

**A Study on Relationship between Academic Motivation and Psychological Well-Being in Students of Theology Faculty**  
İlahiyat Fakültesi Öğrencilerinde Akademik Motivasyon ile Psikolojik İyi Oluş İlişkisi Üzerine Bir Araştırma

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### Abstract\*

*This study has been carried out to reveal the relationship between academic motivation and psychological well-being, and demographic variables and some independent variables. The academic motivation of an individual is possible through the development of internal resources such as self-confidence, self-acceptance, purposefulness, competence and autonomy. Because these resources are also the basic dynamics of psychological well-being, it gives rise to thought that there is a relationship between academic motivation and psychological well-being –which constitutes the basic hypothesis of the study. The sample of the research consisted of 276 students selected through random sampling method among students studying in Faculty of Theology in Karabük University and Atatürk University. “Academic Motivation Scale” and “The Psychological well-being Scale” are applied to the sample group with a mean age of 22. According to findings of the research in which questionnaire has been used in accordance with the relational screening method, it is seen that academic motivation and psychological well-being levels of the sample group are above the average. Also, there has been found a positive significant relationship between academic motivation and psychological well-being correlated with some independent and demographic variables( $r=.397$ ). This correlation is statistically strong and is valid for all sub-dimensions of the psychological well-being scale except “autonomy”. When research results are evaluated collectively, it is seen that academic motivation is one of the important factors affecting psychological well-being for students. For this reason, it is expected that the precautions to be taken in order to increase the academic motivation of the students can make significant contributions to their psychological well-being.*

**Keywords:** Motivation, Academic Motivation, Psychological Well-being, Subjective Well-being.

### Öz

*Bu çalışma akademik motivasyon ve psikolojik iyi oluş ile demografik ve bazı bağımsız değişkenler arasındaki ilişkiyi ortaya koymak amacıyla gerçekleştirilmiştir. Bireyin akademik olarak motive olması özgüven, kendini kabul, amaçlılık, yeterlik ve özerklik gibi iç kaynakların geliştirilmesiyle mümkündür. Bu kaynakların aynı zamanda psikolojik iyi oluşun temel dinamiklerinden olması akademik motivasyon ile psikolojik iyi oluş arasında bir ilişki olduğunu düşündürmekte olup bu durum çalışmanın temel hipotezini oluşturmaktadır. Araştırmanın örneklemini Karabük University ve Atatürk University'nin İlahiyat Fakültelerinde öğrenimlerine devam eden öğrencilerden tesadüfi örneklem yöntemiyle seçilmiş 276 öğrenciden oluşmaktadır. Yaş ortalaması 22 olan örneklem grubuna “Akademik Motivasyon” ve “Psikolojik İyi Oluş” ölçekleri uygulanmıştır. İlişkisel tarama yöntemine uygun olarak anket tekniği kullanılan araştırma bulgularına göre örneklem grubunun akademik motivasyon ve psikolojik iyi oluş düzeylerinin ortalamanın üzerinde olduğu görülmektedir. Bazı bağımsız ve demografik değişkenlerle ilişkisi belirlenen akademik motivasyon ile psikolojik iyi oluş arasında da pozitif yönde anlamlı bir ilişki olduğu saptanmıştır ( $r=.397$ ). Bu ilişki istatistiksel açıdan güçlü olup, “özerklik” hariç psikolojik iyi oluş ölçeğinin bütün alt boyutları için geçerlidir. Araştırma sonuçları topluca değerlendirildiğinde, öğrenciler için akademik motivasyonun psikolojik iyi oluşu etkileyen önemli faktörlerden birisi olduğu görülmektedir. Bu nedenle öğrencilerin akademik motivasyonlarını yükseltmeye yönelik alınacak tedbirlerin psikolojik iyi oluşlarına da önemli katkılar üretebileceği umulmaktadır.*

**Anahtar kelimeler:** Motivasyon, Akademik Motivasyon, Psikolojik İyi Oluş, Özel İyi Oluş.

\* This paper is the final version of an earlier announcement called “Relationship Between Academic Motivation and Psychological well-being of the Students Studying in Faculty of Theology (Sample of KBU and Atatürk University)”, not previously printed, but orally presented at a symposium called “International Congress on Social Sciences”, the content of which has now been developed and partially changed. This paper has been presented within the context of the Project with no. of KBÜBAP -18-YD-027. I kindly appreciate the support by Coordinatorship of Scientific Research Projects of Karabük University.

## INTRODUCTION

One of the most main aims of life is to be happy. In recent times, it has been seen that studies done in the fields of psychology and theology focus on happiness and the path to happiness. It draws attention that there are distinctive approaches to explain happiness, which corresponds with subjective well-being and psychological well-being in the literature. Within this context, it can be said that the hedonist perspective which uses subjective values as criteria and the functional psychology perspective which adopts objective values as criteria come into prominence.<sup>1</sup> For instance; while Freud defines “well-being” as ‘the satisfaction of repressed needs, Maslow looks from a wider perspective and defines it as individual’s self-actualization by exploring his own potentials.<sup>2</sup> This difference in understanding means that although these notions are sometimes used instead of each other, they actually do not mean the same thing.<sup>3</sup> Within this context, psychological well-being is a notion which involves whether individuals have their life purposes, whether they realize their potentials, the quality of their relations with other people, and whether they take responsibility about their own lives. This notion, which is believed to express happiness not only as instant delight and satisfaction but in a broader way as harmony, success and development, gives information about how an individual evaluates himself and the quality of his life, as well. Therefore, individuals with a high level of psychological well-being are expected to reach the levels of both intellectual and moral maturity.<sup>4</sup>

