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Predictors of Approach/Avoidance Achievement Goals: Personality Traits, Self-Esteem and Academic Self-Efficacy

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ABSTRACT

This study aims to examine approach -avoidance achievement goals, five-factor personality traits, self-esteem and academic beliefs within a scope of a model. The study used a relational survey model; the sample group consisted of 513 students (189 male and 324 female) enrolled in the Faculty of Education at Gazi University. Students in this sample groups had different demographic features and were from different classrooms. Research data were obtained using the "Achievement Goals Scales," "Rosenberg Self-esteem Scale," "Five-Factor Personality Scale" and "Academic Self-Efficacy Scale." Path analysis modeling was used to test the hypothesis models. It was found that students' approach and avoidance achievement goals are explained by cause-effect relationship with personality traits, self-esteem and self-efficacy belief. In this study, it was found that self-efficacy belief and self-esteem are the most important variables that predict approach achievement goals and avoidance achievement goals, respectively. The research results were compared to and discussed with regard to the relevant literature.

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Keywords:
Achievement Goals, Personality, Self-Efficacy, Self-Esteem

Introduction

Achievement is one of the major issues that has been discussed in education for centuries. Achievement or failure is a variable that can be related to many factors such as personality traits, external features, learning methods, anxiety, familial features, and teacher attitudes. Moreover, it is stated in the literature that motivation is one of the most important predictor variables in explaining the success and failure. Furthermore, there are various motivation theories that are precursor descriptors to explain the concept of achievement. One of the major focus points of motivation theories used to explain achievement in recent years is the achievement goals theory (Elliot, Murayama & Pekrun, 2011). Achievement goals are defined as goals that are determined by the person who aims to achieve(Ames, 1992; Linnenbrink & Pintrich, 2002; Perkins, 2006).Achievement goals theory examines criteria and standards used by students to assess their opinions about achievement and performance (Dweck & Leggett, 1988). This theory primarily focuses on two fundamental goals, which are learning or mastership and performance (Dweck, 1986). According to Maehr (1984), the learning purpose is the most important impetus to achieve goals and it refers to the effort to obtain competence while the performance purpose refers to the effort to exhibit this competence in normative standards. Similarly, with regards to learning goals, competence and skill improvement, Burger (2006) reports that performance goals are related to making other people see the achievement. According to Burger (2006), students motivated with learning purpose work harder to learn during courses. When they

