THE EXAMINATION OF PROSPECTIVE TEACHERS' SELF PERCEPTIONS AND SUCCESS-ORIENTED MOTIVATIONSiii

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Abstract:

The purpose of this study is to examine the self-perceptions and success-oriented motivations of prospective teachers studying at the Education Faculty of Burdur Mehmet Akif Ersoy University. As the research model, the correlational survey model was used as basic. The population of the study consists of 3650 prospective teachers studying at the Education Faculty of Burdur Mehmet Akif Ersoy University. The sample of the study consists of 982 prospective teachers who are 692 women and 290 men studying in 9 different departments of the education faculty. In this study, to examine prospective teachers' perceptions of themselves and their success-oriented motivations, "Personal Information Form" which was developed by the researcher, "Social Comparison Scale" and "Success Oriented Motivation Scale" were used as data collection tools. The necessary statistical analyzes of the data collected for the research questions and sub-research questions of the research were made with the help of a computer package program. The frequency and percentage values of the responses of the prospective teachers to the scales were calculated. In the study, prospective teachers' self-perceptions differ significantly according to the variables of gender, grade level, the department they study, whether they see themselves as democrats, and department satisfaction. In the study, there was no significant difference in the self-perception of the prospective teachers according to

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the variables of the high school they graduated from and the reasons for choosing the department. In the study, when the success-oriented motivations of the prospective teachers were examined according to the variables of class level, the department they studied, the type of high school they graduated from, the level of democracy, and the department satisfaction variables, there was a significant difference but according to the gender variable, there was no significant difference. Finally, it was concluded that there is a positive relationship between prospective teachers' self-perceptions and success-oriented motivations.

Keywords: motivation, personality, prospective teacher, self-perception, success-oriented motivation, teacher

Anahtar kelimeler: başarı odaklı motivasyon, kendilik algısı, kişilik, motivasyon, öğretmen, öğretmen adayı

1. Introduction

Education is a process that starts with the birth of a human and continues until her/his death. In this process, people gain various knowledge, skills, attitudes, and values. Education is all of the efforts to develop a person's mental, physical, emotional, social abilities and behaviors in the most appropriate way or the desired direction, and to provide her/his with new abilities, behaviors, and knowledge for some purposes. In that sense, education is a lifelong process (Akyüz, 2012). However, when it comes to education, what is meant is planned, programmed, and purposeful education. In terms of purposes, societies can achieve their economic, political, social, and moral goals only through planned education (Aydın, 2008). It is expected that such changes will be in the desired direction for the people who are in the education process. After the family, teachers are the pioneers of this change.

Education, which is among the needs of society, is accepted as the process of creating a deliberate and desired change in an individual's behavior through his / her own life (Ertürk, 1988). When education is accepted as a social system, it is found that the three basic elements of this system are students, education programs, and teachers (Karagözoğlu, 1987). Teaching is a stressful and demanding profession that requires devotion, tolerance, continuous self-improvement, willingly and fondly fulfilling the profession, as well as subject matter information and professional teaching knowledge. It is aimed that prospective teachers will become beneficial members of society in the future by providing subject matter information and professional teaching knowledge courses during their undergraduate education (Akyüz, 2009).

Teaching is a profession that has a stance in schools and includes the behavioral patterns required by this stance. The teaching profession is a profession that requires affective domain competencies such as attitude and value (Girgin, Akamca, Ellez, & Oğuz, 2010) and has an artistic aspect (Aydın, 2009).

The qualifications that an effective teacher who wants to raise individuals who are beneficial to society are divided into two as professional and personal qualities. While professional qualifications are defined as adequate general culture, subject area knowledge, professional skills, and competencies, personal qualities are defined as being tolerant and patient, open-minded, flexible, adaptive, loving, understanding, humorous, high expectation of success, and supportive. It is accepted that it is possible to see the direct effects of personal qualities in the teaching profession (Erden, 2012, p.148).

The teacher, who is expected to devote her personal qualities and professional skills to society, is also expected to have good and positive personality traits. Thanks to these features, teachers are expected to protect social values, to transform negative events and behaviors into positive, and to lead society towards good (Bilen, 1992). The methods of transferring knowledge and motivating students differ from the two teachers, who are equal in terms of professional knowledge and equipment. The reason for this is explained by the different personality traits of the teachers. Teachers who are open for improvement, willing to accept new ideas, and have a positive perspective approach more positively to the demands of students, while teachers who are anxious and have a negative perspective do not take kindly to the demands of students (Akyıldız, 1989). In this context, the teacher is expected to have a personality that respects his profession, attaches importance to the social development of students as well as gaining academic skills, and is sensitive to human relations to contribute to his students (Kılıç, 1989). So, it can be said that the personality of the teacher is important as it guides the students and affects the academic success of the students.

Personality is defined as all the characteristics of emotion, thought, attitude, and behavior that distinguishes a person from others with its objective and subjective aspects (Can, 2002). It is possible to categorize the theories about personality under six headings. These are psychoanalytic theory, characteristic theory, biological theory, humanistic theory, behavioral theory, and cognitive theory (Burger, 2006, p.24). Cognitive personality theory was developed by George Kelly (1955) as "Personal Constructs Theory". According to the theory of the personal structure; individuals' structures are different from each other. The individuals contacted are primarily defined as good-bad, fun-boring. Since the first impression will be insufficient to describe the individual, intermediate ratings are used (cited in Burger, 2006, p. 609). The differences in personality structures arise from the differences in the way individuals construct the world. Assuming that the construction of cognitive structures is a personal matter, it is unlikely that any two people will form the same systems. Since the schemas created by individuals who have been exposed to the same events are different, they cannot develop the same cognitive structure (Kelly, 1970).

Schemas are cognitive structures that enable the individual to perceive, organize and use incoming information. Basic requirements for healthy personality development are defined as self-perception, secure attachment, and autonomy. With the fulfillment of basic needs, the possibility of establishing positive schemes in childhood increases. The schemas formed during childhood constitute the basis of the self-development of the

individual. The schemas formed in childhood are less likely to change than the schemas formed later. Schemas developed negatively, also affect the individual's perspective towards the world, other individuals, relationships, and herself/himself (Young & Gluhoski, 1997). Thanks to the schemas, the individual develops a cognitive representation of who she/he is from a very early age. This representation is called self-perception (Burger, 2006, p. 618).

According to the cognitive theory, it is possible to say that mental processes are more effective than behavioral and biological processes in personality development. It can be assumed that the differences in the personality structures of individuals are related to the perspectives of the individuals, and the perspectives they have to constitute their personality schemes. It can be said that the schemes that are consisted of determining the individual's perception of herself. First of all, a self-definition is needed to talk about self-perception. The self consists of the feeling of self in the relationships created by the individual while continuing her/his life and is the process of determining the characteristics of the individual that coincide with her/his when she/he looks at herself/himself through the eyes of someone else. Although the concept of the self was initially defined as a structure within the ego, as a result of the development of the theory, it has been concluded that the self is a structure that includes the ego (Kohut, 1998). In another definition, the concept of self is accepted as synonymous with the ego; it is defined as an individual's assumptions about his personality (Baymur, 1990, p. 264). According to Cüceloğlu (1996), the self is defined as the individual's ability to look at herself/himself and other individuals from outside in the process of communicating and interacting.

Self-perception is gaining awareness about oneself in the light of known characteristics and feedback from the outside. This awareness includes how a person perceives herself, self-respect and self-esteem (Tutar, Altınöz, & Çakıroğlu, 2009). The concepts of self and self-perception are often used interchangeably. Self-perception is defined as the degree of satisfaction with the values that the individual has, while the self is defined as the sum of the values possessed. Self-perception emerges with the interaction of the individual with the society, and the individual's evaluation of herself/himself by isolating herself from society is not accepted (Sayar, 2003). In this context, as can be understood from the definitions, the concept of self has emerged with the individual's self-evaluation, ability to look at herself from different angles, and the realization of this process in a communication interaction.

Personality development can be shaped according to the individual's perception of herself/himself and the outside world in early childhood. In this period, the individual did not gain awareness, and according to the feedback from the outside world, she gained awareness about herself/himself (Ersanlı, 2012). As a result of the interaction with the outside world, the individual develops negative perceptions such as "I am bad, unsuccessful, worthless" or positive perceptions such as "I am good, successful, valuable". By embracing these perceptions that she has developed and become aware of, she transforms them into a personality pattern (Demir, 2016). It can be said that the person

who meets his / her needs and the stimuli coming from outside affects the shaping of the personality of the individual.

As the individual begins to gain awareness about the outside world, the individual wants to create her/his self-perception within a certain order. Cognitive information coming from outside also affects the self-perception of the individual. If stimulants are humiliating and judgmental, negative self-perception develops, positive self-perception develops if they are positive, accepting, and without judgment (Çelik, 2010). Individuals who develop a negative self-perception are introverted individuals who avoid sociability. They tend to hide in society, avoid leadership and public speaking duties. As a result of avoiding society, such individuals have only their world, which cannot be intervened from the outside world (Kumbaroğlu, 2013).

As is seen, it can be said that incoming stimuli are effective in the positive or negative form of self-perception. If the feedback to the individual is supportive, the self-perception is positive. However, if the feedback is humiliating and judgmental, it can be said that self-perception is shaped negatively.

Self-perception changes and develops throughout the life of the individual. Individuals who are trying to keep up with the flow of life see themselves as sufficient or inadequate in their coping skills as a result of the events they are exposed to. This situation affects their self-perception, attitude, and behavior. Individuals with sufficient coping skills have a positive self-perception and can easily cope with the problems they encounter in life. Individuals with insufficient coping skills have negative self-perception and have difficulty coping with the problems they encounter in life. Individuals who are victorious in this struggle are talented, determined, and enthusiastic about reaching the goal (Schultz & Schultz, 2007, p. 385).