Psychological well-being, which means -in addition to instant happiness- an individual’s self-realization and living reasonably by moving away from extremism, differs from hedonist well-being with all of these aspects. Hedonist well-being, which is also defined as ‘subjective well-being’ in literature, is directed a variety of criticism since it defines happiness as instant pleasure and satisfaction. It is the primary criticism that the state of well-being has rational and social dimensions, as well.<sup>5</sup> As a matter of fact; while objective well-being is defined with three elements

<sup>1</sup> Fatma Balcı Arvas, “Psikolojide ve İslam Düşünce Geleneğinde Mutluluk Kavramı: Karşılaştırmalı Bir Çalışma”, *İnsan ve Toplum Bilimleri Araştırmaları Dergisi* 6/4 (2017): 111; Richard. M Ryan - Edward L. Deci, “On Happiness and Human Potentials: A Review of Research on Hedonic and Eudaimonic well-being”, *Annu. Rev. Psychology* 52 (2001): 143; Alan S. Waterman, “Two Conceptions of Happiness: Contrasts of Personal Expressiveness (Eudaimonia) and Hedonic Enjoyment”, *Journal of Personality and Social Psychology* 64 (1993): 678.

<sup>2</sup> Sigmund Freud, *Haz İlkesinin Ötesinde Ben ve İd*, 3rd edition (İstanbul: Metis Pub., 2011), 21-24; Abraham Maslow, *İnsan Olmanın Psikolojisi*, translated by Okhan Gündüz, 6th edition (İstanbul: Kuraldışı Pub., 2018), 167-169; Carol D. Ryff - Corey Lee M. Keyes, “The Structure of Psychological well-being Revisited”, *Journal of Personality and Social Psychology* 69 (1995): 720.

<sup>3</sup> Edward L. Deci - Richard. M Ryan, “Hedonia, Eudaimonia, and well-being: an Introduction”, *Journal of Happiness Studies* 9 (2008): 1-11; Fang Fang Chen et al., “Two Concepts or Two Approaches? A Bifactor Analysis of Psychological and Subjective well-being”, *Journal of Happiness Studies* 14 /3 (2013): 1033.

<sup>4</sup> Blaine J. Fowers, “From Continence to Virtue- Recovering Goodness, Character Unity and Character Types for Positive Psychology”, *Theory Psychology* 18/5 (2008): 633-639; Carol D. Ryff - Burton H. Singer, “Know Thyself and Become What You are: a Eudaimonic Approach to Psychological well-being”, *Journal of Happiness Studies* 9/1 (2008): 15-17.

<sup>5</sup> Martin E. P. Seligman, *Gerçek Mutluluk*, translated by. Semra Kunt Akbaş (Ankara: HYB Pub., 2007), 7-10.

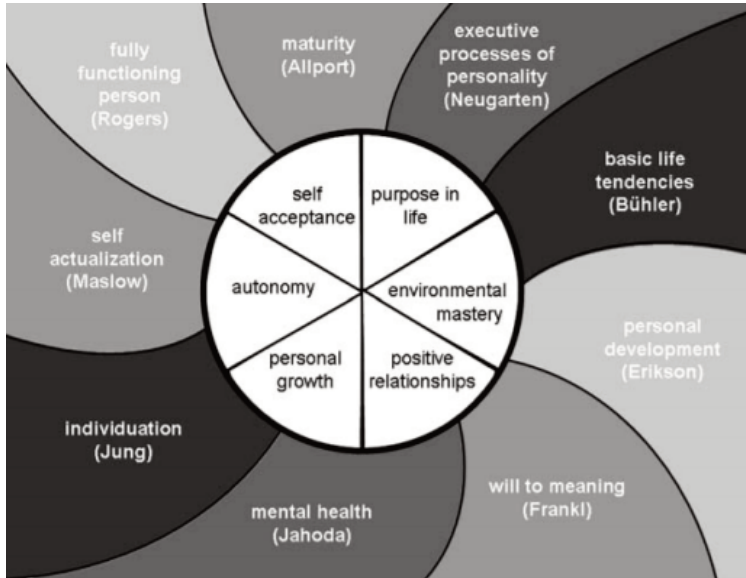
which are the presence of positive feelings, the absence of negative feelings and satisfaction with life and means instant happiness, relaxation and the relative absence of problems;<sup>6</sup> the state of psychological well-being carries broader meanings such as having positive relations with people, individual development, self-determination, purpose of life, search for meanings, self-acceptance and environmental dominance. This conceptualization systemized by Ryff has become an integrated model by being inspired by different psychological theories.<sup>7</sup> Some terms and their definitions are given as follows according to this model, *Positive Relationships*, an individual's maintaining sincere relations by developing them basing on love and trust, and being interested in others' peace and happiness; *Personal Growth*, an individual's being aware of his potential, his effort to improve his skills and being open to new experiences; *Autonomy*, an individual's setting his own standards and then regulating his life according to these, and making his own decisions by resisting the social impositions; *Purpose in Life and Will to Meaning*, an individual's having the belief that life is meaningful and purposeful and his efforts to achieve his goals; *Self-Acceptance*, an individual's having a positive attitude towards himself by being aware of his limitedness and accepting himself with all his positive-negative characteristics; *Environmental Mastery*, an individual's choosing his own environment in accordance with his own desires, values and needs, controlling them and orienting himself to this environment. Within this context, it is brought forward that objective well-being represents only some parts of psychological well-being.<sup>8</sup>

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<sup>6</sup> Ed Diener, "Subjective well-being: The Science of Happiness, and a Proposal for a National Index", *American Psychologist* 55/1 (January 2000): 34.

<sup>7</sup> Ryff - Singer, "Know Thyself and Become What You Are", 20.

<sup>8</sup> Carol D. Ryff, "Happiness is Everything, or is it? Explorations on the Meaning of Psychological well-being", *Journal of Personality and Social Psychology* 57/6 (1989): 1070; Ryff, - Singer, "Know Thyself and Become What You Are", 20.



