Self-compassion and Achievement Goals: A Structural Equation Modeling Approach

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Abstract

Problem Statement: Because research on self-compassion is novel, to examine the relationships between this construct and several psychological and educational variables is a necessity. One of these educational variables is achievement goals.

Purpose of Study: The purpose of this study is to examine the relationships between self-compassion and achievement goal orientations.

Methods: The sample of study consists of 646 university students who were enrolled in different programs at Sakarya University, in Turkey. Of the 646 participants, 319 were female and 327 were male; the mean age was 19.7. The Turkish version of the Self-compassion Scale and the 2X2 Achievement Goal Orientations Scale were used to assess self-compassion and achievement goals. The relationships between dimensions of self-compassion and achievement goals were examined using correlation analysis and the hypothesis model was tested through structural equation modeling. Data were analyzed by LISREL 8.54 and SPSS 11.5.

Findings and Results: In correlation analysis, self-kindness, common humanity, and mindfulness factors of self-compassion were positively related to learning-approach/avoidance goals and were negatively related to performance-approach/avoidance goals. On the other hand, self-judgment, isolation, and over-identification factors of self-compassion were associated positively with learning-avoidance, performance-approach/avoidance goals and were associated negatively with learning-approach goals. According to path analysis results, learning-approach/avoidance goals were predicted positively and performance-approach/avoidance goals were predicted negatively by self-kindness, common humanity, and mindful-

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ness. Further self-judgment, isolation, and over-identification predicted learning-approach goals in a negative way and learning-avoidance, performance/performance-avoidance goals in a positive way. Six factors of self-compassion predicted 72% of learning-approach, 39% of learning-avoidance, 98% of performance-approach, and 97% of performance-avoidance goals.

Conclusions and Recommendations: Participants were limited to Sakarya University students and a replication of this study for targeting other student populations should be made in order to generate a more solid relationship among constructs examined in this study. Also, educational settings should help to foster the self-compassion level of students.

Keywords: Self-compassion, achievement goals, structural equation modeling, path analysis

In recent years, many researchers have criticized self-esteem trainings that encourage individuals to achieve positive attitudes towards himself. They have claimed that this kind of training has excessively emphasized the individual's ego and has imposed self-love on them too intensively, thus leading to narcissistic manners or an unhealthy conception of self (Damon, 1995; Finn, 1990; Hewitt, 1998; McMillan, Singh, & Simonetta, 1994; Seligman, 1995). These arguments have contributed to the structure of self-compassion being put forward, which is based on Buddhist philosophy and has an alternative conception of individual's achieving functional attitudes toward himself. Researches have demonstrated that self-compassion is negatively associated with self-criticism, depression, anxiety, rumination, and thought suppression and is positively associated with social relationship, emotional intelligence, and self-determination. In addition, it has been found that, although self-compassion is significantly related to self-esteem, it is not associated with narcissism (Neff, 2003a).

Self-compassion can be defined as an individual's being discerning and gentle toward himself when faced with suffering caused by his own feelings, unprejudiced against his inadequacy and failure, and accepting that his negative life experiences are an inevitable part of human life (Neff, 2003a). Self-compassion involves three basic elements: self-kindness, awareness of common humanity, and mindfulness. Although these three components of self-compassion are conceptually distinct and are experienced differently at the phenomenological level, they interact to mutually enhance and engender one another.

Self-kindness is being kind and understanding toward oneself rather than being harshly self-critical. Self-compassion entails not being self-critical when one's expectations are not met and not being harmful to an individual's ego in order to make achievements. Instead, self-compassion suggests that the individual should encourage his/her ego gently and patiently to change behaviors (Neff, 2003a). Awareness of common humanity is seeing one's happy or painful experiences as not personal, but similar to all human beings' experiences. Having this kind of awareness, one perceives these experiences to be a part of the larger human experience rather than feeling isolated and alienated from society and harshly criticizing oneself for failure and suffering experiences (Neff, 2003a). This awareness emphasizes one's relatedness to all other humans and to another individual (Kirkpatrick, 2005).