It is found that teachers, who are important members of society, have positive self-perception to support the development of students. Teachers who perceive themselves positively must be open to improvement, willing to improve themselves and be successful in revealing the talents and potentials of students. In addition, it is thought that the high motivation of teachers will contribute to both themselves and students.

Teachers need to have high motivation to further the student mass they address in their schools, to support their development, to increase their school success, to respond to their expectations, and to create a successful communication environment (Kapusuzoğlu, 2001). Although the concept of motivation does not have a full Turkish equivalent, it derives from the word "motivated" in English and French. The term "motivated" is defined as any force, motive, that consciously or unconsciously generates and maintains behavior (Turkish Linguistic Society [TLS], 2020). Motivation is defined as all efforts made to mobilize one or more people towards a specific goal and purpose (Eren, 2001). Cüceloğlu (1996) defines motivation as a general concept that consists of a set of behaviors that a person does voluntarily for a purpose, desires, and needs of individuals. Motives consisting of physical needs such as hunger, thirst, and sexuality are defined as impulses, while abstract motives such as a desire for success and self-actualization are defined as needs. Fidan (1996, p.129) defines the driving force that

activates the individual, provides energy and emotional satisfaction to the individual and helps the emergence of behavior as motivation to achieve the goals. As is understood from these definitions, it is possible to say that motivation is a concept inherent in the individual, affecting the individual and his life, consciously or unconsciously influences behaviors, feeds on physical and abstract needs, and is a set of movements that direct human energy.

While Cüceloğlu (1996) defines motivation as a set of voluntary behaviors towards a goal, Narmanlı (2019) examines motivation theories in two sections that are process theories for determining the process of action, and scope (content) theories for determining situations that put the individual into action. The process theories consist of Edwin Locke's Goal Setting Theory, Vroom's Expectancy Theory, Lawler and Porter's Expectancy Theory, Adams' Reward Justice / Equality Theory, and Reinforcement Theory. The scope theories consist of Maslow's Hierarchy of Needs Theory, Alderfer's Theory of Existence, Relationship and Development (VIG) theory, Herzberg's Theory of Dual Factors, and McClelland's Achievement Motive Theory.

According to McClelland's achievement motive theory, individuals with high success motivation do not give up their efforts despite the obstacles they face to reach the goal and fulfill the responsibilities they take. The achievement motive begins to be shaped by the personality development of the individual and differs from individual to individual. For instance, some individuals make more effort than other individuals to rank in the games they are involved in, to get the highest grade in their education life, and to reach the top rank in hierarchical professions. This effort enables them to be more successful than other individuals (Fındıkçı, 2009).

McClelland (1961), who put forward the achievement motive theory, argues that the culture in which the individual is raised, and the style of upbringing are related to the achievement motive. There is a relationship between individuals' upbringing style and their achievement motive, as well as between the achievement motive of the society in which they grow up and the development of the society. The priorities of the society and the issues that it considers important for education become the priorities of individuals who grow up in the society. According to McClelland, the motivation of individuals to be the most successful in their position, to pursue the perfect, and to be successful underlies their ambitions. Underlying the efforts of individuals to be successful, there are a success, commitment, and strength (cited, Fındıkçı, 2009).

The need for success is the state of having self-motivating and developing thoughts on how to do this job better on the other hand. Individuals with a high need for success also have high expectations for rewards. They need to constantly train and develop themselves to reach the reward. They also spend their time outside of work looking for alternative ways to reward them (Özer & Topaloğlu, 2008, p.96).

As mentioned above, it is possible to say that the achievement motive emerges with the formation of personality and shows differences between individuals. It can be said that individuals with high achievement motives have a desire to succeed and gain power underlying their efforts to be successful.

When the relevant literature is examined, it is seen that some research has been done on self-perception and motivation. Regarding self-perceptions; Argun (2005), Şeremet (2006), Koç (2008), Tutar, Altınöz and Çakıroğlu (2009), Hisli Şahin, Basım and Çetin (2009), Berber Çelik (2010), Berber Çelik and Odacı (2011), Studies of Ceylan (2015), Hacıoğlu (2019) and Oğuzhan (2019) can be listed. Related to motivation; Ada, Akan, Ayık, Yıldırım and Yalçın (2013), Ayık and Ataş (2014), Arda (2016), Çiftçi (2017), Ergin and Karataş (2018), Köse and Çevik (2017), Nokay (2019), Kahya (2020) and Stezycka and Etherington (2020) can be listed.

When the relevant literature is examined, it is seen that some studies have been done separately on self-perception and success-oriented motivation. However, no study has been found that handles these two issues together and with each other. In addition to the positive effects of self-perception and motivation, which are seen as important for prospective teachers' upbringing, this study was considered to be of particular importance because it was a study in which these two issues were handled together and constituted the starting point of the study. In addition, examining whether there is a meaningful relationship between prospective teachers' self-perceptions and their motivations was assumed to add innovation to the study and make it more important.

1.1. Research Questions

The research question of the study is "what are the prospective teachers' self-perceptions and success-oriented motivations?"

The following research questions were addressed in this study:

1) What are the prospective teachers' self-perceptions?
2) Is there a significant difference in prospective teachers' self-perceptions according to gender, class, department, and department satisfaction?
3) What are the success-oriented motivation levels of the prospective teachers?
4) Is there a significant difference in the success-oriented motivation levels of the prospective teachers according to gender, class, department, and department satisfaction?
5) Is there a significant relationship between prospective teachers' self-perceptions and success-oriented motivation levels?

1.2. Purpose of The Study

The purpose of this study is to examine and compare the self-perceptions and success-oriented motivations of prospective teachers studying at the Education Faculty of Burdur Mehmet Akif Ersoy University. In addition to this main purpose, variables such as gender, class, department, and department satisfaction of prospective teachers were examined.

1.3. Significance of the Study

Having a positive self-perception of teachers who are role models for their students will also positively affect their students, with whom they are together every day. When

students start to get to know themselves, make social comparisons, and form an identity, taking a teacher with positive characteristics as a model will contribute to the positive development of personal, social, and self-perceptions. Successful and highly motivated prospective teachers can be more successful in raising qualified students when they start their careers. In the study, it was considered important as it was thought that the data obtained by determining how the prospective teachers perceived themselves and their success-oriented motivations would both contribute to the literature and guide the psychological assistance to be given to prospective teachers before starting teaching. In addition, the data obtained by determining how the prospective teachers perceive themselves and their success-oriented motivations can be emphasized on the importance of personality development issues within the scope of teaching profession courses and will contribute to the field and educators as it will guide studies to increase motivation level. In addition, it is thought that this study will be a source for new researches.

1.4 Limitations

1. This research is limited to prospective teachers studying at Mehmet Akif Ersoy University Faculty of Education in the 2019-2020 academic year.
2. This study is limited to the items included in the "Social Comparison Scale" and "Success Oriented Motivation Scale".

2. Methodology

2.1. Research Design

In this study, which aims to examine the prospective teachers' perceptions of themselves and their success-oriented motivation, the survey model, one of the scientific research models, was used, and the correlational survey model was used in the survey model. Survey models are research approaches that aim to describe a past or present situation as it is (Karasar, 2012). The survey model is the studies that aim to collect data to determine certain characteristics of a group (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2018, p.14). The correlational survey model aims to determine the presence or degree of change between two or more variables. Relational analysis can be done in two ways, through correlation-type relationships and relationships obtained by comparison. In such studies that search for a correlation-type relationship, it is tried to find out whether the variables change together and if there is a change together, how it happens (Karasar, 2012).

2.2. Universe and Sample

The universe of the study consisted of 3059 prospective teachers who are 1992 female and 1067 male, studying at the Education Faculty of Burdur Mehmet Akif Ersoy University. The sample of the study consisted of 1050 prospective teachers studying in the departments of Science, Mathematics, English, Preschool, Psychological Counseling and Guidance, Turkish, primary school, Social Studies, and Art and Work Teaching at the

Education Faculty of Burdur Mehmet Akif Ersoy University. Since 68 of the collected data were deemed invalid, they were excluded from the analysis and a total of 982 data were analyzed.

It was calculated by using the sampling formula (Tanrıöğen, 2009) to determine the sample of the study. According to this formula, the minimum number of students required to represent the universe was 342. The sample consisted of a total of 1050 prospective teachers who are 732 women and 318 men, who responded to the scales used to collect data.

Sampling is the process of taking samples from the universe. Sampling has certain and known rules. It is only accepted that the sample taken can represent the universe (Karasar, 2012). The Simple Random Sampling method, one of the random sampling methods, was used to determine the sample in the study. In the simple random sampling method, there is a possibility that each unit in the universe is equal and independent in sampling. In other words, the probability of being selected for all individuals is the same and the choice of one individual does not affect the choice of another individual. The valid and best way to select a representative sample is random sampling (Balcı, 2007; Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2018).

Table 1 shows the frequency and percentage distribution of the prospective teachers in the sample of the study according to gender, department, grade, and type of high school graduated from.

Table 1: Frequency and Percentage Distributions of Prospective Teachers
According to Gender, Department, Grade, Type of High School Graduated

Gender	N	Percentage (%)
Female	692	70,5
Male	290	29,5
Department		
Social Sciences Teaching	189	19,2
Mathematics Teaching	162	16,5
Turkish Teaching	152	15,4
English Teaching	109	11,1
Preschool Teaching	85	8,6
Science Teaching	84	8,5
Primary School Teaching	83	8,4
Psychological Counseling and Guidance	66	6,7
Art Teaching	52	5,3
Grade		
First Grade	277	28,2
Second Grade	344	35,0
Third Grade	175	17,8
Fourth grade	186	18,9
Total	**982**	**100**

In Table 1, it is seen that the sample consists of 692 (70.5%) female and 290 (29.5%) male prospective teachers. 982 prospective teachers participating in the research consist of 84

(8.5%) Science, 162 (16.5%) Mathematics, 109 (11.1%) English, 85 (8.6%) School Before, 66 (6.7%) Psychological Counseling and Guidance, 152 (15.4%) Turkish, 83 (8.4%) primary school, 189 (19.2%) Social Studies and 52 (5.3%) of them were those who were studying in art teaching departments. As seen in Table 1, 277 (28.2%) prospective teachers study in the first grade, 344 (35.0%) in the second, 175 (17.8%) in the third, and 186 (18.9%) in the fourth grade.