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understand the subject and learn at a certain competence level, they feel satisfied. Students targeting high performance want to have a higher or even the highest mark in the class. The sense of satisfaction emerges with the sense of recognition, which results from achievement. According to Burger (2006), two students who study their exams and homework equally in the same classroom may take similar notes but their goals, which motivate their achievement, are different. While one student learns the subject in order to have the sense of knowledge and competence and becomes relaxed by the sense of overcoming challenges, another student decides what to do for good performance or to get a good mark and organizes his/her studying time with this goal in mind. Accordingly, social comparisons are of great importance for performance-purpose oriented students because these students cannot understand whether they are successful or not unless they are compared to others (Jagacinski & Strickland, 2000). Pajares and Cheong (2003) reported that students with learning or experting goals focus on fully learning the subject. They study the subject with the purpose of mastery and having competence. Furthermore, according to Burger (2006), people are not necessarily motivated only when they are successful, some people can also be motivated when they are unsuccessful. In this scope, Elliot et al. developed the learning and performance purpose model and they added approach and avoidance goals to this model at the beginning of the year 2000s (Elliot, Murayama & Pekrun, 2011). Students learning a challenging academic duty may approach this duty believing that they can learn the subject or they may avoid it believing that they are incompetent to learn the subject. Similarly, students with performance purpose may approach a duty considering that they can performance well or may avoid it considering that they will not perform well and be embarrassed (Burger, 2006; Elliot & Thrash, 2001; Finney, Pieper, & Barron, 2004). At this point, we ask the following questions: With what are students' achievement goals correlated? Which variables can explain different orientations to their achievement goals? In the literature, achievement goals are explained by the personality variable (Lochbaumet al., 2012;Pourmohamadreza-Tajrishi et al., 2011;Watson, 2012). These studies are conducted mostly using the five-factor personality model. The five-factor personality model consists of personality traits created with personal data and studies taking into account the consistent intra-personality processes (Burger, 2006). The personality traits are responsibility, being open to experience, peacefulness, extroversion and neuroticism. In the present study, responsibility and neurotic personality traits were used. It was decided for the purposes of this study to include one positive and one negative personality characteristic for the model. In addition, each of these characteristics provides a strong predictor and is in line with research variables in the literature. In the literature review, it was found that especially responsibility and neuroticism are used in studies to explain educational behaviors (Johnson & Bloom, 1995; Kağanet al., 2010; Kandemir, 2010; Lay, Kovacs & Danto, 1998; Watson, 2001). As a personality trait, responsibility can lead to a consciousness about targets to be achieved and can cause sustainability. Academic duties such as studying, doing homework, and preparing for examinations, require a conscious and sustainable personality trait. Studies in the literature report that there is a relationship between responsibility and achievement goals as is predicted in this study (Pourmohamadreza-Tajrishi et al.,2011). A study conducted by Pourmohamadreza-Tajrishi et al. (2011) found that there is a significant relationship between responsibility and learning achievement purpose. Another study conducted by Colquitt and Simmering (1998) showed a positive relationship between responsibility and learning goals, yet a negative relationship between responsibility and performance goals. Furthermore, relevant studies found that there is also a relationship between neuroticism and achievement goals. Neurotic personality traits are related to emotional stability and the continuity of personal adaptation. People with emotional problems or those with ever-changing emotions have high scores on neurotic personality traits (Burger, 2006). In their study, Pourmohamadreza-Tajrishi et al. (2011) found that there is a negative relationship between neurotic personality traits and approach goals and a positive relationship between neurotic personality traits and avoidance goals. In the scope of these findings, it can be seen that personality traits used to explain learning/performance approach/avoidance achievement goals are important factors. In the literature review, it was observed that self-esteem is used as a cause or result variable to explain achievement goals (Kavussanu, 2007; McKinney, 2003). Self-esteem refers to feeling worthy in general terms (Rosenberg, 1965). In other words, self-esteem refers to the self-perception of skillfulness, importance, success, and worth (Brooks, 2004). Relevant studies found that there is a relationship between feeling worthy and achievement goals (Heimpel, Elliot & Wood, 2006; Kandemir, 2010). In a study conducted by Kandemir (2012), it was found that there is a positive relationship between self-esteem and achievement goals. In another study conducted by McKinney (2003), it was found that there

are positive relationships between self-esteem and learning goals and negative relationships between self-esteem and performance goals. In the scope of these studies, the self-esteem variable can contribute to explain students' approach or performance achievement goals. Another variable found in the literature that is related to achievement goals is academic self-efficacy (Kandemir, 2010; McKinney, 2003). According to Srios (2004), academic self-efficacy is the perception of personal skills and traits that steer efforts towards the achievement of academic targets. According to Bandura (1997), perceived self-efficacy represents subjective and internal judgments of a person's capabilities to take into account his/her skills or perceived skill deficit. Studies show that a person's faith in his/her skills is correlated with achievement goals. In a study conducted by Kandemir (2012), it was found that there is a positive correlation between academic self-efficacy and learning achievement goals. In another study conducted by McKinney (2003), it was found that there is a negative correlation between performance avoidance achievement goals and academic self-efficacy. As regards to goal-oriented achievement behaviors, while people tend to approach duties within their perceived self-efficacy, they tend to avoid or fail in duties exceeding their perceived self-efficacy (Bandura, 1986). In light of this information, we can say that academic self-efficacy can contribute to the model used in this study in order to explain achievement goals. Considering the above assessments, it can be said that achievement goals, which is a motivation theory, is an important variable that can affect students' achievement identity in their academic life. Students who have to cope with academic duties such as preparing for examinations, preparing homework and projects, studying etc. are sometimes eager to perform these duties and sometimes they do not want to face them. In this case, students can acquire necessary academic information or fail to do so, which leads to the failure to develop an achievement identity. Which variables lead students to approach duties that must be performed? Which variables detract students from these duties? Accordingly, it is important to determine variables that are related to this motivational approach for the benefit of students. In this scope, the causation of students' achievement goals should be investigated. A model test was used to determine whether personality traits, self-esteem and academic self-efficacy belief are predictor variables for approach/avoidance achievement goals as reported in the literature. The findings and methods used during this study can make significant contributions to further studies, and the literature of achievement goals and motivation.

