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THE MODERATING ROLE OF TRAIT ANXIETY IN THE IMPACT OF SELF-CONCORDANCE ON ACADEMIC SUCCESS

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Abstract

Self-concordance discusses the reasons of motivation for the goals that individuals want to realize from four angles (external, introjected, identified and intrinsic). The aim of this study is to find out the impact of self-concordance dimensions on academic success and examine the moderating role of trait anxiety in the impact of these dimensions on academic success. This study was conducted on Tourism Faculty students at Nevşehir Hacı Bektaş Veli University. In the study, the data was collected with questionnaire technique. At the end of the study, 394 applicable questionnaires were obtained. According to the findings of the study, it was determined that high self-concordance (identified, intrinsic) is more effective on academic success than low self-concordance (external, introjected). It was determined that trait anxiety has moderating role in the impact of external self-concordance on academic success, however the role of trait anxiety cannot be determined in the impact of introjected, identified and intrinsic self-concordance on academic success.

Keywords: Self-concordance, Trait Anxiety, Academic Success.

INTRODUCTION

Core self-evaluations of individuals are effective in being motivated to realize their goals. In recent years, researchers are interested in the way individuals evaluate themselves and how these evaluations impact the occupational outcomes. The concept of self-evaluation includes the individuals' evaluations regarding their abilities, competences, strengths as well as their positive and negative aspects (Judge et al., 1997: 18).

There are evidences indicating that workers, who evaluate themselves positively or have high level of self-evaluation perception, are more satisfied with their work, have relatively higher task/job performance and they are more successful in coping with extraordinary situations (Erez and Judge, 2001; Judge et al., 1998). Similarly, individuals who evaluate themselves positively tend to work more for their self-concordance goals compared to the ones who evaluate themselves negatively (Judge and Larsen, 2001). It is seen that individuals who have occupational goals concordant with their interests, ideas and values are happier than the ones who work for different goals (Sheldon and Elliot, 1998). Therefore, self-evaluations of the individuals have an impact on their academic performances.

The aim of this study is to investigate the impact of self-concordance of the students towards realizing their academic goals on their academic success and the moderating role of trait anxiety in this impact. It is thought that the study will contribute in extending the scope of studies on self-concordance and shed light to researchers about understanding the individual predecessors of individuals' academic success and seeing the impacts of trait anxiety towards success.

1. LITERATURE OVERVIEW

1.1. Self-Concordance

Self-concordance model presented by Sheldon and Elliot (1998) comes from self-management theory and it explains value-centred internal motivation. Self-management theory explains where the energy and motivation to realize an occupation or goal comes from in the circumstances where external rewarding is not present (Deci and Ryan, 1985; Ryan and Deci, 2000). According to the theory, the key to understanding the internal motivation for carrying out the occupation is cognitive evaluation of the related individual by means of rewards, pressures and restrictions (Sheldon et al., 2003: 363). According to Ryan and Deci (2000:70), an occupation/task may be chosen freely or it may be required due to internal/external controls or restrictions. In other words, activities of individuals are regulated by controls such as reward or punishment (for example, being obliged to go to work in order not to get fired) or the individual may integrate its activity with himself/herself and internalize it (for example; staying at work to help a friend even after the shift is over).

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According to the theory, a strong point in providing internal motivation is the autonomy experience of the individual (the sense of will in choosing one's own behaviour or the role in shaping one's own destiny) (Ryan and Deci, 2000: 69). Autonomy experience may also be created by the features of the occupation at the workplace. For example, autonomy may be granted to the personnel in having knowledge and control on all aspects of the occupation or tolerance and freedom in decision-making. When people see purposes and goals which reflect their own values and interests, they make more effort to achieve those (Sheldon and Houser-Marko, 2001: 163).

In their study, Ryan and Cornell (1989) have determined four reasons to realize the intended behaviours. These are a) external, b) introjected, c) identified and d) intrinsic respectively. Self-concordance model developed by Sheldon and Elliot (1998: 548) suggests that one or more goals of the individuals are followed because of these four reasons. These reasons may be explained as follows:

1- External: Includes working for a goal for reaching rewards that satisfy their needs and interests indirectly or due to other people's desires. For example, fulfilling a task to earn money or avoiding punishment, etc.

2- Introjected: Includes efforts towards a goal for avoiding shame, guilt and anxiety. For example, getting approval from others, feeling guilty or ashamed towards other people, etc.