Table 2: Distribution of Prospective Teachers According
to Department Satisfaction and Department Preferences

Department Satisfaction	N	%
Yes	823	83,8
No	159	16,2
Total	**982**	**100**

As is seen in Table 2, 823 (83.8%) of the sample consists of prospective teachers who are satisfied with the department they are studying, and 159 (16.2%) are not satisfied with their education department.

2.3. Data Collection Tools

A "Personal Information Form", Turkish form developed by Gilbert, Allan, and Trent (1991), "Social Comparison Scale" edited by N. H. Şahin and Şahin (1992) and "Success Oriented Motivation Scale" developed by Semerci (2010) was used to collect data in this study, which was conducted to examine prospective teachers' perceptions of themselves and their success-oriented motivations.

In the study, firstly, the demographic characteristics of the prospective teachers were determined. In the prepared form, there are items related to the prospective teachers' gender, class level, the department they are studying, the type of high school they graduated from, their level of democracy, the satisfaction of the department, and the reason for choosing the department they studied.

The "Social Comparison Scale" (SSI) used in the study evaluates how people perceive themselves when compared to others. The original form of the Social Comparison Scale was developed in 5 items by Gilbert, Allan, and Trent (1991). Adaptation to Turkish was made by Şahin and Şahin (1992) with the addition of some items. In the last form of the scale, 18 bipolar items are evaluated on a 6-point dimension. High scores indicate a positive self-chart, low scores indicate a negative self-chart. The Cronbach Alpha reliability coefficient of the scale was found as 79. It has been reported that the correlation of the scale with the Beck Depression Scale is -.19 (p <.001) and it can successfully distinguish between low and high depression groups (Şahin & Durak, 1994). Şahin, Batıgün, and Uğurtaş (2002) found in their study that the correlations between the Social Comparison Scale and the subscales of the Brief Symptom Inventory ranged from r = -. 21 (somatization) to r = - .40 (negative self).

Table 3: Reliability Coefficients for Social Comparison Scale

Dimension	n	r
Self-Perception	982	,945

As seen in Table 3, the Cronbach alpha value was calculated as α = 0.94 as a result of the analysis performed to determine the internal consistency reliability of the self-perception scale. If the Cronbach Alpha internal consistency coefficient is in the range of 80≤ α <1.00, the scale is highly reliable (Tezbaşaran, 2008; Baykul, 2015). According to these results, it can be said that all items in the scale measure the same property, more precisely, the feature measured by the "Social Comparison Scale" is homogeneous and the scale is accepted as a reliable measurement tool.

The "Success Oriented Motivation Scale", which was used to collect data in the study, is a scale consisting of 35 items with a 5-point Likert type rating (1 = I do not agree at all, 5 = I totally agree). It was found that the original scale consists of four sub-dimensions after factor analysis. These are (a) External impact (12 items), (b) Internal impact (9 items), (c) target augmentation (6 items) and (d) Self-consciousness (7 items). It has been reported that these dimensions named external effect, internal effect, target augmentation, and self-consciousness explain 37.91% of the total variance. Higher scores obtained from the scale indicate that the level has also increased in the relevant sub-dimension. Cronbach alpha reliability coefficient of the Success-Oriented Motivation Scale was found to be .89 for the total scale. Within the scope of this study, the Cronbach alpha reliability coefficient of the Success-Oriented Motivation Scale was found as .81 for the total scale (Semerci, 2010).

Table 4: Reliability Coefficients for Success Oriented Motivation Scale

Dimension	n	r
Overall Scale	982	,959
External Effects	982	,945
Internal Effects	982	,940
Target Augmentation	982	,865
Self-Consciousness	982	,823

As seen in Table 4, the Cronbach alpha value was calculated as = 0.94 as a result of the analysis performed in this study to determine the internal consistency reliability of the "Success Oriented Motivation Scale". In the sub-dimensions of the scale, it is calculated that = 0.94 for "external effects", = .94 for "internal effects", = 0.86 for "target augmentation" and α = 0.22 for the "self-consciousness" dimension. If the alpha internal consistency coefficient is in the range of 80≤α <1.00, the scale is highly reliable (Tezbaşaran, 2008; Baykul, 2015). According to these results, it can be said that all items on the scale measure the same property. More clearly, the feature measured by the "Success Oriented Motivation Scale" is homogeneous and the scale is a reliable measurement tool.

2.4. Data Collection Procedure

The data of the study were collected from prospective teachers who were studying at the Education Faculty of Burdur Mehmet Akif Ersoy University in the fall and spring semesters of the 2019-2020 academic year. The data of the study were collected through forms including "Personal Information Form", "Social Comparison Scale" and "Success Oriented Motivation Scale". Measurement tools were given to prospective teachers and taken back on the same day to prevent data loss. All data collection tools are returned, no data was lost. The necessary explanations were told about the scale items, and sufficient time was given for the participants to answer.

2.5. Data Analysis and Statistical Analyses

The necessary statistical analyzes of the data collected with the scale were made with the help of computer software. The statistical significance level was taken as 0.05 in the analyzes. The normality test was performed by calculating the arithmetic mean and standard deviation of the data obtained from the data collection tools, and the Cronbach alpha value was examined to determine the internal consistency reliability of the scales. The frequency and percentage values of the responses of the prospective teachers to the scales were calculated. Mann-Whitney U test was used to analyze data on gender and department satisfaction. The Kruskal Wallis-H Test was used to analyze the data on the variables of class, department, type of high school graduated from, and the reason for choosing the department they are studying. Finally, a correlation analysis was conducted to determine the relationship between prospective teachers' success-oriented motivations and their views on self-perceptions.

Before analyzing the data, Kolmogorov-Smirnov (K-S) test was conducted to determine whether the data exhibit normal distribution or not to determine the analysis methods to be performed in the sub-research questions. The analysis result is given in Table 5.

Table 5: Social Comparison Scale Normality Test Results

Normality Test Results	N	X	K-S		S-W	
SCS	982	4,359	ss	p	ss	p
			0,116	,00	0,898	,00

Table 6: Success Oriented Motivation Scale Normality Test Results

Normality Test Results	N	X	K-S		S-W	
SOM	982	3,906	ss	p	ss	p
			0,146	,00	0,802	,00

When Tables 5 and 6 are examined, it is seen that Kolmogorov-Smirnov and Shapiro-Wilk values are (p =, 00) p< .05 in the normality test. On a scale, when the sample size is over 50, as a result of the normality test, K-S value is greater than 05, it means that the data distribution in the scale shows the normal distribution, and it is lower than .05, the data does not show a normal distribution (Büyüköztürk, 2009).

The fact that Kolmogorov-Smirnov and Shapiro-Wilk values are lower than .05 in the normality test reveals that the data do not show a normal distribution. Non-parametric test techniques were used to analyze the data obtained from the two scales used in the study.

3. Results and Interpretation

3.1. Opinions of Prospective Teachers on Self-Perceptions
The analysis of the data about the opinions of the prospective teachers, which is the first sub-research questions of the study, on their self-perception styles is given below.

As is seen in Table 7, the item of the scale in which prospective teachers agreed most is the "skillful" option with a rate of 39.1% (n = 384). The scale item they agreed least in was the "antipathic" option with a rate of 1.9% (n = 19). The items that prospective teachers mostly agreed are "sufficient" 32.7% (n = 321), "successful" 36.9% (n = 362), "loved one" 36.9% (n = 362) , "less extroverted" 24.7% (n = 243), "not very lonely" 26.5% (n = 260), "accepted" 34.8% (n = 342), "more impatient"% 23.4 (n = 230), "more intolerant" 42.2% (n = 414), "initiative" 28.9% (n = 284), "brave" 30% (n = 295), " self-confident "28.6% (n = 281)," more confident "28.6% (n = 281)," less venturous "25.1% (n = 246)," tidier "29% (n = 285), "active" 28.5% (n = 280), "determined" 23.3% (n = 229), "sympathetic" 34.6% (n = 340) and 38% "more reclaimant ", 8 (n = 381). The items that prospective teachers agreed the least on the basis of items are "insufficient" 3.0% (n = 29), " unskillful " 3.6% (n = 35), "unsuccessful" 3.9% (n = 38), "the one who not loved" 3.5% (n = 34), "introvert ed" 8.7% (n = 85), "lonely" 6.7% (n = 66), "excluded" 3.5% (n = 34), "patient" 10.2% (n = 100), "tolerant" 2.2% (n = 22), "do what is told" 3.3% (n = 32), "coward" 3% , 5 (n = 34), "unconfident" 5.3% (n = 52), "shy" 8.8% (n = 86), " timid 6.8% (n = 67), "passive" 4.3% (n = 42), " indecisive " 6.8% (n = 67), and " subjugation " 3.1% (n = 30).

Table 8: Mann Whitney U Test Results of Prospective
Teachers' Social Comparison Scale Scores According to Gender

Dimension	Gender	N	Mean Rank	Rank Sum	U	p
Self-perception	Female	692	472,05	326657,50	86879,50	0,002
	Male	290	531,73	152073,50		

The Mann-Whitney U test results of the "Social Comparison Scale" scores of the prospective teachers in Table 8 show a significant difference in favor of males in terms of their gender in terms of self-perception scores of the prospective teachers (U = 86879,50, p <0.05). Accordingly, the self-perception of male prospective teachers ($\overline{X}$ = 531.73) is higher than female prospective teachers ($\overline{X}$ = 472.05).

