Church, 1997; Finney, Pieper, & Barron, 2004; Pajares & Valiante, 2001). Interestingly, people may adopt more than one achievement goal orientation. (Elliot & Murayama, 2008) This phenomenon is known as the multiple-goal model (Pintrich, 2000b) which claims possible interactions of different types of goals yield to distinct consequences when compared to single goal adoption.

There are contradictory views about the results of performance-approach goal adoption, but a revised goal theory was constructed with the entrance of multiple goal adoption into literature. In this revised theory, it has founded that performance-approach goals yield adaptive consequences if it is combined with mastery orientation. There is a trend in the literature that multiple goal combinations of mastery and performance-approach gives the most beneficial results for people and therefore the goal theory should consider multiple goal orientations (Linnenbrink, 2005, Harackiewicz, Barron, Pintrich, et al., 2002; Midgley et al., 2001; Harackiewicz et al., 2002).

1.3.3. Definition and Valence of the AGO

Achievement goal can be defined in two ways as the cause for an action such as the progress or representation of talent and as the purpose looked for in successful circumstances such as demonstration of a normative talent or self-referential talent, which can be problematic due to its double-headed definition (Murayama, Elliot, & Friedman, 2012). Therefore, to overcome this problem, achievement goal was defined with competence according to its definition and valence which is a widely accepted 2x2 framework. The 2x2 framework has a clear differentiation between achievement goals and other relevant concepts which creates a potential to cause confusion (Elliot & Murayama, 2008; Elliot & Thrash, 2001). With this framework,

achievement goals are defined as people's cognitive aims which are based on striving for competence. Competence can be defined in terms of absolute, intrapersonal and normative standards. The absolute standard is what the assignment itself requires. The intrapersonal standard is what individuals own as capacity and their previous success. The interpersonal standard is based on the reference group's performance that contains relativeness and comparison. Theoretical and experimental studies on absolute and intrapersonal standards have many common points, and even overlapping in some areas. Therefore, absolute and intrapersonal standards were combined under the roof of mastery goals, while normative standard is performance goals. In other ramification of achievement goals, competence can be valenced in terms of approaching the accomplishment or abstaining from unsuccessfulness. Therefore, positive apprehension about the competence can be defined as approach achievement goals, while negative one as avoidance achievement goals (Murayama, Elliot, & Friedman, 2012). Differentiation of performance-mastery dimension takes part in the definition, while approach-avoidance differentiation takes part in the valence of goal integrated with competence.

1.3.4. The Recent Studies of the AGO

The most recent achievement goal orientation questionnaire is a 3x2 model which includes task orientation (Elliot et al., 2011) to represent the missing piece in mastery orientation dimension, that people just focus on the task itself rather than self-development and learning. So the mastery orientation in this model is divided into two; in total there are six orientations that are task-approach, task-avoidance, self-approach, self-avoidance, other-approach and other-avoidance. The ramification of orientation in the 2x2 model in terms of the definition as absolute/intrapersonal for mastery orientation was separated as absolute for a task and as intrapersonal for mastery. The normative and interpersonal standards that are defined for performance stays the same like in the 2x2 model.

In time, the achievement goal literature acquired the mindset concept. The mindset was defined as self-perception that people have about themselves. Although individuals may or may not be aware of their own mindsets, it can have a drastic

influence in almost every area of individuals' life such as developing the skills, learning, interpersonal relationships, work life success. In educational contexts mindsets were divided into two groups as fixed and growth. People who adopt a fixed mindset think that they have an inherented intelligence that cannot be developed or changed, and success depends merely on intelligence. They are inclined to abstain from challenges and difficult situations but they like to show off their intelligence. The success of other people makes them feel threatened. It is not possible to change the point of view of fixed mindset people so they encounter unfavorable results in their life and generally cannot reach to their potentials (Dweck, 2006).

On the other hand, people who adopt a growth mindset think that their abilities can improve with endeavor and working. Intelligence is just a starting point to achieve a result/complete a work item. They are inclined to breast challenging and difficult situations. They learn from other people's achievements and get inspired by successful people. These people encounter more with favorable results throughout their lives, and reach higher levels of success (Dweck, 2006).

In the literature, there is an analogy between fixed mindset and performance goal orientation especially with performance-avoidance orientation, and growth mindset and mastery goal orientation.

Achievement goal orientations are generally related with emotions, beliefs, and temperaments to have an aim in education, work, and sports areas. It is suggested that there is a better relation to context-based approach rather than disposition. Context has a prominent role in the proper functioning of achievement goals (Murayama, Elliot, & Friedman, 2012). Generally, achievement goal orientation is encountered more commonly within contexts such as professional and class environments.

A variety of measurements are used in the achievement goal literature, but it was found that these measurements include parameters that have no direct and precise relevance with the goal and that they measure different things such as concern, worth of consequences and definitions of a success or failure, prospects, choices, feelings,

causes of adopting a goal, motivations, and value. It is prominent that the scale measures the goal per se rather than subtle concepts touching and interacting with these goals. In 2008, Elliot and Murayama excluded irrelevant parameters and centered their work on cognitive goals and demonstrating competence. They have selected a reliable and valid measurement for measuring goal orientation and avoided the irrelevant parameters.

According to this measurement, researches posit that there is a better connection between the definition related elements, i.e mastery-performance, compared to valence related elements, i.e approach-avoidance.

Moreover, performance-approach and performance-avoidance goals have the highest correlation compared to other combinations (Elliot & Murayama, 2008).

1.4. The Present Study

For this study, as stated before, behavioral intention and willingness of having a high CGPA when graduated were selected as intended encouraging behavior. The DRT posits that during the decision making process of performing a behavior, whether or not the consequences of performing this behavior stick on people's identity plays a prominent role. People regulate their deviance due to concerns related to their identity such as having a positive identity or not having a negative identity. In terms of reference group's point of view, if the norm is not having a high CGPA then having a high CGPA is desired but not required from its members. In this case, deviant behavior is having a high CGPA which will be rewarded by reference group. Due to activation of ideal self-guides, regulation of the self stands on the way of the deviant behavior for the uniqueness striving. From a framing perspective, positive framing promotes behavioral intention and willingness of having a high CGPA more than negative framing. If the norm is having a high CGPA then this is desired and required from its members. In this case, deviant behavior is not having a high CGPA, which is punished by the reference group. Due to the activation of ought self-guides, regulation of the self stands on the way of normative behavior, i.e abstaining from the deviant. From a framing perspective, negative framing promotes behavioral

intention and willingness of having a high CGPA more than positive framing due to fact that people avoid from negative rather than reach to positive, as explained before in the theoretical backgrounds of the DRT. This was the DRT background of this study.

The first aim of this study is to investigate whether or not the DRT principles work for behavioral intention and willingness of having a high CGPA in students when they graduate. The second aim of this study is to see whether the negative framing is more effective than positive framing when the norm is manipulated around deviance as the DRT suggests due to the powerful effects of negative framing compared to the low impact of positive framing. This is based on the findings that people avoid the negative more than reaching to the positive, which is independent from achievement goal orientations. The third aim of this study is to investigate whether the multiple goal adoption has adaptive effects on behavioral intention and willingness compared to mastery and performance orientation independent from the DRT principles.

The fourth aim of this study is to see whether the dual motivational system which contains uniqueness striving and abstaining from deviance yielding to identity concerns are differentiated according to their achievement goal orientations. That is, mastery goal-oriented people take themselves as a reference rather than the reference group and have intrapersonal standards rather than normative for performing a behavior. Since these people learn from the task itself, by getting feedbacks from their own failures, they have a growth mindset and progress and development have a big importance. Therefore, the motivation behind uniqueness striving or seeking desirable deviation dominates the conformity strivings, actually avoiding undesirable deviation where norm is desired but not required from group's members, i.e not having a high CGPA. Subjects may want to show their competence by seeking desirable deviation from the norm and stick positive items to their identity by graduating with a high CGPA when the reference group norm is to not have a high.

Moreover, mastery goal-oriented people evaluate failures as challenges and this may result in active responses (Blascovich & Mendes, 2000; Lazarus, 1966; Lazarus & Folkman, 1984). Mastery goal-oriented people experience less disappointment and

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less disencouragement after an unsuccessful task. In case of a failure, their performances tend to be increase compared to performance goal-oriented people (Elliot & Dweck, 1988; Grant & Dweck, 2003). Therefore, when the norm is desired but not required, their behavioral intention and willingness would be higher than performance goal-oriented people when the framing is positive, i.e when the advantages of having a high CGPA were given. This is due to the fact that their behavioral evaluation standard for behavioral intention and willingness of having a high CGPA is the ideal self-guide and they may perceive not having a high CGPA as a challenge. They have intrapersonal standards rather than interpersonal standards for their their behavioral regulation.

On the other hand, performance goal-oriented people take other people as a reference and have interpersonal standards instead of intrapersonal standards for achieving a result. In other words, being accepted by the reference group is crucial and being excluded is considered as a threat to their identity, even if the context is not group-related, since performance goal-oriented people take the reference group norms very seriously (Steele et al., 2002; Stout & Dasgupta, 2011). They may underperform since they care too much about their relative ability within their reference group (Button et al., 1996; Elliot & Church, 1997; Greene & Miller, 1996; Harackiewicz et al., 1997; Meece et al., 1988; Midgley et al., 2000; Nicholls et al., 1985; Roberts & Treasure, 1995; Roedel et al., 1994; Skaalvik, 1997; Stipek & Gralinski, 1996). This resembles to the approach of fixed mindset people. Mostly, social identity threat emerges when people's main aim is to show off their talent and abstain from failure, which is similar to performance-avoidance orientation. It is posited that social comparison, in other words, normative competence is not initiated deliberately and it subconsciously directs performance goal-oriented people's behavior/choices (Mussweiler, 2003; Mussweiler & Epstude, 2009; Stapel & Koomen, 2001) indicates people who have performance goal-oriented achievement goals, this automatic drive direct their behaviors. Researches in the area of achievement goal claim that performance orientation and normative comparison are highly correlated (Maehr, 1983; & Nicholls, 1984). Therefore, the motivation for conformity, in other words, avoiding undesirable deviation striving dominates the uniqueness strivings where the

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norm is desired and required from group members, i.e high CGPA. In this case, their behavioral evaluation standard for behavioral intention and willingness of having a high CGPA is ought self-guide and they may sense deviation from the norm of having a high CGPA as sign of unsuccessfulness, also negative framing may create a horror of failure and social exclusion afterwards. Therefore behavioral intention and willingness of having a high CGPA is higher than mastery goal-oriented people when framing is negative, i.e when the disadvantages of not having a high CGPA were given. They may want to avoid from undesirable deviation to not stick negative items to their identity. They may perform their behavioral regulation more for interpersonal than intrapersonal.

All in all, uniqueness striving as one of the dual motivations of the DRT may lead to better prediction of performing a behavior for the mastery goal-oriented people for showing their striving for competence with the activation of ideal self-guide. Whereas for performance goal-oriented people, the conformity or avoiding deviation striving, as the other dual motivation of the DRT, may lead to more accurate predictions for performing and action with the activation of ought self-guide, especially for the performance-avoidance goal-oriented people.

In the light the findings from the literature, the purpose of this study is to test the following hypotheses for the subject groups listed in Table 1:

Table 1. The groups according to manipulation type and message framings

Group numbers	Manipulation type
1st group	Not having a high CGPA + Positive framing
2nd group	Not having a high CGPA + Negative framing
3rd group	Having a high CGPA + Negative framing
4th group	Having a high CGPA + Positive framing
5th group	Neutral framing

Hypothesis 1

The behavioral intention and behavioral willingness of students of having a high CGPA when they graduate is higher when a framing is given based on the deviant

behavior (1st group and 3rd group) compared to when a framing is given based on the reference group norm behavior (2nd group and 4th group) or with a neutral framing (5th group) regardless of their achievement goal orientation type.

1st group > 2nd group, 3rd group > 4th group, 1st group > 5th group, 3rd group > 5th group

Hypothesis 2

Negative framing based on the deviant behavior (3rd group) is more effective in students in terms of behavioral intention and behavioral willingness of having a high CGPA when they graduate than positive framing based on the deviant behavior (1st group) regardless of their achievement goal orientation type.

3rd group > 1st group

Hypothesis 3

Multiple goal-oriented students have higher behavioral intention and willingness of having high a CGPA when they graduate compared to mastery and performance goal-oriented students regardless of deviance regulation manipulation and framings.

Multiple Goal-Oriented (MGO) > Mastery-Oriented (MO), MGO > Performance-Oriented (PO)

Hypothesis 4

Mastery goal-oriented students have a higher behavioral intention and behavioral willingness of having a high CGPA when they graduate compared to performance goal-oriented students, when the norm is not having a high CGPA and the framing is positive (1st group).

1st group-MO > 1st group-PO

Hypothesis 5

Performance goal-oriented students have a higher behavioral intention and behavioral willingness of having a high CGPA when they graduate compared to

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mastery goal-oriented students, when the norm is having a high CGPA and framing is negative (3rd group).

3rd group-PO > 3rd group-MO

CHAPTER 2

METHOD

2.1. Participants

The participants were students of Middle East Technical University who were either in preparatory class or freshman students; in other words, they were students who did not start their second year of their university education. 889 students started to take the survey, but 550 of them remained and used in the study. The reason for 339 data for exclusion were either completing the survey in a too short or too long time which creates suspicion about the effectiveness of manipulation, leaving the survey without completing it, filling the survey from same IP addresses, giving the same answer for all the questions, choosing other than preparatory or first-year student options for the question about their semester in the university. As demographic information, participants gave their semester details in terms of which semester they finished in METU, and their gender, and age. If they chose their semester data as other the survey terminated automatically. There was 197 preparatory class (36%) and 353 freshman (64%) students. There were 309 female (56%) and 241 male (44%) students in the study. The age range was between 18 and 28. Mean of the student's age was 19.82 ($SD = 1.25$).

2.2. Measures

2.2.1. Identification with the Reference Group

In order to determine the identification level of the participants of their reference group, i.e METU member, participants gave their agreement level on the generated statements " I define myself as a METU member" with five-point Likert type ranging from 1 (strongly disagree) to 5 (strongly agree).

2.2.2. The Importance of the Behavior

Participants answered the question "To what extent it is important for you to have high CGPA (higher than 3.0) when you graduate?" with seven-point Likert type ranging from 1 (not at all important) to 7 (extremely important).

2.2.3. Perceived Norm

Before the norm manipulation, in order to learn about their perceived norm, participants were asked the generated question "Do you agree with the statement that METU graduates have high CGPA (higher than 3.0) with five-point Likert type ranging from 1 (strongly disagree) to 5 (strongly agree). Mean of the perceived norm was 2.21 ($SD = 0.76$).

2.2.4. Norm Manipulation, Message Framing, and Manipulation Check

Participants were randomly divided into five groups as in Table 1 and got generated norm manipulation and message framing. Since the exact norm of the reference group is not known it was created with norm construction sentences and framing with identity-related topics. (See Appendix E for full statements). First and the second group got norm condition as their reference group members have not high CGPA when graduated with its supportive reasons, and right after positive and negative framing, respectively. Third and the fourth group got norm condition as their reference group members have high CGPA when graduated with its supportive reasons, and right after negative and positive message framing, respectively. The fifth group is the control group which read a general passage about METU goals as a university and its basic principles.

Positive framing mentioned the advantages of METU graduates who had high CGPA possess in the area of business, academic and social life. Negative framing mentioned the disadvantages of METU graduates who had not high CGPA counters in the area of business, academic and social life. Adjectives related with identity were added to framing sentences.

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For manipulation check, participants were asked three generated questions such that "What do you think about the probability of METU students to graduate with a high CGPA" as first manipulation check question (MC1) ($M = 3.57$, $SD = 0.93$) with five-points Likert type ranging from 1 (not probable) to 5 (very probable), "What do you think about the percentage of METU students who graduates with a high CGPA?" as second manipulation check question (MC2) ($M = 2.46$, $SD = 0.88$) and "What do you think about the percentage of METU students who graduates from your department with a high CGPA?" as third manipulation check question (MC3) ($M = 2.56$, $SD = 1.19$) with five-points Likert type ranging from 1 to 5 as (0%-20%) and (80%-100%), respectively. Mean of these three questions were used as overall manipulation check ($M = 2.86$, $SD = 0.78$).

In order to have an effective manipulation, the perceived norm determined by manipulation check questions asked after manipulation about METU graduates having a high CGPA should be higher in having a high CGPA norm condition independent from the framing than not having a high CGPA norm condition again independent from the framing coming afterward. (Groups are referenced by Table 1 as 3rd group > 1st group, 3rd group > 2nd group, 3rd group > 5th group, 4th group > 1st group, 4th group > 2nd group, 4th group > 5th group)

2.2.5. Behavioral Intention (BI)

The intention for having a high CGPA was measured with two generated question in the aspects of having intention "I intend to have high CGPA when I graduate", planning to increase the GPA "I am planning to increase my GPA in the following semesters" with seven points Likert type ranging from 1 (strongly disagree) to 7 (strongly agree). Ajzen (2002) suggested more than one item questionnaire for behavior intention measurement in the TPB. Also, the mean of these two question, i.e intention and plan was used as the overall behavioral intention for having a high CGPA throughout the study, as used in other studies (Ajzen, 2002). Behavioral intention for planning was also a measurement for behavioral intention in this study.