3- Identified: Related to working for fulfilling a goal which is considered important by the individual. For example, working for goals which are consistent with their own values and personally important or helping a friend because of the belief of helping others, etc.

4- Intrinsic: Includes working because of fun or for a goal which is liked. For example, sparing time to talk to someone or working on something that he/she likes very much.

There are several concerns about the self-concordance model: First; these reasons are not completely different from each other and individuals may work for a goal due to several reasons. Second; according to Sheldon and Elliot (1998:547), identified and intrinsic self-concordance goals reflect the interests and values of the individuals deeply and they are related with the motivations of autonomy arising from their own choices. However, external and introjected self-concordance goals are related with control motivations which the individual does not accept and arise from external powers. Eliot et al. (1997) have matched approaching goals with autonomy motivations and avoiding goals with control motivations. Third; goals may not be classified objectively in self-concordance studies. In addition, two individuals may work for the same goal due to different reasons. Thus, the reasons of following various goals should be asked to measure self-concordance. Of course, it is possible that some goals include more self-concordance than other for most individuals.

Self-concordance model argues that individuals are happier when their goals based on interests and values are fulfilled. Sheldon and Eliot (1998) state that self-concordance is based on subjective well-being. According to the theory, a) the individuals' effort increases as the possibility of achieving their goals increases, b) individuals become happy when they achieve their goals. Continuity of their own interests, needs and values ensures that individuals work more for defining themselves and for their internal goals. Self-concordance includes activities in relation to fulfilling tasks and goals about the occupation which emphasizes the interests and values of the individuals (Sheldon and Elliot, 1998; 1999). In the subjective well-being literature, achieving goals is considered as individual war (Emmons, 1992).

In the literature, there are various studies on self-concordance model. Sheldon and Elliot (1999) have found a relevance between self-concordance and subjective well-being. According to the authors, when the individual makes an effort for the goals in which he/she is interested or which are consistent with their beliefs, these goals are integrated with the individual. Therefore, it is likely that more time is spent on goals and goals are more accessible and more satisfying. On the other hand, it is assumed that goals which are followed with external pressure or senses of guilt and anxiety do not integrate with the individual. Since these goals do not represent the beliefs and interests of the individuals, motivation in achieving the goals is reduced and thus the goal becomes less satisfying and less accessible. In their study, Sheldon and Houser-Marko (2001) have presented that self-concordance goals are more sustainable and more accessible since they increase subjective well-being. Moreover, there are evidences indicating that self-concordance increases well-being in a spiral patterns since its impact is strengthened in time. In consistence with the findings of these studies, individuals who have internalized commitment to their organizations exhibit extra role behaviours and they are less likely to quit their jobs and they provide more contribution in the progression of the organization (Bono and Judge, 2002).

Goals regarding self-concordance are related to intrinsic motivation, because they arise from the individual choices of the individuals which reflect their own beliefs and senses which are right in their own opinion (Sheldon and Houser-Marko, 2001; Bono and Judge, 2003; Sheldon et al. 2003). This idea is consistent with the results of other studies. When the individual is identified with the occupational goals that he/she

pursues (identified motivation) or if the individual finds the goals interesting and nice (intrinsic motivation); self-concordance is increased. If the individuals wants to achieve the goal for winning external rewards and avoiding punishment (external motivation) or because of challenging social pressure such as the sense of duty (introjected); self-concordance is reduced (Shin and Zhou, 2003; Sheldon et al. 2003; McGregor et al., 2006; Hon, 2011).

1.2. Anxiety and Trait Anxiety

The concept of anxiety, which is one of the most used words throughout the history of humanity, is derived from the Greek word "anxietas" and it means worry, fear and curiosity (Köknel, 1989: 44). In psychology, the concept of anxiety which means a state of mind, was first defined by Freud as a function of ego and it was introduced into psychology literature with Freud (Manav, 2011: 202). According to Freud, the function of anxiety is to warn the ego for a potential threat and danger and make defence mechanisms operational. Today, anxiety is the state where the individual feels that his/her core values are under threats that he/she thinks they cannot cope with (Yılmaz and Ocaçkı, 2010: 16).