The third component of self-compassion, mindfulness, is a preconceptual aware-ness that allows an individual to accept life's most stressful and painful emotions without being carried away by them (Gunaratana, 1993; Martin, 1997; Neff, 2003a; Nisker, 1998; Rosenberg, 1999). Mindfulness is a state of balanced awareness that one's feelings and thoughts are observed without avoiding or trying to change them, without exaggeration and prejudice. When individuals accept and tolerate their dis-tress and pain, when they are gentle and kind toward themselves, they avoid sup-pressing their emotions and thoughts. Thus, when they are aware that distress and pain are something all humans experience, they are not trapped by over-identification. Therefore, self-compassion functions as an adaptive strategy for emo-tion-organizing through decreasing negative emotions but creating more positive emotions of kindness and relatedness (Neff, Hsieh, & Dejitterat, 2005).

Because research on self-compassion is relatively new, different researches that study the structure of self-compassion and its relation to positive findings in various areas of life are needed. One of these areas is the relationship between self-compassion and achievement goal orientations. Educational psychologists usually distinguish performance-based achievement goal orientations from learning-based goal orientations (Ames & Archer, 1988; Dweck, 1986; Nicholls, 1984). Learning ori-ented students are motivated to learn in order to achieve their skills and to satisfy their curiosity, to learn new things, and with the aim of the complete understanding the subject matter. They determine the standards for achievement themselves, think that both failure and success are the results of an effort made, and also accept their mistakes as a natural part of the learning process. However, the main factor that mo-tivates performance goal-oriented students to learn is improving and maintaining their self-worth. These types of students attribute success and failure to ability and evaluate their level of skills through social comparison.

Studies show that learning orientation is associated with many different adaptive variables such as academic self-efficacy (Roeser, Midgley, & Urdan, 1996), attributing success to individual effort (Ames & Archer, 1988), active strategies of coping (Cetin, Abaci & Akin, 2006), being persistent in spite of difficulties confronted (Elliott & Dweck, 1988), acting with inner motivation when learning (Meece, Blumenfeld, & Hoyle, 1988), and high academic success (Albaili, 1998; Tanaka & Ysmauchi, 2001). On the other hand, performance goal orientation is associated with many different maladaptive variables such as, avoiding having academic assistance (Newman, 1998; Ryan & Pintrich, 1997), cheating in the exams (Anderman, Griesinger, & Westerfield, 1998), academic self-handicapping (Anderman et al., 1998; Urdan, Midgley, & An-derman, 1998), being unwilling to make efforts in the case of failure (Dweck & Leg-gett, 1998), experiencing negative feelings after the failure (Turner, Thorpe, & Meyer, 1998), utilizing shallow cognitive strategies (Albaili, 1998; Greene & Miller, 1996), and utilizing passive strategies of coping (Cetin et al., 2006).

The findings above, which describe performance goal orientation as maladaptive, have caused disagreements among researchers and have led some researchers to ac-cept that performance goal orientation is not completely maladaptive, but, in some situations, more adaptive than learning goal orientation. As a result, a new model that suggests that performance goal orientation might be divided into two parts has been developed: performance-approach and performance-avoidance (Elliot & Church, 1997; Middleton & Midgley, 1997). According to this new model, students

with performance-approach goal orientation try to demonstrate more performance and to prove that they are skilled, whereas students with performance-avoidance goal orientation act to avoid being seen as incompetent and a failure. Some researches have indicated that performance-avoidance goal orientation causes maladaptive behaviors, while performance-approach goal orientation does not (Elliot & Church, 1997; Elliot & Harackiewicz, 1996).

Along with performance goal orientation, some researchers (Conroy, Elliot, & Hofer, 2003; Elliot, 1999; Elliot & Church, 1997; Elliot, & Covington, 2001; Elliot, & Trash, 2001; Pintrich, 2000a, 2000b) have recently claimed that learning goal orientation may have two components, approach and avoidance, and have developed the 2X2 Achievement Goal Orientations model. This model includes four achievement goal orientations: Learning Approach Goal Orientation (LPGO), Learning Avoidance Goal Orientation (LVGO), Performance Approach Goal Orientation (PPGO), and Performance Avoidance Goal Orientation (PVGO). According to the 2X2 Achievement Goal Orientations model, students who adopt LVGO focus on avoiding the situations by not completely learning the subject matter, forgetting what they have learned, misunderstanding the subject matter, not being able to take control over learning tasks, and making errors. Empirical proof of this new model was obtained and the model was confirmed through confirmatory factor analysis (Elliot & McGregor, 2001; Finney, Pieper, & Barron, 2004). The 2X2 Achievement Goal Orientations model will be relied on as the theoretical framework of this research.

