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GRIT LEVELS OF TEACHER TRAINING PROGRAM STUDENTS IN TERMS OF DIFFERENT VARIABLES

Abstract:

Grit overlaps with achievement aspects of conscientiousness but differs in its emphasis on long-term stamina rather than short-term intensity. Grit also differs from need for achievement, described by McClelland(1961) as a drive to complete manageable goals that allow for immediate feedback on performance. The aim of this study is to determine the grit levels of teacher training program students in terms of different variables like candidates sex and their ages. In this study, to determine the grit levels of teacher training program students in terms of different variables are used for descriptive purposes screening model. With In the scope of this study three dimensions are discussed: grit levels of teacher training program students, are there significant differences in the grit mean scores according to gender and ages. This study was conducted with 407 students in teacher training program of Education Faculty at Necmettin Erbakan University in 2015-2016 spring semester. As data collection tool the Grit-S scale developed by Duckworth and Quinn (2009) and adapted to Turkish version by Sarıçam & others (2015) has been used. For the purpose of research, data analysis, statistical techniques; frequency, percentage, average, standard deviation and U-test was used. Datum have been calculatede in the program SPSS 20. As conclusion, teacher training program students grit arithmetic average points at the middle level; girls' and older age group' averages points relative higher than other groups average points.

Keywords:

achievement, success, personality, grit, performance

JEL Classification: I23

Introduction

The meaning of the grit is given in TDK dictionary as determination of defeating obstacles in a job. The grit the top of the personal features recently refocused on is tought as concept explaning deaet determination and effctive leadership. Additionally, Peterson and Seligman (2004) determined the grit's importance and defended that the grit as explanatory of academic success is more effective than intelligence grade . There are studies defending the grit's relation with n success and intelligence measurements and emphasized the grit's effection on success. Morevover Duckworth and Quinn (2009) defended that the grit as explanatory of academic success is more effective than intelligencce grade. There are studies defending the grit's relation with self-arragment, self-dicipline and goal tendency and the grit's importance in explaning these concepts (Duckworth&Quinn, 2009; Peterson&Seligman, 2004). In these researches the grit means that whatever happens, the goal activity is continued. Also Duckworth, Peterson, Matthews and Kelly (2007) defined the grit as continuity in attitudes and determination for longtime goaals. Even is a person faces to troubles and stressful situations, this resistance carries on as a personal power and an effort puts forward to reach goals(Singh&Jha,2008). Despite difficulties and unwanted judgements, the grit goes on as a continual energy. The person with high grit never feels tired and has a tendency to struggle with situations given up by others. Determined people can behave more flexible and tolerant and also they can deal with problems with analytical view(Wilis,2008). The grit seen as a neccesary feature to pass over difficulties is defined also as a contiunual effort against complex missions(Ayres, Cooley&Dunn,1990;Rudkin,2003). When we examine the studies in literature, it is seen that there is a relation between the grit and the academic success (Dubey,1982, Duckworth and others, 2007, Duckworth and Quinn, 2009, Beyhan&Sünbül, 2005). For example, when we look a student to see relation between the grit and academic success, it is found that the students with higher grit are more successful in their academic life than the students with lower grit (Dubey, 1982). When students want to specialize in a new knowledge area or develop new problem solving strategy, they face to short term difficulties or their courages are broken. Despite these difficulties and broken courages, the undetermined people usually become unsuccessful (Ayres and others,1990; Torgesen& Licht, 1983). When we look similar studies, it is seen that there is a relation between the grit and academic difficulty. The people getting the success

in their tasks catch the others' eyers because of their patient characteristic (Duckworth and others, 2007). Henry and Smith made a conclusion that the people successful in their life are more determined than unsuccessful ones and the enviomental factors have a important effect on desicions about the grit. Akın and Arslan (2014) also tried to put forward the relation between success tendency and determination. Therefore, It is found important to examine the grit levels and the success grades relation of last class students in different departments of NEU Education Faculty and to identify meaningful differences according to their gender, ages, depatment types. For this purpose, a problem sentence came out; " Which is the level of last class students' grit levels in Education faculty? ". And also subproblem sentences were tried to answer:

1- What is the level of teacher training program students grit points in Education faculty?
2- Is there meaningful difference among the grit point averages of teacher training program students according to gender factor?
3- Is there meaningful difference among the grit point averages of teacher training program students according to age factor?

Method

This study is trying to define the effect of the grit on teacher training program students's success. In this research the descriptive method was used to fix the situation exactly and general survey model one of the survey models was used in this research. The surveyg models are research approaches aming to depict a situation exactly it is (Sönmez&Alacapınar, 2011; Henry&Smith, 1994). Also the grit points of students were compared according to gender , age and education branch factors. Therefore this research is also a relational research (Sünbül, 2010)

 Sampling: The extension of this resarch consist of different branch teacher training program students, are called as *Formation Education*, in NEU Educaion Faculty in spring term of 2015-2016 education year. Because it is impossible to reach the whole extension, sample choosing method was used and the sample was taken by students with typical case sampling. 407 students participated in this sample, because 21 ones of 428 students didn't fill the inquiry exactly.