Fear is the concept which is confused with anxiety. Fear is an emotion which depends on perception of an existing danger or a sign of danger in any case; storm, earthquake or a sound heard in the dark may be feared. At its peak, this emotion may be called terror or panic (Le Gaal, 2016: 8-9). According to common perception, we fear something we see or hear, in other words an object or something which can be distinguished as a situation. Therefore, fear may be put into words, it is about what happened. For example, "I am afraid of the dark" or "I am afraid of a barking dog". However, anxiety is mostly perceived as a state of fear without an object and we cannot easily tell what makes us anxious. Because of the ambiguity of what causes anxiety, anxiety is far worse than fear among disturbing emotions. In "Inhibitions, Symptoms and Anxiety", Freud has changed his theory of anxiety completely. At first, he thought that anxiety indicates a kind of danger which exists in reality, but then he states that anxiety is primarily related to an expectation of danger. In that respect, it seems that anxiety does not have an object and therefore it is different than fear (Salecl, 2014: 26-27).

In conceptual studies about anxiety, anxiety is addressed under two titles; state and trait anxiety. State anxiety is the emotional as a result of the individuals' interpretation of special circumstances as threatening. Intensity and duration of the state anxiety is related to the amount of perceived threat and the permanence of the individual's interpretation of dangerous circumstance. Trait anxiety is the inclination of the individual towards the state of anxiety. Individuals with high trait anxiety experience state anxiety more frequently and intensely than the others (Özusta, 1995: 32-33). Trait anxiety is a state of dissatisfaction and unhappiness which exists in the individual continuously and there no certain cause (Yokuş, 2013: 25). Trait anxiety may be defined as individual's feeling restless, unhappy and uneasy even though he/she does not encounter a danger (Öner and Le Compte, 1983). Trait anxiety is stationary and continuous compared to state anxiety. The intensity and duration of this anxiety may vary according to the personality. Personality inclined to anxiety affects the level of trait anxiety. People's having various trait anxiety changes perceiving, understanding, interpretation and evaluation of the threatening dangerous situation. This change on the level of trait anxiety also changes the level of state anxiety (Aknalp, 2013: 7).

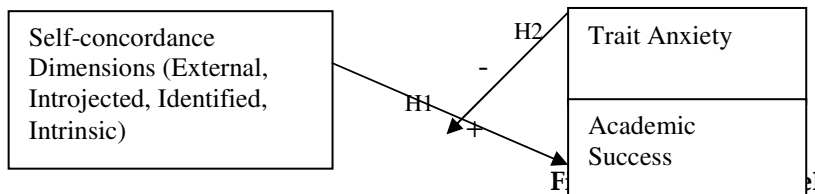
Encountering an unusual situation, obsessive thoughts, unexpected events such as natural disasters, mental disorders (Köknel, 1989), limited time, business trip, responsibility, ambition for being promoted, colleague conflicts, anger for superiors, sound of telephone ringing continuously, knowledge superiority, environmental pollution, noise, traffic accident, child problem, fight, disease in the family, unemployment, smoking and alcohol consumption, being fat, inactivity, sleeping disorder, official visits, not being satisfied with the physical appearance (Akandere, 1997), exaggerating the possibility and believing that this possibility will come true, trying to read people's thoughts about him/her and making incidents personal (Çakmak, 2014: 46) can be listed among the causes of anxiety.

Various suggestions are made to individuals to cope with anxiety. Confronting the situation which causes anxiety, learning relaxation techniques, giving up trying to predict the future and control everything, getting support from family and friends (www.bilgi.edu.tr, 2016), keeping an anxiety diary, relaxing and dreaming, getting enough rest (Blair, 2014) are some of these suggestions.

1.3. Self-concordance, Trait Anxiety and Academic Success

In the literature, there are studies which investigate the impacts of self-concordance goals on the individuals' performances. For example, Greguras and Diefendorff (2010) have determined that self-concordance has an moderating role in life satisfaction and occupational performance relationship of proactive personality. According to the study of Hon (2011) conducted in hotels, it was found that higher self-concordance levels provide positive contribution in the creativity of individuals. Gürbüz et al. (2010) have investigated the impact of self-evaluation, on which self-concordance is based, on the occupational performance and determined that it is an important predecessor which increases occupational performance.