Research Method

Research Model

A relational survey method was used in this research, which explains the learning/performance approach and learning/performance avoidance achievement goals, the five factors personality traits, self-esteem and academic self-efficacy beliefs. This method aims to determine the presence and degree of covariance between two or more variables (Karasar, 2005). The research aims to define the relationship between achievement goals and various variables. Therefore, the relational survey model was used.

Research Group

The sample group consisted of 513 students (189 male and 324 female) enrolled in the Faculty of Education at Gazi University. From the students in the sample group, 215 are studying in the department of primary school teaching, 120 are in science teaching, 97 are in psychological counseling and guidance and 81 are in Turkish language teaching. The grade levels of students in research group varied. Of the research group,135 were first year, 182 were second year,89 were third year, and 107 were fourth year. In addition, it is seen that the students represent different age groups. These groups are as follow respectively; 45 students are 18 years old, 155 are 19 years old, 106 are 20 years old, 150 are 21 years old, 57 are 22 and over.

Data Collection Tools

Achievement Goals Scale: This scale was developed by Akın (2006). In order to determine the validity of the scale, explanatory factor analysis was made and at the end, 4 factors assessment instrument made of 47 items and explaining %45.5 of the total variance was obtained. These factors were named as learning-

approach tendency, learning-avoiding tendency, performance-approach tendency and performance-avoiding tendency. Findings showed that factor loads of the scale varied between .60 and .89 while item-total correlations varied between .48 and .92. For the reliability of the scale, Cronbach alpha internal consistency coefficients and test-retest reliability coefficients were analyzed. Cronbach alpha internal consistency coefficients for sub-dimensions varied between .92 and .97 and test-retest reliability coefficients varied between .77 and .86. According to these results, it can be said that 2X2 Success tendencies scale is a valid and reliable scale and it can be used in researches.

Five-factor Personality Scale: The scale, developed by Bacanlı, İlhan and Arslan (2007), incorporates the personality features of emotional stability (neuroticism), extraversion, openness to experiences, agreeableness, and responsibility, which are the same considered in the five-factor personality theory. A factor analysis examining the structural validity of the scale found 40 adjective pairs, which can measure the features of the five-factor personality scale and whose factor load ranged between .37 and .86. Obtained dimensions were found to explain 52.6% of the variance of the five-factor personality scale. Sociotropy, Conflict Resolution, Negative and Positive Expressivity Scales, and Permanent Anxiety Inventories were used in order to test the external validity of the developed scale. Expected results were derived from the comparisons and the scale was found to be valid. For reliability studies, internal consistency coefficients of each dimension were examined (.78-.84). Retests of the scale were performed at two week intervals and the correlation coefficients between features were found to range between .71 and .86. The responsibility feature was used in the present study regarding academic procrastination.

Rosenberg Self-Esteem Scale: The Self-Esteem Scale originally was developed by Rosenberg (1965) for the purpose of measuring global self-esteem. it taps the extent to which a person is generally satisfied with his/her life, considers him/herself worthy, holds a positive attitude toward him/herself, or, alternatively, feels useless, desires more respect. The instrument contains five positively scored and five negatively scored items. Reverse items are 3, 5, 8, 9, 10. For the purpose of this study, the RSES were summed. Rosenberg studied the scale's reliability and validity on two small college samples and had two week test-retest reliability coefficients of r = .85 and .88. Rosenberg's Self Esteem Scale was adapted to Turkish adolescents by Çuhadaroğlu (1985). Çuhadaroğlu (1985) found that the correlation coefficient between psychiatric interview scores and scores of RSES was .71.