2.2.6. Behavioral Willingness (BW)

The behavioral willingness for having a high CGPA was measured with a generated question that "I want to have a high CGPA when I graduate" with seven points Likert type ranging from 1 (definitely true) to 7 (definitely false). While generating the statements willingness (prototype) model was used (Gibbons & Gerrard, 1997). Since its' Likert is reversely asked participants, the scale was recoded and used accordingly.

2.2.7. Achievement Goal Orientations

In order to measure the students' achievement goal orientation, the 2x2 model of Achievement Goal Questionnaire-Revised (AGQ-R) were used as 12 items with five points scale ranging from 1 (strongly disagree) to 5 (strongly agree) (Elliot & Murayama, 2008). This scale contains four sub-orientations that are measured by three statements each. These orientations are mastery-approach, mastery-avoidance, performance-approach, and performance-avoidance. A score based on the mean of the each dimension's items shows the students orientation on that dimension. The biggest mean taken from a dimension categorizes the student on it. If the mean score of dimensions is same, the students will be considered as having multiple goal orientation which is also supported by the literature.

2.3. Procedure

Firstly, a pilot study was conducted among 20 METU freshman students. There were 10 women (50%) and 10 men (50%) students in the study. The age range was between 18 and 24. Mean of the students' age was 19.80 ($SD = 1.70$). Online forms were distributed via a link using social media and collected back the filled ones. They answered the question that "In your opinions what are the adjectives that can be suitable for a METU graduate who has high CGPA and a METU graduate who has not high CGPA?" The aim of this question was to identify the assessments of having a high CGPA and not having a high CGPA on identity which has importance for the DRT, TPB and TRA perspectives, as explained before. Among these adjectives the

most frequently used ones were noted in order to use these in the manipulation framing sentences.

Secondly, AGQ-R scale was translated into Turkish by two people who speak advanced level English and are native speakers of Turkish, and then translated back to English by another person who also knows advanced level English and a native speaker of Turkish in order to see whether there were any differences with the original AGQ-R scale. After correcting the variances between translations, Turkish scale was obtained and used.

In another pilot study with the translated scale was performed with 15 METU freshman students, it was asked of the participants after filling translated AGQ-R scale whether there were items that they could not understand well. There were 9 women (60%) and 6 men (40%) students in the study. The age range was between 19 and 23. Mean of the students' age was 19.47 (SD = 1.50). Online forms were distributed via a link using social media and collected back the filled ones. Items related with mastery-avoidance orientation were rearranged for a precise understanding.

Thirdly, the participants were expected to fill out the survey via a link shared on the social media, by e-mail and at class announcements made by the course assistants. Participants read about the aim of the survey as getting information about METU students' academic success and also giving information to the students about it as well. This given aim is pseudo in order to hide the real goal of the research. The participants were provided to start the study on the principle of voluntariness.

Then, they gave answers to demographic questions such as semester details, gender, and age. Since the identification with the reference group is a very prominent issue in the DRT studies, students were asked whether they define themselves as a METU student. Both for not to make them suspected about the aim of the study and in parallel with the real aim of the study, participants were then asked how much it is important to have high CGPA when they graduate and to what extent they agree with the argument that METU graduates have high CGPA. Besides this, they were asked for their student id number for using the results of this study in another possible

longitudinal study, i.e getting their real CGPA when they graduate and comparing their behavioral intentions and real behaviors in the future.

Participants randomly got norm manipulations and message framing in 5 groups as Table 1. Neutral framing condition (5th group) was used as a control group.

Then, manipulation check was performed by 3 questions. After that, their behavioral intention and willingness of having a high CGPA when they graduate were measured. Lastly, for categorizing them according to their achievement goal orientation, they filled the AGQ-R scale.

In the end, participants were informed about the real aim of the study and the reasons why the real aim of the research was not explained to them.

2.4. Data Analysis Plan

First manipulation checks and factor analysis of AGQ-R scale were performed, then for testing Hypothesis 1 and Hypothesis 2 one-way ANCOVA in scope of the DRT for the whole sample were performed as manipulation was used as independent variable with five levels (See Table 1), and behavioral intention and willingness as dependent variables in all analyses of this study, i.e. three questions taken as dependent variables separately (intend, plan and want) and the mean of the first and second questions (intend and plan) answers as overall behavioral intention. In total, there were four dependent variables. Covariates were identification and importance.

Then, in order to test Hypothesis 3, one-way ANCOVA in scope of the AGO was performed as achievement goal orientation was used as the independent variable with three levels (mastery goal orientation, performance goal orientation, multiple goal orientation) and behavioral intention and willingness as four dependent variables. Covariate variable was importance. In order to equate the sample size of groups, random selection was made after categorization according to the AGO. Lastly, in order to test Hypothesis 4 and Hypothesis 5, two-way ANCOVA was performed as manipulation with five levels and achievement goal orientation with three levels as independent variables and behavioral intention and willingness as four dependent variables. Covariate variables were identification and importance. The reason for

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making both one-way and two-way ANCOVA was to equate the cell numbers. In order to equate the sample size of groups, random selection was made after categorization according to the AGO. The significant results and insignificant but tendencies parallel with the hypotheses were reported with the means plots graphs in the following section.

CHAPTER 3

RESULTS

According to the sequence given in data analysis, results were given in the following sections. Correlations between the variables of this study for the whole sample ($N = 550$) were given in Table 2. The mean and standard deviations of covariates and dependent variables for the whole sample ($N = 550$) for one way ANCOVA in scope of the DRT and randomly selected sample ($N = 290$) for one-way ANCOVA in scope of the AGO and two-way ANCOVA in scope of both DRT and ANCOVA were given in Table 3 and Table 4, respectively.

Table 2. Correlations between the study variables

	Identification	Importance	BI	BI for planning	BW	Overall BI	Manipulation	AGO
Identification	1	,168**	,171**	,188**	,167**	,200**	-,043	-,001
Importance		1	,767**	,554**	,713**	,747**	,020	,121**
BI			1	,603**	,735**	,914**	-,016	,053
BI for planning				1	,548**	,875**	,005	,056
BW					1	,725**	-,062	,113**
Overall BI						1	-,007	,060
Manipulation							1	,055
AGO								1

Note: **$p < .01$

Table 3. Mean and SD of variables for one-way DRT ANCOVA

Variables for N = 550	Identification	Importance	BI	BI for planning	BW	Overall BI
Mean	4.11	5.26	5.54	5.93	6.04	5.74
SD	0.80	1.39	1.48	1.24	1.16	1.22

Table 4. Mean and SD of variables for one-way AGO ANCOVA and two-way ANCOVA

Variables for N = 290	Identification	Importance	BI	BI for planning	BW	Overall BI
Mean	4.10	5.37	5.58	5.99	6.11	5.79
SD	0.83	1.37	1.46	1.24	1.11	1.21

3.1. Manipulation Check

Manipulation checks were made by ANOVA analysis in order to see whether the participants were manipulated about METU graduates having a high CGPA or not high CGPA when they graduated according to norm-setting.

While evaluating the effectiveness of manipulation, mean of these three questions were used as DV. The IV was manipulation type given to the students had five levels. Number of participants in each cell was given in Table 5.

Table 5. Number of participants in each cell in Manipulation Check and One-Way ANCOVA in scope of the DRT

Groups	Number of participants
1st Group (Not having a high CGPA + Positive Framing)	106
2nd Group (Not having a high CGPA + Negative Framing)	106
3rd Group (Having a high CGPA + Negative Framing)	114
4th Group (Having a high CGPA + Positive Framing)	107
5th Group (Neutral Framing)	117
Overall	550

Cronbach alpha of the manipulation check questions was measured as .67 which is smaller than .07; therefore inter-item correlations between the items were examined

as given in Table 6 where all correlations were in between .20 and .40 as recommended (Briggs & Cheek, 1986).

Table 6. Inter-Item correlation matrix

	MC1	MC2	MC3
MC1	1,000	,381	,312
MC2	,381	1,000	,566
MC3	,312	,566	1,000

Using the mean scores of the three manipulation check questions, one-way between-subjects ANOVA showed that there was a statistically significant effect of norm manipulation on perceived norm at using the all questions $F(4,545) = 6.54$, $p < .001$, $\eta^2 p = 0.046$.

Post hoc comparisons using the Tukey HSD test indicated that the mean score for the having a high CGPA negative framing condition (3rd group) ($M = 3.03$, $SD = 0.84$) was significantly higher than not having a high CGPA positive framing condition (1st group) ($M = 2.72$, $SD = 0.74$), $p = .025$, not having a high CGPA negative framing condition (2nd group) ($M = 2.72$, $SD = 0.69$), $p = .025$ and neutral framing condition (5th group) ($M = 2.73$, $SD = 0.75$), $p = .029$. Moreover, the mean score for the high CGPA positive framing condition (4th group) ($M = 3.10$, $SD = 0.82$) was significantly higher than not having a high CGPA positive framing condition (1st group) ($M = 2.72$, $SD = 0.74$), $p = .003$, not having a high CGPA negative framing condition (2nd group) ($M = 2.72$, $SD = 0.69$), $p = .003$ and neutral framing condition (5th group) ($M = 2.73$, $SD = 0.75$), $p = .004$.

According to the overall results for manipulation check questions it was concluded that all cases support the participants were manipulated precisely. The perceived norm about METU graduates having a high CGPA was higher in having a high CGPA norm condition than not having a high CGPA norm condition independent from the framing coming afterward. This manipulation issue was the prominent milestone of this study. Therefore, deviance regulation principles could be taken into consideration effectively for this study.

3.2. Factor Analysis

For AGQ-R, exploratory factor analysis was performed. For the extraction method since data were not normally distributed according to the non-parametric test results, a principal axis factoring was used rather than maximum likelihood. For the rotation method, since we were in the social sciences domain direct oblimin based on eigenvalues for delta=0 was used (Costello & Osborne, 2005). The Kaiser-Meyer Olkin Measure of sampling adequacy was .861 that above the recommended value .6 which shows factor analysis is useful for accumulated data. Bartlett's test of sphericity was significant ($\chi 2$ (66) = 3304,265, $p < .05$). The factor loadings, the cut-off value was taken as .40 (Reise et al., 2000). By looking at the initial eigenvalues, there were three eigenvalues greater than 1, therefore three factors were extracted. At this point, it is clear that scree plot given in Figure 1 and sum of squared loadings on factors were important for determination of the number of factors extracted. Since both of them indicated two factors, in order to see loadings more precisely, the number of factors was inserted as two manually. The original scale includes four factors which are mastery-approach, mastery avoidance, performance-approach, and performance-avoidance. In this study, only two factors were extracted as "mastery" and "performance". As depicted in Table 7 Pattern matrix factor loadings was given. Between 12 items in the scale, 6 items loaded on performance, which was the first factor; while the other 6 items loaded on mastery, which was the second factor. Performance factor's initial eigenvalue was 4.79 and explained the 39.93% variance and range of its communalities after extraction was between .408 and .684. The item with the highest communality value "My goal is to perform better than the other students." On the other hand, mastery factor's initial eigenvalue was 2.36 and explained the 19.71% of the variance and range of its communalities after extraction was between .346 and .496. These two factors were stood for 59.64% of the total variance. The item with the highest communality value was "I am striving to avoid an incomplete understanding of the course material."

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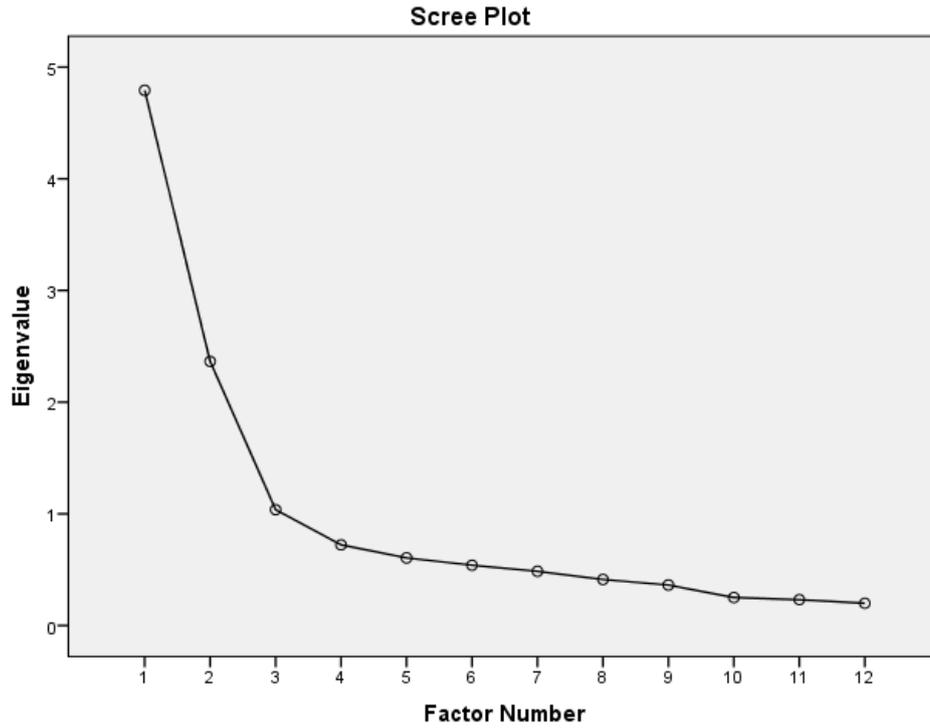
Figure 1. Scree plot

Table 7. Pattern matrix

Nu.	Items	Factors		Communality
		1	2	after
		(Performance)	(Mastery)	extraction
1	My aim is to completely master the material presented in this class.		,567	,346
2	I am striving to do well compared to other students.	,536		,408
3	My goal is to learn as much as possible.		,664	,416
4	My aim is to perform well relative to other students.	,787		,636
5	My aim is to avoid learning less than I possibly could.		,634	,409

Table7. (continued)

Nu.	Items	Factors		Communality
		1	2	after
		(Performance)	(Mastery)	extraction
6	My goal is to avoid performing poorly compared to others.	,831		,669
7	I am striving to understand the content of this course as thoroughly as possible.		,644	,382
8	My goal is to perform better than the other students.	,843		,684
9	My goal is to avoid learning less than it is possible to learn.		,631	,463
10	I am striving to avoid performing worse than others.	,803		,658
11	I am striving to avoid an incomplete understanding of the course material.		,684	,496
12	My aim is to avoid doing worse than other students.	,825		,648

3.3. One-way ANCOVA in Scope of the DRT

A series of one-way between subjects ANCOVA was performed to see whether there are differences between the norm manipulations and framing groups in terms of behavioral intention and willingness of having a high CGPA when they graduate after controlling identification and importance in order to test Hypothesis 1 and Hypothesis 2. Number of participants in each cell was given in Table 5.

A one-way ANCOVA was conducted to determine whether there is a statistically significant difference between manipulations on the first intention question of having a high CGPA, controlling for identification of the students with the reference group and importance of having a high CGPA. It was seen that there was significant effect of manipulation type on the intention of having a high CGPA after controlling the importance ($F(1, 543) = 763,54$, $p < .001$, $\eta^2_p = .584$) of having a high CGPA while the effect of identification was not significant $F(4, 543) = 2.65$, $p = .033$, $\eta^2_p = .019$. Post hoc comparisons using the Bonferroni test indicated that the mean score for the

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high CGPA negative framing condition (3rd group) (M = 5.77, SE = 0.09) was significantly higher than high CGPA positive framing condition (4th group) (M = 5.39, SE = 0.09), p = .028 which supports one of the conditions of Hypothesis 1 (3rd group > 4th group).

A one-way ANCOVA was conducted to determine whether there is a statistically significant difference between manipulations on the behavioral intention for planning of having a high CGPA, which is the second question of behavioral intention, controlling for identification of the students with the reference group and importance of having a high CGPA. It was seen that there was no significant effect of manipulation type on the behavioral intention for planning of having a high CGPA although the effects of identification (F(1, 543) = 6.77, p = .01, η^2_p = .012) and importance (F(1, 543) = 228.16, p < .001, η^2_p = .296) were significant.

A one-way ANCOVA was conducted to determine whether there is a statistically significant difference between manipulations on the behavioral willingness of having a high CGPA, controlling for identification of the students with the reference group and importance of having a high CGPA. There was a marginally significant effect of manipulation on the willing of having a high CGPA after controlling importance (F(1, 543) = 547.76, p < .001, η^2_p = .502), while the effect of identification was not significant F(4, 543) = 2.32, p = .056, η^2_p = .017. Post hoc comparisons using the Bonferroni test indicated that there was no significant difference between the groups although.