In the study conducted by Kale (2013) on hotel personnel, it is stated that identified self-concordance, which is within the scope of high self-concordance, has the most important impact on occupational performance. In the study on university students in Canada, Gaudreau (2012) has found that academic satisfaction and academic success of the students increase when there is high self-concordance in their goals focused on task/getting information. In addition, it was found that they display a higher academic success in the presence of high self-concordance regarding performance/competition focused goals. When self-concordance is low for both goals, anxiety levels increase. In their study on high school students, Vasalampi et al. (2009) have found that interest in school is increased when they pursue success goals with high self-concordance and then there are successful educational transitions. When self-concordance in relation to goals is low, they have identified it causes school exhaustion and delay in studies. In the studies, it is seen that trait anxiety reduces academic success (El-Anzi, 2005; Owens et al., 2008). In the light of the findings in literature, study model and hypotheses can be stated as follows.



H1 :Self-concordance (a-external, b-introjected, c-identified, d-intrinsic) has positive impact on academic success.

H2: Trait anxiety has a moderating role in the impact of Self-concordance (a-external, b-introjected, c-identified, d-intrinsic) on academic success.

H3: High self-concordance (identified and intrinsic) has more impact on academic success compared to low self-concordance (external and introjected).

2. METHOD

2.1. Aim and Importance of the Study

The aim of the study is to investigate the impact of their self-concordance towards fulfilling their goals on their academic success and the moderating role of trait anxiety in this impact. Identification of the impacts of self-concordance dimensions on academic success, which is a new subject in Turkish literature, will be useful in understanding the performances of individuals. In addition, determining whether the trait anxiety has a moderating role in the impact of self-concordance on success will provide significant results in understanding the factors which leads individuals to success in terms of researchers and practitioners.

2.2.Population and Sample, Collecting the Data

The population of the study consists of Tourism Faculty students at Nevşehir Hacı Bektaş Veli University. The reasons of choosing Tourism Faculty students as the field of study are ease of access and that tourism is the researchers' common area of interest. According to the information taken from the faculty management, total number of students is 1211. Number of sample was calculated as 292 within 0.05 margin of error and on 95% confidence level using the formula in which population is certain ($n= N.p.q/(N-1).D+p.q$) (Arıkan,1995: 142)(since there is no information about p, it is taken as 0.5).Stratified sampling and simple random sampling method were used as sampling methods. The ratio of students' distribution to departments is taken into consideration for ensuring that sample represents the population. Students from each department at the determined number were included in the study according to simple random sampling method. Questionnaire method was used when collecting the data. Questionnaire form was distributed and collected by researchers during class. In order to reach the sample size, 400 questionnaires were distributed and 394 applicable questionnaires were obtained. Questionnaire return rate was determined as 99%.

2.3. Scales

In addition to questions which measure the demographic data, two separate scales were used in the survey form to measure self-concordance and trait anxiety of individuals. Self-concordance scale was adapted from English to Turkish through the stages of translation into target language, evaluation of the translation into target language, re-translation into source language and evaluation of re-translation into source language. Translations were evaluated by academicians specialized on the subject and the agreed scale was formed. In the last stage, it was understood that all statements in the questionnaire is understood as a result of face-to-face interviews with students and pre-test was implemented to 40 people.

Self-concordance Scale:The scale consisting of 8 items, which was created by Sheldon and Eliot (1998) and improved by Hon (2011), was used. These questions are expressed in 16 items with the purpose of

measuring four self-concordance dimensions (external, introjected, identified, intrinsic) for two academic purposes (I want to be successful in my classes, because ... and I work to have a profession, because ...). Each dimension was measured with 4 items. For example, questions of introjected dimension are; 1. I want to be successful in my classes, because I would feel guilty if I don't work to succeed. 2. I don't want to feel embarrassed before people who expect success from me. 3. I work to have a profession, because I would feel guilty if I don't work to have a profession. 4. I don't want to feel embarrassed before people who expect that I have a profession. Five-point Likert scale was used (1: Strongly disagree, 5:Strongly agree). Reliability of self-concordance scale was found as Cronbach's Alpha=0,92.

Trait Anxiety Scale: The scale consisting of twenty statements developed by Spielberger et al. in 1964 was used to measure trait anxiety (for example, 1. I am generally in good mood,2. I generally get tired quickly). Reliability and validity studies of the scale in Turkish were carried out by Öner and Le Compte (1983). Five-point Likert scale was used (1: Strongly disagree, 5: Strongly agree). Reliability of anxiety scale was found as Cronbach's Alpha =0,81.

Academic Success: Grade point average of the students was taken into consideration.