Academic Self-Efficacy Scale: This scale, developed by Kandemir and Özbay (2012), aims to determine the academic self-efficacy levels of students. Reliability and validity studies of the scale included 468 students (243 female and 225 male) with different grades and different demographical features. Primarily, factor analysis was applied on data obtained from the research group. Confirmatory Factor Analysis was conducted in order to evaluate the four-factor structure of the Academic Self-Efficacy Scale (ASES), which was formed after Exploratory Factor Analysis (EFA). CFA results evaluated adaptive values of ASES, which were: X^2 = 513.04 (df=148, p<.001), (x^2 /sf) =3.47, GFI=.90, RMSEA=.073, RMR=.04, standardized RMR=.056, CFI=.97 and AGFI= .87. In addition to CFA, Croncbach alpha internal consistency coefficients, calculated based on item analyses, were examined in order to evaluate the reliability of the scores obtained from ASES. The coefficients were found to be .90 for the first factor, .78 for the second factor, .77 for the third factor, .69 for the fourth factor, and .91 for total scale. Item-total correlations for both dimensions ranged between .36 and .67.

Findings

The findings of the model test that explains avoidance achievement goals of university students are elaborated in this chapter. Path analysis was conducted to determine the significance of the model with relevant variables.

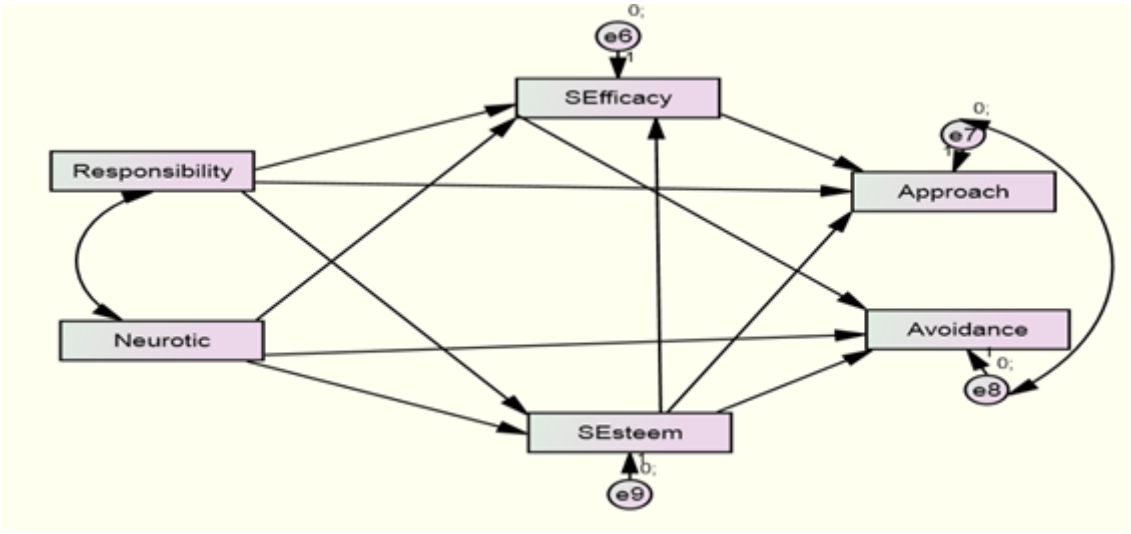


Figure 1. Hypothesis Model To Be Tested

In the model to be tested, it was believed that approach/avoidance achievement goals are directly predicted by responsibility, neurotic personality, self-respect and academic self-efficacy among five-factor personality traits. Furthermore, it was believed that approach/avoidance achievement goals are predicted by responsibility and neurotic personality traits through self-respect and academic self-efficacy. In addition, another hypothesis of the research was that self-respect predicts approach and avoidance achievement goals through academic procrastination. In this scope, the model test was performed. Before the model test, correlation levels between variables were examined.

Table 1. Correlation values between variables

Variables	1	2	3	4	5	6
Approach (1)	1					
Avoidance (2)	.44**	1				
Responsibility (3)	.34**	-.03	1			
Neurotic (4)	-.04	.27**	-.12**	1		
Self-Esteem (5)	.24**	-.23**	.30**	-.36**	1	
Academic Self-Efficacy (6)	.54**	.08	.29**	-.22**	.41**	1
TOTAL	513	513	513	513	513	513