Table 7: The Frequency and Percentage Values of the Answers Given by the Prospective Teachers to the Social Comparison Scale

Answer Options	F	%	F	%	F	%	F	%	F	%	F	%
Sufficiency	More Insufficient		Insufficient		Less Insufficient		Less Sufficient		Sufficient		More Sufficient	
	45	4,6	29	3,0	124	12,6	315	32,1	321	32,7	148	15,0
Skillfulness	More Unskillful		Unskillful		Less Unskillful		Less Skillful		Skillful		More Skillful	
	50	5,1	35	3,6	85	8,7	207	21,1	384	39,1	221	22,5
Successfulness	More Unsuccessful		Unsuccessful		Less Unsuccessful		Less Successful		Successful		More Successful	
	57	5,8	38	3,9	87	8,9	269	27,4	362	36,9	169	17,2
Loved one	Not more loved one		Not loved one		A not less loved one		Less loved one		Loved one		More loved one	
	75	7,6	34	3,5	63	6,4	159	16,2	362	36,9	289	29,4
Introversion	More Introverted		Introverted		Less Introverted		Less Extroverted		Extroverted		More Extroverted	
	110	11,2	85	8,7	184	18,7	243	24,7	181	18,4	179	18,2
Loneliness	More Lonely		Lonely		Less Lonely		Less Not Lonely		Not Lonely		More Not Lonely	
	103	10,5	66	6,7	132	13,4	179	18,2	242	24,6	260	26,5
Exclude	More Excluded		Excluded		Less Excluded		Less Admitted		Admitted		More Admitted	
	84	8,6	34	3,5	69	7	150	15,3	342	34,8	303	30,9
Patience	More Impatient		Impatient		Less Impatient		Less Patient		Patient		More Patient	
	230	23,4	200	20,4	184	18,7	136	13,8	100	10,2	132	13,4
Tolerance	More Intolerant		Intolerant		Less Intolerant		Less Tolerant		Tolerant		More Tolerant	
	414	42,2	319	32,5	125	12,7	25	2,5	22	2,2	77	7,8
Do What is Told	Do What is Told More		Do What is Told		Do What is Told Less		Less Initiative		Initiative		More Initiative	
	56	5,7	32	3,3	126	12,8	228	23,2	284	28,9	256	26,1
Courage	More Coward		Coward		Less Coward		Less Brave		Brave		Braver	
	72	7,3	34	3,5	98	10	238	24,2	295	30	245	24,9
Self-Reliance	More Unconfident		Unconfident		Less Unconfident		Less Self-Confident		Self-Confident		More Self-Confident	
	67	6,8	52	5,3	98	10	203	20,7	281	28,6	281	28,6
Timidity	More Timid		Timid		Less Timid		Less Venturous		Venturous		More Venturous	
	92	9,4	86	8,8	172	17,5	246	25,1	217	22,1	169	17,2
Untidiness	Messier		Messy		Less Messy		Less Tidy		Tidy		Tidier	
	103	10,5	67	6,8	115	11,7	201	20,5	211	21,5	285	29
Passiveness	More Passive		Passive		Less Passive		Less Active		Active		More Active	
	75	7,6	42	4,3	109	11,1	246	25,1	280	28,5	230	23,4
Determination	More Indecisive		Indecisive		Less Indecisive		Less Decisive		Decisive		More Decisive	
	121	12,3	67	6,8	142	14,5	207	21,1	229	23,3	216	22
Antipathetic	More Antipathetic		Antipathetic		Less Antipathetic		Less Sympathetic		Sympathetic		More Sympathetic	
	63	6,4	19	1,9	61	6,2	181	18,4	340	34,6	318	32,4
Subjugation	More Subjugation		Subjugation		Less Subjugation		Less Reclaimant		Reclaimant		More Reclaimant	
	70	7,1	30	3,1	54	5,5	154	15,7	293	29,8	381	38,8

Table 9: Kruskal Wallis H test results of Prospective Teachers'
Social Comparison Scale Scores According to Grade Levels

Dimension	Grade	N	S.O	Sd	x^2	p	Difference
Self-perception	1	277	427,16	3	25,69	0,00	1-2
	2	344	491,78				1-3
	3	175	528,52				1-4
	4	186	551,94				

As seen in Table 9, Kruskal Wallis test results show a significant difference according to the grade levels of the "Social Comparison Scale" scores of prospective teachers, X^2 (sd = 3, n = 982) = 25.69, p <.05. This result shows that the classroom levels of prospective teachers affect their self-perception.

Mann-Whitney U test was conducted to determine among which groups the source of the difference is. As a result of the analyzes performed, it was found that the second graders ($\overline{X}$ = 491.78), third graders ($\overline{X}$ = 528.52), and fourth-graders ($\overline{X}$ = 551.94) were higher than the first grades ($\overline{X}$ = 427.16). It was concluded that the group with the highest self-perception was the prospective teachers studying in the fourth grade ($\overline{X}$ = 551.94), while the group with the lowest self-perception was the first-grade prospective teachers (X, = 427.16).

Table 10: Kruskal Wallis H test results of Prospective Teachers' Social
Comparison Scale Scores According to the Departments They Study

Dimension	Department	N	S.O	Sd	x^2	p	Difference
Self-perception	Science Teaching	84	508,25	8	58,725	0,00	Science - Turkish, Mathematics - Preschool, Mathematics - Turkish, English, Preschool, English - Turkish, Preschool - Psychological Counseling and Guidance, Preschool - Turkish, Psychological Counseling and Guidance - Turkish, Art - Turkish, Primary School - Turkish, Social Sciences - Turkish
	Primary School Mathematics Teaching	162	494,74				
	English Teaching	109	491,88				
	Preschool Teaching	85	576,54				
	Psychological Counseling and Guidance	66	464,40				
	Art Teaching	52	563,07				
	Primary School Teaching	83	533,33				
	Social Sciences Teaching	189	532,72				
	Turkish Teaching	152	344,15				

As is seen in Table 10, the Kruskal Wallis test results of the prospective teachers' scores of the "Social Comparison Scale" differ significantly according to the departments they study X^2 (sd = 8, n = 982) = 58.725, p <.05. This result shows that the departments of prospective teachers have effects on their self-perception.

Mann-Whitney U test was conducted to determine among which groups the source of the difference is. As a result of the analyzes carried out, those who study in

these departments that are Science teaching ($\overline{X}$ = 508.25), Mathematics teaching ($\overline{X}$ = 494.74), English teaching ($\overline{X}$ = 491.88), Social Studies teaching ($\overline{X}$ = 532.72) Primary School teaching ($\overline{X}$ = 533,33) pre-school teaching ($\overline{X}$ = 576,54), Psychological counseling and guidance ($\overline{X}$ = 464,40) and Art teaching ($\overline{X}$ = 563,07) have higher self-perception that those who study in these departments that are Turkish teaching ($\overline{X}$ = 344.15), Preschool teaching ($\overline{X}$ = 576.54), Mathematics teaching ($\overline{X}$ = 494.74), English teaching ($\overline{X}$ = 491.88), and Psychological counseling and guidance ($\overline{X}$ = 464.40). Pre-school prospective teachers ($\overline{X}$ = 576.54) are the group with the highest self-perception. The group with the lowest self-perception consists of prospective teachers ($\overline{X}$ = 344.15) studying in the department of Turkish Language Teaching.

Table 11: Mann Whitney U Test Results of Prospective Teachers'
Social Comparison Scale Scores According to Department Satisfaction

Dimension	Department Satisfaction	N	Mean Rank	Rank Sum	U	p
Self-perception	Yes	823	497,37	409337,500	56480,500	0,031
	No	154	444,26	68415,500		

As is seen in Table 11, the results of the Mann-Whitney U test differ significantly according to the satisfaction of the "Social Comparison Scale" scores of prospective teachers (U = 56480,500, p <0.05). While the average rank of prospective teachers who are satisfied with their departments in terms of average scores is ($\overline{X}$ = 497.37), the average rank of prospective teachers who are not satisfied with their departments is ($\overline{X}$ = 444.26). Accordingly, considering their average rank, it was determined that prospective teachers who were satisfied with their departments had higher self-perceptions.