**Image 1.** Dimensions and Theoretical Foundations of Psychological Well-Being

There are many factors affecting individuals' well-being. As one of these factors, motivation is a psychological fact that leads an individual to certain aims and motivates to perform certain acts<sup>9</sup> and it draws attention of not only psychologists but also of educators. Since motivation problems are seen as an important and up-to-date problem field which affects academic success, every educator aiming to enhance academic success must also be interested in the students' motivations from time to time. Because motivation is one of the top factors among the others affecting academical success.<sup>10</sup>

Academic motivation includes an individual's perspective to matters about education, and the desire and needs covering his determination for studying and his level of attention. The importance of academic motivation, which is also described as being successful or doing a job in the best possible way in the current conditions, originates from its influence on the learning levels in educational institutions. Individuals with a high level of motivation display a more successful performance in their education and training lives. For this reason, academic motivation is of capital

<sup>9</sup> Selçuk Budak, *Psikoloji Sözlüğü*, 3rd edition (Ankara: Bilim ve Sanat Pub., 2005), 514.

<sup>10</sup> Frederic Guay et al., "Academic Self-Concept, Autonomous Academic Motivation, and Academic Achievement: Mediating and Additive Effects", *Learning and Individual Differences* 20 (2010): 644; Michelle S. Fortier et al., "Academic Motivation and School Performance: Toward a Structural Model", *Contemporary Educational Psychology* 20 (1995): 257; M. Hülya Ünal Karagüven, "Akademik Motivasyon Ölçeğinin Türkçeye Adaptasyonu", *Kuram ve Uygulamada Eğitim Bilimleri* 12/4 (Autumn 2012): 2599-2600; Hakan Karataş, *Üniversite Öğrencilerinin Epistemolojik İnançları, Öğrenme Yaklaşımları ve Problem Çözme Becerilerinin Akademik Motivasyonu Yordama Gücü* (PhD, Yıldız Teknik University, 2011), 1-5.

importance in terms of students' progression, their development and their satisfaction with what they do.<sup>11</sup>

Academic motivation, which is an important factor for the success in the educational environment, is classified in two ways as intrinsic and extrinsic motivation. Intrinsic motivation means taking the action for some intrinsic factors such as an individual's interest, curiosity, knowing, understanding and being capable. A student's being active in person about commenting and studying and reading books by his own will is an example for intrinsic motivation. Extrinsic motivation takes place with the effect of some factors coming from outside such as a prize, punishment, constraint, request etc. Along with the fact that intrinsic motivation is more important; when it does not happen, extrinsic motivation takes place.<sup>12</sup> Academic motivation is influenced by many factors such as gender differences, family environment, parental attitudes, school environment, personal environment, relationships with friends, teacher-student relationships as well as personal interest, needs and desires. To sum up academic motivation is a process which makes positive contributions to the performance and success levels of students in their education and training lives, which is influential in students' developing their abilities and competences, and which includes intrinsic and extrinsic factors as a whole about their success.<sup>13</sup>

Academically motivated students are willing to take responsibilities of the education they are given and to do the requirements of the lessons. Moreover, there can be seen a number of positive characteristics such as continuation in interest and attention, willingness to spend enough time and to make efforts to show the behavior, focusing on the subject, devoting himself, not being intimidated when faced with difficulties and stability. That is to say, motivated individuals intrinsically have an intrinsic focus of control and tendency to succeed and have the excitement to learn new things. Having said that, these students consider not only the success at school but also, they are conscious of that learning and self-improvement has great function for all the fields of life.<sup>14</sup> When looked from a humanist perspective, motivating people is possible through improving some intrinsic sources such as competence, self-confidence, autonomy, purposefulness and self-acceptance.<sup>15</sup>

<sup>11</sup> Metin Güven, *Motivasyon-Dindarlık İlişkisi* (MA Thesis, Atatürk University, 2011), 88; Mücahit Dilekmen - Şükrü Ada, "Öğrenmede Güdülenme", *Kazım Karabekir Eğitim Fakültesi Dergisi* 11(2005): 117.

<sup>12</sup> Richard M. Ryan - Edward L. Deci, "Intrinsic and Extrinsic Motivations: Classic Definitions and New Directions", *Contemporary Educational Psychology* 25 (2000): 55; Dilekmen - Ada, "Öğrenmede Güdülenme", 117-118.

<sup>13</sup> Güven, *Motivasyon-Dindarlık İlişkisi*, 89-91; Mebrure Doğan, "İmam Hatip Lisesi Öğrencilerinin Akademik Güdülenme Düzeylerinin Çeşitli Değişkenler Açısından İncelenmesi", *Geleceğin İnşasında İmam Hatip Okulları Sempozyumu Bildirileri (Malatya, 27-29 April 2017)* (Malatya: İnönü University Pub., 2017), 413; Karataş, *Üniversite Öğrencilerinin Epistemolojik İnançları*, 24-26.

<sup>14</sup> Edward L. Deci - Richard M. Ryan, "The Empirical Exploration of Intrinsic Motivational Processes", *Advances in Experimental Social Psychology* 13 (1980); Karataş, *Üniversite Öğrencilerinin Epistemolojik İnançları*, 16; Güven, *Motivasyon-Dindarlık İlişkisi*, 88-89.

<sup>15</sup> Abraham Maslow, *Motivation and Personality* (New York: Harper & Row Publishers, 1970).

Basing on the strong connection between intrinsic motivation and basic psychological concepts such as autonomy, competence and satisfaction of relationship needs, the hypothesis of the study is developed as “there is a positive correlation between intrinsic motivation and psychological well-being”. In the study, as well as testing this basic hypothesis, the connections between demographics and some variables with academic motivation and psychological well-being are questioned.

## 1. METHOD and MODEL

The study has been carried out by using correlational survey model. With the aim of collecting the quantitative data of the study, “*Psychological Well-Being*” and “*Academic Motivation*” scales were used in addition to the personal information form.