A one-way ANCOVA was conducted to determine whether there is a statistically significant difference between manipulations on the mean of overall behavioral intention of having a high CGPA, controlling for identification of the students with the reference group and importance of having a high CGPA. There was significant effect of manipulation on the overall behavioral intention of having a high CGPA after controlling identification (F(1, 543) = 6.39, p = .012, η^2_p = .012) and importance (F(1, 543) = 673.54, p < .001, η^2_p = .554) F(4, 543) = 2.81, p = .025, η^2_p = .020. Post hoc comparisons using the Bonferroni test indicated that the mean score for the high CGPA negative framing condition (3rd group) (M = 5.94, SE = 0.08) was marginally significantly higher than neutral framing condition (5th group) (M = 5.65, SE = 0.07),

p = .053 which supports one of the conditions of Hypothesis 1 (3rd group > 5th group).

Considering all ANCOVA analysis in scope of the DRT, the effect of importance was significant in all analysis showing its power on behavioral intention and willingness. The effect of identification, on the other hand, was significant for behavioral intention for planning and overall intention. The effect of identification was not significant for intention and willingness. Although not statistically significantly, there was a tendency in means plot graphs for intention supporting certain Hypothesis 1 conditions (1st group > 5th group, 3rd group > 5th group) and Hypothesis 2 condition (3rd group > 1st group), for behavioral intention for planning supporting certain Hypothesis 1 condition (3rd group > 4th group, 3rd group > 5th group) and Hypothesis 2 condition (3rd group > 1st group), for willingness supporting some Hypothesis 1 conditions (3rd group > 4th group, 1st group > 5th group) and Hypothesis 2 condition (3rd group > 1st group), for overall intention supporting certain Hypothesis 1 condition (3rd group > 4th group, 1st group > 5th group) and Hypothesis 2 condition (3rd group > 1st group).

3.4. One-way ANCOVA in Scope of the AGO

According to the mean comparison of AGQ-R scale, among 550 participants 361 students were categorized as mastery goal-oriented, 101 students as performance goal-oriented and 88 students as multiple goal-oriented whom mean scores of performance and mastery items were exactly same. In order to have a comparable sample size groups, 101 randomly selection was made between 361 mastery goal-oriented students. Number of participants in each cell was given in Table 8.

Table 8. **Number of participants in each cell in One-Way ANCOVA in scope of the AGO**

Groups	Number of participants
Mastery-Oriented (MO)	101
Performance-Oriented (PO)	101
Multiple Goal-Oriented (MGO)	88
Total number of sample	290

A series of one-way between subjects ANCOVA with 290 students have been performed to see whether there are differences between the achievement goal orientation in terms of behavioral intention and willingness of having a high CGPA when they graduate after controlling importance of having a high CGPA in order to test Hypothesis 3, especially to look the effect of multiple goal adoption on behavioral intention and willingness. There were no significant differences between the achievement goal orientations groups for all dependent variables although the covariate variable, i.e importance effect were significant in all of the analysis showing its power on behavioral intention and willingness, for intention $F(1, 286) = 307.31$, $p < 0.001$, $\eta^2_p = .518$, for behavioral intention for planning $F(1, 286) = 135.29$, $p < 0.001$, $\eta^2_p = .321$, for willingness $F(1, 286) = 286.16$, $p < 0.001$, $\eta^2_p = .500$, for overall intention $F(1, 286) = 311.96$, $p < 0.001$, $\eta^2_p = .522$.

Considering all ANCOVA analysis in scope of the AGO, although not statistically significantly but there was an unexpected tendency in means plot graphs for behavioral intention, behavioral intention for planning and overall intention as MO > PO > MGO, for willingness supporting all conditions of Hypothesis 3 (MGO > MO, MGO > PO) as in order of MGO > PO > MO.

3.5. Two-Way ANCOVA in Scope of the DRT and the AGO

A series of two-way 5x3 ANCOVA was conducted for the 290 students to compare the main effects of manipulation and achievement goal orientation and the interaction effect between manipulation and achievement goal orientation on the behavioral intention and behavioral willingness of having a high CGPA after controlling for

identification of the students with the reference group and importance of having a high CGPA in order to test Hypothesis 4 and Hypothesis 5. Manipulation type included five levels (See Table 1) and achievement goal orientation included three levels as mastery goal-oriented, performance goal-oriented, and multiple goal-oriented. Number of participants in each cell was given in Table 9.

Table 9. Number of participants in each cell in Two-Way ANCOVA in scope of the DRT and the AGO

Groups	Achievement Goal Orientations	Number of participants	
1st Group (Not having a high CGPA + Positive Framing)	Mastery-Oriented (1st group-MO)	24	
	Performance-Oriented (1st group-PO)	20	
	Multiple Goal - Oriented (1st group-MGO)	12	
		Total	56
2nd Group (Not having a high CGPA + Negative Framing)	Mastery-Oriented (2nd group-MO)	13	
	Performance-Oriented (2nd group-PO)	18	
	Multiple Goal-Oriented (2nd group-MGO)	17	
		Total	48
3rd Group (Having a high CGPA + Negative Framing)	Mastery-Oriented (3rd group-MO)	22	
	Performance-Oriented (3rd group-PO)	25	
	Multiple Goal-Oriented (3rd group-MGO)	16	
		Total	63

Table 9. (continued)

Groups	Achievement Goal Orientations	Number of participants		
4th Group (Having a high CGPA + Positive Framing)	Mastery-Oriented (4th group-MO)	19		
	Performance-Oriented (4th group-PO)	14		
	Multiple Goal-Oriented (4th group-MGO)	25		
			Total	58
5th Group (Neutral Framing)	Mastery-Oriented (5th group-MO)	23		
	Performance-Oriented (5th group-PO)	24		
	Multiple Goal-Oriented (5th group-MGO)	28		
			Total	65
			Overall	290

For the measurement of the first, second, third and fourth dependent variable questions, i.e. "I intend to have high CGPA when I graduate", "I am planning to increase my GPA in the following semesters", "I want to have a high CGPA when I graduate" and the mean of the first and second questions as overall behavioral intention, respectively, all effects were statistically not significant except importance, for behavioral intention $F(1, 273) = 283.25$, $p < 0.001$, $\eta^2_p = .509$, for behavioral intention for planning $F(1, 273) = 119.03$, $p < 0.001$, $\eta^2_p = .304$, for willingness $F(1, 273) = 264.32$, $p < 0.001$, $\eta^2_p = .492$ and for overall intention $F(1, 273) = 281.56$, $p < 0.001$, $\eta^2_p = .508$. Levene's test indicated unequal variances for the behavioral willingness $F(14, 275) = 2.13$, $p = .011$. Since the sample sizes were nearly equal, it was acceptable and can be disregarded. The Figure 2, Figure 3, Figure 4, Figure 5 gave the overall tendency for on four dependent variables, i.e behavioral intention,

behavioral intention for planning, behavioral willingness, and overall intention, respectively.

Figure 2. Mean comparisons of behavioral intention of having a high CGPA of students after manipulation by their achievement goal orientations after controlling identification and importance
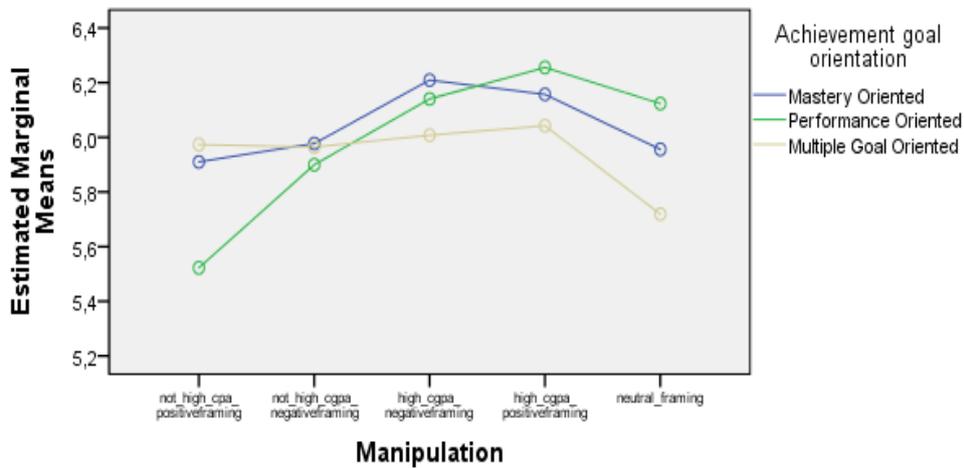
Figure 3. Mean comparisons of behavioral intention for planning of having a high CGPA of students after manipulation by their achievement goal orientations after controlling identification and importance

Figure 4. Mean comparisons of the behavioral willingness of having a high CGPA of students after manipulation by their achievement goal orientations after controlling identification and importance

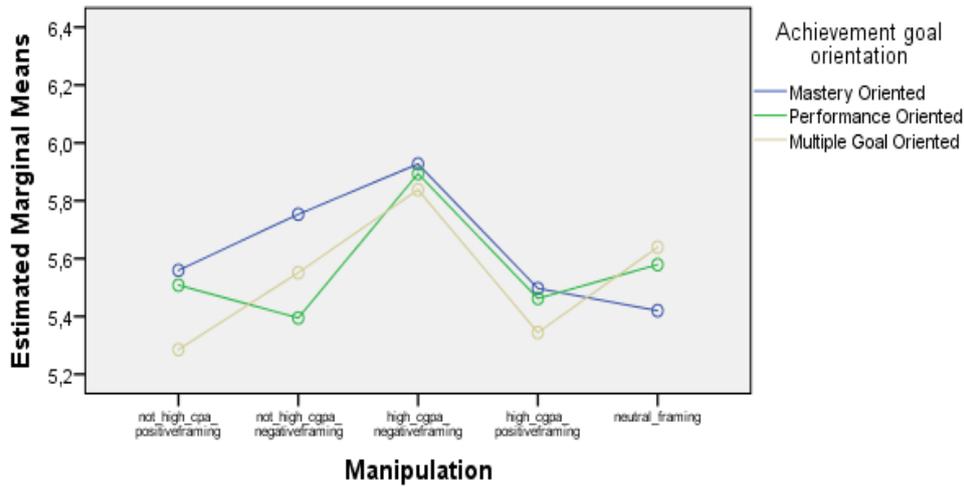**Figure 5. Mean comparisons of overall behavioral intention of having a high CGPA of students after manipulation by their achievement goal orientations after controlling identification and importance**

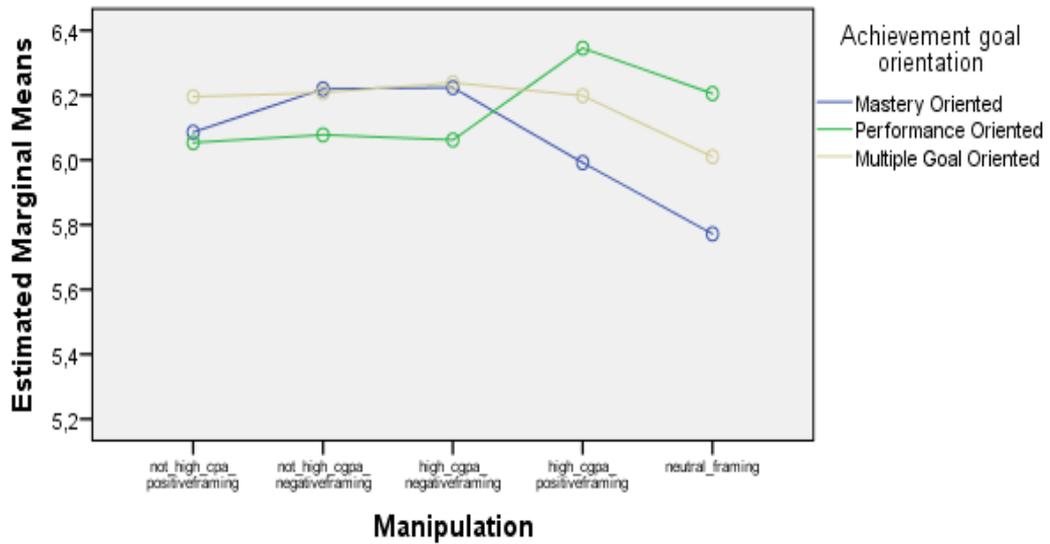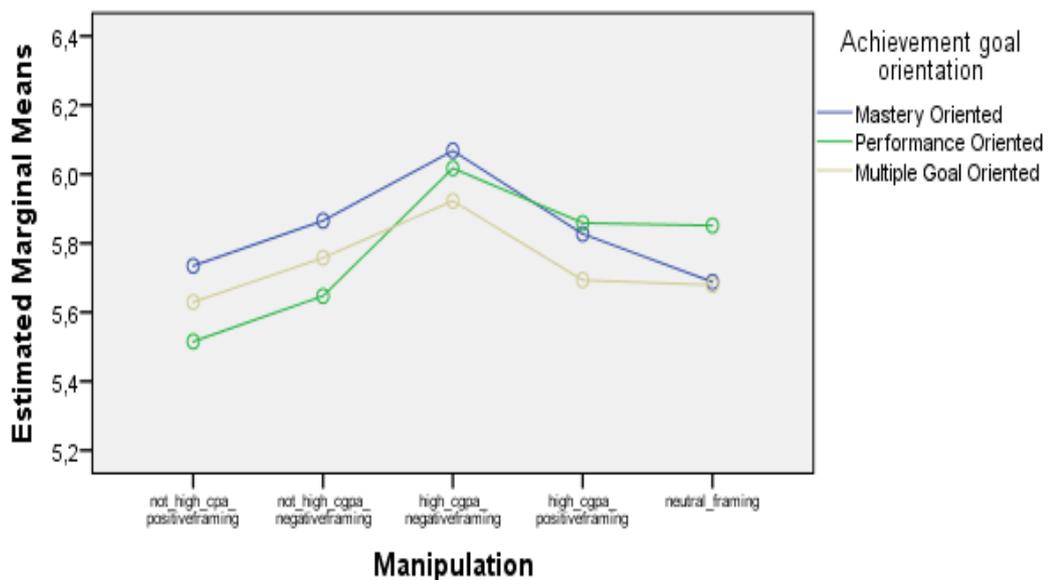Considering all ANCOVA analysis where the covariates were identification and importance in scope of both the DRT and the AGO there was no statistically significant effect of identification, manipulation, achievement goal orientations or

interaction between them. The effect of importance, on the other hand, was significant in all analyses showing its power on behavioral intention and willingness. Although not statistically significant, there was a tendency in means plot for all dependent variables supporting Hypothesis 4 (1st group-MO > 1st group-PO). For behavioral intention and willingness, the means were so near, although. By looking Figure 2, it can be inferred that behavioral intention score of mastery goal-oriented students in the 1st group (1st group-MO) (M = 5.56, SE = 0.21) was so close to performance goal-oriented students in the 1st group (1st group-PO) (M = 5.51, SE = 0.23) suprisingly. By looking Figure 3, it can be inferred that behavioral intention for planning score of mastery goal-oriented students in the 1st group (1st group-MO) (M = 5.91, SE = 0.21) was higher than performance goal-oriented students in the 1st group (1st group-PO) (M = 5.52, SE = 0.23) as expected. By looking Figure 4, it can be inferred that behavioral willigness score of mastery goal-oriented students in the 1st group (1st group-MO) (M = 6.09, SE = 0.16) was so close to performance goal-oriented students in the 1st group (1st group-PO) (M = 6.05, SE = 0.18) suprisingly. By looking Figure 5 it can be inferred overall behavioral intention score of mastery goal-oriented students in the 1st group (1st group-MO) (M = 5.76, SE = 0.17) was higher than performance goal-oriented students in the 1st group (1st group-PO) (M = 5.51, SE = 0.19) as expected.

Interesting results were revealed for Hypothesis 5 (3rd group-PO > 3rd group-MO) such that the means for behavioral intention, behavioral intention for planning, and overall intention were nearly same, but for behavioral willingness the opposite result for Hypothesis 5 was obtained but again in this case the mean scores were so close to each other. By looking Figure 2, it can be inferred that behavioral intention score of performance goal-oriented students in the 3rd group (3rd group-PO) (M = 5.89, SE = 0.21) was so close to mastery goal-oriented students in the 3rd group (3rd group -MO) (M = 5.93, SE = 0.22) suprisingly. By looking Figure 3, it can be inferred that behavioral intention for planning score of performance goal-oriented students in the 3rd group (3rd group -PO) (M = 6.14, SE = 0.21) was so close to mastery goal-oriented students in the 3rd group (3rd group -MO) (M = 6.21, SE = 0.22) suprisingly. By looking Figure 4, it can be inferred that behavioral willigness score of

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performance goal-oriented students in the 3rd group (3rd group -PO) ($M = 6.06$, $SE = 0.16$) was lower than mastery goal-oriented students in the 3rd group (3rd group -PO) ($M = 6.22$, $SE = 0.17$), opposite to Hypothesis 5. By looking Figure 5 it can be inferred that overall behavioral intention score of performance goal-oriented students in the 3rd group (3rd group -PO) ($M = 6.01$, $SE = 0.17$) was so close to mastery goal-oriented students in the 3rd group (1st group-MO) ($M = 6.07$, $SE = 0.19$) surprisingly.