Because of the fact that emotional and mental processes play an important role in students' adopting achievement goal orientation, the differences in students' self-compassion level are thought to be influential in achievement goal orientations (Linnenbrink & Pintrich, 2002; Turner, Husman, & Schallert, 2002). At the end of the literature review, it has been seen that there was only one research (Neff et al., 2005) on the relationships between students' achievement goal orientations and self-compassion. 222 university students took part in this research where the Self-compassion Scale (Neff, 2003b) and the Achievement Goal Orientations Scale (Midgley et al., 1998) were administrated. The findings of this study indicated that self-compassion related positively to learning goal orientation ($r = .28$) and negatively to the performance-approach ($r = -.13$), and the performance-avoidance goal orientations ($r = -.29$).

The Present Study

Because Neff et al. (2005) based their study on the triple achievement goal orientations model, LVGO was not taken as a variable. Also, the relationships between the subscale of self-compassion and achievement goal orientations were not examined because the self-compassion scale was given a total score in this study. Therefore, the aim of this research is to examine the relationships between six dimensions of self-compassion and achievement goal orientations. I hypothesized that self-kindness, common humanity, and mindfulness would be associated positively with LPGO and LVGO and negatively associated with PPGO and PVGO. I also hypothesized that self-judgment, isolation, and over-identification would be related negatively to LPGO and would be related positively to LVGO, PPGO, and PVGO.

Method

Participants

Participants were 646 university students (327 (50.6%) were male, 319 (49.4%) were female) enrolled in various undergraduate programs at Sakarya University, Turkey. These programs were social science education (n=106), elementary school education (n=121), preschool education (n=147), science education (n=118), and psychological counseling and guidance (n=154). Their ages ranged from 17 to 26 years and the mean age of the participants was 19.7 years.

Measures

2X2 Achievement Goal Orientations Scale (AGOS). The 2X2 AGOS (Akın, 2006) is a 26-item self-report scale using a 5-point Likert scale (1=*strongly disagree* to 5=*strongly agree*). This instrument has four sub-scales: Learning-approach goal orientation (eight items, e.g., "I like school work that I'll learn from"), learning-avoidance goal orientation (five items, e.g., "I do my best to avoid making mistakes"), performance-approach goal orientation (seven items, e.g., "It is important for me to perform better than others"), and performance-avoidance goal orientation (six items, e.g., "I worry about the possibility of getting bad grades"). Internal consistencies were .92, .97, .97, and .95 and the three-week test-retest reliability estimates were .77, .82, .84, and .86, for LPGO, LVGO, PPGO, and PVGO respectively.

Self-compassion Scale. Self-compassion was measured using the Self-compassion Scale (Neff, 2003b). Turkish adaptation of this scale was done by Akın, Akın, and Abacı (2007). The Self-compassion Scale is a 26-item self-report inventory and consists of six sub-scales: self-kindness, self-judgment, awareness of common humanity, isolation, mindfulness, and over-identification. Each item was rated on a 5-point scale (1=*strongly disagree* to 5=*strongly agree*). Language validity findings indicated that correlations between Turkish and English forms were .94, .94, .87, .89, .92, and .94 for six subscales, respectively. Results of a confirmatory factor analysis indicated that the model was well fit and Chi-Square value (x^2= 779.01, N= 633, sd= 264, p= 0.00), which was calculated for the adaptation of the model, was found to be significant. The goodness of the fit index values of the model were RMSEA= .056, NFI= .95, CFI= .97, IFI= .97, RFI= .94, GFI= .91, and SRMR= .059. The internal consistency coefficients of six subscales were .77, .72, .72, .80, .74, and .74, respectively. The test-retest reliability coefficients were .69, .59, .66, .60 .69, and .56.

Procedure

Permission for participation of students was obtained from related chief departments and students voluntarily participated in research. Completion of the questionnaires was anonymous and there was a guarantee of confidentiality. Measurement items were administered to the students in groups in the classrooms. The measures were counterbalanced in administration. Prior to the administration of measures, all participants were told about the purposes of the study. In this research, Pearson's correlation coefficient and structural equation modeling was utilized to determine the relationships between dimensions of self-compassion and achievement goal orientations. These analyses were carried out via LISREL 8.54 (Jöreskog & Sorbom, 1996) and SPSS 11.5.