Academic Motivation scale developed by Bozanoğlu (2004) consists of 20 articles. One article of the scale, in which five-point likert style was used, I reversely graded. The psychometrical analyses of the scale were made by Bozanoğlu, and Cronbach Alpha internal consistency coefficient was reported as .87.<sup>16</sup>

The Turkish adaptation of *Psychological Well-Being* scale developed Ryff (1989)<sup>17</sup> was made by Akın et al (2012)<sup>18</sup>. This scale of 42 articles in total consists of 6 dimensions each of which has 7 articles. These subdimensions are autonomy, environmental mastery, personal growth, positive relationships with others, purpose in life and self-acceptance. The scale is evaluated according to the 7-point rating system (1- I strongly disagree / 7- I Totally Agree). The Cronbach Alpha internal consistency coefficient of the Psychological Well-Being Scale was determined as .87 for the whole of the scale.

The scales used in the study were applied to students, studying at the Theology Faculties of Karabuk University (KBU) and Atatürk University in 2017-2018 academic year, via random sampling and in compliance with voluntary basis. 300 copies of the questionnaire form were handed out to the sample group. 24 of these forms were left out of assessment as they were not completely filled or as they were filled randomly. Data of the study, in which statistics of 276 questionnaire forms in total, were analyzed with SPSS 20.0 package program.

While analyzing the data, firstly averages were calculated by obtaining the total scores of the scales. In order to determine whether students’ academic motivations and psychological well-beings differ according to multiple independent and

<sup>16</sup> İhsan Bozanoğlu, “Akademik Güdülenme Ölçeği: Geliştirilmesi, Geçerliği, Güvenirliği”, *Ankara Üniversitesi Eğitimi Bilimleri Fakültesi Dergisi* 37/2 (2004): 90.

<sup>17</sup> Ryff, “Happiness is Everything, or is it?” 1989.

<sup>18</sup> Ahmet Akın et al., “The Short form of the Scales of Psychological well-being (SPWB-42): The validity and reliability of the Turkish version”, *Psikoloji ve Eğitimde Kullanılan Güncel Ölçme Araçları*, ed. Ahmet Akın (Ankara: Nobel Akademik Pub., 2012), 609.

demographics variables, t-test (Independent Samples t-test), one-way variance analysis (Oneway ANOVA) and Scheffe tests were used. In order to determine the correlation between academic motivation and psychological well-being, correlation test was applied, and so as to scrutinize the predicting effect of academic motivation on psychological well-being, simple regression analysis was utilized. In determining the statistical significance level, the lowest p score was based as .05.

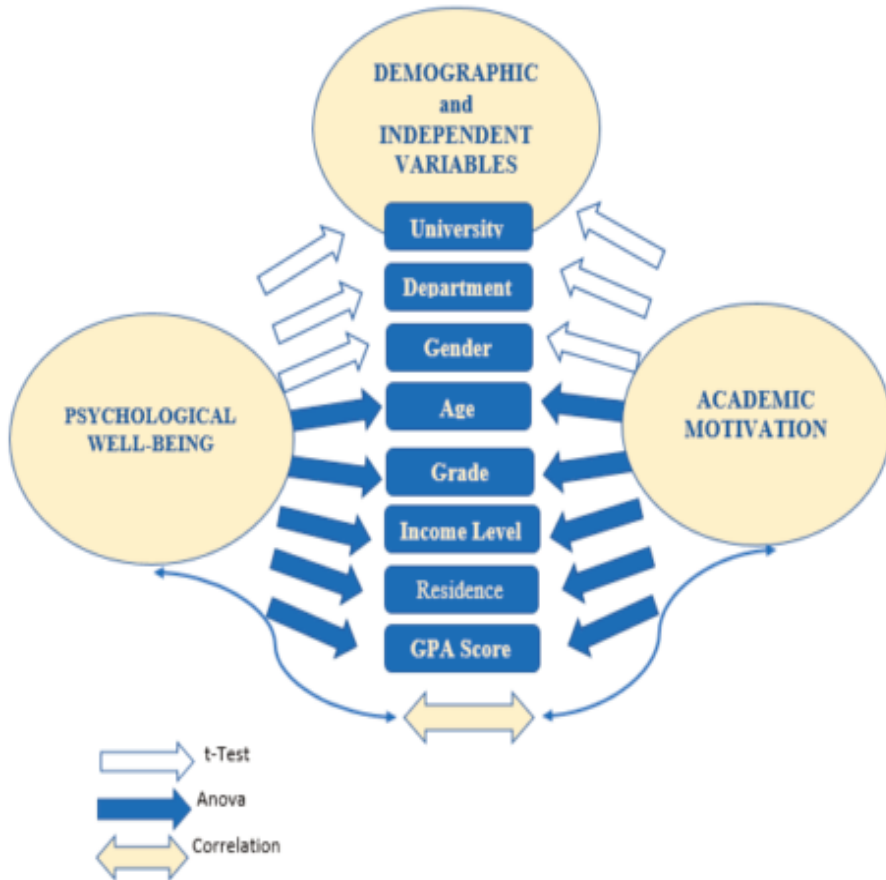


Image 2: Study Model

### 1.1. Findings

Data presenting the sample group in the study in terms of demographic variables and some independent variables is given in Table 1.