3.6. Exploratory Analysis

Since the effects of covariates were significant predominantly in the analysis, they were taken as IV's and set of one-way and two-way ANOVA analysis was performed on the same DV's. By median split, both identification and importance were divided into three groups as low, moderate, and high. Among 282 people, 94 in each cell were randomly selected to get equal cell sizes. One-way ANOVA with identification yielded significant effects of identification on behavioral intention and willingness in all cases. Post hoc comparisons revealed that highly identified and moderately identified students had higher behavioral intention and willingness, except in behavioral intention for planning case moderately identified students had not higher behavioral intention than lowly identified. For 237 people, one-way ANOVA with importance yielded significant results in all cases on behavioral intention and willingness. Post hoc comparisons revealed that in intention case, students who gave high importance to having a high CGPA had more behavioral intention and willingness than students who gave low and students who gave moderate importance to having a high CGPA had a higher behavioral intention of having a high CGPA than who gave low importance. Also, behavioral intention for planning, willingness, and overall intention cases same there was an additional result which was students who gave high importance to having a high CGPA had higher behavioral intention and willingness than who gave moderate importance. This was not valid for the intention case. For two-way 3x3 ANOVA analysis for 282 people revealed for all cases, the main effect of importance was significant. For all cases students who gave high and moderate importance to have high CGPA had higher behavioral intention and willingness than who gave low importance. Also, in overall intention case, there was an additional result which was students who gave high

importance to have high CGPA had higher behavioral intention than who gave moderate importance. All of these analyses were pieces of evidence that both identification and importance were powerful predictors of behavioral intention and willingness of having a high CGPA in students.

CHAPTER 4

DISCUSSION

4.1. Overview

This study was conducted to investigate the DRT principles in educational context, whether the multiple goal orientation adoption gives higher behavioral intention and willingness for having a high CGPA than performance and mastery orientation adoption and whether the dual motivation, i.e uniqueness striving and abstaining from deviance differentiates according to the achievement goal orientations of students. This is the first study so far that investigates and combines the DRT principles with the AGO. Also, this study is unique for investigating DRT principles in educational context. Using educational context was a risky decision as the DRT is known to work well in health communication context, but educational context is an unexplored area, while more studies are needed to see if the DRT principles work outside of health context. In other words, it is not certain that the DRT principles would be applied for every behavior. The feature of the behavior used with DRT principles is very prominent.

It can be concluded from the results of this study that for behavioral intention and overall behavioral intention for having a high a CGPA, DRT principles worked especially well when the norm is having a high CGPA and the framing was negative, which indicates the powerful effect of negative framing. Results revealed significantly higher behavioral intention of the 3rd group than the 4th group and significantly higher overall behavioral intention of the 3rd group than the 5th group and marginally significantly higher behavioral willingness of the 3rd group than the 5th group. (See Table 1 for 3rd group that contains norm manipulation around deviance and negative framing). Not having a high CGPA norm manipulation and

positive framing (1st group) and having a high CGPA norm manipulation and negative framing (3rd group) contained framing around deviance. That is the reason that it was expected deviance regulation principles work well. These were supportive significant results that the DRT principles worked for the intended encouraging behavior of having a high CGPA.

No specific hypothesis was constructed around the DRT principles with not having a high CGPA norm manipulation and negative framing (2nd group) and having a high CGPA norm manipulation and positive framing (4th group), since there were similarities between the norm construction and framings. The interesting point was that the effect of identification was significant just for two DV's in one-way ANCOVA in scope of DRT, i.e for the behavioral intention for planning and overall intention rather than for all of the DV's as expected. The effect of importance was significant in all analyses which indicate a need for a profound investigation on this importance given to the behavioral consequences. It can be concluded that the importance effects dominate the identification effects in all analyses.

There was a tendency in parallel with Hypothesis 2 as the 3rd group has higher behavioral intention and willingness than 1st group (See Table 1) which indicates that negative framing is more effective than positive framing for the cases in which the norm is manipulated around deviance although this was not statistically significant. It was also proven once more that people are inclined to avoid the negative rather than reaching the positive.

It can be inferred that there is no significant effect of achievement goal orientation adoption type on behavioral intention and willingness independent from the manipulation type based on the analyses made for investigating the effects of achievement goal type adoption on behavioral intention and willingness of having a high CGPA. That said, there was a tendency in parallel with Hypothesis 3 as MGO > PO > MO for behavioral willingness. For other DV's, the reverse order as MO > PO > MGO was observed. At this point, it may be claimed that the manipulation type may affect students' answers on the AGQ-R scale because they have taken the manipulation before filling the AGQ-R scale.

The most exciting idea of this study was whether the dual motivational system in DRT ramifies for behavioral intention and willingness of the students for having a high CGPA when graduated according to achievement goal orientation type they adopt. There was a tendency for supporting the Hypothesis 4 for all DV's, although this was not statistically significant. It can be inferred that when the norm is not having a high CGPA and the framing is positive, mastery goal-oriented students or students who have a growth mindset are more inclined to have higher behavioral intention and willingness of having a high CGPA compared to performance goal-oriented students or students who have a fixed mindset (1st group condition, see Table 1). For the condition when the norm is having a high CGPA and the framing is negative (3rd group condition, see Table 1), no specific result in parallel with the hypothesis can be inferred about performance goal-oriented students or students who have a fixed mindset having higher BI or BW compared to mastery goal-oriented students.

The insignificant results or non-expected tendencies related to Hypothesis 5 may be based on the fact that there were more performance-approach oriented people than performance-avoidance oriented people amongst performance-oriented group according to the factor structure supported by the sample. If this prediction is true, the majority, i.e performance-approach oriented people may take having not a high CGPA norm manipulation as an embraced challenge like mastery goal-oriented people and therefore their behavioral intention and willingness are so close with the mastery-oriented people in the 3rd group. It is known that performance-approach oriented individuals get favorable results in certain conditions like mastery goal-oriented as explained before in the theoretical backgrounds of the AGO. The distribution of performance-approach and performance-avoidance people amongst performance goal-oriented people was unknown.

From the mindset theory perspective, 1st group (See Table 1) norm manipulation, i.e not having a high CGPA may be perceived as a challenge by students who have a growth mindset, i.e mastery goal-oriented. It is understood that people, who have a growth mindset embrace obstacles, welcome the negative situations, search for lessons coming from the challenges and insist on struggling with challenges (Dweck,

2006). The reason for the closeness of means in 1st group condition for behavioral intention and willingness may stem from the fact that people who have growth mindset are not affected by the context. On the other hand, there is a similarity between performance-avoidance oriented people and people who have a fixed mindset rather than performance-approach oriented people. It is known that people who have a fixed mindset give up quickly when they encounter a setback, do not take negative feedbacks which are benefical for them, and feel threatened by the achievement of others (Dweck, 2006). Due to unknown distribution of performance goal-oriented students based on approach and avoidance dimensions, it was not possible to clearly identify and enlighten the results of analysis made for testing Hypothesis 5. This may be enlighted up in a future study in which a sample supports the original AGQ-R scale the 2x2 structure.

Culture is an important factor for both the DRT and the AGO. In scope of DRT, concepts of self and identity were reexamined by Markus and Kitayama (1991) in terms of culture and they argued that in Western cultures self and identity are independent and autonomous and Westerns people sustain their independent identity by looking for differences from the other people. On the other hand, in Eastern cultures, self and identity are interdependent and constructed from the interrelations and Eastern people sustain their interdependent identity by looking for their common ground with other people. They also said that these two concepts' studies are mostly taking part just in the field of Western culture, i.e West Europe, and North America. In scope of these identity and action researches it is argued that Eastern people conform more to the norms due to their motivation of not sticking a negative item to their identity by behaving in a deviant manner, while Western people deviate from the norms due to their motivation of getting a positive identity by behaving in a deviant manner (Bond & Smith, 1996; Burns & Brady, 1992; Kim & Markus, 1999). Therefore, Western people reach more to the positively framed messages while Eastern people react more to negatively framed message (Aaker & Lee, 2001; Lee et al., 2000).

Cross-cultural studies (Heine & Lehman, 1995; Markus & Kitayama, 1991; Miller, 1984; Moghaddam, Taylor, & Wright, 1993; Shweder & Sullivan, 1993; Triandis,

1989) argue that there exists an interaction between social context and definition of the self. On the contrary, the DRT says that apart from the culture, the definition of the self and social context can be gauged separately with three assumptions, i.e distal effects can be eliminated when the individual makes proximal behavioral decisions, people make their choices considering deviance independent from the social context, people's actions can be changed by the social contexts by changing the social consideration around deviance (Blanton & Christie, 2003).

In scope of the AGO, competence-related words are associated with different things in different cultures (Li, 2003; Maehr & Nicholls, 1980) which can be considered as the reason for the cross-culture differences in studies. Since all people have endeavored for competence, achievement goals are universal despite its uniqueness within each culture (Li, 2003; Sheldon, Elliot, Kim, & Kasser, 2001; Van de Vliert & Janssen, 2002). Findings report that Eastern cultures such as China, Japan, South Korea are more directed into groups and social structures (Chang, Wong, & Teo, 2000), avoidance (Eaton & Dembo, 1997; Elliot et al., 2001), compulsion and liability (Fuligni, Tseng, & Lam, 1999) compared to Western cultures such as Canada, United States, and Western Europe.

The Hypothesis 2 of this study was constructed as taken the sample from an Eastern culture. Despite the fact that the DRT explicated that deviance regulation is made considering contextual framework rather than cultural context, people in the East are socialized by considering the norm regarding their behavior that might affect their identity in a bad way (Blanton & Christie, 2003). Therefore, as the study's results support, when the norm is having a high CGPA and the framing is negative (3rd group) Eastern people show more abstaining from deviant behavior.

Supporting the Hypothesis 4, there was a tendency that performance goal-oriented people's behavioral intention and willingness scores were higher than mastery goal-oriented people, although this was not statistically significant. The non-significant results may be due to the boundary conditions of the DRT being non-generalizable outside the Western countries. Also, it should be noted that 66% of the sample of this

study are mastery-oriented or have growth mindset which was not expected for an Eastern society.

In the scope of this study, since the hypotheses are grounded basically on reference group norm, it is enough to know whether participants use interpersonal standard or intrapersonal standard for performing a behavior. In other words, there is no importance of the differentiation of the task and the self as defined in the 3x2 model. Knowing whether the subjects adopt mastery, performance or multiple goal orientation was enough for testing the hypotheses of this study. Also, for preperatory school and freshman university students, having a high CGPA when they graduate is a long-term goal, which may not be convenient for taking as a task-based absolute standard in the scope of the 3x2 model. Due to these, 2x2 AGQ-R scale was used in order to categorize students according to their achievement goal orientations. Although the 2x2 AGQ-R scale was adapted into Turkish by Arslan and Akın (2015), with the aim of using it onto a different sample, a self-translated one was preferred. Also, it is reported in the article that the internal consistency of the scale may be low due to cultural differences as a discussion point (Arslan & Akın, 2015). This was the main reason for trying a new self-translated scale rather than using Arslan and Akın's scale.

Blanton and Christie (2003) predict one of the boundary conditions of the DRT as the situations where the individual is resistant to change. The frequency statistics revealed that 96% of the students did not have a perceived norm of METU students having a CGPA when they graduate. Subjects were asked the question "Do you agree with the statement that METU graduates have a high CGPA (higher than 3.0)" with five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The answers were distributed between strongly disagree, disagree or neither agree nor disagree, which was highly supportive for the manipulation check results. This measurement was intended to be used to check whether the participants have strict, unchangeable thoughts about the norm and their openness for manipulation. Preperatory class and freshman students were used in this study since they are assumed to be young enough to not form a norm around having a high GCPA, which was proven to be a good choice. Perceived norm asked of the participants would

have been used as a covariate in the study if the students were not manipulated effectively. Since manipulation check results revealed that the manipulation was successful; there was no need to use the perceived norm variable as a covariate throughout the whole entire analysis.

To avoid resistance to manipulation, special attention was paid to the norm manipulation and framing texts and framing was done using objective sentences. This ensured that the students do not feel like they are being manipulated, and react to this perceived manipulation.

While framing the sentences, pilot study results were used by asking to METU freshman students directly to write down adjectives suitable for graduates with a high CGPA and graduates with low CGPA. This was done to prevent possible contradiction between what students think of having a high CGPA and the norm manipulation and framing sentences.

4.2. Applications and Contributions

The results supported having a high CGPA was a suitable behavior in order to apply the DRT principles which are outside of the health communication context. One of the useful aspects of the DRT is its practical side. So by being aware of the achievement goal orientation of a student and, picking the suitable DRT framing, this student can be directed to perform an intended behavior. This especially applies to mastery goal-oriented students in which there was a tendency in parallel with Hypothesis 4. In the educational context, this strategy may be used for motivating students, success, and failure related encouragement etc.

This study also has an importance for investigating the favorable consequences of multiple goal adoption. In the studies' results, there was a tendency of having a higher behavioral willingness for multiple goal-oriented students than performance or mastery goal-oriented ones. Even though the analysis' results were not significant; there was a supportive trend for behavioral willingness which promotes the beneficial consequences of having multiple goals rather than just one mastery or performance goal. According to these inferences, it is advisable to all future

achievement goal studies that multiple goal adoption should not be eliminated and evaluations should be included.

4.3. Limitations and Future Studies

There were some limitations of this study. Since having a high CGPA is always a good thing and it is holding a high social desirability value, this might have created a biad for behavioral intention and willingness questions that they were all answered towards high points. It is straightforward to say that everyone wants to have a high CGPA when they graduate. In a future study, current GPA of the students may be asked and used as a covariate. Besides, the real behavior measurement was not possible for this study; the dependent variables were proximals of behavior itself.

Another limitation is that the measurements were based upon self-report, so they were not implicit. This may have affected the results.

Moreover, having a high CGPA might have been evaluated by the students as a selection between various courses of action during answering DV's questions since it is the result of a long-term cumulative endeavor throughout the college life. It may not be considered as a choice that should be made between the normative or deviant one for students given their current semester.

There may also be cases where students think that a high CGPA is not important for their academic, business and social life. At this point, the extent of the importance of having a high CGPA was asked to the participants and the answers gave expected powerful results.

The manipulation check was made after the norm manipulation and message framing rather than in between them. This might have caused problems due to possible framing effects on manipulation. Fortunately, manipulation check results showed that manipulation was effective. This manipulation issue is one of the landmarks of the DRT studies.

A longitudinal study may be performed in a couple of years later when the subjects of this study graduate. Since 20% of the participants gave their student identification

number, their real behaviors, i.e their real CGPA can be obtained and results can be compared with this study's results. This would be advantageous in terms of measuring the real behavior which is highly desirable compared to measuring proximals of the behavior which were in this study behavioral intention and willingness. As time passes, the predictive power of behavioral intention to measure the behavior itself decreases (Sheeran & Orbell, 1998). A longitudinal study would also help to see whether this is also valid for this study and examining the long-term and short-term effects of framing.

The most important part about the results was the power of covariate variables, especially the importance. A special exploratory analysis was made for this. In a future study, the number of questions for these measurements may be increased for a more precise setting, rather than just including them in the analysis as covariates. For example, in addition to the question "To what extent having a high CGPA is important for you, a question regarding the importance can be asked such as "Why having a high CGPA is important for you?".

In addition to this, questions like "How being a METU member makes you feel?" yields to known identification clues about uniqueness motives and group inclusion motives and the one that dominates the person mostly. These would also increase the reliability of the measurements of importance and identification.

A pilot study might have been performed in order to learn identity-related results of having a high CGPA or not having a high CGPA for the sample used. This identity concern is the prerequisite for the DRT studies.

In another study, 2nd and the 4th group results may be enlightened up. (See Table 1) For the 2nd group, results gave higher behavioral intention and willingness of having a high CGPA for mastery goal-oriented students. This may stem from the negative framing effect on the performance goal-oriented students, but the real reasons may be examined. For the 4th group, no consistent results obtained for AGO's among DV's. Since they were not in scope of the DRT, they were not specifically hypothesized in this study. For the 3rd group, the mean of intention and willingness was the highest among other groups. This may stem from negative framing and culture effect or their

interactions and give rise the thought and feeling of horror of social exclusion in people during university life and after in academic, social and business life. It can also be related with the tendency for looking for the similarities rather than showing uniqueness for Eastern people.