It has been observed that, in recent years, structural equation modeling, which is a regression-based technique and is utilized to test the hypotheses related to the relationships between observed and latent variables, has been commonly employed by researchers in developing and testing models. This technique helps researchers to determine direct (effect from one variable to another) and indirect (mediation effect between variables) effects between variables. Path analysis is a structural modeling technique in which observed variables are used and the relationships between these variables are examined. In this research, observed variables were utilized because it was thought that dimensions of self-compassion would directly affect achievement goal orientations. Effects of dimensions of self-compassion on achievement goal orientation were examined using path analysis.

Results

Descriptive Data and Inter-correlations

Table 1 shows the means, standard deviations, inter-correlations, and internal consistency coefficients of the variables used.

Table I
Descriptive Statistics, Alphas, and Inter-correlations of the Variables

Variables	1	2	3	4	5	6	7	8	9	10
1. Self-kindness	1.00									
2.Self-judgment	−.53**	1.00								
3. Aw. Com. Hum	.73**	−.56**	1.00							
4. Isolation	−.44**	.78**	−.50**	1.00						
5. Mindfulness	.66**	−.47**	.67**	−.38**	1.00					
6. Over-identif.	−.43**	.82***	−.50**	.82***	−.43**	1.00				
7. LPGO[a]	.83***	−.50**	.76**	−.42**	.59**	−.42**	1.00			
8. LVGO[b]	.29*	.15*	.43**	.22*	.26*	.22*	.34**	1.00		
9. PPGO[c]	−.36**	.70**	−.40**	.82***	−.31**	.80***	−.39**	−.27*	1.00	
10. PVGO[d]	−.55**	.95***	−.61**	.90***	−.49**	.92***	−.52**	−.10*	.79**	1.00
Mean	17.43	10.38	13.41	8.43	13.64	8.62	27.33	14.59	15.45	12.28
Sd	4.59	3.17	3.98	2.45	3.50	2.51	7.24	3.22	4.50	3.55
Alpha	.82	.89	.80	.87	.74	.81	.89	.88	.93	.96

Note. [a]LPGO = Learning-approach goal orientation, [b]LVGO = Learning-avoidance goal orientation, [c]PPGO = Performance-approach goal orientation, [d]PVGO = Performance-avoidance goal orientation.
p < .05; **p < .01; ***p < .001

When Table 1 is examined, it is observed that there are significant correlations between dimensions of self-compassion and achievement goal orientations. While self-kindness correlated positively with LPGO (r = .83, p<.001) and LVGO (r = .29, p<.05) and negatively with PPGO (r = −.36, p<.01) and PVGO (r = −.55, p<.01), self-judgment has a negative correlation with LPGO (r = −.50, p<.01) and positive correlations with LVGO (r = .15, p<.05), PPGO (r = .70, p<.01), and PVGO (r = .95, p<.001). Awareness of common humanity has positive correlations with LPGO (r = .76, p<.01) and LVGO (r = .43, p<.01), and negative correlations with PPGO (r = −.40, p<.01) and PVGO (r = −.61, p<.01). On the other hand, isolation associated negatively with LPGO (r = −.42, p<.01) and positively with LVGO (r = .22, p<.05), PPGO (r = .82, p<.001), and PVGO (r = .90, p<.001). It is also seen that mindfulness related positively to

LPGO (r = .59, p<.01) and LVGO (r = .26, p<.05) and negatively to PPGO (r = −.31, p<.01) and PVGO (r = −.49, p<.01). Finally, it was found that over-identification has a negative correlation with LPGO (r = −.42, p<.01), but positive correlations with LVGO (r = .22, p<.05), PPGO (r = .80, p<.001), and PVGO (r = .92, p<.001).