Table 12: The Frequency and Percentage Values of the Answers Given
by the Prospective Teachers to the Success-Oriented Motivation Scale

Items	Strongly Disagree		Mostly Disagree		Slightly Disagree		Mostly agree		Strongly Agree	
	f	%	f	%	f	%	f	%	f	%
I1	48	4,9	17	1,7	61	6,2	339	34,5	517	52,6
I2	53	5,4	32	3,3	145	14,8	408	41,5	344	35
I3	74	7,5	62	6,3	219	22,3	337	34,3	290	29,5
I4	56	5,7	25	2,5	122	12,4	292	29,7	487	49,6
I5	52	5,3	22	2,2	120	12,2	302	30,8	486	49,5
I6	44	4,5	14	1,4	73	7,4	201	20,5	650	66,2
I7	43	4,4	18	1,8	76	7,7	262	26,7	583	59,4
I8	46	4,7	13	1,3	49	5,0	245	24,9	629	64,1
I9	45	4,6	11	1,1	52	5,3	261	26,6	613	62,4
I10	46	4,7	8	,8	45	4,6	208	21,2	675	68,7
I11	46	4,7	8	,8	39	4,0	152	15,5	737	75,1
I12	77	7,8	47	4,8	203	20,7	288	29,3	367	37,4
I13	129	13,1	170	17,3	345	35,1	215	21,9	123	12,5
I14	60	6,1	74	7,5	275	28,0	335	34,1	238	24,2
I15	53	5,4	38	3,9	198	20,2	382	38,9	311	31,7
I16	63	6,4	48	4,9	190	19,2	365	37,2	316	32,2
I17	87	8,9	64	6,5	156	15,9	293	29,8	382	38,9

I18	62	6,3	57	5,8	215	21,9	299	30,4	349	35,5
I19	104	10,6	95	9,7	229	23,3	291	29,6	263	26,8
I20	94	9,6	79	8,0	251	25,6	318	32,4	240	24,4
I21	51	5,2	39	4,0	169	17,2	356	36,3	367	37,4
I22	51	5,2	19	1,9	77	7,8	199	20,3	636	64,8
I23	98	10,0	116	11,8	256	26,1	237	24,1	275	28,0
I24	74	7,5	73	7,4	218	22,2	275	28,0	342	34,8
I25	55	5,6	27	2,7	77	7,8	170	17,3	653	66,5
I26	72	7,3	68	6,9	216	22,0	250	25,5	376	38,3
I27	55	5,6	62	6,3	288	29,3	369	37,6	208	21,2
I28	78	7,9	115	11,7	378	38,5	262	26,7	149	15,2
I29	80	8,1	118	12,0	331	33,7	274	27,9	179	18,2
I30	64	6,5	49	5,0	184	18,7	342	34,8	343	34,9
I31	69	7,0	64	6,5	222	22,6	348	35,4	279	28,4
I32	63	6,4	59	6,0	237	24,1	326	33,2	297	30,2
I33	59	6,0	54	5,5	217	22,1	334	34,0	318	32,4
I34	73	7,4	93	9,5	247	25,2	289	29,4	280	28,5
I35	63	6,4	43	4,4	193	19,7	334	34,0	349	35,5

As seen in Table 16, when the findings of the research conducted to determine the success-oriented motivations of the prospective teachers are examined, it is the option of completely agree with the item M11 "I will be happy when I am successful" with 75.1% with the highest participation. The other items they preferred the most were the option of "I totally agree" with item M10 "I want to succeed as I succeed" with 68.6%, and the "I totally agree" option with the item "I would like to get high marks in the exams" with 66.5%. The least preferred scale items by the prospective teachers were M10 "I will be more willing to succeed as I succeed" and M11 "I would be happy when I succeed" option was mostly disagreed with 0.8%. The other items they least preferred were M9 "What I will gain positively affect my motivation" with a rate of 1.1%, and M8's item "A warm learning atmosphere in the course increases my success" with a rate of 1.3%, respectively.

Table 13: Mann Whitney U Test Results of Success-Oriented
Motivation Scale Scores of Prospective Teachers According to Gender

Dimension	Gender	N	Mean Rank	Mean Sum	U	p
Success-Oriented Motivation	Female	692	491,28	339966,00	97724,00	0,759
	Male	290	485,19	138765,00		
Internal Effects	Female	692	493,88	341770,50	95919,50	0,449
	Male	290	478,88	136960,50		
External Effects	Female	692	493,185	341284,500	96405,500	0,524
	Male	290	480,582	137446,500		
Target Augmentation	Female	692	499,148	345410,500	92279,500	0,095
	Male	290	466,155	133320,500		
Self-Consciousness	Female	692	466,757	322996,500	83218,500	0,00
	Male	290	544,526	155734,500		

According to the analysis results performed with the Mann-Whitney U test in Table 13, when the success-oriented motivations of the prospective teachers were examined according to the gender variable, a statistically significant difference was found in the "self-consciousness" sub-dimension (U = 83218,500, p <0.05). It was concluded that male prospective teachers ($\overline{X}$ = 544,526) were higher than female prospective teachers ($\overline{X}$ = 466.75).

According to the analysis results performed with the Mann Whitney U test in Table 17, the mean scores of the prospective teachers "Success -Oriented Motivation Scale" (U = 97724,00, p>0.05), the sub-dimensions of the "Success-Oriented Motivation Scale", "internal effects" "(U = 95919.50, p>0.05)," external effects "(U = 96405.500, p>0.05) and" target augmentation "(U = 92279.500, p>0.05) statistically did not show a significant difference.

Table 14: Kruskal Wallis H Test Results of Prospective Teachers'
Success-Oriented Motivation Scale Scores According to Class Levels

Dimension	Grade	N	S.O	Sd	x^2	p	Difference
Success-Oriented Motivation	1	277	454,86	3	8,25	0,040	1-3, 1-4,
	2	344	491,98				
	3	175	526,08				
	4	186	512,62				
Internal Effects	1	277	448,75	3	11,633	0,008	1-3, 1-4,
	2	344	491,12				
	3	175	534,20				
	4	186	515,66				
External Effects	1	277	469,153	3	3,554	0,313	
	2	344	511,991				
	3	175	489,634				
	4	186	488,637				
Target Augmentation	1	277	461,750	3	5,413	0,143	
	2	344	491,520				
	3	175	515,714				
	4	186	512,983				
Self-Consciousness	1	277	433,250	3	18,455	0,000	1-2, 1-3, 1-4,
	2	344	500,263				
	3	175	538,191				
	4	186	518,110				

As is seen in Table 14, Kruskal Wallis test results show a significant difference according to the grade levels of prospective teachers' "Success Oriented Motivation Scale" scores X² (sd = 3, n = 982) = 8.25, p <.05. Mann-Whitney U test was conducted to determine among which groups the source of the difference is. As a result of the analyzes carried out, it was observed that third graders ($\overline{X}$ = 526.08) and fourth graders ($\overline{X}$ = 512.62) were higher than first graders ($\overline{X}$ = 454.86). While the group with the highest level of success motivation was composed of the third-grade prospective teachers ($\overline{X}$ = 526.08), the lowest group was the first-grade prospective teachers ($\overline{X}$ = 454.86).

As is seen in Table 14, when the "internal effects" dimension of the "Success Oriented Motivation Scale" sub-dimensions of the prospective teachers are examined, the third graders ($\overline{X}$ = 534.20) and the fourth graders ($\overline{X}$ = 515.66), 75) are higher. In terms of score averages, prospective teachers studying in the third grade ($\overline{X}$ = 534.20) obtained the highest rank average, while the lowest rank average was obtained by prospective teachers studying in the first grade ($\overline{X}$ = 448.75). According to the "self-consciousness" sub-dimension of the success-oriented motivation scale of prospective teachers, the second graders ($\overline{X}$ = 500.26), the third graders ($\overline{X}$ = 538.19), and the fourth graders (X 518 = 518.11), is higher than the first grades ($\overline{X}$ = 433), 25). In terms of score averages, prospective teachers studying in the third grade ($\overline{X}$ = 538,19) obtained the highest rank average, while the lowest rank average was obtained by the prospective teachers studying in the first grade ($\overline{X}$ = 433.25).

In addition, the "external effects" of the "Success-Oriented Motivation Scale" X^2 (sd = 3, n = 982) = 3,554, p>.05 and "target augmentation", X^2 (sd = 3, n = 982) = 5,413, p>.05 sub-dimensions mean scores do not differ significantly.

Table 15: Kruskal Wallis H test results of prospective teachers'
Success-Oriented Motivation Scale Scores According to the Department that they study

Dimension	Department	N	S.O	Sd	x²	p	Difference
Success-Oriented Motivation	Science Teaching	84	552,10	8	41,558	0,00	Science - Mathematics, Science - English, Science - Turkish, Mathematics - Primary School, Mathematics - Social Sciences, Mathematics - Turkish, English - Turkish, Preschool - Turkish, Psychological Counseling and Guidance - Primary School, Psychological Counseling and Guidance - Turkish, Art - Turkish, Primary School - Social Sciences, Primary School - Turkish, Social Sciences - Turkish
	Primary school Mathematics Teaching	162	460,07				
	English Teaching	109	451,53				
	Preschool Teaching	85	530,65				
	Psychological Counseling and Guidance	66	470,95				
	Art Teaching	52	506,12				
	Primary School Teaching	83	589,58				
	Social Sciences Teaching	189	521,29				
	Turkish Teaching	152	390,23				

As is seen in Table 15, Kruskal Wallis test results of "Success Oriented Motivation Scale" scores of prospective teachers according to the department they study show a significant difference X^2 (sd = 8, n = 41,558) = 58,725, p <.05. Mann-Whitney U test was conducted to determine among which groups the source of the difference is. As a result of the analysis, it was found that the Science ($\overline{X}$ = 552,10) department is higher than the ones studying in Mathematics ($\overline{X}$ = 460,07), English ($\overline{X}$ = 451,53), and Turkish teaching ($\overline{X}$ = 390,23)

departments. As a result of the analyzes carried out, it was found that those studying in the Department of Class ($\overline{X}$ = 589.59) and Social Studies ($\overline{X}$ = 521.29) are higher than those who study in the Department of Mathematics ($\overline{X}$ = 460.07). As a result of the analyzes, those who are studying in these departments are Mathematics teaching ($\overline{X}$ = 460.07), English teaching ($\overline{X}$ = 451.53), psychological counseling and guidance ($\overline{X}$ = 470.95), Art teaching ($\overline{X}$ = 506.12), Primary School teaching ($\overline{X}$ = 589.58)), Preschool teaching ($\overline{X}$ = 530,65) and Social Studies teaching ($\overline{X}$ = 521,29) were higher than those studying in Turkish Teaching Department ($\overline{X}$ = 390,23). As a result of the analysis, it was found that those studying in the department of primary school teaching ($\overline{X}$ = 589.58) were higher than those studying in the psychological counseling and guidance ($\overline{X}$ = 470.95) department. The prospective teachers studying in the Department of Primary school Teaching ($\overline{X}$ = 589.58) obtained the highest rank average in terms of average scores. The prospective teachers studying in the department of Turkish Language Teaching ($\overline{X}$ = 390.23) obtained the lowest rank average.