Using the valence dimension of achievement goals, i.e approach and avoidance would have affected the interpretation of the results in terms of the interaction of approach and avoidance dimensions with the definitions of achievement goals, if the factor analysis resulted in four factors as suggested in the original scale. If so, it could have been claimed that results come from testing Hypothesis 4 might have been valid more for mastery-approach oriented students rather than mastery-avoidance oriented students. In a similar vein, results come from testing Hypothesis 5 might have been valid more for performance-avoidance oriented students rather performance-approach oriented students. It may also be claimed that negative framing affects performance-avoidance oriented people or people who have a fixed mindset more than performance-approach oriented people. In a similar vein, positive framing affects mastery-approach oriented people more than mastery-avoidance oriented ones. This study did not infer from the results where valence dimension dominates and affects the result more.

It would also be intriguing to see what happens to behavioral intention and willingness when approach and avoidance dimensions interact. An additional study including these dimensions would especially be beneficial for literature to interpret the results around mastery-avoidance dimensions, which is considered in the literature as a black box among all orientations.

Most interestingly, results coming from the effects of adopting combinations of multiple goal orientation not just in terms of mastery-performance ramification but also in terms of approach-avoidance ramification on behavioral intention and willingness of having a high CGPA would result in a more precise interpretation of the results. A future study may be performed with a different sample which supports the four factors structure.

As the DRT suggests about sustaining the collective identities (Blanton & Christie, 2003), a future study with students from other universities can be performed to compare with the results of METU.

Another study may be conducted focusing on the self-esteem side of deviance regulation in terms of achievement goal. Subject's self-esteem levels may also be measured and see if they play a moderator role in terms of behavioral intention and willingness. As we know from the DRT principles that when the norm is desired and required, the self-esteem is high when there is no negative self-views, while when the norm is desired but not required, the self-esteem is high when there is positive self-view (Blanton & Christie, 2003).

Beside these, in order to see whether the DRT will work with role models, i.e identification rather than group identification should be examined. For instance, framing could be performed on a famous person graduated from METU with a high or low CGPA and its reflections on this ideal role model life.

For performance goal-oriented people, it is stated in the literature that they have interpersonal standards. The effect of the identification level with these people on the goal adoption type may also be examined.

Radically, when the norm is desired and required and the framing is negative, which is the 3rd group condition in this study, people may feel relative deprivation. This might also be an interesting study. All in all, the applications of DRT should be considered in studies related to achievement goal orientations for encouraging a behavior.

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APPENDICES

A: Ethical Permission

Sayı: 28620816 / 346

07 HAZİRAN 2017

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç. Dr. Türker ÖZKAN ;

Danışmanlığını yaptığınız yüksek lisans öğrencisi Yıldız BURCU ÖZUZUN' un *"ODTÜ hazırlık ve 1. Sınıf öğrencilerinin yüksek kümülatif ortalamaya sahip olmadaki davranışsal niyetlerinin başarı hedef yönelimlerine göre incelenmesi"* başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay **2017-SOS-107** protokol numarası ile **07.06.2017 – 30.12.2017** tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Ş. Halil TURAN
Başkan V

Prof. Dr. Ayhan SOL
Üye

Prof. Dr. Ayhan Gürbüz DEMİR
Üye

Doç. Dr. Yaşar KONDAKÇI
Üye

Doç. Dr. Zana ÇITAK
Üye

BULUNAMADI

Yrd. Doç. Dr. Pınar KAYGAN
Üye

Yrd. Doç. Dr. Emre SELÇUK
Üye

B: Informed Consent Form

Bu çalışma ODTÜ Psikoloji Bölümü öğretim üyelerinden Doç. Dr Türker Özkan ve öğrencisi Yıldız Burcu Özuzun tarafından yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Bu çalışmanın amacı ODTÜ'deki öğrencilerin akademik başarıları ile ilgili birtakım bilgiler toplayıp, bir yandan da siz katılımcılara konuyla ilgili bilgiler sunmaktır.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırma online veri toplama sistemi üzerinden gerçekleştirilecektir. Çalışmada ortalama 5 dakika sürecek bir takım soruları cevaplamanız istenecektir.

Katılımınızla ilgili bilmeniz gerekenler:

Bu çalışmaya katılmak tamamen gönüllülük esasına dayalıdır. Herhangi bir yaptırıma veya cezaya maruz kalmadan çalışmaya katılmayı reddedebilir veya çalışmayı bırakabilirsiniz. Araştırma esnasında cevap vermek istemediğiniz sorular olursa boş bırakabilirsiniz. Araştırmaya katılanlardan toplanan veriler tamamen gizli tutulacak, veriler ve kimlik bilgileri herhangi bir şekilde eşleştirilmeyecektir. Toplanan verilere sadece araştırmacılar ulaşabilecektir. Bu araştırmanın sonuçları bilimsel ve profesyonel yayınlarda veya eğitim amaçlı kullanılabilir, fakat katılımcıların kimliği gizli tutulacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Çalışmayla ilgili soru ve yorumlarınızı araştırmacıya yburcuatilgan@gmail.com adresinden iletebilirsiniz.

Q1 Yukarıda yazılanları onaylıyorsanız aşağıdaki kutucuğu işaretleyiniz.

○ Gönüllü katılım formunu okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

C: Demographic Information Form

Q2 ODTÜ'de en son tamamlamış olduğunuz sınıf/dönem bilgisini belirtiniz (yaz okulunda okuyorsanız uygun seçeneği işaretleyiniz)

◯ Hazırlık 1.dönem (1)

◯ Hazırlık 2.dönem (2)

◯ 1.sınıf 1.dönem (3)

◯ 1.sınıf 2.dönem (4)

◯ Yaz okulu hazırlık (5)

◯ Yaz okulu 1.sınıf (6)

◯ Diğer (7)

Q3 Cinsiyetiniz

◯ Kadın (1)

◯ Erkek (2)

Q4 Yaşınız

_____

D: Measurements of Identification, Importance and Perceived Norm

Q5 Aşağıdaki soruda size en uygun olan cevabı işaretleyiniz.

	Kesinlikle katılmıyorum (1)	Katılmıyorum (2)	Ne katılıyorum ne katılmıyorum (3)	Katılıyorum (4)	Kesinlikle katılıyorum (5)
Kendimi bir ODTÜ'lü olarak tanımlıyorum.	○	○	○	○	○

Q6 Aşağıdaki soruda size en uygun olan cevabı işaretleyiniz.

	Hiç önemli değil (1)	Çok az öneme sahip (2)	Biraz önemli (3)	Nötr (4)	Ortalama öneme sahip (5)	Çok önemli (6)	Aşırı derecede önemli (7)
Mezun olduğunuzda yüksek ortalamaya (3.0 üzerinde bir ortalama) sahip olmak sizin için ne derece önemlidir?	○	○	○	○	○	○	○

Q7 Aşağıdaki soruda size en uygun olan cevabı işaretleyiniz.

	Kesinlikle katılmıyorum (1)	Katılmıyorum (2)	Ne katılıyorum ne katılmıyorum (3)	Katılıyorum (4)	Kesinlikle katılıyorum (5)
ODTÜ'den mezun olan öğrenciler yüksek ortalamaya (3.0 üzerinde bir ortalama) sahiptir argümanına katılıyor musunuz?	○	○	○	○	○

Q8 Araştırma sonuçlarının ileride gerçekleşecek bir çalışmada da kullanılmasını destekliyorsanız size ulaşabilmemiz için öğrenci numaranızı belirtebilirsiniz. (zorunlu değil)

_____

English versions of manipulations were attached just below of each manipulation.

Q9 Şimdi lütfen ODTÜ'deki akademik hayata yönelik aşağıda verilmiş olan bilgileri dikkatlice okuyunuz.

Grup 1 (yüksek bir ortalamaya sahip olamama normu + pozitif çerçeveleme, yani SDT ile paralel olarak çerçevelemenin sapkın davranış üzerinden yapıldığı grup):

ODTÜ öğrencileri genellikle yüksek ortalamaya sahip olmamalarıyla (3.0'ın aşağısında bir ortalama) tanınırlar. ODTÜ sosyal olanaklar açısından çok gelişmiş bir üniversite olduğundan bir çok ODTÜ öğrencisi ders çalışmaya zaman bulamamaktadır ve vaktinin çoğunu toplulukların etkinliklerine katılım sağlayarak ve kampüs içerisindeki sosyal imkanları değerlendirerek geçirmektedirler. Bu durumun öğrencilerin yüksek ortalama yapamamalarına sebep olduğu bilinmektedir.

Diğer yandan, ODTÜ Mezunları Derneği'nin yürütmüş olduğu bir araştırmaya göre; ODTÜ'den yüksek ortalamayla mezun olmak ise bu kişilerin iş, akademik ve sosyal hayatta sıyrılmalarını sağlamaktadır. İş hayatında, insan kaynakları departmanlarının işe alım sürecinde yüksek ortalamalı adaylara öncelik verdiği bilinmektedir. Akademik hayatta, mezun olduktan sonra kariyerlerini yüksek lisans yapma yönünde yönlendirecek olan mezunlar için 3.0 üzerindeki bir ortalama bir çok prestijli okulun ve öğrenim burslarının kapılarını açmaktadır. Sosyal hayatta ise; yüksek ortalamaya sahip ODTÜ mezunları çalışkan, zeki, disiplinli, sistemli ve planlı bireyler olarak değerlendirilmektedir.

Group 1 (not having a high CGPA norm manipulation + positive framing, i.e in which framing based upon the deviant behavior in line with DRT principles):

METU students are known for not having high cumulative grade point average (CGPA) (below 3.0). Since METU is a well-facilitated university in terms of social groups, lots of METU students find it hard to carve out to study and spend their times attending the activities in student clubs and societies and making use of social facilities. It is known that this situation yields to not making a high CGPA for students.

On the other hand, according to a research performed by METU Alumni Association, graduating from METU with high CGPA yields to advantages for these people's work, academic and social life. In work life, it is known that during the recruitment

process, human resources (HR) department gives priority to candidates with high CGPA. In academic life, having a CGPA higher than 3.0 opens the door to many prestigious schools and scholarships for graduates who will pursue their career making on a graduate degree. In social life, METU graduates with a high CGPA are considered as hardworking, intelligent, disciplined, systematic individual who is especially good at time management.

Q10 Şimdi lütfen ODTÜ'deki akademik hayata yönelik aşağıda verilmiş olan bilgileri dikkatlice okuyunuz.

 Grup 2 (yüksek bir ortalamaya sahip olamama normu + negatif çerçeveleme)

ODTÜ öğrencileri genellikle yüksek ortalamaya sahip olmamalarıyla (3.0'ın aşağısında bir ortalama) tanınırlar. ODTÜ sosyal olanaklar açısından çok gelişmiş bir üniversite olduğundan bir çok ODTÜ öğrencisi ders çalışmaya zaman bulamamaktadır ve vaktinin çoğunu toplulukların etkinliklerine katılım sağlayarak ve kampüs içerisindeki sosyal imkanları değerlendirerek geçirmektedirler. Bu durumun öğrencilerin yüksek ortalama yapamamalarına sebep olduğu bilinmektedir.

Bu kapsamda, ODTÜ Mezunları Derneği'nin yürütmüş olduğu bir araştırmaya göre; ODTÜ'den yüksek ortalamayla mezun olamayan bu kişiler iş, akademik ve sosyal hayatta çok sayıda dezavantajlı durumla karşı karşıya kalmaktadırlar. İş hayatında, insan kaynakları departmanlarının işe alım sürecinde yüksek ortalamalı olmayan adaylara öncelik vermediği bilinen bir gerçektir. Akademik hayatta, mezun olduktan sonra kariyerlerini yüksek lisans yapma yönünde yönlendirecek olan mezunlar için 3.0'ın üzerinde bir ortalamaya sahip olamamak bir çok prestijli okulun ve öğrenim burslarının kapılarını kapamaktadır. Sosyal hayatta ise, yüksek ortalamaya sahip olamayan ODTÜ mezunları umursamaz, tembel ve sorumsuz bireyler olarak değerlendirilmektedir.

Group 2 (not having a high CGPA norm manipulation + negative framing):

METU students are known for not having high cumulative grade point average (CGPA) (below 3.0). Since METU is a well-facilitated university in terms of social groups, lots of METU students find it hard to carve out to study and spend their times attending the activities in student clubs and societies and making use of social facilities. It is known that this situation yields to not making a high CGPA for students.

According to a research performed by METU Alumni Association within this context, people who can not graduate from METU with high CGPA encounter many disadvantageous situations in work, academic and social life. In working life, it is known that during the recruitment process human resources (HR) department do not give priority to candidates who have not high CGPA. In academic life not having a

CGPA higher than 3.0 closes the door to many prestigious schools and scholarships, for graduates who will pursue their career making on a graduate degree. In social life, METU graduates with not a high CGPA are considered as reckless, lazy, and irresponsible.

Q11 Şimdi lütfen ODTÜ'deki akademik hayata yönelik aşağıda verilmiş olan bilgileri dikkatlice okuyunuz.

Grup 3 (yüksek bir ortalamaya sahip olma normu + negatif çerçeveleme, yani SDT ile paralel olarak çerçevelemenin sapkın davranış üzerinden yapıldığı grup):

ODTÜ öğrencileri genellikle yüksek ortalamaya (3.0'ın üzerinde bir ortalama) sahip olmalarıyla tanınırlar. ODTÜ sosyal olanaklar açısından çok gelişmiş bir üniversite olduğundan bir çok ODTÜ öğrencisi vakitlerini ders çalışmanın yanında toplulukların etkinliklerine katılım sağlayarak ve kampüs içerisindeki sosyal imkanları değerlendirerek geçirmektedirler. Böylelikle, vakitlerini verimli bir şekilde değerlendirmeyi öğrenmektedirler. Vakti verimli kullanabilme becerisi, öğrencilerin yüksek ortalamaya sahip olma sebeplerinin başında gelmektedir.

Diğer yandan, ODTÜ Mezunları Derneği'nin yürütmüş olduğu bir araştırmaya göre; ODTÜ'den yüksek ortalamayla mezun olamayan kişiler ise; iş, akademik ve sosyal hayatta çok sayıda dezavantajlı durumla karşı karşıya kalmaktadırlar. İş hayatında, insan kaynakları departmanlarının işe alım sürecinde yüksek ortalamalı olmayan adaylara öncelik vermediği bilinen bir gerçektir. Akademik hayatta, mezun olduktan sonra kariyerlerini yüksek lisans yapma yönünde yönlendirecek olan mezunlar için 3.0 üzerindeki bir ortalamaya sahip olamamak bir çok prestijli okulun ve öğrenim burslarının kapılarını kapamaktadır. Sosyal hayatta ise, yüksek ortalamaya sahip olamayan ODTÜ mezunları umursamaz, tembel ve sorumsuz bireyler olarak değerlendirilmektedir.

Group 3 (in which having a high CGPA norm manipulation + negative framing, i.e framing based upon the deviant behavior in line with DRT principles):

METU students are known for having high cumulative grade point average (CGPA) (below 3.0). Since METU is a well-facilitated university in terms of social groups, lots of METU students spend their times besides studying by attending to the the activities of student clubs and societies and making use of social facilities. Hereby, they learn how to use their time efficiently. Ability of using time efficiently comes at the foremost reasons for having a high CGPA.

On the other hand, according to a research performed by METU Alumni Association within this context, people who can not graduate from METU with high CGPA encounter many disadvantageous situations in work, academic and social life.

In working life, it is known that during the recruitment process human resources (HR) department do not give priority to candidates who have not high CGPA. In academic life not having a CGPA higher than 3.0 closes the door to many prestigious schools and scholarships, for graduates who will pursue their career making on a graduate degree. In social life, METU graduates with not a high CGPA are considered as reckless, lazy, and irresponsible.

Q12 Şimdi lütfen ODTÜ'deki akademik hayata yönelik aşağıda verilmiş olan bilgileri dikkatlice okuyunuz.

Grup 4 (yüksek bir ortalamaya sahip olma normu + pozitif çerçeveleme, yani SDT ile paralel olarak çerçevelemenin sapkın davranış üzerinden yapıldığı grup):

ODTÜ öğrencileri genellikle yüksek ortalamaya (3.0'ın üzerinde bir ortalama) sahip olmalarıyla tanınırlar. ODTÜ sosyal olanaklar açısından çok gelişmiş bir üniversite olduğundan bir çok ODTÜ öğrencisi vakitlerini ders çalışmanın yanında toplulukların etkinliklerine katılım sağlayarak ve kampüs içerisindeki sosyal imkanları değerlendirerek geçirmektedirler. Böylelikle, vakitlerini verimli bir şekilde değerlendirmeyi öğrenmektedirler. Vakti verimli kullanabilme becerisi, öğrencilerin yüksek ortalamaya sahip olma sebeplerinin başında gelmektedir.