*p<.05, ** p<.01

The results of the correlation analysis indicated significant relationships between learning/performance approach/avoidance achievement goals and the related variables. The relation coefficients of learning/performance approach with related variables are as follows: r=-.44 with learning/performance avoidance achievement goals, r=.34with responsibility, r=.04 with neurotic personality trait, r=-.24 with self-respect and r=.54 with academic self-efficacy. It was found that there is a negative but insignificant relationship between the learning/performance approach purpose and neurotic personality traits. There are positive and strong relationships between other variables and approach achievement goals. The relation coefficients of learning/performance avoidance with related variables are as follows: r=-.44 with learning/performance avoidance achievement goals, r=.04with responsibility, r=.27 with neurotic personality trait, r=-.23 with self-respect and r=.08 with academic self-efficacy. Correlation data obtained from the research indicated that avoidance achievement goals have an insignificant and weak relationship with responsibility and academic self-efficacy. Following the determination of relation coefficients between variables, the model test was conducted on predictors of approach/avoidance achievement goals. The results of the model test are presented below.

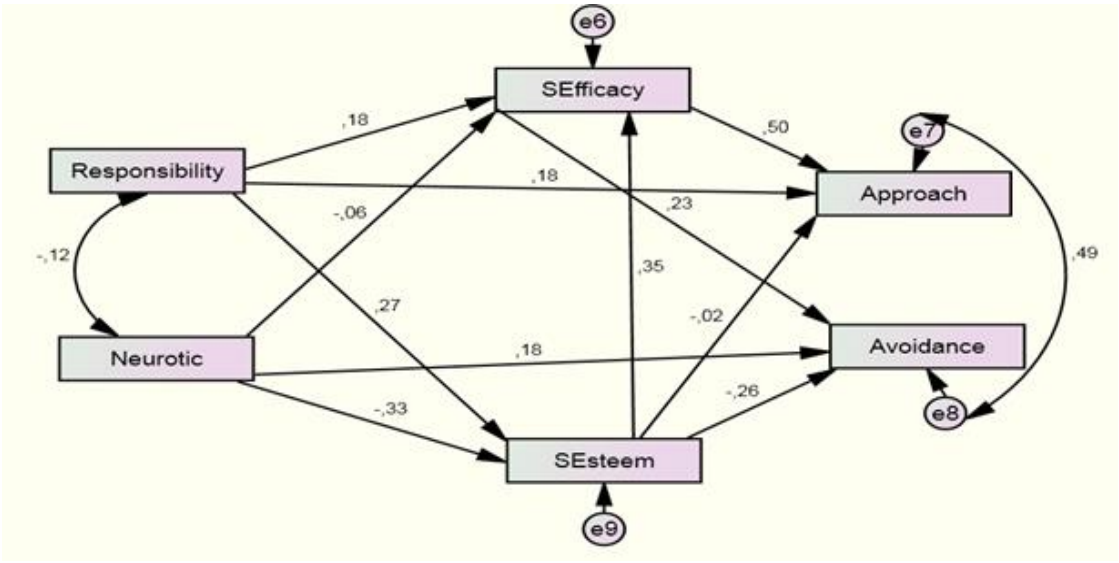


Figure 2. Findings of hypothesis model predicting approach/avoidance achievement goals

Concordance coefficients of the model are as follow: CFI, .99;IFI, .99; NFI,.99; TLI, .92, and RFI, .89. Chi-Square (X^2 /df=20.22/6) and RMSEA values are 3.37 and .06, respectively. The concordance values such as CFI, IFI, NFI, TLI over .90 and RMSEA value below .07 indicate that this model is a suitable model (Şimşek, 2007). For this reason, improvement indexes were not examined. Research findings showed that predictor variables have direct, indirect or total effects or prediction power on other variables.

Table 2. Direct, indirect and total effects of independent variables on dependent variables

	Self-Esteem			**Self-Efficacy**			**Approach**			**Avoidance**		
	1	***2***	***3***	***1***	***2***	***3***	***1***	***2***	***3***	***1***	***2***	***3***
Responsibility	.27	-	.27	.18	.10	.28	.18	.13	.31	.00	-.01	-.01
Neurotic	-.33	-	-.33	-.06	-.12	-.18	.00	-.08	-.08	.18	.05	.23
Self-Esteem	-	-	-	.35	-	.35	-.02	.18	.16	-.26	.08	-.18
Self-Efficacy	-	-	-	-	-	-	.50	.00	.50	.23	.00	.23