Table 16: Kruskal Wallis H Test Results of External Effects Sub-Scale Scores of prospective teachers' Success-Oriented Motivation Scale According to the Department of Education

Dimension	Department	N	S.O	Sd	x²	p	Difference
Success-Oriented Motivation External Effects	Science Teaching	84	501,86	8	41,558	0,00	Science - Primary School, Science - Turkish, Mathematics - Preschool, Mathematics - Primary School, Mathematics- Social Sciences, Mathematics - Turkish, English - Turkish, Preschool - Turkish, Psychological Counseling, And Guidance - Primary School, Art - Primary School, Primary School - Social Sciences, Primary School - Turkish, Social Sciences - Turkish
	Primary school Mathematics Teaching	162	460,17					
	English Teaching	109	524,01					
	Preschool Teaching	85	541,24					
	Psychological Counseling and Guidance	66	457,58					
	Art Teaching	52	467,60					
	Primary School Teaching	83	595,67					
	Social Sciences Teaching	189	521,10					
	Turkish Teaching	152	397,26					

As is seen in Table 16, the Kruskal Wallis test results of the "external effects" scores of the "Success Oriented Motivation Scale" sub-dimension of the prospective teachers according to the department they study show a significant difference, X² (sd = 8, n = 982) = 37,621, p < .05. Mann-Whitney U test was conducted to determine among which groups the source of the difference is. As a result of the analysis, it was concluded that those studying in the department of primary school teaching ($\overline{X}$ = 595,67) were higher than those studying in the department of science teaching ($\overline{X}$ = 501,86). As a result of the analysis, it was concluded that those studying in the department of science teaching ($\overline{X}$ = 501,86) were higher than those studying in the department of Turkish teaching ($\overline{X}$ = 397,26). As a result

of the analysis, it was concluded that those who study in the department of Pre-school teaching ($\overline{X}$ = 541,84), primary school teaching($\overline{X}$ = 595,67), and Social Studies teaching ($\overline{X}$ = 521,10) were higher than those who study in the department of Mathematics teaching ($\overline{X}$ = 460,17). As a result of the analysis, it was concluded that those studying in Mathematics teaching ($\overline{X}$ = 460.17), English teaching ($\overline{X}$ = 524.01), and Preschool teaching ($\overline{X}$ = 541.24) were higher than those studying in Turkish teaching ($\overline{X}$ = 397.26). As a result of the analysis, it was found that those studying in the department of primary school teaching ($\overline{X}$ = 595.67) were higher than those who were educated in the department of psychological counseling and guidance (X7 = 457.58), Art teaching($\overline{X}$ = 467.60), Social Studies teaching (X1 = 521.10). As a result of the analysis, it was concluded that those studying in the department of primary education ($\overline{X}$ = 595,67) and Social Studies teaching ($\overline{X}$ = 521,10) were higher than those who were studying in the department of Turkish teaching ($\overline{X}$ = 397,26). The prospective teachers studying in the Department of Primary school Teaching ($\overline{X}$ = 595.67) obtained the highest rank average in terms of score averages. The prospective teachers studying in the department of Turkish Language Teaching ($\overline{X}$ = 397,26) obtained the lowest rank average.

Table 17: Kruskal Wallis H Test Results of Internal Effects Sub-Scale Scores of prospective teachers' Success-Oriented Motivation Scale According to the Department of Education

Dımensıon	Department	N	S.O	Sd	x²	p
Success-Oriented Motivation Internal Effects	Primary school Mathematics Teaching	162	472,39			
	English Teaching	109	526,96			
	Preschool Teaching	85	514,89			
	Psychological Counseling And Guidance	66	494,06			
	Art Teaching	52	491,57			
	Primary School Teaching	83	546,20			
	Social Sciences Teaching	189	519,95			
	Turkish Teaching	152	381,51			

As is seen in Table 17, the Kruskal Wallis test results of the "internal effects" scores, which are the sub-dimension of the "Success Oriented Motivation Scale", show a significant difference according to the department they study, X² (sd = 8, n = 982) = 33,157, p < .05. Mann-Whitney U test was conducted to determine among which groups the source of the difference is. As a result of the analysis, it was concluded that those studying in the department of science teaching ($\overline{X}$ = 537,58) were higher than those studying in the department of Turkish teaching ($\overline{X}$ = 381,51). As a result of the analysis, it was concluded that those studying in the department of English language teaching ($\overline{X}$ = 526.96) and primary school teaching ($\overline{X}$ = 546.20) were higher than those studying in the department of mathematics teaching ($\overline{X}$ = 472.39). As a result of the analysis, it was concluded that those studying in the department of English teaching ($\overline{X}$ = 526.96), Preschool teaching ($\overline{X}$ = 514.89), psychological counseling and guidance ($\overline{X}$ = 494.06), art teaching ($\overline{X}$ = 491.57) and Social Studies teaching ($\overline{X}$ = 546).20) were higher than those studying in Turkish teaching department. As a result of the analysis, it was concluded that those studying in the department of primary school teaching ($\overline{X}$ = 546.20) were higher than those studying

in the psychological counseling and guidance ($\overline{X}$ = 494.06) department. The prospective teachers studying in the Department of Primary school Teaching ($\overline{X}$ = 546.20) obtained the highest rank average in terms of average scores. The prospective teachers studying in the department of Turkish Language Teaching ($\overline{X}$ = 381,51) obtained the lowest rank average.

Table 18: Kruskal Wallis H Test Results of Prospective Teachers' Scores of
The Success-Oriented Motivation Scale, According to The Department That They Study

Dımensıon	Department	N	S.O	Sd	x²	p	Difference
Success-Oriented Motivation Target Augmentation	Science Teaching	84	557,47	8	41,934	0,00	Science - Mathematics, Science - Psychological Counseling and Guidance, Science-Turkish, Mathematics-art, Mathematics - Turkish, English - Turkish, preschool - Turkish, Psychological Counseling and Guidance - Art, Psychological Counseling and Guidance - Turkish, Art - Turkish, Primary School - Turkish, Social Sciences - Turkish Science - Turkish, Mathematics - English, Mathematics - Primary school, Mathematics - Turkish, English - Turkish, Preschool - Turkish, Psychological Counseling and Guidance - Primary School, Psychological Counseling, and Guidance - Turkish, Art - Turkish, Primary School- Turkish, Social Sciences - Turkish
	Primary school Mathematics Teaching	162	468,07				
	English Teaching	109	517,33				
	Preschool Teaching	85	512,43				
	Psychological Counseling and Guidance	66	463,86				
	Art Teaching	52	571,33				
	Primary School Teaching	83	544,48				
	Social Sciences Teaching	189	516,11				
	Turkish Teaching	152	374,95				

As is seen in Table 18, Kruskal Wallis test results show a significant difference between prospective teachers' 'goal enlargement' scores, which is the sub-dimension of "Success Oriented Motivation Scale", according to the department they study X² (sd = 8, n = 982) = 41.934, p <.05. Mann-Whitney U test was conducted to determine among which groups the source of the difference is. As a result of the analysis, it was found that those studying

in the department of Science teaching ($\overline{X}$ = 557.47) were higher than those who were studying in the department of Mathematics teaching ($\overline{X}$ = 468.07), psychological counseling, and guidance ($\overline{X}$ = 463.86) and Turkish teaching ($\overline{X}$ = 374.95). As a result of the analysis, it was concluded that those studying in the department of art ($\overline{X}$ = 571,33) were higher than those studying in the department of mathematics teaching ($\overline{X}$ = 468,07). As a result of the analysis, it was concluded that those studying in the department of Mathematics teaching ($\overline{X}$ = 468.07), English teaching ($\overline{X}$ = 517.33), Preschool teaching ($\overline{X}$ = 512.43), psychological counseling and guidance ($\overline{X}$ = 463.86) Art teaching ($\overline{X}$ = 571.33)), Primary school teaching ($\overline{X}$ = 544,48) and Social Studies ($\overline{X}$ = 516,11) were higher than those who studying in Turkish Teaching Department. As a result of the analysis, it was concluded that those studying in the department of art ($\overline{X}$ = 571,33) were higher than those studying in the psychological counseling and guidance ($\overline{X}$ = 463,86) department. The prospective teachers studying in the department of Art Teaching ($\overline{X}$ = 571,33) obtained the highest rank average in terms of mean scores. Turkish prospective teachers obtained the lowest rank average ($\overline{x}$ = 374.95).