Structural Equation Modeling

The hypothesized model was examined via structural equation modeling (SEM). According to this model, achievement goal orientations are predicted by six dimensions of self-compassion. Figure 1 presents the results of SEM analysis, using maximum likelihood estimations. The model demonstrated excellent fit (χ^2 = 18.47, df = 18, p = .42500, GFI = .99, AGFI = .98, CFI = 1.00, NFI = 1.00, RMSEA = .006) and also accounted for 72% of the LPGO, 39% of the LVGO, 98% of the PPGO, and 97% of the PVGO variances.
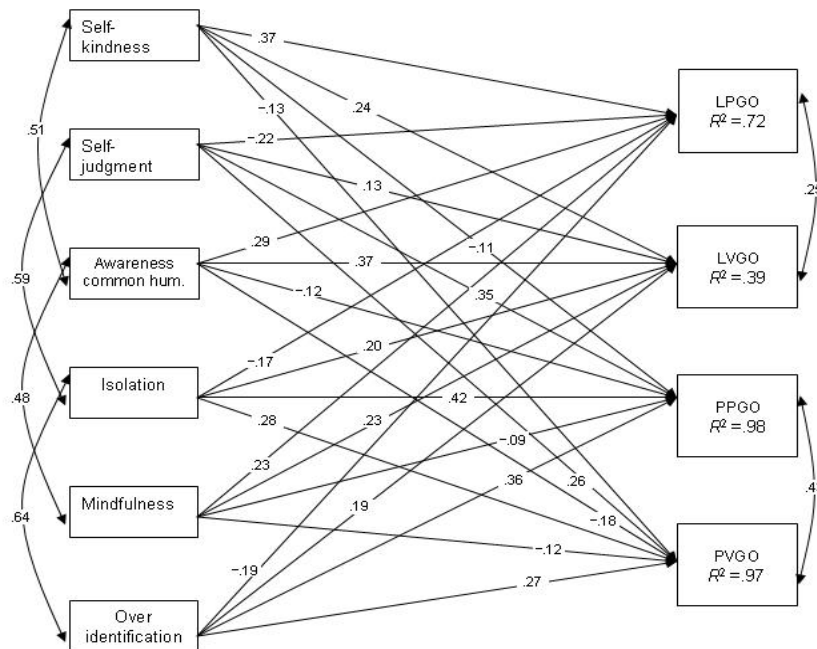

Figure 1 Path analysis between achievement goal orientations and dimensions of self-compassion

The standardized coefficients in Figure 1 clearly show that LPGO was predicted positively by self-kindness, awareness of common humanity, and mindfulness (.37, .29, and .23, respectively) and negatively by self-judgment, isolation, and over-identification (-.22, -.17, and -.19, respectively), whereas LVGO was predicted positively by six dimensions of self-compassion (.24, .13, .37, .20, .23, and .19, respectively). Also self-kindness, awareness of common humanity, and mindfulness predicted PPGO in a negative way (-.11, -.12, and -.09, respectively), self-judgment, isolation, and over-identification predicted PPGO in a positive way. Lastly, PVGO was predicted negatively by self-kindness, awareness of common humanity, and mind-

fulness (-.13, -.18, and -.12, respectively) and positively by self-judgment, isolation, and over-identification (.26, .28, and .27, respectively).

Discussion and Recommendations

The purpose of this research is to investigate the relationships between self-compassion and achievement goal orientations. The findings have demonstrated that there are significant relationships between the dimensions of self-compassion and achievement goal orientations. As expected, path analysis has showed that self-kindness, awareness of common humanity, and mindfulness, positive dimensions of self-compassion, predicted LPGO positively and that self-judgment, isolation, and over-identification, negative dimensions of self-compassion, predicted LPGO negatively. That, in some researches (Albaili, 1998; Ames & Archer, 1988; Cetin et al., 2006; Elliott & Dweck, 1988; Meece et al., 1988; Roeser et al., 1996), LPGO has been found to have relations with adaptive variables in aspects of psychology and education must be taken into consideration when evaluating this result. Besides, when confronted with unsuccessful life experiences, learning-approach oriented individuals tend to examine and eliminate the factors which caused failure, instead of putting the blame on or harshly criticizing themselves (Ironsmith, Marva, Harju, & Eppler, 2001). They experience less harmful feelings and develop more positive attitudes toward themselves (Robins & Pals, 2002). Self-kindness, awareness of common humanity, and mindfulness represents that, in the event of bad life-experiences, the individual's approach toward him/herself is warm, gentle, and kind. Self-judgment, isolation, and over-identification, on the other hand, means that the individual attributes him/herself for making errors and unsuccessful life experiences and intensively identify him/herself with negative feelings when faced failure. When thought in this context, the correlations found in this research seem significantly important.