	N	%
<b>University</b>		
Karabuk Uni.	137	51.4
Ataturk Uni.	134	48.6
<b>Department</b>	<b>N</b>	<b>%</b>
Theology	200	72.5
Religious Education and Moral Knowledge Teaching	76	27.5
<b>Age Range</b>	<b>N</b>	<b>%</b>
17-20	94	34.1
21-24	166	60.1
25+	16	5.8
<b>Gender</b>	<b>N</b>	<b>%</b>
Female	137	49.6
<b>Male</b>	139	50.4
<b>Grade</b>	<b>N</b>	<b>%</b>
2 <sup>nd</sup> Grade	122	44.2
3 <sup>rd</sup> Grade	51	18.5
4 <sup>th</sup> Grade	103	37.3
<b>Family Residence</b>	<b>N</b>	<b>%</b>
Village	62	22.5
Town	98	35.5
City Center	116	42.0
<b>Income Level of the Family</b>	<b>N</b>	<b>%</b>
Low	23	8.3
Medium	246	89.1
High	7	2.5
<b>GPA of the Previous Year</b>	<b>N</b>	<b>%</b>
2-2.5	58	21.0
2.51-3	89	32.2
3.01-3.5	82	29.7
3.51-4	26	9.4
Missing	21	7.6
<b>Total</b>	276	100.0

**Table 1: Socio-Demographic Characteristics of the Sample Group**

As seen in Table 1, the sample group in the study consists of students of whom 51,4% from Karabuk University, and 48,6% is from Atatürk University, 72,5% of them study at the department of Theology and 27,5% of them study Religious Education and Moral Knowledge Teaching. 50,4% of them are males and 49,6% of them are females in the group, and their average age is 22. 44,2% of the students in the sample group study at 2<sup>nd</sup> grade, 18,5% of them at 3<sup>rd</sup> grade, and 37,3% study at 4<sup>th</sup> grade. While 8,3% of the sample group consider themselves to be in a low level in terms of socio-economic perspective, 2,5% have high-level perception in terms of socio-economic perspective. A large majority of 89,1% of the population consider themselves to be in medium level in terms of socio-economic perspective.

The average score that the sample group in the study took from the academic motivation scale is above average by  $\bar{X}=3,64$ <sup>19</sup>. When looked on the basis of faculties, it is seen that students of KBU Faculty of Theology have a score of  $\bar{X}=3,55$ , and students of Atatürk University Faculty of Theology have a score of  $\bar{X}=3,73$ . The average score taken from the psychological well-being scale by the sample group is  $\bar{X}=4,92$  and it is also determined as above the average<sup>20</sup>. When evaluate on the basis of faculties, it is seen that students of KBU Faculty of Theology have an average score of  $\bar{X}=4,96$  and students of Atatürk University Faculty of Theology have an average score of  $\bar{X}=4,88$ .

The psychological well-being levels of the sample group have statistically significant difference only from the socio-economic level among the demographic variables.

**Table 2: Psychological Well-Being Levels in Comparison with Socio-Economic Level**

Socio-Economic Level	Low (N=23)		Medium (N=246)		High (N=7)		F	P	Difference
	Ort.	sd.	Ort.	sd.	Ort.	sd.			
Psychological Well-Being	4,49	,70	4,95	,56	5,22	,47	8,051	.000	Low& Medium-High

The psychological academic motivation levels of the sample group have statistically significant difference only from the gender variable among the demographic variables. According to this, females have a higher level of academic motivation compared to males. (See Table 3). The relationships between other independent variables and academic motivation are given in Table 3.

<sup>19</sup> The highest score to be taken in the scale is 5, and the lowest is 1.

<sup>20</sup> The highest score to be taken in the scale is 7, and the lowest is 1.

**Table 3: Academic Motivation Levels in Comparison with Demographic and Independent Variables**

Gender	Female (N=137)		Male (N=139)		t	p
	Avr.	sd.	Avr.	sd.		
Academic Motivation	3.72	,56	3.54	,58	2,707	,007

Faculty	Karabük (N=142)		Atatürk (N=134)		t	p
	Avr.	sd.	Avr.	sd.		
Academic Motivation	3.55	,61	3,73	,52	-2,558	,011

Department	Theology (N=200)		Religious Education Teaching (N=76)		t	p
	Avr.	sd.	Avr.	sd.		
Academic Motivation	3.68	,55	3.51	,61	2,237	,026

Grade Rank	2 (N=122)		3 (N=51)		4 (N=103)		F	p	Diff.
	Avr.	sd.	Avr.	sd.	Avr.	sd.			
Academic Motivation	3.66	,57	3.85	,48	3.50	,59	6,921	,001	3-4

Average GPA	2-2.5 (N=58)		2.51-3 (N=89)		3.01-3.5 (N=82)		3.51-4 (N=26)		F	P	Diff.
	Ort.	sd.	Ort.	sd.	Ort.	sd.	Ort.	sd.			
Academic Motivation	3.50	,60	3,61	,51	3,63	,57	3,99	,61	4,613	,004	3.51-4&2-2.5-2.51-3

There are statistically significant differences between the academic motivation levels and psychological well-being levels of the sample group. These relations are statistically strong, and they are valid for all the dimensions of psychological well-being except for 'autonomy'. (See Table 4).

**Table 4: Relationships Between Psychological Well-being and Academic Motivation**

Factor	1	2	3	4	5	6	7	8
1- Academic Motivation	1							
2- Psychological Well-Being	,397**	1						
3- Autonomy	,048	505**	1					
4- Environmental Mastery	,291**	,734**	309**	1				
5- Personal Growth	,485**	,684**	,146**	360**	1			
6- Positive Relations with Others	,228**	,740**	,167**	,452**	,443**	1		
7- Purpose in Life	,386**	,624**	,057	,341**	,464**	,385**	1	
8- Self-Acceptance	,224*	,810**	,380**	,571**	,432**	,537**	,352**	1
Average	3,64	4,92	4,47	4,69	5,01	5,36	5,27	4,74
Ss	,575	,582	,849	,788	,791	,924	,809	,933

( $r=.397$ ,  $n=276$ ,  $p=.000$ )

**Table 5: Regression Analysis Results between Psychological Well-Being and Academic Motivation**

When the regression analysis results are considered between psychological well-being and academic motivation, it is seen that academic motivation is a predictor in a positive way on the individual's psychological well-being and that about 16% of the total variance of psychological well-being is explained through academic motivation.