2.4. Data Analysis

In the analysis of study data, confirmatory factor analysis was implemented in AMOS statistics software with the purpose of forming the dimensions of self-concordance scale and confirm that the trait anxiety scale is single-factor. In addition; correlation analysis was implemented to present the relations among independent, dependent and moderating variables and hierarchic regression analysis was implemented to present the moderating role of trait anxiety in the impact of self-concordance dimensions on academic success.

FINDINGS

Participants of the study are 53,8% male students and 46,2% female students. Participants are mostly in 21-22 age group (63,5%). This group is followed by 21 and younger (17,5%), 23-24 (13,5%) and 25 and over (5,3%) age groups respectively. 60,7% of the participants study at Tourism Management, 22,8% at Tourism Guiding and 16,5% at Gastronomy and Culinary Arts Department. In response to the question "Did you prefer your department voluntarily?", 68,3% of the participants said "yes", 15,7% said "no" and 16% were "hesitant".

Confirmatory factor analysis was implemented with the purpose of presenting the validity and dimensions of the scales used in the study. In that respect, scales were subjected to CFA separately. Goodness of fit values of the scales obtained as a result of analysis can be seen in Table 2. Self-concordance scale was analysed according to four factors as used by Sheldon and Elliot (1998) and Hon (2011) and it was confirmed that scale has four dimensions. Trait anxiety scale was analysed with single factor as used by Öner and Le Compte (1983). When the relations between the variables in trait anxiety scale are studied, five questions were removed from the scale since the regression values of these five items were not found significant. It was determined that goodness of fit values of the final form of the scales are on acceptable level.

Table 2: Confirmatory Factory Analysis Results of Scales

Scale	ΔX^2	df	$\Delta X^2/df$	RMSEA	CFI	IFI	GFI
Self-concordance	338.892	91	3.724	.08	.94	.93	.90
Trait Anxiety	147.841	84	1.760	.04	.95	.95	.95

Note: ΔX^2 =Normal Theory Weighted Least Squares Chi-Square, df = Degrees of Freedom, RMSEA = Root Mean Square Error of Approximation, CFI = Comparative Fit Index, IFI = Incremental Fit Index, GFI= Goodness of Fit Index.

* $p < .001$.

Table 3 shows average and reliability values and correlation analysis results regarding the variables of the study. When the reliability of the scales used are analysed; it was seen that alpha values varied between 0,78 and 0,90. It was decided that these scales are reliable since these values exceed the lower limit of 0,60. As for the correlation results regarding variables, a positive significant relevance was found between all dimensions of self-concordance (external, introjected, identified, intrinsic) and academic success. In other words, it is seen that all of the motivation patterns of individuals in achieving goals are related to academic success. Contrary to the expectations, no relevance was identified between trait anxiety and success.

Table 3: Correlation Analysis Results Regarding Variables

Variables	Average	Sta. Dev.	1	2	3	4	5
1- External	3.88	0.83	(0,78)				
2- Introjected	3.83	0.91	,674**	(0,84)			
3- Identified	3.98	0.80	,648**	,612**	(0,81)		
4- Intrinsic	3.65	0.95	,482**	,424**	,648**	(0,90)	
5-Trait Anxiety	2.77	0.75	,073	,140**	-,084	-,115**	(0,81)
6- Success	3.25	0.71	,124*	,140**	,237**	,230**	-,001

* $p < 0.05$ (two-way), ** $p < 0,01$ (two-way)

Three-step hierarchic regression analysis was implemented with the purpose of determining the relations between variables presented in the study hypotheses and moderating impact. Within the scope of this analysis; independent variable was included in the model in the first step, moderating variable was included in the second step and moderating variable (independent variable x moderating variable) was included in the third step and changes in R² value and the significance level of the model were examined in each step. In addition, collinearity was checked with the purpose of determining whether there is multicollinearity problem in the model. According to the values obtained, there is no multicollinearity problem between the independent variables (Tolerance>.2, VIF<10).

According to regression analysis results, external dimension of self-concordance has a positive impact on academic success ($\beta=.12$, $p<0.05$). According to this finding, H1a is accepted. Similarly, introjected ($\beta=.14$, $p<0.01$), identified ($\beta=.24$, $p<0.05$) and intrinsic ($\beta=.23$, $p<0.05$) dimensions of self-concordance have an impact on academic success. H1b, H1c, H1d hypotheses are accepted.