1: Direct Effects; ***2:***Indirect Effects; ***3:*** Total Effects

Direct Effects: Direct effect scores obtained from the model test that explain approach/avoidance goals are as follow: As one of the five-factor personality traits, responsibility has a positive and direct effect on self-respect with .27, on academic self-efficacy with .18, and on approach achievement goals with .18. Being one of the five-factor personality traits; neurotic personality has a positive effect on self-respect with -.33; on academic self-efficacy with -.06, and on avoidance achievement goals with .18. As a mediator variable in this study, self-respect has a positive and direct effect on academic self-efficacy with .35 and has a negative effect on avoidance achievement goals with -.26. As another mediator variable in this study, academic self-efficacy, has a positive and direct effect on approach achievement goals with .50 and on avoidance achievement goals with .23.

Indirect Effects: Indirect effect scores obtained from the model test, which explain approach/avoidance goals are as follow: As one of the five-factor personality traits, responsibility has an indirect effect on academic self-efficacy with .10 and on approach achievement goals with .13. Being one of the five-factor personality traits, neurotic personality trait has negative and indirect effect on academic self-efficacy with -.12 and on approach achievement goals with .08. It has positive and indirect effect on avoidance achievement goals with .05. Self-respect has an indirect effect on approach achievement goals with .18 and on avoidance achievement goals with 0.8. It was found that academic self-efficacy, which is one of the mediator variables in this study, does not have any indirect effect on the model.

Total Effects: The research indicated that responsibility has total effects on self-respect with .27; on academic self-efficacy with .28; on approach achievement goals with .31; and on avoidance achievement goals with.-01. The research indicated that neurotic personality trait has total effects on self-respect with -.33; on academic self-efficacy with -.18; on approach achievement goals with -.08; and on avoidance achievement goals with .23. The research indicated that self-respect has total effects on academic self-efficacy with .35; on approach achievement goals with .16; and on avoidance achievement goals with -.18. The research also indicated that self-efficacy has total effects on approach achievement goals with .50and on avoidance achievement goals with -.23.

Discussion, Conclusion and Recommendations

This study aims to explain five-factor personality traits of approach and avoidance achievement goals, responsibility, neurotic personality traits, self-respect and academic beliefs, in a model. It can be said that the predictor variables in this study contribute to the approach and avoidance achievement goals model with total, direct and indirect effects. Research results show that responsibility has a prediction effect on approach achievement goals with .31. In other words, responsibility as a student personality trait positively and significantly predicts the learning and performance approach achievement goals. Students who have the responsibility trait are eager to learn and exhibit performance. There are also similar findings in the literature (Kandemir, 2010; Pourmohamadreza-Tajrishiand et al.,2011). In a study conducted by Kandemir (2010), it was found that students' responsibility trait positively predicts their learning approach achievement goals. In a study conducted by Pourmohamadreza-Tajrishi et al. (2011),it was reported that responsibility has a strong and positive relationship with learning approach achievement goals and has a weak and positive relationship with performance achievement goals. A study conducted by McCape et al. (2013), found that there is a positive relationship between responsibility and learning approach achievement purpose. Arthur and Graziano (1996) reported that the responsibility trait indicates a person's control and discipline. People with this trait are planned and determined while others are careless and easy-to-be distracted. In this scope, students with a high level of responsibility can involve their control and discipline traits with the motivation process so as to reach their learning and performance goals. For this reason, responsibility can be a factor that positively affects approach achievement goals. This research shows that the total effect of the responsibility trait is -.01 on predicting avoidance achievement goals. We can say that the responsibility trait is not a variable that explains avoidance goals. In the literature review, there is no result that supports this research finding. However, McCape et al. (2011) reported that there is a positive and insignificant relationship between responsibility and learning/performance avoidance variables. The responsibility trait requires control, discipline, and internal and cognitive concentration. According to Lee, Sheldon and Turban (2003), mental concentration is negatively correlated with performance avoidance. In this regard, lack of concentration and control can lead students to have fear that they will not exhibit a good performance in their academic duties. At this point, different studies should be conducted to determine which factor, responsibility, performance avoidance or performance approach has a higher correlation with the responsibility trait. In a study conducted by Colquitt and Simmering (1998), it was found that performance goals have a negative relationship with responsibility traits and Kandemir (2010) reported that learning avoidance achievement goals have a positive relationship with responsibility. Accordingly, the results of the present study can be explored further in another study that includes learning and performance aspects.