Secondly, as anticipated, LVGO was predicted positively by all dimensions of self-compassion. Students who adopt LVGO experience worries such as not learning the subject matter exactly or completely forgetting them (Elliot & McGregor, 2001; Finney et al., 2004). Therefore, when compared to a learning approach, it is a less adaptive achievement goal orientation. It is most possible that these students exhibit perfectionist tendencies, avoid being unsuccessful, and feel guilty when they fail (Conroy et al., 2003; Elliot, 1999). When results of this research are examined, it is easily seen that LVGO has much greater relationships with positive dimensions of self-compassion than negative ones. Thus, it can be claimed that LVGO has both negative and positive aspects and that it is related to both positive and negative aspects of self-compassion.

Thirdly, as hypothesized, self-judgment, isolation, and over-identification, which are negative dimensions of self-compassion, predicted PPGO in a positive way. Students with PPGO not only consider social comparisons to be important, but tend to evaluate their performance in relation to those of other individuals as well. And after this comparison, they tend to feel that they are valuable or worthless (Ames & Archer, 1988; Dweck & Leggett, 1988). They may also experience feelings of guilt when they fail. Of negative dimensions of self-compassion, self-judgment, isolation, and over-identification involve individual's self-critical, negative self-assessment, and being seized by emotions when they experience a stressful and painful event. As

a result, it is not surprising that there are high relationships between PPGO and self-judgment, isolation, and over-identification.

Finally, as expected, it is seen that PVGO was predicted positively by self-judgment, isolation, and over-identification. Students with PVGO often tend to avoid being seen as unsuccessful, unskillful, and embarrassed (Elliot & Church, 1997; Elliot & Harackiewicz, 1996). It is highly possible that students who have these characteristics will severely criticize themselves, be reluctant in their social environment, and experience more negative feelings (Elliot & Church, 1997; Elliot & Harackiewicz, 1996). When the results from the research are examined, it is seen that the relationships between PVGO and isolation are at a higher level when compared to the relationships with other dimensions of self-compassion. This relationship is significant when it is thought that students with PVGO are more introverted than the others in the classroom.

It is extremely important to explain the limitations of this research. First of all, because this research intended to build a model rather than test a model that already exists, findings from the research are of explanatory characteristics. Therefore, if it is not tested on another sample, it is wise to avoid taking the findings as definite. Secondly, that the samples presented here are limited to university students restricts the generalizability of the findings. For that reason, it is also important to investigate the variables studied in this research on other sample groups other than university students. Besides, even though structural equation modeling suggests results related to causality, it is difficult to give a full explanation related to causality among the variables examined in the research, because correlational data were used.

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Öz-duyarlık ve Başarı Yönelimleri:
Yapısal Eşitlik Modeliyle Bir İnceleme

(Özet)

Problem Durumu: Son zamanlarda birçok araştırmacı, bireyin kendine yönelik pozitif tutumlar geliştirmesi için cesaretlendiren benlik saygısı programlarını eleştirmiş ve bu tür programların bireyin benliğine aşırı düzeyde vurgu yaptığı ve kendisini sevmesini yoğun biçimde empoze ettiği için narsistik tutumlara veya sağlıksız bir benlik algısı gelişimine yol açtığını iddia etmiştir. Bu tartışmalar Budist felsefesini temel alan ve bireyin kendine yönelik işlevsel tutumlar geliştirmesinde alternatif bir bakış açısı sağlayan *öz-duyarlık* yapısının öne sürülmesine yardımcı olmuştur. Öz-duyarlık kavramı, bireyin acı ve sıkıntı çekmesine neden olan duygularına açık olması, kendine özenli ve sevecen tutumlarla yaklaşması, yetersizlik ve başarısızlıklarına karşı anlayışlı ve yargısız olması ve yaşadığı olumsuz deneyimlerin insan yaşamının bir parçası olduğunu kabul etmesi olarak tanımlanabilir. Öz-duyarlık; öz-sevecenlik, paylaşımların bilincinde olma ve bilinçlilik şeklinde üç temel unsur içermektedir. Öz-duyarlığın bu üç unsuru kavramsal anlamda birbirlerinden farklı olmalarına ve fenomonolojik düzeyde farklı yaşanmalarına rağmen birbirleriyle karşılıklı etkileşimde bulunmakta, birbirlerinin meydana gelmesine ve gelişimlerine yardımcı olmaktadır. Araştırmalar öz-duyarlığın, öz-eleştiri, depresyon, anksiyete, derin düşünme ve düşünce baskısı ile negatif; sosyal ilişki, duygusal zekâ ve öz-iradeli olmayla pozitif ilişkili olduğunu kanıtlamıştır. Aynı zamanda öz-duyarlığın benlik saygısı ile anlamlı düzeyde ilişkili olduğu, narsizmle ise ilişkili olmadığı bulunmuştur.