Bu kapsamda, ODTÜ Mezunları Derneği'nin yürütmüş olduğu bir araştırmaya göre; ODTÜ'den yüksek ortalamayla mezun olmak; bu kişilerin iş, akademik ve sosyal hayatta sıyrılmalarını sağlamaktadır. İş hayatında, insan kaynakları departmanlarının işe alım sürecinde yüksek ortalamalı adaylara öncelik verdiği bilinmektedir. Akademik hayatta, mezun olduktan sonra kariyerlerini yüksek lisans yapma yönünde yönlendirecek olan mezunlar için 3.0 üzerindeki bir ortalama bir çok prestijli okulun ve öğrenim burslarının kapılarını açmaktadır. Sosyal hayatta ise; yüksek ortalamaya sahip ODTÜ mezunları çalışkan, zeki, disiplinli, sistemli ve planlı bireyler olarak değerlendirilmektedir.

Group 4 (having a high CGPA norm manipulation + positive framing):

METU students are known for having high cumulative grade point average (CGPA) (below 3.0). Since METU is a well-facilitated university in terms of social groups, lots of METU students spend their times besides studying by attending to the the activities of student clubs and societies and making use of social facilities. Hereby, they learn how to use their time efficiently. Ability of using time efficiently comes at the foremost reasons for having a high CGPA.

According to a research performed by METU Alumni Association, graduating from METU with high CGPA yields to advantages for these people's work, academic and social life. In work life, it is known that during the recruitment process, human resources (HR) department gives priority to candidates with high CGPA. In

academic life, having a CGPA higher than 3.0 opens the door to many prestigious schools and scholarships for graduates who will pursue their career on making a graduate degree. In social life, METU graduates with a high CGPA are considered as hardworking, intelligent, disciplined, systematic individual who is especially good at time management.

Q13 Şimdi lütfen ODTÜ'deki akademik hayata yönelik aşağıda verilmiş olan bilgileri dikkatlice okuyunuz.

Grup 5 (nötr çerçeveleme)

Orta Doğu Teknik Üniversitesi, öğretim, araştırma ve toplum hizmetleri etkinliklerini evrensel standartlarda yürüterek, toplumumuzun ve insanlığın sosyal, kültürel, ekonomik, bilimsel ve teknolojik gelişimi için bilgiye ulaşmayı, üretmeyi, bilgiyi uygulamayı, yaymayı ve bu bilgilerle donatılmış bireyler yetiştirmeyi amaç edinmiş bir üniversitedir. Temel ilkeleri; bilimsel yaklaşım, akademik özgürlük, disiplinler arası yaklaşım, yaşam boyu eğitim, nitelikli insan yetiştirme, öğrenciye destek, toplumla iletişim ve katılımcı yönetimdir. (Kaynak :http://www.metu.edu.tr/tr/genel-bilgiler)

Group 5 (neutral framing, i.e control group)

Middle East Technical University is a university which aims reaching, producing, applying and distibuting information and cultivating individuals surrounded with this information for the social, cultural, economical, scientific and technological development of our society and mankind by carrying out instruction, research and social work activities in global standards.

Q14 Aşağıdaki soruda size en uygun olan cevabı işaretleyiniz.

	Mümkün değil (1)	Biraz olası değil (2)	Nötr (3)	Biraz olası (4)	Oldukça yüksek (5)
Sizce ODTÜ öğrencilerinin yüksek ortalamayla mezun olma olasılıkları ne kadardır?	○	○	○	○	○

Q15 Aşağıdaki sorularda size en uygun olan cevabı işaretleyiniz.

	0%-20% (1)	20%-40% (2)	40%-60% (3)	60%-80% (4)	80%-100% (5)
Sizce ODTÜ öğrencilerinin yüzde kaçı yüksek ortalamayla (3.0 üzerinde bir ortalama) mezun olmaktadır?	○	○	○	○	○

Q16 Aşağıdaki sorularda size en uygun olan cevabı işaretleyiniz.

	0%-20% (1)	20%-40% (2)	40%-60% (3)	60%-80% (4)	80%-100% (5)
Sizce sizin bölümünüzden mezun ODTÜ öğrencilerinin yüzde kaçı yüksek ortalamayla (3.0 üzerinde bir ortalama) mezun olmaktadır?	○	○	○	○	○

F: Behavioral Intention Measurement

Q17 Aşağıdaki sorularda size en uygun olan cevabı işaretleyiniz.

	Kesinlikle katılmı yorum (1)	Katılmı yorum (2)	Biraz katılmı yorum (3)	Ne katılıyorum ne katılmı yorum (4)	Biraz katılı yorum (5)	Katılı yorum (6)	Kesinlikle katılı yorum (7)
Mezun olduğumda yüksek ortalamaya sahip olma niyetim var.	○	○	○	○	○	○	○

Q18 Aşağıdaki sorularda size en uygun olan cevabı işaretleyiniz.

	Kesin likle katılmı yorum (1)	Katılmı yorum (2)	Biraz katılmı yorum (3)	Ne katılıyorum ne katılmı yorum (4)	Biraz katılı yorum (5)	Katılıyor um (6)	Kesinlikle katılı yorum (7)
Önümüzdeki dönemler için ortalamamı yükseltmeyi planlıyorum.	○	○	○	○	○	○	○

G: Behavioral Willingness Measurement

Q19 Aşağıdaki sorularda size en uygun olan cevabı işaretleyiniz.

	Kesinlikle doğru (1)	Doğru (2)	Kısmen doğru (3)	Ne doğru ne yanlış (4)	Kısmen yanlış (5)	Yanlış (6)	Kesinlikle yanlış (7)
Mezun olurken yüksek ortalamaya sahip olmak istiyorum.	○	○	○	○	○	○	○

H: Achievement Goal Orientation Scale

Q20 Aşağıdaki sorularda size en uygun olan cevabı işaretleyiniz.

No.		Kesinlikle katılmıyor um (1)	Katılmıyorum (2)	Ne katılıyorum ne katılmıyorum (3)	Katılıyor um (4)	Kesinlikle katılıyorum (5)
1	Benim amacım, sınıfta sunulan materyaller üzerinde tamamıyla ustalaşmaktır.	○	○	○	○	○
2	Diğer öğrencilere kıyasla daha iyisini yapmaya uğraşırım.	○	○	○	○	○
3	Benim hedefim mümkün olduğu kadar çok şey öğrenmektir.	○	○	○	○	○
4	Benim amacım diğer öğrencilere göre daha iyi performans göstermektir.	○	○	○	○	○
5	Benim amacım öğrenebileceğimd en daha azını öğrenmekten kaçınmaktır.	○	○	○	○	○

6	Benim hedefim diğer öğrencilere kıyasla daha zayıf performans göstermekten kaçınmaktır.	○	○	○	○	○
7	İçeriği olabildiğince iyi anlamaya uğraşırım.	○	○	○	○	○
8	Benim hedefim diğer öğrencilerden daha iyi performans göstermektir.	○	○	○	○	○
9	Benim hedefim öğrenebileceğimden daha azını öğrenmekten kaçınmaktır.	○	○	○	○	○
10	Diğerlerine göre daha kötü performans göstermekten kaçınmaya uğraşırım.	○	○	○	○	○
11	Ders materyallerini eksik bir biçimde anlamaktan kaçınmaya uğraşırım.	○	○	○	○	○
12	Benim amacım diğer öğrencilerden daha kötüsünü yapmaktan kaçınmaktır.	○	○	○	○	○

I: Debriefing Form

Öncelikle araştırmamıza katıldığınız için teşekkür ederiz.

Katıldığınız araştırmanın amacı, ODTÜ öğrencilerinin başarı hedef yönelimlerinin yüksek kümülatif GPA elde etme davranışsal niyetlerinde bir etkisi olup olmadığını incelemektir. Katılımcıların bir kısmına, ODTÜ öğrencilerinin çoğunun yüksek ortalamaya sahip olduğu ve yüksek ortalamaya sahip olmamanın dezavantajları anlatılmış, bir kısmına ODTÜ öğrencilerinin çoğunun yüksek ortalamaya sahip olduğu ve yüksek ortalamaya sahip olmanın avantajları, bir kısmına ODTÜ öğrencilerinin çoğunun yüksek ortalamaya sahip olamadıkları ve yüksek ortalamaya sahip olmanın avantajları anlatılmış, bir kısmına ODTÜ öğrencilerinin çoğunun yüksek ortalamaya sahip olamadıkları ve yüksek ortalamaya sahip olamamanın dezavantajları anlatılmış ve bir kısmına ise ODTÜ'deki akademik hayatla ilgili genel bilgiler verilmiştir. Ardından sizden hedef başarı yönelimleri testini doldurmanız istenmiştir. ODTÜ öğrencilerinin ortalamalarıyla ilgili verilen bu bilgiler doğru olmayıp, sadece kişilerde bir norm oluşturması amacıyla oluşturulmuştur. Katılımcıların araştırmanın hipotezlerini fark etmesi verecekleri tepkileri etkileyebileceğinden, araştırmada yanıltıcı bilgiler verilmiştir.

Eğer araştırmayla ilgili sorularınız varsa araştırmacıya sorabilir veya yburcuatilgan@gmail.com adresinden ulaşabilirsiniz.

J: Turkish Summary / Türkçe Özet

1. Giriş

1.1. Genel Giriş

İnsanlar referans gruplarını; tutum, değer, inanış ve davranışları oluştururken ve değerlendirirken, kendilerini ve diğerlerini başkalarıyla kıyaslarken ve bir amaç edinirken bir standard olarak kullanırlar (Newcomb, 1953). Referans grup, 1953 yılında Sherif tarafından bireylerin kendilerini bir parçası olarak ilişkilendirdikleri ya da psikolojik olarak ilişkilendirmek istedikleri herhangi bir grup olarak tanımlanmıştır. Sapma Düzenleme Teorisi (SDT), arzu edilen bir öz-kimliğe sahip olmak ve bu kimliği sürdürebilmek için, insanların referans gruplarından sapmalarını düzenlediklerini söyler. Referans grubu dikkate alınarak yapılan bu düzenleme, hem öze dönük seviyede hem de kişiler arası seviyede olması arzu edilen öz-imajın sürdürülebilmesi için yapılır. Bir başka deyişle, insanlar hem kendi gözlerinde hem de başkalarının gözlerinde arzu edilen bir kimliğe sahip olmak isterler (Tetlock & Manstead, 1985).

Bağlam ve duruma bağlı olarak, insanlar referans grup normundan sapmanın cazip yollarını ve referans grup normundan sapmanın cazip olmayan yollarından kaçınmayı tercih ederler. Bu yüzden, SDT ikili bir motivasyon barındırır.

1.1.1 Sapma Düzenlemesi ile Başarı Hedef Yönelimlerinin İlişkisi

Referans grup normuna göre yapılan davranışsal seçimlerde var olan SDT kapsamındaki bu ikili motivasyonun Başarı Hedef Yönelimleri'nin (BHY) tanım kısmı ile olan ilişkisi, yani öze dönük standardın öğrenme tanımı ile ve normatif standardın performans tanımı ile olan ilişkisi, bu çalışmanın kıvılcımını yaratmıştır. Aynı zamanda, iki teori de motivasyon ve öz-düzenleme ile ilişkilidir. Bu çalışmanın ana amacı, ikili motivasyonun başarı hedef yönelimlerine göre ayrışmasını

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araştırmaktır. Diğer bir deyişle, BHY açısından kişi ile SDT'deki norm manipülasyonu açısından durumun etkişelimi incelenmiştir.

Literatürde öz-düzenleme ve başarı hedefleri ile ilgili çalışmalar vardır, ancak referans grup normuna göre SDT kapsamında manipülasyonun ve mesaj çerçevelemesinin etkilerinin benimsenen başarı hedefleri ile birlikte incelendiği bir çalışma yoktur. Bu çalışma bu iki teorinin prensiplerini birleştirmiştir.

Hedefler, insanların gelecek niyetlerini yönlendiren öz düzenleme olarak tanımlanmıştır (Austin & Vancouver, 1996; Elliot & Fryer, 2008). 1980'lerde bireylerin bir davranışı başarmak için var olan amaçları başarı hedefleri olarak tanımlanmıştır (Duda, 2005; Elliot, 2005; Kaplan & Maehr, 2007; Meece, Anderman, & Anderman, 2006; Senko, Durik, & Harackiewicz, 2008).

Bazı insanlar bir başarı bağlamına diğer insanların değerlendirmeleri ve yetkinlikleri ile ilişkili olarak sahiplenilen hedeflerle dahil olmaya eğilimlidirler. Bu eğilim, literatürde performans hedefleri olarak tanımlanır. Değerlendirmeleri ve yetkinlikleri kullanılan bu diğer kişiler; akran kümesi, kişilerin aynı iş ortamını paylaştıkları insanlar, sınıflarındaki öğrenciler, takdir bekledikleri insan grupları gibi gruplar olabilir, bu bağlamda kişilerin oluşturduğu bu gruplar kişi için referans gruplar olarak düşünülebilir. Diğer yandan, bazı insanlar verilen bir görevin kendisinden yeni şeyler öğrenme ile ilgili ve kendileri ile ilgili olarak değerlendirme ve yetkinlik içeren hedefler edinmeye meyillidirler. Bu da literatürde öğrenme yaklaşımı olarak geçer (Dweck, 1986). Diğer bir deyişle, performans hedefleri kişiler arası seviyede, öğrenme hedefleri ise öze dönük olarak kişi seviyesinde değerlendirilir.

1.1.2. SDT'nin Uygulamaları ve Önemli Konuları

SDT çalışmaları daha çok sağlık müdahale alanlarında yapılırken, içinde kimlik endişesi gömülü davranışları içeren her alanda yapılabilir. En azından yapılamayacağına dair literatürde bir bulgu yoktur. Çünkü SDT'nin sağlam bir psikolojik temeli mevcuttur (Blanton & Christie, 2003). Kişiler, bir davranışı gerçekleştirip gerçekleştirmeyecek kadar özgürse, davranışı gerçekleştirmedeki seçimlerini öz-kimlik ile ilgili konulara dayandırıyorlarsa ve davranışın çeşitli

formlarından birini seçiyorlarsa, SDT'nin öngörüleri o davranış için geçerlidir (Blanton & Christie, 2003).

SDT'deki önemli konulardan biri insanların referans gruplarının davranış normu hakkında var olan fikirlerinin onların manipüle edilip edilemeyeceğini belirlemesidir (Stuart & Blanton, 2003). Kişilerin bir davranışı gerçekleştirmesi adına manipüle edilebilmesi için referans gruplarının davranış normu hakkında kesin, değişmez yargılara sahip olmaması gerekir. Bu yüzden etkili bir norm manipülasyonu için kişilerin zihinlerindeki norm belirsizliği bir önkoşuldur. SDT'deki diğer önemli bir konu ise, kişi referans grubu ile özdeşleştiğinde manipülasyonun daha etkili olacağıdır. Eğer kişi referans grubu ile özleşeşmişse o zaman bu grubun kişi için bir psikolojik bir değeri var olduğundan grubun normu da kişi tarafından önemseniyordur (Blanton & Christie, 2003; Packer & Chasteen, 2010) ve kişi daha kolay manipüle edilebilecektir. Bu yüzden grup ile özdeşleşme SDT çalışmalarında daima dikkate alınan bir konudur. Son olarak önem taşıyan bir başka konuda bir davranışın gerçekleştirilip gerçekleştirilmemesinde davranışın sonuçlarına verilen önemin belirleyiciliğidir (Blanton & Christie, 2003). Ayrıca, davranışın sonuçlarının kişinin kimliği üzerinde yaratacağı etkiye kişi tarafından verilen önem de davranışın bu ikili düzenleme motivasyonu için önemlidir (Blanton & Christie, 2003, Pelham, 1995).

1.1.3. Davranış ve Örneklem Seçimi

Bu çalışmada, BHY'nin tanım kısmı ile SDT'deki ikili motivasyonun ilişkisi yüksek Ağırlıklı Not Ortalaması'na (ANO) sahip olma davranışının teşvik edilmesi ile çalışılacaktır. Bu davranışın seçilmesinin sebepleri, davranışın sonuçlarının kişilerin hayatında kimlikleri ile ilişkili sonuçlar üretebilecek olması, norm manipülasyona uygun olması ve. hem öze dönük seviyede hem kişiler arası seviyede, hem de yaklaşma ve kaçınma boyutlarında BHY kapsamında değerlendirilebilecekbir başarı hedefi olabileceğinden, BHY kapsamında da incelenebilir bir davranış olmasıdır.