This study's results reveal that neurotic personality trait predicts approach achievement goals with -.08 and avoidance achievement goals with .23 In other words students with neurotic personality trait negatively and insignificantly predict their approach achievement goals and positively and significantly predict their avoidance achievement goals. There are important studies that support this finding of the present study. Lochbaum et al. (2012) conducted a study on 213 adults,116 female and 97 male, and found a positive and significant correlation between the emotional indecision variable and performance and learning avoidance variables. McCape et al. (2011) reported that there is a positive and significant relationship between the neurotic personality trait and learning/performance avoidance variables. McKinney (2003) reported a negative and strong relationship at the level of -40. between people's emotional indecision and performance goals. The neurotic personality trait is related to emotional stability and the continuity of personal adaptation. People with emotional problems or those with ever-changing emotions have high scores on

neurotic personality traits. People with high levels of neuroticism have stress in daily activities more frequently than those with low levels (Burger, 2006). Students who do not show emotional consistency and feel stress and anxiety about events and situations may also have anxiety about not being able to learn or show performance. For this reason, they can avoid duties related to learning or performance. In addition, neurotic people highly influenced by daily life events may focus on learning or performance goals and avoid duties. In other terms, learning or performance requires determination, consistency and focus. In this scope, such students with neuroticism may avoid achievement duties in order to not bring their value down with failure. To conclude, the neurotic personality trait is regarded as a significant variable to explain the avoidance achievement purpose.

The research revealed that self-respect does not directly affect approach achievement goals. In other words, being eager to learn or show performance is not related to having high or low levels of self-respect. In this study, a significant and positive relationship was found between self-respect and approach achievement goals (.24); however, this relationship was lost in the research model and it positively and significantly predicts approach achievement goals. There are some studies in the literature related to these findings. Dinç (2010) conducted a study on 510 students in a physical education teaching department and found that students' self-respect positively and significantly predicts their learning approach goals. Kandemir (2010) conducted a study on university students and found that self-respect significantly predicts the approach achievement purpose. Tuominen-Soini, Salmela-Aro and Niemivirta (2008) conducted a study on six groups of students who have different motivational features and found a positive relationship between self-respect and approach achievement goals. Such studies show that as the self-esteem of student's increases, their approach motivation to learning or performance process increases as well. In this study, these related variables were not found to be in direct and significant relationship within the model. However, the indirect effect of the self-perception on achievement goals can be seen. The presence of variables that predict approach achievement goals more strongly may have decreased the direct effect level of self-value. Furthermore, approach achievement goals do not threaten or decrease students' self-value. For this reason, it may have lost its effect as a direct factor of the achievement approach. The research also showed that self-respect directly, negatively and significantly predicts avoidance achievement goals. In the literature review, it was found that self-respect predicts avoidance achievement goals in parallel with the findings in this study (Dinç, 2010; Tuominen-Soini, Salmela-Aro & Niemivirta, 2008). In the abovementioned study of Dinç (2010), it was reported that students' self-respect negatively and significantly predicts performance avoidance achievement goals. Tuominen-Soini, Salmela-Aro and Niemivirta (2008) found a negative relationship between self-respect and avoidance achievement goals. Middleton and Midgley (1997) reported that students avoid their duties and make academic procrastination so as not to seem unsuccessful. In this regard, students may prevent themselves from fulfilling their duties in order not to seem unsuccessful in their academic duties and to protect their self-value. Those who prevent themselves may act with the motivation of avoidance achievement. Students may avoid their academic duties by means of avoidance until the moment when they will be successful and increase their self-value. The research also showed that self-respect does not indirectly and significantly affect avoidance achievement goals. Accordingly, we can say that there is no need for a mediator variable between avoidance and self; avoidance is directly related to the protection of self.