Öz-duyarlık alanında yapılan araştırmalar oldukça yeni olduğu için, yaşamın çeşitli alanlarında bu yapının pozitif çıktılarla ilişkisini inceleyen farklı araştırmalara ihtiyaç vardır. Bu araştırma alanlarından birisi öz-duyarlık ile başarı yönelimleri arasındaki ilişkidir. Eğitim psikologları genellikle öğrenme temelli ve performans temelli başarı yönelimleri arasında ayrım yapmaktadır. Öğrenme yönelimli öğrenciler, öğrenme çalışmalarına merak ve becerilerini geliştirme, yeni şeyler öğrenme ve öğrenecekleri şeyleri tam anlamıyla anlama amacıyla motive olmaktadır. Bu öğrenciler başarıya yönelik standartlarını kendileri belirler, başarı ve başarısızlığı çabaya yükler ve hataları öğrenme sürecinin doğal bir parçası olarak görürler. Performans yönelimli öğrencileri öğrenme çalışmalarına motive eden temel faktör ise öz-değer duygularını koruma ve artırmadır. Bu öğrenciler başarı ve başarısızlığı yeteneğe atfeder ve yetenek düzeylerini sosyal karşılaştırma aracılığıyla değerlendirirler.

Başarı yönelimleri alanında yapılan araştırmaların performans yönelimini uyumsuz olarak tanımlaması, araştırmacılar arasında tartışmalara neden olmuş ve performans yöneliminin tamamen uyumsuz olmadığı yönünde bir görüşün gelişmesini sağlamıştır. Buna bağlı olarak performans yöneliminin ikiye ayrılabileceğini öne süren bir model geliştirilmiş ve bu modelde performans yönelimi yaklaşma ve kaçınma şeklinde ikiye ayrılmıştır. Performans-yaklaşma yönelimli öğrenciler diğerlerinden daha fazla performans sergilemek ve yetenekli olduğunu kanıtlamaya, performans-kaçınma yönelimli öğrenciler ise beceriksiz ve başarısız görünmekten kaçınmaya çalışırlar.

Performans yöneliminin yanı sıra son zamanlarda bazı araştırmacılar, öğrenme yöneliminin yaklaşma ve kaçınma unsurları olabileceğini öne sürmüş ve 2X2 başarı yönelimleri modelini geliştirmişlerdir. Bu model öğrenme-yaklaşma, öğrenme-kaçınma, performans-yaklaşma ve performans-kaçınma şeklinde dört başarı yönelimi içermektedir. 2X2 başarı yönelimleri modeline göre, öğrenme-kaçınma yönelimini benimseyen öğrenciler dersleri tam anlamıyla öğrenememe, öğrendikleri konuları unutma, konuları yanlış anlama, öğrenme görevlerine hakim olamama ve hata yapma gibi durumlardan kaçınmaya odaklanmaktadır. Bu araştırmada da kuramsal çerçeve olarak 2X2 başarı yönelimleri modeli temel alınacaktır. Duygusal ve zihinsel süreçlerin öğrencilerin başarı yönelimlerini benimsemelerinde önemli rol oynamasından dolayı, öğrencilerin öz-duyarlık düzeylerindeki farklılıkların başarı yönelimlerine yansıyacağı düşünülmektedir.

Araştırmanın Amacı: Bu araştırmanın amacı öz-duyarlık ile başarı yönelimleri arasındaki ilişkileri incelemektir.