According to the analysis results; when the moderating role of trait anxiety in the impact of self-concordance dimensions on academic success is studied, it is seen that trait anxiety has a role in the impact of external self-concordance on success. Although the trait anxiety variable which was added to the model in the second step did not impact a significant change on R², it was seen that a significant change took place in R² value (0.15) and the value increased when the moderating variable is included in the analysis and H2a is accepted. Moderating role of trait anxiety in the impact of other dimensions of self-concordance (introjected, identified and intrinsic) on success was not encountered. H2b, H2c and H2d are rejected.

Table 4: The Moderating Role of Anxiety in the Impact of Self-concordance Dimensions on Academic Success: Regression Analysis Results

Variables	B	β	T	P	R ²	R ² değ.	F
Model 1 External	,093	,124	2,465*	,014	0,15	,015	6,074
Model 2 Trait Anxiety	-,007	,008	-,153	,878	,015	,000	3,041
Model 3 External x anxiety	-,066	-,123	-2,417*	,016	,030	,015	4,001
Model 1 Introjected	,095	,140	2,803**	,005	,020	,020	7,856
Model 2 Trait Anxiety	-,018	,019	-,368	,713	,020	,000	3,987
Model 3 Introjected x anxiety	-,028	-,051	-,979	,328	,022	,002	2,977
Model 1 Identified	,185	,237	4,825**	,000	,056	,056	23,277
Model 2 Trait Anxiety	-,020	-,021	,436	,663	,057	,001	11,709
Model3 Identified x anxiety	-,043	-,084	-,1.690	,092	,063	,006	8,796
Model 1 Intrinsic	,150	,230	4,688**	,000	,053	,053	21,977
Model 2 Trait Anxiety	,027	,028	,570	,569	,054	,001	11,132
Model3 Intrinsic x anxiety	-,032	-,063	-1,261	,208	,058	,004	7,962

*Dependent Variable: Success, *p<0.05), **p<0,01*

When determining the moderating impact, it is stated that significant changes in R² value are not enough alone to comment. Therefore, the process suggested by Cohen et al. (2003) was followed for a more detailed investigation about the direction of the relation. In that respect, the significance of the relations between external self-concordance and academic success in the cases where trait anxiety, which is addressed as moderating variable, is low and high was tested by drawing regression curves.

As it is seen in Figure 2, while low trait anxiety reduces success a little in the impact of high external self-concordance on success, high trait anxiety level reduces success more. The lowest point of success is the point where external self-concordance level is high and trait anxiety is high. While normally the external dimension of self-concordance impacts success positively, this impact turns into negative when the trait anxiety is added and increased gradually.

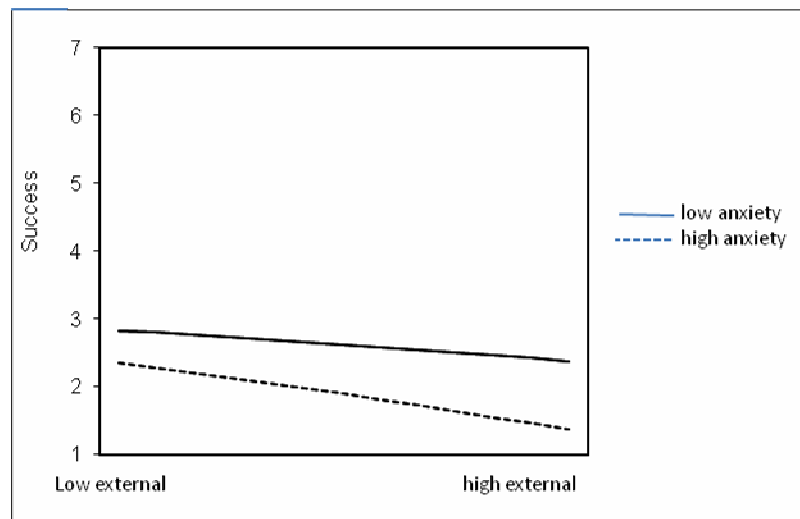


Figure 2: The Moderating Role of Trait Anxiety in the Impact of External Self-concordance on Academic Success

Self-concordance dimensions were included in the regression model together and multiple regression analysis was conducted. Results are seen in Table 5. First, collinearity was checked to determine whether there is multicollinearity problem between the dimensions and it was seen that there is no multicollinearity problem between independent variables (Tolerance>.2, VIF<10).When the dimensions are included in the model together, it was seen that identified and intrinsic dimensions of self-concordance have significant impact on success and external and introjected dimensions have no significant impact. This finding indicates that high self-concordance are more effective on success compared to low self-concordance. H3 which was determined in this regard was accepted.