Table 19: Kruskal Wallis H Test Results of prospective teachers' Self-Consciousness Sub-Scale Scores of Success-Oriented Motivation Scale According to the Department that they study

Dimension	Department	N	S.O	Sd	x²	p	Difference
Success-Oriented Motivation Self-Consciousness	Science Teaching	84	498,99	8	49,015	0,00	Science - Primary School, Science - Turkish, Mathematics-Preschool, Mathematics - Primary School, Mathematics - Turkish, English, Primary School, English - Turkish, Preschool - Turkish, Psychological Counseling and Guidance - Primary School, Psychological Counseling and Guidance - Turkish, Art - Primary School, Art - Turkish, Primary School - Social Sciences, Primary School - Turkish, Social Sciences - Turkish
	Primary school Mathematics Teaching	162	471,96					
	English Teaching	109	497,92					
	Preschool Teaching	85	545,86					
	Psychological Counseling and Guidance	66	489,77					
	Art Teaching	52	489,77					
	Primary School Teaching	83	617,06					
	Social Sciences Teaching	189	519,98					
	Turkish Teaching	152	372,81					

As is seen in Table 19, the Kruskal Wallis test results of the "self-consciousness" scores, which is the sub-dimension of the "Success Oriented Motivation Scale", show a significant difference according to the department they study X^2 (sd = 8, n = 982) = 49,015, p <. 05. Mann-Whitney U test was conducted to determine among which groups the source of

the difference is. As a result of the analysis, it was concluded that those studying in the department of primary education ($\overline{X}$ = 617.06) were higher than those studying in the department of science teaching ($\overline{X}$ = 498.99). As a result of the analysis, it was concluded that those studying in the department of science teaching ($\overline{X}$ = 498.99), Mathematics teaching ($\overline{X}$ = 471.89), English teaching ($\overline{X}$ = 497.92), Preschool teaching ($\overline{X}$ = 545.86), psychological counseling and guidance ($\overline{X}$ = 498), 99), Art teaching ($\overline{X}$ = 498.99) and Primary school teaching ($\overline{X}$ = 617.06) were higher than those studying in the department of Turkish teaching ($\overline{X}$ = 372.81). As a result of the analysis, it was concluded that those studying in Preschool Teaching ($\overline{X}$ = 545,86) and Primary school Teaching ($\overline{X}$ = 617.06) were higher than those studying in Mathematics Teaching (X öğretmen = 471,89).). As a result of the analysis, it was concluded that those studying in the department of primary school ($\overline{X}$ = 617.06) were higher than those studying in English teaching ($\overline{X}$ = 497.92), psychological counseling and guidance ($\overline{X}$ = 498.99), Art teaching ($\overline{X}$ = 498.99) and Social Studies teaching ($\overline{X}$) = 519.98). The prospective teachers studying in the Department of primary school Teaching ($\overline{X}$ = 617.06) obtained the highest rank average in terms of mean scores. Turkish prospective teachers obtained the lowest rank average ($\overline{X}$ = 372.81).

Table 20: Mann Whitney U Test Results of Prospective Teachers'
Success-Oriented Motivation Scale Scores According to Department Satisfaction

Dimension	Department Satisfaction	N	Mean rank	Mean sum	U	p
Success-Oriented Motivation	Yes	823	501,003	412326,000	53492,000	0,002
	No	154	424,850	65427,000		
Internal Effects	Yes	823	502,524	413577,500	52240,500	0,000
	No	154	416,724	64175,500		
External Effects	Yes	823	495,870	408102,500	57715,500	0,077
	No	154	452,281	69650,500		
Target Augmentation	Yes	823	497,941	409806,000	56012,000	0,021
	No	154	441,214	67947,000		
Self-Consciousness	Yes	823	495,007	407391,500	58426,500	0,123
	No	154	456,892	70361,500		

According to the analysis results performed with the Mann-Whitney U test in Table 20, when the success-oriented motivations of the prospective teachers were examined according to the department's satisfaction, a statistically significant difference was found (U = 53492,000, p <0.05). Considering the mean rank, it was seen that the prospective teachers who were satisfied with their departments ($\overline{X}$ = 501.00) had higher success-oriented motivations than the prospective teachers who were not satisfied with their departments ($\overline{X}$ = 424.85).

According to the analysis results performed with the Mann Whitney U test in Table 20, when the mean scores of the success-oriented motivation scale sub-dimension "internal effects" were examined according to the satisfaction of the department, a statistically significant difference was found (U = 52240,500, p<0.05). Considering the mean ranks, it was determined those prospective teachers who were satisfied with their

departments ($\overline{X}$ = 502.52) had higher "internal effects" scores than those who were not satisfied with their departments ($\overline{X}$ = 416.72).

It was concluded that prospective teachers' level of satisfaction affected the success-oriented motivation "external effects" sub-dimension (U = 57715,500, p <0.05). Considering the mean rank, it was determined that the prospective teachers who were satisfied with their departments ($\overline{X}$ = 495.87) had higher "external effects" scores than the prospective teachers who were not satisfied with their departments ($\overline{X}$ = 452.28).

It was concluded that prospective teachers' satisfaction with their departments affected the success-oriented motivation "goal enlargement" sub-dimension (U = 56012,000, p <0.05). Considering the mean rank, it was determined that the "goal enlargement" scores of the prospective teachers who were satisfied with their departments ($\overline{X}$ = 497.94) were higher than the ones who were not satisfied with their departments (X = 441.21). In addition, it has been determined that there is no statistically significant difference in terms of the level of satisfaction of the prospective teachers in terms of their "self-consciousness" score averages (U = 58426,500, p)0.05), which is one of the sub-dimensions of the success-oriented motivation scale.

Table 21: The Results of Correlation Analysis Conducted to Determine the Relationship Between Success-Oriented Motivations of Prospective Teachers and their Self-perceptions

	Self-perception	Success-Oriented Motivations	External effects	Internal effects	Target Augmentation	Self-Consciousness
Self-perception	-					
Success-Oriented Motivation	,503	-				
External Effects	,400	,785	-			
Internal Effects	,436	,866	,569	-		
Target Augmentation	,369	,793	,528	,603	-	
Self-Consciousness	,506	,809	,546	,632	,572	-

**p<.01

In Table 21, correlation values between the self-perception scale and success-oriented motivation scale sub-dimensions are given. It is found that there is a moderately positive correlation between self-perception and success-oriented motivation scale (r = .503, p <, 01). It is found that there is a moderately positive relationship between self-perception and external effects (r = .400, p <, 01), which are sub-dimensions of the success-oriented motivation scale. It is found that there is a moderately positive correlation between self-perceptions and internal effects (r = .436, p <, 01), which are sub-dimensions of the success-oriented motivation scale. It is found that there is a moderately positive

correlation between self-perceptions and target augmentation (r = .369, p <, 01), which is one of the sub-dimensions of the success-oriented motivation scale. It is found that there is a moderately positive correlation between self-perception and self-consciousness (r = .506, p <, 01), which is one of the sub-dimensions of the success-oriented motivation scale. It is found that there is a high-level positive relationship between success-oriented motivation and external effects (r = .785, p <, 01), which are sub-dimensions of the success-oriented motivation scale. It is found that there is a high-level positive relationship between success-oriented motivation and internal effects (r = .866, p <, 01), which are sub-dimensions of the success-oriented motivation scale. It is found that there is a high-level positive relationship between success-oriented motivation and target augmentation (r = .793, p <, 01), which is one of the sub-dimensions of the success-oriented motivation scale. It is found that there is a high-level positive relationship between success-oriented motivation and self-consciousness (r = .809, p <, 01), which is one of the sub-dimensions of the success-oriented motivation scale. It is found that there is a moderate positive relationship between external effects, one of the sub-dimensions of the success-oriented motivation scale, and the internal effects (r = .509, p <, 01), which is one of the sub-dimensions of the success-oriented motivation scale. It is found that there is a moderately positive correlation between external influences, one of the sub-dimensions of the success-oriented motivation scale, and target augmentation (r = .528, p <, 01), which is one of the sub-dimensions of the success-oriented motivation scale. It is found that there is a moderate positive correlation between external influences, one of the sub-dimensions of the success-oriented motivation scale, and self-consciousness (r = .546, p <, 01), which is one of the sub-dimensions of the success-oriented motivation scale. There is a moderate positive correlation between internal effects, one of the sub-dimensions of the success-oriented motivation scale, and target augmentation (r = .603, p <, 01), which is one of the sub-dimensions of the success-oriented motivation scale. It is found that there is a moderately positive relationship between internal effects, one of the sub-dimensions of the success-oriented motivation scale, and self-awareness (r = .632, p <, 01), which is one of the sub-dimensions of the success-oriented motivation scale. It is found that there is a moderate positive relationship between goal amplification, which is one of the sub-dimensions of the success-oriented motivation scale, and self-consciousness (r = .572, p <, 01), which is one of the sub-dimensions of the success-oriented motivation scale.

4. Conclusions, Discussion and Recommendations

4.1. Results about prospective teachers' self-perception
1) According to the findings of the prospective teachers regarding their self-perception, in the items of the scale, they mostly agreed on the option "Skillful" with 39.1% and " Antipathetic" with a minimum of 1.9%.
2) It was concluded that there is a significant difference in the self-perceptions of prospective teachers according to gender and male prospective teachers have higher self-perception than female prospective teachers. It can be said that this

result is in favor of men because of a male-dominated cultural structure, and the fact that the number of men working in higher positions is always higher than the number of women. However, this result does not coincide with the research results of Berber Çelik and Odacı (2011). Because, in the research of Berber Çelik and Odacı (2011), there was no significant difference between the genders.

3) It was concluded that prospective teachers' self-perception is higher in the second, third, and fourth grades than in the first grades according to their grade level. It was concluded that the group with the highest self-perception was the fourth-grade prospective teachers, while the group with the lowest self-perception was the first-grade prospective teachers. According to these data, it was concluded that the grade levels at which prospective teachers are studying affect their self-perception. Accordingly, it can be said that as the grade level of prospective teachers increases, their self-perception also increases.

4) Self-perceptions of prospective teachers were found to be higher than those studying in Science, Mathematics, English, Social Studies, primary school, Preschool, Psychological Counseling And Guidance and Art Teaching departments than those studying in Turkish teaching. Preschool teachers were the group with the highest self-perception and the lowest group was the pre-service teachers studying in Turkish. In other words; It has been concluded that the departments where prospective teachers are studying affect their self-perception.

5) In the study, it was concluded that prospective teachers' satisfaction with their departments was effective on their self-perception. It was observed that prospective teachers' self-perception scores were the ones who were satisfied with their departments the highest, while the lowest were the ones who were not satisfied with their departments. Accordingly, it was found that prospective teachers who were satisfied with their departments had higher self-perceptions.