Bu çalışma için örneklem olarak ODTÜ'de okuyan hazırlık ve birinci sınıf öğrencileri kullanılmıştır. Bu örneklem seçiminin sebepleri, bir ODTÜ öğrencisi ya da mezunu olmanın ODTÜ öğrencileri ve mezunları tarafından özel ve ayrıcalıklı bir

durum olarak değerlendirilmesidirilmesinden ötürü kişilerin öz-kimlikleri ile de ilişkilendirilebilir olması, bir çok kişi için sıradan bir grubun üyesi olmaktan ziyade farklı bir grubun üyesi olmak olarak değerlendirildiğinden yüksek özdeşlenme beklenmesi ve hazırlık ve birinci sınıf öğrencilerinin yüksek ortalama hakkında daha üst sınıflardaki öğrencilere göre çok fazla fikir sahibi olmayacaklarından manipüle edilmelerinin daha kolay olması ve manipülasyona direnç gösterme ihtimallerinin daha düşük olmasıdır.

1.1.4. Davranışsal Ölçüm

Bazı koşullar altında bir davranışı ölçebilmek her zaman mümkün olmadığında, davranışa yakınsal ölçüm olarak SDT çalışmalarında da sıklıkla kullanılan Planlı Davranış (Ajzen, 1991) ve Nedenli Eylem Planları (Fishbein & Ajzen, 1975) kuramlarında tanımlanmış olan davranışsal niyet ve davranışsal istek ölçümleri yüksek ANO'ya sahip olmada bağımlı değişkenler olarak kullanılmıştır.

1.2. SDT Prensipleri

SDT, insanların davranışlarını düzenlerken benzerliklerden çok farklılıklara odaklandıklarını söylemez, onların sadece kendi referans gruplarına dahil olmalarını elverişli hale getirecek arzu edilen bir kimlik sürdürmeyi istediklerini söyler. Bu teorinin önermeleri, insanların özellikle normatif veya sapkın olan davranış arasında bir seçim yapılacağında kişilerin davranışsal tercihleri üzerinde önemli rol oynar. Normatif eylem, referans grubundaki üyelerin çoğunluğu tarafından yapılan eylemlerdir. Sapkın ya da normatif olmayan eylem ise referans grup üyelerinin çoğunluğu tarafından yapılmayan eylemlerdir. SDT'ye göre potansiyel olarak, referans grup normuna göre sapkın olan davranışı gerçekleştirmek insanlara çekici gelir çünkü insanlar diğer insanlarla olan ortak özellikleri yerine onlardan farklı özelliklerini göstererek kendilerini tanımlamayı tercih ederler. Fakat, benzerliğe mi farklılığa mı odaklanacakları bu eylemsel seçimin kimlikleri üzerindeki etkisine ve bu etkinin kimliklerine yapışıp yapışmayacağına bağlıdır (Blanton & Christie, 2003). İnsanlar referans gruplarının normundan farklı olan eylemi kendileri için iyi sonuçları olacaksa yapmayı seçerler, eğer sonuçların onlar için iyi olmayacağı değerlendirildiyse bu eylemi gerçekleştirmemeyi tercih ederler. Diğer yandan,

benzerlik olgusu özünde doğal olarak bir iyilik veya kötülük taşımadığından SDT kapsamında belirsiz olarak değerlendirilen bir konsepttir.

SDT'nin ana prensiplerine göre, bir davranış grup normu çerçevesinde tüm üyelerden istenen ve yapılması gerekli olan bir davranışsa, normatif davranış cazip ahlaki bir davranıştır; bu yüzden sapkın davranış grup üyeleri tarafından bilgi niteliğinde değerlendirilen sosyal olarak cazip olmayan davranıştır. Bu durumda, davranışsal değerlendirme standardı olarak gerek duyulan benlik rehberi aktive olur ve kişinin öz düzenlemesi sapkın olandan kaçınma olur. Diğer bir deyişle, farklı olmak için gösterilen çaba gerek duyulan benlik rehberinin aktive olmasıyla azalır (Hall, Blanton & Prentice, 2015). Gerek duyulan benlik rehberinin aktive olması, pozitif kimlik arayışından ziyade grup normuna gösterilen uyumla kişilerin kimlikleri için negatif olandan kaçınmanın içselleştirilmesinin kanıtıdır (Higgins, 1997). Eğer insanlar normdan saparsa, grup üyeleri kişinin davranış seçimlerini yönlendirmek için sapkın olanı cezalandırırlar. Eğer insanlar gerek duyulan benlik rehberlerinin söylediği şekilde davranır ve harekete geçerlerse, dışlanmadan kaçınmış olurlar (Blanton & Christie, 2003).

Bir davranış, grup normu çerçevesinde tüm üyelerden istenen ve ama yapılması gerekli olmayan bir davranışsa, normatif davranış cazip olmayan alternatif bir davranıştır; bu yüzden sapkın davranış grup üyeleri tarafından şaşırtıcı değeri sebebiyle bilgi niteliğinde değerlendirilen sosyal olarak cazip olan davranıştır. Bu durumda, davranışsal değerlendirme standardı olarak ideal benlik rehberi aktive olur ve kişinin öz düzenlemesi referans grup normundan sapma olur. Diğer bir deyişle, farklı olmak için gösterilen çaba ideal benlik rehberinin aktive olmasıyla artar (Hall, Blanton & Prentice, 2015). Eğer insanlar normdan saparsa, grup üyeleri kişiyi ödüllendirirler çünkü referans grup üyeleri normal koşullarda böyle idealize bir sapmayı üyelerinden beklememektedir. SDT'deki ikili motivasyon sisteminin kişinin öz kimliği açısından önemine rağmen; global seviyede, durum ve bağlamdan bağımsız olarak, insanlar pozitife ulaşmaktan çok negatif olandan kaçınırlar (Baumeister et al., 2001). Normatif karşıtı davranıştan kaçınmayla birlikte gelen sosyal dahil oluş, sapma ile gelen ideale ulaşma potansiyeli karşısında her zaman galip gelir. Bir ideale ulaşma genel olarak bir yetenek ve kabiliyet işidir.

1.2.1. Davranışsal Bağlamda Normlar ve Mesaj Çerçevelemeleri

İnsanlar, referans aldıkları grupların davranış normu bilindiğinde, sapkın olan davranış üzerinden yapılacak mesaj çerçevelemesi ile bir davranışı teşvik etme/yaptırma konusunda manipüle edilebilirler. Norm manipülasyonu ve çerçeveleme, bu teorinin uygulamalı kısmıdır.

Yukarıda anlatıldığı gibi eğer norm referans grubu üyelerinden yapılması istenen ve yapılması gerekli bir davranış ise, bu durumda sapkın olan davranış sosyal olarak arzu edilmeyeceğinden, mesaj çerçevelemesinde bu davranışı yapmamanın negatif özellikleri verilirse, kişi bu davranışı gerçekleştirmeye daha çok teşvik edilecektir. Eğer norm referans grubu üyelerinden yapılması istenen fakat yapılması gerekli olmayan bir davranışsa, bu durumda sapkın olan davranış sosyal olarak arzu edileceğinden, mesaj çerçevelemesinde bu davranışı yapmanın pozitif özellikleri verilirse kişi bu davranışı gerçekleştirmeye daha çok teşvik edilecektir.

Özetle, çerçeveleme sapkın olanın yani norm karşıtının üzerinden yapılırsa davranışsal sonuçların istenen yönde olma ihtimali artacaktır. Bu teori kişilerin davranışlarının kimlikleri üzerindeki etkisini önemsediğini baz alarak, bir davranışı yapıp yapmamaya karar verirken pozitif kimlik için sapkın olanı gerçekleştirme ve negatif kimlikten kaçınma için sapkın olandan da kaçınma olarak iki ayrı motivasyonu düzenlediklerini bilip bunu uygulamalı olarak kullanır.

1.3. Başarı Hedefleri Teorisi Prensipleri

1.3.1. Başarı Hedeflerinin Gelişimi ve Özellikleri

Başarı Hedef Yönelimleri (BHY) literatüre ilk girişinde Dweck ve Elliot tarafından 1983'te öğrenme ve performans boyutlarında tanımlanırken, Nicholls tarafından 1984'te görev ve ego boyutlarında tanımlanmıştır. Bu bölünmelerin birbiriyle gösterdiği benzerliği kullanarak, Ames ve Archer (1987, 1988) literatürde büyük ölçüde kabul görmüş olan öğrenme ve performans boyutu olarak başarı hedef yönelimlerini iki boyutta kategorize etmişlerdir. Elliot ve Harackiewicz, performans

boyutununu bu boyutta çıkan belirsiz sonuçları netleştirmek adına performans-yaklaşma ve performans-kaçınma olarak ikiye ayırmış ve üçlü bir model yaratmıştır. Performans-yaklaşma hedef yönelimi, yüksek notlar, bir başarısızlık sonrası çabada artış gibi olumlu sonuçlara neden olurken, performans-kaçınma yönelimi düşük notlar, bir başarısızlık sonrası içsel motivasyonda, çabada düşüş gibi olumsuz sonuçlara neden olmaktadır (Elliot & Moller, 2003; Harackiewicz, Barron, Pintrich, Elliot, & Thrash, 2002; Rawsthorne & Elliot, 1999; Elliot & Church, 1997; Elliot, McGregor, & Gable, 1999; Middleton & Midgley, 1997; Skaalvik, 1997; Vandewalle, 1997).

1.3.2. BHY'nin Tanım ve Değer Boyutları

Günümüzde öğrenme boyutunun da yaklaşma ve kaçınma olarak ikiye bölündüğü 2x2 başarı hedef yönelimleri modeli sıklıkla kullanılan kültürler arası çalışmalarda da geçerliliği kanıtlanmış bir modeldir (Elliot & McGregor, 2001; Elliot & Murayama, 2008; Finney, Pieper, & Barron, 2004; Murayama, Zhou, & Nesbit, 2009). Bu modelde, başarı hedefleri insanların yetkinlik uğraşı için bilişsel amaçları olarak tanımlanır ve tanım ve değer olarak iki ana boyutta incelenir (Elliot & Murayama, 2008). Performans boyutu, tanım olarak insanların başarı bağlamında diğer insanları referans alması ve onlarla yarışması; öğrenme boyutu ise kişilerin başarı bağlamında kendilerini referans alması ve kendileriyle yarışması, görevlerin kendisinden yeni şeyler öğrenmeyi amaçlamasıdır (Dweck, 1986).Yaklaşma boyutu, değer olarak insanların başarı ve pozitiflik arayışlarını; kaçınma boyutu ise başarısızlık ve nagatiflikten kaçışlarını gösterir (Murayama, Elliot, & Friedman, 2012).

Öğrenme-yaklaşma yönelimli kişiler, kendilerinin bir önceki performansından daha iyi olmayı deneyip yeteneklerini geliştirmeyi amaçlarken, diğer yönelimlere nazaran keşfedilmeyi bekleyen yönleri olan öğrenme-kaçınma yönelimli kişiler, kendilerinin bir önceki performansından daha kötü olmamayı ve kendileri ve görevle ilgili yetersizliklerinden kaçınmayı amaçlarlar. Performans-yaklaşma yönelimli kişiler diğer insanların performanslarından daha iyi performans göstermeyi ve normatif olarak tanımlanmış cazip sonuçlardan kaynaklı yetkinliklerini göstermeyi

amaçlarken, performans-kaçınma yönelimli kişiler diğer insanların performanslarından daha kötü performans göstermemeyi ve normatif olarak tanımlanmış cazip olmayan sonuçlardan ve yetersizlikten kaçınmayı amaçlarlar (Murayama, Elliot, & Friedman, 2012). Bu yönelimlerden birden fazlasını etkileşimli olarak edinmiş olan insanlar çoklu başarı hedef yönelimine sahiptirler (Pintrich, 2000b). Çoklu başarı hedef yönelimine sahip kişilerin, yönelim tiplerinin kombinasyonlarına göre farklı sonuçlar elde ettikleri literatürde belirlenmiştir. En olumlu sonuçların öğrenme yönelimi ile performans-yaklaşma yöneliminin kombinasyonu ile açığa çıktığı çalışmalarda görülmüştür (Linnenbrink, 2005, Harackiewicz, Barron, Pintrich, et al., 2002; Midgley et al., 2001; Harackiewicz et al., 2002). En güncel başarı hedef yönelimi ölçeği 3x2 modelidir. Bu modelde, 2x2 modelindeki öğrenme yönelimi, öğrenme ve görev bazlı yönelim olarak ikiye ayrışmaktadır (Elliot et al., 2011).

Başarı hedef yönelimleri; eğitim, iş ve spor alanlarında genellikle duygular, inançlar ve mizaç ile ilişkilendirilse de aslında temelde büyük öneme sahip bağlam ile ilgilidir. (Murayama, Elliot, & Friedman, 2012).

1.4. Bu Çalışmanın Amaçları

Bu çalışmada, Hipotez 1 ile SDT prensiplerinin genç yetişkinlerin mezun olduklarında yüksek ortalamaya sahip olma davranışsal niyet ve istekleri için çalışıp çalışmadığı, genç yetişkinlerin BHY'lerinden bağımsız olarak test edilecektir. Hipotez 2 ile norm manipülasyonu ve çerçevelemenin sapkın olan davranış üzerinden yapıldığında negatif çerçevelemenin pozitif çerçevelemeden daha etkin olup olmadığı genç yetişkinlerin BHY'lerinden bağımsız olarak test edilecektir. Hipotez 3 ile SDT prensiplerinden bağımsız olarak, genç yetişkinlerden çoklu başarı yönelimine sahip olanların öğrenme veya performans yönelimine sahip olanlardan yüksek ortalamaya sahip olmak için daha yüksek davranışsal niyet ve isteğine yol açıp açmadığı test edilecektir. Hipotez 4 ile norm manipülasyonu istenen ama yapılması gerekmeyen bir davranış olarak yani yüksek ortalamaya sahip olmama üzerinden yapıldığında ve SDT prensipleri dikkate alınarak sapkın olan davranış yani yüksek ortalama üzerinden pozitif çerçeveleme yapıldığında, öğrenme yönelimli

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kişilerin yüksek ortalama yapma davranışsal niyet ve isteklerinin, ideal benlik rehberleri aktive olacağından, performans yönelimli kişilere göre daha yüksek olup olmadığı test edilecektir. Hipotez 5'te ise norm manipülasyonu istenen ve yapılması gereken bir davranış olarak yani yüksek ortalama üzerinden yapıldığında ve SDT prensipleri dikkate alınarak sapkın olan davranış yani yüksek ortalama yapmama üzerinden negatif çerçeveleme yapıldığında, performans yönelimli kişilerin yüksek ortalama yapma davranışsal niyet ve isteklerinin, gerek duyulan benlik rehberleri aktive olacağından, öğrenme yönelimli kişilere göre daha yüksek olup olmadığı test edilecektir. Böylece, SDT'deki ikili motivasyonlardan normdan saparak elde edilecek benzersizlik çabasının öğrenme yönelimi ile, normdan sapmaktan kaçınarak istenmeyen sonuçlardan da kaçınma çabasının ise performans yönelimi ile ikiye ayrışıp ayrışmadığı değerlendirilecektir. Tüm bu literatür bulgularının ışığında aşağıdaki hipotezler kurulmuştur:

Hipotez 1: Çerçeveleme sapkın davranış üzerinden yapıldığında, genç yetişkinlerin mezun olurken yüksek ortalamaya sahip olmaya yönelik davranışsal niyet ve istekleri, çerçevelemenin referans grup normu üzerinden yapıldığı duruma kıyasla, hedef başarı yönelimlerinden bağımsız olarak daha yüksek olacaktır.

Hipotez 2: Sapkın davranış üzerinden yapılan negatif çerçeveleme, genç yetişkinlerin mezun olurken yüksek ortalamaya sahip olmaya yönelik davranışsal niyet ve istekleri üzerinde, hedef başarı yönelimlerinden bağımsız olarak pozitif çerçevelemeye göre daha etkili olacaktır.

Hipotez 3: Çoklu başarı hedef yönelimlerine sahip genç yetişkinlerin mezun olurken yüksek ortalamaya sahip olmaya yönelik davranışsal niyet ve istekleri öğrenme yönelimli veya performans yönelimli genç yetişkinlere göre sapma düzenleme manipülasyonundan ve çerçevelemesinden bağımsız olarak daha yüksek olacaktır.

Hipotez 4: Norm yüksek ortalamaya sahip olmamaksa ve çerçeveleme pozitifse, öğrenme hedef yönelimli genç yetişkinlerin mezun olurken yüksek ortalamaya sahip olmaya yönelik davranışsal niyet ve istekleri, performans hedef yönelimli genç yetişkinlere göre daha yüksek olacaktır.

Hipotez 5: Norm yüksek ortalamaya sahip olmaksa ve çerçeveleme negatifse, performans hedef yönelimli genç yetişkinlerin mezun olurken yüksek ortalamaya sahip olmaya yönelik davranışsal niyet ve istekleri, öğrenme hedef yönelimli genç yetişkinlere göre daha yüksek olacaktır.