Table 5: The Impact Levels of Self-concordance Dimensions on Academic Success

Independent Variables	B	β	t	p	Tolerance	VIF
Fixed	2,519		14,996	,000		
1- External	-,057	-,076	-1,048	,295	,452	2,211
2- Introjected	,014	,020	,290	,772	,493	2,,029
3- Identified	,143	,183	2,369*	,018	,400	2,497
4- Intrinsic	,091	,140	2,163*	,031	,573	1,745
R			,263			
R²			,069			
Adjusted R²			,059			
F			7,206			
Significance Level			,000			
Durbin-Watson			2,036			

Dependent Variable: Success, *p<0.05), **p<0,01

CONCLUSION

Individuals' cognitive evaluations of rewards, pressures and restrictions regarding a goal while working towards that goal are the key to understanding the internal motivation which will enable them to fulfil such goal. External (working for a goal for reaching rewards or due to other people's desires) and introjected (working for avoiding shame, guilt and anxiety) dimensions of self-concordance explain low self-concordance and low motivation. Identified (working for fulfilling a goal which is considered important by the individual) and intrinsic (working because of fun or for a goal which is liked) dimensions indicate that self-concordance is high and internal motivation is strong. This study investigates the impact of self-concordance levels of students for fulfilling their academic goals and the moderating role of trait anxiety in this impact.

When the impact of self-concordance dimensions on success is analysed separately, it was seen that all dimensions have an impact on success. When it is analysed with multiple regression model, it was found that identified and intrinsic dimensions, in other words high self-concordance impact success and external and introjected dimensions (low self-concordance) do not impact success significantly. The dimension which impacts success the most is the identified dimension of self-concordance. In other words, the individual works harder to fulfil a goal which is consistent with his/her own values and import for himself/herself. In line with this finding, other studies indicate that higher self-concordance has more impact in both academic success (Vasalampi et al. 2009; Gaudreau,2012) and occupational performance (Hon, 2011; Kale, 2013)compared to lower self-concordance.

As identified self-concordance includes importance given to objectives and the beliefs in achievement, these aims could be brought into forefront to improve success. The individuals are more motivated to the goals that they consider important and that they believe they could achieve, thus they could be led to make maximum use of their abilities and to enable them to be successful. The second dimension that affects success is intrinsic self-concordance. In other words, individuals are more successful when they have objectives that are enjoyable or that they like doing. If individuals are guided to do tasks they enjoy doing or assignments they are interested, they may be more successful.

Contrary to expectations, no significant relation was found between trait anxiety and success. This is different than previous studies. Previous studies found that trait anxiety reduces success (El-Anzi, 2005; Owens et al., 2008). The moderating role of trait anxiety in the impact of self-concordance on academic success was analysed with hierarchic regression. It was determined that trait anxiety has a moderating role only in the impact of external dimension of self-concordance on success, it was not determined in other dimensions (introjected, identified, intrinsic).

External self-concordance which includes working for a goal for reaching rewards or due to other people's desires is the dimension which has the lowest impact on success. While success is reduced in a low level even if there is high self-concordance in low trait anxiety level, success is reduced significantly in case of high trait anxiety level and high external self-concordance. In other words, the success is reduced if trait anxiety is high in the individuals who have higher goals for reaching rewards or fulfilling other people's expectations. If individuals want to be awarded or to meet expectations of others and if they have high levels of anxiety, they are inclined to be less successful. In this respect, contrary to expectations, making individuals, specifically those with high anxiety level, feel award and success expectation may not be effective. Consequently, it is more important to use intrinsic motivation rather than extrinsic motivation to improve success.

Since this study is conducted in a small sample group, other studies are required to generalize the results. Especially in terms of our country's literature, there is a need to understand whether the dimensions of self-concordance vary in terms of different goals and further investigate role of self-concordance in impacting success. In further studies, how self-concordance impacts success for various goals and the role of various variables (classroom climate, community culture and attitude towards goals) in the impact of self-concordance on academic success may be investigated.

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