4.2. Results on the success-oriented motivation of prospective teachers.

1) In the success-oriented motivation of the prospective teachers, the option of "I will be happy when I am successful" was the option of "I totally agree" with 75.1%. This was followed by the items "I want to succeed as I succeed," with 68.6%, and "I want to get a high grade in exams" with 66.5%, respectively. On the other hand, the least preferred scale items by prospective teachers were "I will be more willing to succeed as I succeed" and "I will be happy when I am successful" and "I mostly disagree" with 0.8%. The other items they least preferred were "What will ultimately affect my motivation positively" with a rate of 1.1% and "A warm learning atmosphere in the course increases my performance" with a rate of 1.3%. It is found that the two items that the prospective teachers agreed on the most and the least were related to the intrinsic sources of motivation. It is found that the items they agreed least on were related to extrinsic sources of motivation. This result coincides with the result of Çevik and Köse (2017) in their study, which is the study of the relationship between teachers 'perceptions of school culture and

their motivation, that teachers' motivation levels are generally high. However, in the research of Ada, Akan, Ayık, Yıldırım, and Yalçın (2013), it is found that they do not coincide because it was concluded that external factors rather than internal factors are more effective on motivation.

2) When the motivations of prospective teachers were examined by gender, it was concluded that male prospective teachers were higher than female prospective teachers in the "self-awareness" sub-dimension. In addition, it was determined that there was no significant difference in the scale overall and the "internal effects", "external effects" and " target augmentation " sub-dimensions of the scale. According to these results, it can be said that gender does not affect the success-oriented motivations of prospective teachers in other dimensions except for the "self-awareness" sub-dimension. This result doesn't coincide with the results of Çevik and Köse (2017), but not with the results of Arda (2016) and Ergin and Karataş (2017). Because, it was observed that the success-oriented motivation levels of female prospective teachers were higher than the male prospective teachers in the scale of Arda (2016), Ergin and Karataş (2017) in general, and in the "internal effects" and "external effects" sub-dimensions.

3) It was concluded that the prospective teachers' motivation was influenced by the grade levels they were studying at. It has been observed that the third and fourth graders have a higher motivation than the first graders, according to the classes in which the prospective teachers are studying. While the group with the highest level of motivation was the prospective teachers studying in the third grade, the lowest group was the prospective teachers studying in the first grade. In the "internal effects" sub-dimension of the prospective teachers' motivation scale, it was revealed that the third and fourth graders had higher motivation than the first graders. In the mean scores, it was observed that the highest score belonged to the prospective teachers studying in the third grade, while the lowest score belonged to the prospective teachers studying in the first grade. On the other hand, in the "self-consciousness" sub-dimension of the motivation scale, it was observed that the second, third, and fourth grades were higher than the first grades. According to these results, it can be said that the scale of the grade levels at which prospective teachers are studying has effects on "internal effects" and "self-consciousness" sub-dimensions, but not on "external effects" and " target augmentation ".

4) As a result of the research, it was concluded that the motivation levels of the prospective teachers were higher than the ones studying in Science, Mathematics, English, and Turkish teaching according to the departments they were studying. As a result of the research, it was concluded that the motivation levels of the prospective teachers were higher than those who were educated in primary school and Social Studies teaching than those who were educated in Mathematics teaching. As a result of the research, it was concluded that the motivation levels of the prospective teachers were higher than those who were educated in Mathematics, English, psychological counseling and guidance, Art, Primary

school, Preschool, and Social Studies teaching compared to the departments they were studying in. As a result of the research, it was concluded that the motivation levels of the prospective teachers according to the departments they were studying in were higher than those studying in the primary school teaching than those studying in the psychological counseling and guidance department. Accordingly, it was concluded that prospective teachers affect the motivations of the departments they study in. This result coincides with the results of Ergin and Karataş (2017).

According to the departments that prospective teachers study, in the "external effects" sub-dimension of the motivation scale, it was concluded that those who study as a primary school teaching are higher than those who study in science teaching. According to the departments that they study, in the "external effects" sub-dimension of the motivation scale, it was concluded that those who are studying in science teaching are higher than those who are educated in Turkish teaching. According to the departments that they study, in the "external effects" sub-dimension of the motivation scale, it was concluded that the ones studying in Preschool, primary school, and Social Studies teaching were higher than those who study in Mathematics teaching. According to the departments that they study, in the "external effects" sub-dimension of the motivation scale, it was concluded that those who study in Mathematics, English, and Preschool teaching are higher than those who study in Turkish teaching. According to the departments that they study, in the "external effects" sub-dimension of the motivation scale, it was concluded that those who study in primary school teaching were higher than those who study in psychological counseling and guidance, art, and Social Studies teaching. According to the departments that they study, in the "external effects" sub-dimension of the motivation scale, it was concluded that those who study in primary school and Social Studies teaching are higher than those who study in the Turkish language teaching department.

Another result is that the departments where prospective teachers are studying have effects on the success-oriented motivation "internal effects" sub-dimension. It was concluded that in the "internal effects" sub-dimension of the motivation scale, those who study in Science teaching are higher than those who study in Turkish teaching. It was concluded that in the "internal effects" sub-dimension of the motivation scale, those who study in English and primary school teaching are higher than those who study in Mathematics teaching. It was concluded that in the "internal effects" sub-dimension of the motivation scale, those who study in English, Preschool, psychological counseling and guidance, art and Social Studies teaching were higher than those who were educated in Turkish teaching. It was concluded that in the "internal effects" sub-dimension of the motivation scale, those studying in primary school teaching were higher than those studying in the psychological counseling and guidance department.

It was concluded that the departments in which prospective teachers are studying are effective on success-oriented motivation " Target Augmentation" sub-dimension. It was concluded that, in the " Target Augmentation" sub-dimension of the scale, those who

study in Science teaching were higher than those who study in Mathematics, psychological counseling, and guidance, and Turkish teaching. It was concluded that, in the " Target Augmentation" sub-dimension of the scale, those who study in Art teaching were higher than those who study in Mathematics teaching. It was concluded that in the " Target Augmentation" sub-dimension of the scale, those who study in Mathematics, English, Preschool, psychological counseling and guidance, Art, primary school and Social Studies teaching were higher than those who study in Turkish teaching.

In the "self-consciousness" sub-dimension of the motivation scale of prospective teachers, it was concluded that those who study in primary school teaching were higher than those who were study in Science teaching. In the "self-consciousness" sub-dimension of the motivation scale of prospective teachers, it was concluded that those who study in Mathematics, English, Preschool, psychological counseling and guidance, art, and primary school teaching were higher than those who study in Turkish teaching. It was concluded that in the "self-consciousness" sub-dimension of the motivation scale of prospective teachers, those studying in Preschool and primary school teaching were higher than those studying in the Mathematics teaching department. In the "self-consciousness" sub-dimension of the motivation scale of the prospective teachers, it was concluded that those who study in primary school teaching were higher than those who study in English, psychological counseling and guidance, Art, and Social Studies teaching. According to these results, it can be said that the department that the prospective teachers study is also effective in the "self-consciousness" sub-dimension.

5) It was concluded that the satisfaction of the department was effective on the motivation of the prospective teachers. It was observed that prospective teachers who are satisfied with their departments have a higher motivation than those who are not satisfied with their departments. It was concluded that prospective teachers' level of satisfaction was effective in the "internal effects", "external effects" and " Target Augmentation" sub-dimensions of the motivation scale. However, it was determined that there was no significant difference in the level of satisfaction of the prospective teachers in the "self-awareness" sub-dimension of the motivation scale. It is possible to say that department satisfaction is not effective in the "self-consciousness" sub-dimension.

6) It was revealed that there is a moderate, positive relationship between prospective teachers' self-perceptions and success-oriented motivation levels. It was concluded that there is a moderate and positive correlation between prospective teachers' self-perceptions and success-oriented motivation scale, external effects, internal effects, goal enlargement, and self-consciousness sub-dimensions. According to this result, it can be said that the higher the self-perception scores of the prospective teachers, the higher the success-oriented motivation scores.

4.3. According to the research findings and results; recommendations for practitioners

1) As a result of the research, a significant difference was found between the self-perception and motivation levels of the prospective teachers and the level of their

education. Both scale scores of the prospective teachers who are studying in the third and fourth grades are higher than those studying in the first grade. The reasons for this may be investigated and more comprehensive studies may be suggested for prospective teachers who are studying in the first grade.

2) According to the results of the research, it was found that the self-perception and motivation levels of the prospective teachers were higher than the female prospective teachers. The reasons for this can be investigated and the reasons for the miscarriage of female prospective teachers can be investigated according to the results of the research and support for female prospective teachers can be suggested.

3) Self-perception and motivation levels of prospective teachers differ significantly according to the variable of the department they are studying. Both scale scores of Preschool and primary school Teaching were high, while it was low for Turkish Teaching. It may be suggested to conduct studies to examine and develop the factors that decrease the self-perception and success-oriented motivation of the prospective teachers studying in the department of Turkish Language Teaching.

4) Prospective teachers' self-perceptions and success-oriented motivations differed significantly according to their department satisfaction. According to this result, students in the last years of high school education; It may be suggested that guidance and psychological counseling programs should be included in directing their loved ones to undergraduate programs that they feel belonging and that psychological counselors (advisory teacher) working in all high schools should be able to organize an awareness-raising study and psychoeducation that includes families.

4.4. Recommendations for researchers

1) It is observed that researches on prospective teachers' self-perceptions and success-oriented motivations have not been conducted with teachers. Therefore, it can be suggested that similar studies should be done with teachers.

2) In this study, the self-perception and motivation levels of prospective teachers were quantitatively investigated. It can be suggested that new researches to be conducted should be conducted with different samples and qualitative methods.

3) In this study, it was determined that there is a positive relationship between prospective teachers' self-perceptions and motivations. In future studies, it may be suggested to do new researches to obtain more detailed information about the power of regression analysis and the influence of variables on each other.

4) Kinds of research can be conducted on the self-perception and success-oriented motivation levels of academicians who prepare prospective teachers for the profession, model them and prepare them for life.

Conflict of Interest Statement

The authors declare no conflicts of interests.

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