Predictor	Predicted	$\beta$	R <sup>2</sup>	F	t	p
Academic M.	Psychological W-B.	,401	,157	51,149	7,152	,000

( $\beta = .401$ ,  $t= 7.152$ ,  $p<.001$ )

## 2. DISCUSSION and CONCLUSIONS

It is seen that academic motivation and psychological well-being levels of the sample group are over the average. With reference to this result, it can be said that the participants can build sincere relationships based on love and trust, they make efforts about their personal growth, they can act autonomously about making their own decisions, they have a positive perception of individuality, they are successful about adapting to their environment and that they live a life with purpose and meaning.<sup>21</sup> Furthermore, this result also shows that the participants are enthusiastic

<sup>21</sup> Ryff, "Happiness is Everything, or is it?", 1070, Ryff -Singer, "Know Thyself and Become What You Are", 20.

about succeeding and learning new things.<sup>22</sup> This case may be related to the fact that students in the study have a high level of religiousness in parallel with the religious education they are given. Despite the fact that the religiousness level of the population is not surveyed, studies carried out this case have revealed that students of the Faculty of Theology have higher scores than students of other faculties in almost all dimensions of religiousness.<sup>23</sup> As is known, religion has formative functions as well as protective and healing functions.<sup>24</sup> There are numerous studies in the literature supporting these effects. For instance, in the study conducted by Ulu in three different Theology Faculties (2018), it is seen that the average score of psychological well-being is  $\bar{X}=3,63$  and it is above the average.<sup>25</sup> In the studies conducted by Doğan (2016) and Sözer (2017), it is determined that there is a positive correlation between intrinsic religious motivation and psychological well-being.<sup>26</sup> Moreover, while Göcen (2012) determines that there is a statistically significant relationship in a positive way between intrinsic religious orientation and psychological well-being,<sup>27</sup> İşgör (2011) states that there is a positive relation between conservative lifestyle and psychological well-being scores.<sup>28</sup> Koenig et al (2001) compiled all the studies done in that field for the last 50 years and they put forward that 79 out of 100 studies religious beliefs are consistently related to life satisfaction, happiness and positive affectivity.<sup>29</sup> Maltby et al (1999) determined that there are significant relations between religiousness and psychological well-being, and intrinsic religious orientation predicts psychological well-being in their study in which researched the relation of some variables including intrinsic religious orientation with psychological well-being.<sup>30</sup> As can be understood from the results of the experimental studies, the deep and strong spiritual support provided by religion about and individual's adaptation to either himself or to the outer world, brings together the increase in the level of psychological well-being. With reference to these results, it can be said that intrinsic religious orientation contributes to personal growth by means of the values integrated to an individual's

<sup>22</sup> Edward L. Deci - Richard M. Ryan, "The Empirical Exploration of Intrinsic Motivational Processes"; Karataş, *Üniversite Öğrencilerinin Epistemolojik İnançları*, 16; Güven, *Motivasyon-Dindarlık İlişkisi*, 88-89.

<sup>23</sup> Faruk Karaca, *Yabancılaşma ve Din* (İstanbul: Çamlıca Pub., 2014), 222.

<sup>24</sup> Faruk Karaca, *Din Psikolojisi*, 3rd edition (Trabzon: Eser Ofset Pub., 2017), 107; İbrahim Gürses, *Dindarlık ve Kişilik* (Bursa: Emin Pub., 2010), 44.

<sup>25</sup> Mustafa Ulu, "İlahiyat Fakültesi Öğrencilerinin Psikolojik İyi Oluşları ile Değer Yönelimleri Arasındaki İlişki", *Journal of Sakarya University Faculty of Theology (SAUIFD)* 20/37 (June 2018): 203.

<sup>26</sup> Mebrure Doğan, *Sabır Psikolojisi* (İstanbul: Çamlıca Pub., 2016), 386; Ömer Taha Sözer, *Üniversite Öğrencilerinde Kimlik Duygusu, Dini Yönelim ve Psikolojik İyi Oluş* (MA Thesis, Adnan Menderes University, 2017), 30-32.

<sup>27</sup> Gülşan Göcen, *Şükür ile Psikolojik İyi Olma Arasındaki İlişki Üzerine Bir Alan Araştırması* (PhD, Ankara University, 2012), 178, 195.

<sup>28</sup> İsa Yücel İşgör, *Üniversite Öğrencilerinin Muhafazakâr Yaşam Tarzları ile Psikolojik İyi Oluşlarının Bazı Değişkenler Açısından İncelenmesi* (PhD, Atatürk University, 2011), 114.

<sup>29</sup> Harold G. Koenig - David B. Larson, "Religion And Mental Health: Evidence for an Association", *International Review of Psychiatry* 13 (2001): 71.

<sup>30</sup> John Maltby et al., "Religious Orientation and Psychological Well-Being: The Role of the Frequency of Personal Prayer", *British Journal of Health Psychology* 4/4 (1999): 370-373.

ego as well as giving an opportunity to interpreting the outer world.<sup>31</sup> Moreover, it is though that religion's having a function organizing personality within the frame of the basic dynamics of well-being such as success and development in addition to adaptation affects psychological wellness in a positive way.