Data collection tool: In this research, Sarıçam and the others' "Short Grit Scale", was adapted to Türkish by Akın and others (2011) before, was used because of better reliability score. This scale consists of 8 items. And this scale, has two dimension, these are: First "The perseverance of effort" (four items, example item: I often make a goal for myself but then I prefer to run after another one.) and second "the consistency of interest" (four items, example item: Whatever job I started , I do my best to finish). The Short Grit Scale form is a five point Likert type scale (1-deffinitely disagree, 2-disagree, 3-decisive, 4-agree, 5- deffinitely agree). In linguistic equivalence study of the scale, the correlation coefficient between Turkish and English forms were determined as 89 (p=00). As a result of explanatory factor analysis the KMO sample coefficient was determined as 83, and as a result of Barlett Sphericity test was determined as $\chi2= 503,877$ (p<.001, sd=24). The result of verifying factor analysis consisted of 8 items, 2 dimensions ($\chi2/sd$=2.06, RMSEA= .046, CFI=.95, GFI=.94, AGFI=.93, SRMR=.047) and factor loads of items were seen between 42 and 77. The coefficient of repetition and reliability of test was 69 and coefficient of corrected total item correlation was between 33 and 65. After the scale , the datar were analysed by Wing degree scale. The scale has five options. The interval coefficient for four intervals in fivefold scale were (4/5) 0,80, these are; I deffinitely don't agree (1-1,79), I don't agree (1,80-2,59), I am in decisive (2,60-3,39), I agree (3,40-4,19), I deffinitely agree (4.20- 5).

The Analysis of Datas: In this research statistical tecniques, frekans, percentage average, standard deviation and t test, were used to analyse datas. The datas gathered as a result of measurements during research was done in computer by SPSS programme. The arithmetic meanand Standard deviation of the students' opinions about the grit were determined. Mann- Whitney U and Kruskal- Wallis tests applied to determine whether there was a meaningful difference among the opinions of the students according to gender ,age and training branch factors

Findings

The First Subquestion: The first subquestion sentence is "What is the level of teacher training program students grit points in Education faculty?". In table 1, the Standard deviation values and the arithmetic means of students' grit points are given;

Table 1: The discriptive statistical datas about students' grit points.

Questions	N	Mean	Std Dev.
1.New ideas and new projects confuse my mind about old ones	407	3,01	1,12
2.Difficulties can never daunt me.	407	3,77	1,08
3.For short time, I concern about	407	2,55	1,22
4.I am hardworking	407	3,67	1,11
The perseverance of effort	**407**	**3,25**	**0,56**
5.I often make a goal for myself , but then I prefer to run after another one.	407	2,44	1,23
6. I have difficulties about focusing on long time Project to complete	407	2,69	1,25
7.Whatever job I started , I do my best to finish	407	4,32	0,82
8. I am persevering and skillful	407	4,18	0,96
The consistency of interest	**407**	**3,41**	**0,58**
Total	407	3,33	0,42

Students showed highest participation on the question 7 with 4,32 mean and lowest participation on the question 5 with 2,44 mean. When we examine the average of total grit points, it is seen that 3,27 average point is obtained. The oponions of students generally came together on option "I'm decisive" (2.60-3.39) . Students didn't display a determined attitude.

The Second Subquestion: The second subquestion is "Is there meaningful difference among the grit point averages of teacher training program students according to gender factor?" For this subquestion, H1 hypothesis formuled: "There is a meaningful difference between girl and boy students' grit points in Education faculty teacher training program.

The datas of total grit points result of Mann-Whitney U test are given in Table 2. According to gender factor, altough there is a difference in boys' favour among the teacher training program students' grit point averages, this difference is not meaningful.

Table 2: According to gender factor, The Mann-Whitney U test results of Education faculty last class students' grit points.

Grit	gender	N	Line mean	Line total	Mann-Whitney U	p
Total	Girl	340	201,93	68656,00	10686,00	,420
	Boy	67	214,51	14372,00		

The Third Subquestion: The third subquestion is "Is there meaningful difference among the grit point averages of teacher training program students according to age factor?". Fort his subquestion, H1 hypothesis formules: "There is a meaninful difference among teacher training program students' grit point averages."

The datas of total grit points result of Kruskal Wallis test are given in Table 3. According to age factor, altough there is adifference in over 25 ages' favour among teacher training program students' grit point averages, this difference is not meaningful.

Table 3: According to age factor, Kruskal Wallis H-test results of teacher training program students' grit points.

Grit	The number of students	n	Line average	sd	Chi-kare	P	Significant Dif.
Total	Under 20 ages	0	0	1	2,355	,125	-
	Betwen 20-25 ages	280	198,02				
	Upper 25 ages	127	217,19				

Discussion and Interpretation

The oponions of teacher training program students generally came together on option "I'm decisive" (2.60-3.39). Teacher training program students didn't display a determined attitude.

When we look the datas according to gender factor, it is seen that the grit point averages of girls are higher than the boys' grit point averages. This result can not be evaluated as if girls are more determined . The results of this research are simiar to some studies in literature (Dubey,1982; Ducckworth and others, 2007; Duckworth & Quinn, 2009). But

the differences in this study are not significant. It can be sait that a mistake confused the datas when gathering them.

When we look the datas according to age factor, the teacher training program students 25+ ages have the highest grit point average, the teacher training program students between 20-25 ages have the lowest grit point average. Altough there is a difference in the teacher training program students 25+ ages' favour, this can not be evaluated as if the students 25+ ages are more determined then the students between 20-25 ages. Because the differences in this study are not significant. It can be said that a accidental mistake confused the datas when gathering them.

Conclusions and Suggestions

 It is seen that the grit point averages of teacher training program students are in intermediate level, the girls', the 25+ ages' and the German langage branch students' grit point means are higher than other groups' grit point averages. According to these results, these suggestions can be given for practioners and researchers; reordering on standards of lessan programmes to increase future teachers' grits, the Standard in reordering can be determined higher than present standards, The struggler areas can be made for increasing students' grits, New researches can be made according to new factors.

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