Another significant result of the research is that academic self-efficacy directly and positively predicts both achievement goals. It is clear that especially academic self-efficacy strongly predicts approach achievement purpose. In the literature review, it was found that some studies have, and some do not have, parallel results with our findings. Liem, Lau and Nie (2008) conducted a study on 9th-grade students and found that academic self-efficacy positively predicts learning and performance approach achievement goals while it negatively predicts performance avoidance goals. Jayasuriya et al. (2007) reported that there is a positive relationship between self-efficacy beliefs towards using the computer and learning and performance approach achievement goals. Phan (2012) emphasized the positive relationship between self-efficacy belief and learning and performance approach achievement goals. According to Nicholls (1984), the approach achievement purpose is related to a person's faith in himself/herself prior to performing a task. In this scope, the recognition of and the belief in traits that can facilitate learning and performance processes can increase students' tendency towards approach or avoidance achievement goals. Students are aware of self-efficacy beliefs, learning time and hours and how to deal with academic duties. Taking stand from this belief,

students may have a tendency toward approach or avoidance achievement goals. The model study can be renewed by placing mediator variables such as self-organization, time management between achievement goals, and academic self-efficacy. Furthermore, the relationship between academic self-efficacy and achievement goals can be explained better by means of including a 2X2 model of achievement goals in the model for future studies.

The study results showed that responsibility personality trait indirectly affects approach achievement goals with.13. Analyzing the effects between responsibility personality trait and other variables, we can see that responsibility has an effect relationship with self-respect and academic self-efficacy. In this scope, it can be concluded that the responsibility personality trait predicts approach achievement goals together with self-respect and academic self-efficacy. In other words, self-efficacy beliefs and self-respect playa mediator role for responsibility to predict approach achievement goals. In the literature, no study was found on the mediator role of academic self-efficacy and self-respect for responsibility to predict approach achievement goals. However, there are remarkable studies on this issue. Conrad and Patry (2007) found a positive relationship between academic self-efficacy and responsibility. Thoms, Moore and Scott (1996) investigated the relationship between five-factor personality, self-orientation and self-efficacy of employees and found that the responsibility personality trait positively affects self-efficacy. Kandemir (2010) found a positive relationship between the responsibility personality trait and self-respect, academic self-efficacy and reported that these variables explain academic procrastination behavior. Lee and Klein (2002);Noftle and Robins (2007) conducted research on achievement and found that the academic self-efficacy belief is a significant mediator of the responsibility personality trait. Aslan(2012) assessed five-factor personality traits in terms of self-respect prediction and investigated the relationship between five-factor personality traits and self-respect. This research indicated that the responsibility personality trait positively and significantly predicts self-respect. The research found that the responsibility personality trait has direct and indirect effects on approach achievement goals and does not have any effect on avoidance achievement goals. Accordingly, self-respect and academic self-efficacy plays a mediator role for responsibility to predict approach achievement goals while it does not have any mediator role to predict avoidance achievement goals. The responsibility personality trait consists of personal characteristics such as being conscious, stable, having high control perception, planned studying etc. Students having traits such as being conscious, stable and studying with plans can improve their self-respect and belief to achieve academic duties. Students having these characteristics can learn to approach their duties instead of avoid them.

In the research, it was found that the neurotic personality trait does not have significant direct/indirect contribution to approach achievement goals and to directly predict avoidance achievement goals. Accordingly, self-respect and academic self-efficacy do not play any mediator role for neurotic personality to predict achievement goals. In the literature review, there is no result that supports this finding. However, there are remarkable studies on this issue. Aslan (2012) reported a negative relationship between neurotic personality and self-respect. Hartman and Betz (2012) found a negative relationship between the self-efficacy belief to take career decisions and the neurotic personality trait. Heimpel, Elliot and Wood (2006) reported that the neurotic personality trait negatively predicts self-respect and predicts avoidance achievement purpose. In this scope, the neurotic personality trait consists of features such as emotional instability and unbalance. Self-respect of students who are not determined against problems, situations; do not have an emotional balance and have an instable character will decrease and they will start to think that they do not have sufficient attributes to deal with problems. Accordingly, the fear of students in the study group that they will have or develop low self-value and self-efficacy may have caused the lack of a mediator for neurotic personality trait. In this scope, different variables that may be a mediator for the neurotic personality trait maybe needed to explain achievement goals. The model can be re-tested by means of involving emotional changes such as the fear of failure, preventing oneself, anxiety etc. In the scope of the research findings, we can say that teachers, school guidance service, and families should improve achievement goals of students and students should think about that their personality, self and self-efficacy perceptions are causal factors. Furthermore, suitable programs should be developed for students to improve their self-perception and academic performance.

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