There is no significant correlation between demographic variables and psychological well-being. The findings of the study show that scores of psychological well-being change for the benefit of high level in terms of socio-economic levels of the sample group. This result corresponds to the literature in a general way. As a matter of fact, in Şahin's (2013) study, it was discovered that those with a low level of income have a lower level of self-acceptance.<sup>32</sup> According to Cenkseven's study results, there can be observed increase in students' psychological well-being levels as their socio-economic levels increase.<sup>33</sup> In Demirci's (2012) study, it was determined that teacher candidates with a high level of income have a higher level of psychological well-being compared to the teacher candidates with a medium or lower level of income.<sup>34</sup> The study findings of İşgör (2011), Göcen (2012) and Doğan (2016) are also in the same direction.<sup>35</sup> This state can be explained by the fact that individuals with high level of income have more opportunities and chances to raise the life standards and to improve the conditions affecting psychological well-being such as nutrition, accommodation, education, job and status. However, contrary to the findings mentioned above, some studies resulted in the direction that there is no significant correlation between the level of income and psychological well-being, and this situation is related to the fact that purposes, wishes and expectations grow in number and differentiate as the level of income becomes higher.<sup>36</sup>

When the relation between academic motivation and some demographic and independent variables is examined, it is determined that students' academic motivations differ in a statistically significant way according to some variables. When evaluated in terms of the university, students of Atatürk U. Faculty of Theology F. have a higher level of academic motivation and the difference is significant with the the rate of  $p < .05$ . It can be though that a number of factors affected academic motivation in a positive way such as Ataturk University's, being a well-established university, having completed the process of institutionalization to a large extent, its active offering of

<sup>31</sup> Asım Yapıcı, *Ruh Sağlığı ve Din, Psiko-Sosyal Uyum ve Dindarlık* (Adana: Karahan Pub., 2007), 89-165.

<sup>32</sup> Meryem Şahin, *Affedicilik ile Psikolojik İyi Olma Arasındaki İlişkinin Çeşitli Değişkenler Açısından İncelenmesi* (MA Thesis, Sakarya University, 2013), 64.

<sup>33</sup> Fulya Cenkseven, *Üniversite Öğrencilerinde Öznel ve Psikolojik İyi Olmanın Yordayıcılarının İncelenmesi* (PhD, Çukurova University, 2004), 104.

<sup>34</sup> İbrahim Demirci, *Öğretmen Adaylarının Öz Bilgi ve Psikolojik İyi Olma Düzeyleri Arasındaki İlişkinin Çeşitli Değişkenlere Göre İncelenmesi* (MA Thesis, Sakarya University, 2012), 113.

<sup>35</sup> İşgör, *Üniversite Öğrencilerinin Muhafazakâr Yaşam Tarzları*, 142; Göcen, *Şükür ile Psikolojik İyi Olma Arasındaki İlişki*, 161; Doğan, *Sabır Psikolojisi*, 373.

<sup>36</sup> Cemrenur Topuz, *Üniversite Öğrencilerinde Özgeciliğin Öznel İyi Oluş ve Psikolojik İyi Oluş ile İlişkinin İncelenmesi* (MA Thesis, Fatih University, 2013), 77; Sözer, *Üniversite Öğrencilerinde Kimlik Duygusu*, 30.

counselling services, its having better physical conditions for scientific, social, sportive and artistic activities, sufficient number of lecturers, and thus, efficient teacher-student relations. Along with that, the fact that students who preferred to study at Atatürk University had relatively higher scores in the university entrance exam may have an effect on academic motivation. Hence, the positive correlation between academic motivation and success has been revealed by a lot of studies and this is supported by the findings of the present study, as well.<sup>37</sup> In other words, when the average success of the sample group is considered, it is seen that the students in the 3.51-4 GPA range have higher academic motivations compared to those with lower GPAs and the difference between them is statistically significant. As this presents an expected situation in which academic motivation brings together academic success, it is also meaningful in terms of showing the sensitivity level of the evaluations made in the study. Moreover, the efforts and the insistence shown by the students with high level of academic motivation may be related to increase in their subjective beliefs in accomplishing learning subjects and their self-sufficiency.<sup>38</sup>

When the relationship between gender and academic motivation is taken into consideration it is seen that female students' motivation is higher in comparison to male students and the distinction between them is statistically significant ( $p < .01$ ). This result bears a resemblance to the results in almost all studies conducted about academic motivation.<sup>39</sup> This case may be related to the fact that male students have wider fields of interest, and it is more difficult for them to focus on success; and also, that female students gain the habit of studying starting from high school years. It is also thought that female students' having a different motivation as they want to have a job and raise their social status has an effect on this matter.

According to the study findings, it is determined that students at 3<sup>rd</sup> grade have higher levels of academic motivations, and the distinction is statistically significant compared to the students at 4<sup>th</sup> grade ( $p < .01$ ). This case may be related to the fact that students at 4<sup>th</sup> grade have a higher level of awareness about their future careers. Because, as students with more concern for the future will be under the pressure of

<sup>37</sup> Michelle S. Fortier et al., "Academic Motivation and School Performance: Toward a Structural Model", 257; Frederic Guay et al., "Academic Self-Concept, Autonomous Academic Motivation and Academic Achievement: Mediating and Additive Effects", 648; Meryem Demir Gdl, *niversite ğrencilerinin Akademik Motivasyon Profillerinin Psikolojik İhtiyaç Doyumu, Akademik Erteleme ve Yaşam Doyumu ile İlişkisi* (PhD, Anadolu University, 2015), 5, 115.

<sup>38</sup> Fatma Aydın, *Akademik Başarının Yordayıcısı Olarak Akademik Gdlenme, z-yeterlilik ve Sınav Kaygısı* (MA Thesis, Hacettepe University 2010), 2.