2. Yöntem

2.1. Katılımcılar

Bu çalışmada, Orta Doğu Teknik Üniversite'sinden yaşları 18 ile 28 arasında değişen 197 adet hazırlık sınıfında ve 353 adet birinci sınıfta okuyan 550 kişiden oluşan lisans öğrencileri yer almaktadır. Bunların 309'u kadın ve 241'i erkek olup, yaş ortalamaları 19.82'dir.

2.2. Ölçekler

Referans Grup ile Özdeşleşme, Davranışın Önemi, Norm Algısı, Norm Manipülasyonu ve Mesaj Çerçevelemesi, Manipülasyon Kontrolü, Davranışsal Niyet, Davranışsal İstek, Başarı Hedef Yönelimleri Ölçeği

2.3. Prosedür

Öncelikle 20 adet ODTÜ 1.sınıf öğrencisi ile bir ön çalışma yapılmış ve bu çalışmada kendilerinden yüksek ve düşük ortalamalı öğrenciler ile ilgili olarak düşündükleri sıfatların yazmaları istenmiştir, bu sıfatlardan en çok tekrar edenler norm manipülasyonu ve mesaj çerçevelemesi metinlerinin içine konulmuştur. Sonra, BHY ölçeği Türkçe'ye çevrilmiş ve ölçekteki anlaşılmayan maddeler için 15 adet ODTÜ 1. Sınıf öğrencisi ile ikinci bir pilot çalışma yapılmış ve ilgili maddeler düzeltilmiştir.

Çalışmanın linki Qualtrics'e yüklenmiş ve sosyal medya, mail ve sınıf duyuruları ile katılımcılar ile paylaşılmıştır. Katılımcılar önce dönem bilgisi, cinsiyet, yaş, öğrenci numarası gibi demografik bilgileri doldurmuşlar, sonra özdeşleşme ve önem ölçümlerini yanıtlamışlardır. Ardından, rastgele beş grup halinde norm manipülasyonu ve mesaj çerçevelemesine maruz bırakılmışlardır. Manipülasyonun

ardından manipülasyon kontrolü sorularını yanıtlamışlardır. Son olarak BHY ölçeğini doldurmuşlardır.

2.4. Veri Analiz Planı

Öncelikle manipülasyon kontrolü yapılmış, ardından hipotez 1 ve 2'yi test etmek için SDT kapsamında tüm örneklem kullanılarak tek yönlü ANCOVA analizleri yapılmıştır, bağımsız değişken beş seviyeli manipülasyondur (yüksek bir ortalamaya sahip olmama manipülasyonu + pozitif çerçeveleme, yüksek bir ortalamaya sahip olmama manipülasyonu + negatif çerçeveleme, yüksek bir ortalamaya sahip olma manipülasyonu + negatif çerçeveleme, yüksek bir ortalamaya sahip olma manipülasyonu + pozitif çerçeveleme ve nötr çerçeveleme). Bağımlı değişkenler, yüksek ortalama yapma davranışsal niyetleri (niyet ve plan olarak iki soru halinde), toplam davranışsal niyeti gösteren bu iki sorunun ortalaması ve davranışsal istek olmak üzere dört adettir. Bu çalışmanın tüm analizlerinde bağımlı değişkenler olarak bu dört adet değişken kullanılmıştır. Eşdeğişken olarak özdeşleşme ve önem kullanılmıştır. Hipotez 3'ü test etmek için BHY kapsamında tek yönlü ANCOVA analizleri yapılmıştır. Bağımsız değişken olarak üç seviyeli BHY (öğrenme yönelimi, performans yönelimi ve çoklu hedef yönelimi), eşdeğişken olarak önem kullanılmıştır. Hipotez 4 ve 5'i test etmek için SDT ve BHY kapsamında iki yönlü ANCOVA analizleri gerçekleştirilmiştir, bağımsız değişken olarak beş seviyeli manipülasyon ve üç seviyeli BHY, eşdeğişken olarak özdeşleşme ve önem kullanılmıştır.

3. Bulgular

Öncelikle manipülasyon kontrolü yapılarak manipülasyonun çalıştığını gösterilmiştir. BHY ölçeği ile yapılan faktör analizi sonucu iki faktörlü yapıyı desteklemiştir, faktörler öğrenme ve performans yönelimleri olarak ayrışmıştır. SDT kapsamında gerçekleştirilen tek yönlü kovaryans analizlerinin sonuçları göstermiştir ki; davranışın sonucuna verilen önem ve referans grup ile özdeşleşme kontrol edildiğinde davranışsal niyet ve toplam davranışsal niyet için hipotez 1'in bazı koşulları anlamlı olarak desteklenmektedir. Davranışsal istek içinse, sınırda bir anlamlılık vardır. Tüm analizlerde davranışa verilen önem anlamlıyken, özdeşleşme

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bağımlı değişkenlerden plan için davranışsal niyet ve toplam davranışsal niyette anlamlılık göstermiştir. Bu sonuçlar, yüksek ortalama davranışının SDT kapsamında çalışan bir davranış olduğunu da göstermektedir. Hipotez 2 analizlerle anlamlı olarak desteklenmese de, negatif çerçevelemenin pozitif çerçevelemeden daha etkili olduğu yönünde eğilim tüm analizlerde mevcuttur. Hipotez 3'ü test etmek için BHY kapsamında gerçekleştirilen tek yönlü kovaryans analizlerinin sonuçları ise anlamlılık göstermemiştir. Davranışsal istekte istatistiksel olarak anlamlı olmasa da hipoteze yönelik bir eğilim mevcuttur. Davranışsal niyet, plan için davranışsal niyet ve toplam davranışsal niyette ise beklenmedik bir şekilde hipotezin tam tersine yönelik bir eğilim çıkmıştır. Davranışa verilen önem tüm analizlerde anlamlı bulunmuştur. SDT ve BHY kapsamında gerçekleştirilen iki yönlü kovaryans analizlerinin sonuçları ise hipotez 4 ve 5'i anlamlı olarak desteklememiştir. Fakat, istatistiksel olarak anlamlı olmasa da hipotez 4'e paralel eğilimler mevcuttur, ancak davranışsal niyet ve istek için ortalamalar birbirine çok yakındır. Hipotez 5 için davranışsal niyet, plan için davranışsal niyet ve toplam davranışsal niyet için ortalamalar birbirine çok yakınken, davranışsal istek için hipotez 5'in tam tersi bir eğilim gözlemlenmiştir. Davranışa verilen önem tüm analizlerde anlamlı olarak bulunmuştur.

4. Tartışma

4.1. Genel Tartışma

Bu çalışma, bilindiği kadarıyla SDT prensiplerinin BHY açısından incelenmesi ve SDT'de sağlık dışında bir alanda, eğitim alanında, yapılan çok az çalışmadan biri olduğu için özgün bir çalışmadır.

Davranışsal niyet ve toplam davranışsal niyet açısından SDT prensiplerinin çalıştığını anlamlı olarak, davranışsal istek içinse sınırda bir anlamlılıkla ve negatif çerçevelemenin de pozitif çerçevelemeden daha etkili olduğuna dair istatistiksel olarak anlamlı olmasa da hipoteze paralel bir yönelim olduğunu sonuçlara bakarak söyleyebiliriz. Davranışa verilen önemin tüm analizlerde anlamlı çıkması onun üzerinde derin bir çalışma yapılması gerektiğini gösterir. Ayrıca insanlarda pozitife ulaşmaktan çok negatiften kaçınmaya yönelik bir eğilim olduğunu söyleyebiliriz.

BHY analiz sonuçlarına bakarak, manipülasyonun başarı hedef yöneliminde bir etkisi olabileceğini söylemek gerekir. İki yönlü kovaryans analizleri ile ilgili olarak istatistiksel olarak anlamlı olmasa da, norm referans grup normu üyelerden istenen ama yapılması gerekmeyen bir davranış olan yüksek ANO'ya sahip olamama olarak manipüle edildiğinde ve ardından pozitif çerçeveleme yapıldığında, öğrenme yönelimli öğrencilerin davranışsal niyet ve isteklerinin performans yönelimli öğrencilere göre daha yüksek olduğunu yönünde bir eğilim gösterdiğini söyleyebiliriz. Referans grup normu üyelerden istenen ve aynı zamanda yapılması gereken bir davranış olan yüksek ANO'ya sahip olma olarak manipüle edildiğinde ve ardından negative çerçeveleme yapıldığında, spesifik bir bulgu elde edilememiştir. Sonuçların anlamlı olmamasının sebebi, performans yönelimli kişilerin çoğunluğunun performans-yaklaşma yönelimli kişiler olması ile ilgili olabilir. Performans-yaklaşma yöneliminin öğrenme yönelimi gibi elverişli sonuçlar verebildiği bilinen bir gerçektir, bu yüzden yüksek ortalama normu ve ardından gelen negatif çerçeveleme performans-yaklaşma yönelimli kişiler tarafından başarısızlık korkusu veya kimlik tehditi olarak algılamamış olabilir. Bu yüzden ortalama değerler birbirlerine çok yakın çıkmış olabilir. Beklendiği gibi, performans yönelimli kişilerin gerek duyulan benlik motivasyonları aktive olmamış olabilir.

Kültür hem SDT hem BHY açısından önemli bir konudur. Bu çalışmada hipotez 2 kurulurken çalışma örneklemi Doğu kültürü olarak değerlendirilmiştir. Kültürel bağlamda, kimlik ve eylem araştırmaları göstermiştir ki; Doğu kültüründeki insanlar sapkın şekilde davranıp kimliklerine negatif bir şey yapıştırmama motivasyonuyla normlara daha fazla uyarken, Batı kültüründeki insanlar sapkın şekilde davranarak pozitif kimliğe ulaşma motivasyonu ile normdan saparlar (Bond & Smith, 1996; Burns & Brady, 1992; Kim & Markus, 1999). Bu yüzden Batı pozitif çerçeveleme mesajlarına daha fazla reaksiyon verirken; Doğu negatif çerçeveleme mesajlarına daha fazla reaksiyon verir (Aaker & Lee, 2001; Lee et al., 2000). Buna karşılık, SDT kültürden bağımsız olarak da kişinin sapma davranış düzenlemesi yaptığını söyler. Yine de hipotez 2 yönelimlerinden Doğu kültüründeki insanların literatür bulgularını destekleyici yönde normdan sapmanın yol açabileceği negatifliklerden kaçındıklarını söyleyebiliriz.

BHY açısından bakıldığında, yetkinliğin her kültürde farklı şeyler ifade etmesi kültürler arası çalışmalardaki sonuçların farklılıklarının sebebi olabilir (Li, 2003; Maehr & Nicholls, 1980). Her insan içinde yetkinlik çabası barındırdığından, başarı hedefleri her kültüre özgün olsa da evrensel bir konsepttir (Li, 2003; Sheldon, Elliot, Kim, & Kasser, 2001; Van de Vliert & Janssen, 2002). Doğu kültüründe yapılmış çalışmalardaki bulgular gösteriyor ki; Doğu, Batı'ya göre grup ve sosyal yapı konseptine, kaçınmaya, zorlanıma ve yükümlülüğe daha fazla yönelmektedir. Çalışmada normun yüksek ortalama ve ardından gelen çerçevelemenin negatif olduğu durumda öğrencilerin yüksek ortalama davranışsal niyet ve istek açısından diğer gruplara nazaran daha yüksek olması da yine Doğu örneklemi ile çalışıyor olmaktan kaynaklanıyor olabilir. Öğrenme yönelimli öğrencilerin toplam örneklemin %66'sını oluşturması da gözden kaçırılmamalıdır.

Çalışmada hipotezler referans grup normu üzerinden kurulduğundan, BHY ölçeği için hipotezler kapsamında öğrenme yöneliminin görev olarak da ayrışmasına ihtiyaç duyulmayacağı için 3x2 BHY ölçeği yerine 2x2 BHY ölçeği kullanılmıştır. Farklı bir örneklem üzerinde denenmesi amacıyla da orjinal revize BHY ölçeği (Elliot & Murayama, 2008) bu çalışmada tekrar Türkçe'ye çevrilerek kullanılmıştır.

4.2. Çalışmanın Uygulamaları ve Katkıları

Uygulamalı olarak bu çalışmanın kazandırdıkları, bir kişinin başarı hedef yönelimi ve referans aldığı gruplarının normu bilinirse, kişi doğru çerçeveleme seçimi ile yapılması istenilen bir davranışa yönlendirilebilir. Aynı zamanda çoklu hedef yöneliminin önemi de çalışmalarda yadsınmamalıdır. Sapma düzenleme teorisindeki ikili motivasyonun başarı hedef yönelimlerine göre ikiye ayrışmasının incelenmesi bu çalışmanın özgünlüğüdür.

4.3. Çalışmanın Kısıtları ve Gelecek Çalışmalar

Çalışmanın kısıtlarından biri yüksek ortalama yapma davranışının yüksek cazibesinden ötürü davranışsal niyet ve istek ölçümlerinin hepsinde yüksek sonuç vermesi olabilir. Bir başka çalışmada kişilerin not ortalaması sorularak, eş değişken olarak analizlere dahil edilebilir. Ayrıca, davranışın kendisinden ziyade davranışsal

niyet ve isteğin ölçülmüş olması da çalışmanın kısıtlarından biridir. Bir başka kısıt, çalışma ölçümlerinin kişinin kendi beyanına dayanmasıdır. Dolaylı olarak davranışın bizzat kendisinin ölçülememesi de bir kısıt olarak değerlendirilebilir. Ayrıca, yüksek ortalamaya sahip olma davranışı, örneklem tarafından bir eylemden ziyade uzun vadeli bir çaba olarak görülmüş olabilir. SDT çalışmalarında bahsedildiği gibi yüksek ortalamaya sahip olma seçim yapılacak bir davranış olarak algılanmamış olabilir.

Gelecek çalışmalardan biri bu çalışmada kullanılan örneklemdeki öğrencilerden öğrenci kimlik numaralarını paylaşanlar mezun olduklarında gerçek ortalama bilgilerinin öğrenilip boylamsal bir çalışmaya dönüştürülmesi olabilir. Böylece, davranışsal niyetler ile gerçek davranış ölçümleri kıyaslanabilir ve zaman geçtikçe davranışsal niyet ile gerçek davranış arasındaki ilişkinin azaldığı bulgusunun (Sheeran & Orbell, 1998) geçerliliği incelenebilir.

Kültür çalışmalarının bulgularıyla negatif çerçevelemenin etkisinin pozitiften daha yüksek olduğu bulguları paraleldir ancak SDT sonuçları kültürden ziyade bağlamda değerlendirildiği için ve kültür bu çalışmanın sınır koşullarından biri de olabilir. Sonuçların istatistiksel olarak anlamlı çıkmama sebeplerinden biri SDT sonuçlarının Batılı olmayan toplumlara genellenemeyeceği bulgusu olabilir. Ayrıca, kontrol edilen değişkenler olan önem ve özdeşleşmenin etkilerinin anlamlı ve çok güçlü olması da sonuçları etkilemiş olabilir. Bu yüzden ileriki çalışmalarda önem ve özdeşleşme değişkenleri ölçümlerindeki madde sayıları arttırılarak data detaylı ve güvenilir olarak incelenebilir.

Eğer faktör analizi 2x2 modelinde beklendiği gibi dört faktöre ayrışsaydı o zaman sonuçlar başarı hedef yönelimlerinin değer boyutu olan yaklaşma ve kaçınma boyutlarında da yorumlanabilirdi. Böylece, sonuçlar Hipotez 4 için yapılan öğrenme-kaçınma yönelimli kişilerden ziyade öğrenme-yaklaşma yönelimli kişiler açısından hipotezi destekleyebilirdi. Benzer şekilde, sonuçlar Hipotez 5 için performans-yaklaşma yönelimli kişilerden ziyade performans-kaçınma yönelimli kişiler açısından hipotezi destekleyebilirdi. Ayrıca, negatif çerçevelemenin performans-kaçınma yönelimli kişileri performans-yaklaşma yönelimli kişilerden daha çok

etkileyeceğini; pozitif çerçevelemenin ise öğrenme-yaklaşma yönelimli kişileri öğrenme-kaçınma yönelimli kişilerden daha çok etkileyeceği iddia edilebilirdi. Özellikle, literatürde başarı hedef yönelimlerinin kara kutusu olarak değerlendirilen öğrenme-kaçınma boyutunu incenebilseydi literature katkı sağlayabilirdi. En ilginci de çoklu hedef yönelimlerindeki kombinasyonların sonuçları görmek olurdu.

Son olarak, norm istenen ve gerekli bir davranış üzerinden manipüle edildiğinde ve negatif çerçeveleme kullanıldığında insanların göreli yoksunluk hissedip hissetmediğiyle ilgili radikal bir çalışma da yapılabilir.

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