<sup>39</sup> Mehmet. N. Gmleksiz, Birsen Serhatlıođlu, "ğretmen Adaylarının Akademik Motivasyon Dzeylerine İlişkin Grşleri", *Trkiye Sosyal Araştırmalar Dergisi* 17/3 (2013): 121; zlem Onuk, *Mzik ğretmenliđi Lisans Programı ğrencilerinin ğretmenliđe Gdlenmeleri ile Akademik Başarıları Arasındaki İlişki* (PhD, Gazi University, 2007), 72; Dilek Madran, *niversite İngilizce Hazırlık ğrencilerinin Başarı Gds Dzeylerinin Başarıları zerine Etkileri* (MA Thesis, Dokuz Eyll University 2006), 60; Aydın, *Akademik Başarının Yordayıcısı Olarak Akademik Gdlenme*, 84; Dođan, "İmam Hatip Lisesi ğrencilerinin Akademik Gdlenme Dzeylerinin Çeşitli Deđişkenler Açıısından İncelenmesi", 418.

the exams (ALES, FLE, PPSE) that they will take to have a job in the future, their motivation might decrease. Moreover, it is thought that the feeling of tiredness caused by intense academic studies may be influential in the emergence of this situation. In a study conducted by Seçer and Öztürk (2015), it was stated that there is a significant relationship between school burnout and academic motivation, and it was seen that school burnout predicts 40% of the variance in academic motivation.<sup>40</sup>

According to study findings, it was detected that there is a significant correlation in a positive way between academic motivation and psychological well-being ( $r=.397$ ,  $n=276$ ,  $p=.000$ ). It was also seen that there are positive correlations between academic motivation and the subdimensions of psychological well-being except for autonomy. This result means that the motivation levels of the students about academic life influences their psychological well-being levels, too. When the regression analysis results are considered, it is understood that academic motivation is a positively significant predictor for an individual's psychological well-being, and that 16% of the total variance of psychological well-being is explained through academic motivation ( $\beta = .401$ ,  $t= 7.152$ ,  $p<.001$ ). In another study related to this subject and carried out by Ateş (2016), it has been concluded that psychological well-being predicts 47% of academic motivation -which means that the more well-being of students is, the more their academic achievement is.<sup>41</sup> In the literature, it is asserted that students with especially intrinsic motivation are more advantageous in terms of some aspects such as ensuring satisfaction in life as well as learning and success and maintaining purpose.<sup>42</sup> When it is thought that the determiners of the behaviors based on intrinsic motivation are autonomy, competence and the need to be related, it can be said that individuals feeling that their behaviors are based on their choices, feeling competent about dealing with the situations they will face in the life, and building good relationships with their environment have a higher possibility of performing behaviors based on intrinsic motivation.<sup>43</sup> In addition to study results' supporting this situation, there are other researches in the literature with similar results. In one of them, while Özer (2015) stated that there is a positive correlation between subjective well-being and inner motivation<sup>44</sup> GÜDÜL (2015) discovered that the life satisfaction of students

<sup>40</sup> İsmail Seçer - Yusuf Öztürk, "Okul Tükenmişliğinin Akademik Stres ve Akademik GÜDÜLENME Arasındaki Aracı Rolünün İncelenmesi", *Eğitimde İnovasyon ve Profesyonelleşme Kongresi (IJER CONGRESS) Bildirileri (İstanbul, 08-10 June 2015)* (Ankara: Anı Pub., 2015), 1255.

<sup>41</sup> Bünyamin Ateş, "Üniversite Öğrencilerinde Akademik Başarının Yordayıcısı Olarak Psikolojik İyi Oluş ve Sosyal Yetkinlik", *Elektronik Sosyal Bilimler Dergisi* 15/59 (2016): 1210.

<sup>42</sup> Michelle S. Fortier et al., "Academic Motivation and School Performance: Toward a Structural Model", 265; Catherine F. Ratelle et al., "Autonomous, Controlled and Amotivated Types of Academic Motivation: A Person-Oriented Analysis", *Journal of Educational Psychology* 99/4 (2007): 741; Robert J. Vallerand - Robert Bissonnette, "Intrinsic, Extrinsic, and Amotivational Styles as Predictors of Behavior: A Prospective Study", *Journal of Personality* 60/3 (September 1992): 609-611; Frederic Guay et al., "Academic Self-Concept", 648-650.

<sup>43</sup> GÜDÜL, *Üniversite Öğrencilerinin Akademik Motivasyon Profillerinin Psikolojik İhtiyaç Doyumu*, 114-115.

<sup>44</sup> Gözde Özer, *Öz-Belirleme Kuramı Çerçevesinde İhtiyaç Doyumu, İçsel GÜDÜLENME ve Bağlanma Stillerinin Üniversite Öğrencilerinin Öznel İyi Oluşlarına Etkileri* (MA Thesis, Gazi University, 2009), 68.



with high level of motivation is higher than students in other profiles.<sup>45</sup> Burton et al (2006) determined by a study, in which they compared the effects of the results of intrinsic motivation on psychological well-being and academic performance, that intrinsic motivation based on academic performance predicts psychological well-being.<sup>46</sup>

Consequently, when the study findings are evaluated as a whole, it is seen that academic motivation is one of the important factors affecting psychological well-being. When it is considered that a day of almost all the students consist of academic life and responsibilities about this life, it can be considered normal that their academic life is influential on the psychological satisfaction they gained as a result of their evaluations on these activities. Because academic life does not only consist of an environment in which only educational activities are practiced. School is a complex life space as it forms self-respect, develops strategies of coping with, and includes a mixed pattern which covers social development and personal values, in addition to being the basic social agent.<sup>47</sup> When it is considered that academic life does not only influence cognitive talents, but also psychological well-being and psycho-social adaptation skills, it should not be forgotten that the measurements to be taken for increasing students' academic motivations may produce remarkable contributions for their psychological well-being, too.

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<sup>45</sup> Güdül, *Üniversite Öğrencilerinin Akademik Motivasyon Profillerinin Psikolojik İhtiyaç Doyumu*, 114.

<sup>46</sup> Kimberly D. Burton et al., "The differential Effects of Intrinsic and Identified Motivation on well-being and Performance: Prospective, Experimental and Implicit Approaches to Self Determination Theory", *Journal of Personality and Social Psychology* 91 (2006): 759.

<sup>47</sup> Özer, *Öz-Belirleme Kuramı Çerçevesinde İhtiyaç Doyumu*, 38.

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