Araştırmanın Yöntemi: Araştırmanın örneklemini Sakarya Üniversitesi Eğitim Fakültesi'nin çeşitli bölümlerinde öğrenim gören 646 üniversite öğrencisi oluşturmaktadır. 319'u kız, 327'si erkek öğrenciden oluşan örneklemin yaş ortalaması 19,7'dir. Araştırmada ölçme aracı olarak Öz-duyarlık Ölçeği ile 2X2 Başarı Yönelimleri Ölçeği kullanılmıştır. Neff (2003b) tarafından geliştirilen Öz-duyarlık Ölçeği 6 alt boyuttan oluşmaktadır. Bunlar; öz-sevecenlik, öz-yargılama, paylaşımların bilincinde olma, izolasyon, bilinçlilik ve aşırı özdeşleşmedir. 26 maddeden oluşan ve 5'li Likert tipi bir ölçme aracı olan Öz-duyarlık Ölçeği'nin Türkçe uyarlama çalışması ile geçerlik ve güvenirlik analizleri Akın, Akın ve Abacı (2007) tarafından gerçekleştirilmiştir. Doğrulayıcı faktör analizinde, Ki-kare değerinin (x^2 = 779.01, N = 633, sd = 264, p = 0.00) anlamlı ve uyum indeksi değerlerinin RMSEA = 0.056, NFI = .95, CFI = .97, IFI = .97, RFI = .94, GFI = .91, SRMR = 0.05 olduğu bulunmuştur. Ölçeğin iç tutarlık güvenirlik katsayıları .72 ile .80, üç hafta arayla yapılan test-tekrar test güvenirlik katsayıları ise .56 ile .69 arasında değişmektedir. Akın (2006) tarafından geliştirilen bu ölçme aracı 26 maddeden ve öğrenme-yaklaşma yönelimi (ÖYBY), öğrenme-kaçınma yönelimi (ÖKBY), performans-yaklaşma yönelimi (PYBY) ve performans-kaçınma yönelimi (PKBY) şeklinde 4 alt ölçekten oluşmaktadır. 5'li Likert tipi bir ölçme aracı olan 2X2 Başarı Yönelimleri Ölçeği'nin faktör yükleri .41 ile .98 arasında sıralanmaktadır. Ölçeğin iç tutarlılık güvenirlik katsayıları alt boyutlar için .92 ile .97 arasında, test-tekrar test güvenirlik katsayıları ise .77 ile .86 arasında değişmektedir. Öz-duyarlık ile başarı yönelimleri arasındaki ilişkiler korelasyon ve yapısal eşitlik modeliyle incelenmiştir. Elde edilen veriler SPSS 11.5 ve LISREL 8.54 programları kullanılarak analiz edilmiştir.

Bulgular ve Sonuçlar: Öz-duyarlık ile başarı yönelimleri arasındaki ilişkileri incelemek için yapılan korelasyon sonucunda, öz-duyarlığın öz-sevecenlik, paylaşımların bilincinde olma ve bilinçlilik alt boyutlarının öğrenme-yaklaşma ve öğrenme-kaçınma yönelimleriyle pozitif, performans-yaklaşma ve performans-kaçınma yönelimleriyle negatif ilişkili olduğu görülmüştür. Öz-duyarlığın diğer alt boyutları olan öz-yargılama, izolasyon ve aşırı özdeşleşme ise öğrenme-yaklaşma ile negatif, öğrenme-kaçınma, performans-yaklaşma ve performans-kaçınma yönelimleriyle pozitif ilişkili bulunmuştur. Başarı yönelimlerinin öz-duyarlık tarafından açıklanma düzeyini belirlemek amacıyla kurulan yapısal eşitlik modelinden elde edilen uyum indeksleri modelin uyumlu olduğunu göstermektedir (χ^2=18.47, df =18, p=0.42500,

GFI=.99, AGFI = .98, NFI=1.00, CFI=1.00, RMSEA = 0.006). Yapısal eşitlik modelinden elde edilen sonuçlar, öz-sevecenlik, paylaşımların bilincinde olma ve bilinçliliğin öğrenme-yaklaşma ve öğrenme-kaçınma yönelimlerini açıklamada pozitif, performans-yaklaşma ve performans-kaçınma yönelimlerini negatif etkide bulunduğunu göstermiştir. Öz-yargılama, izolasyon ve aşırı özdeşleşme ise öğrenme-yaklaşma yönelimini açıklamada negatif, öğrenme-kaçınma, performans-yaklaşma ve performans-kaçınma yönelimlerini açıklamada pozitif katkı yapmıştır. Öz-duyarlık alt boyutlarının öğrenme-yaklaşma yönelimini açıklama oranı R^2 = .72, öğrenme-kaçınma yönelimini açıklama oranı R^2 = .39, performans-yaklaşma yönelimini açıklama oranı R^2 = .98 ve performans-kaçınma yönelimini açıklama oranı R^2 = .97 olarak bulunmuştur.

Öneriler: Bu araştırmanın sınırlılıklarını belirtmek son derece önemlidir. Birinci olarak araştırma önceden var olan bir modeli test etmekten çok model kurmaya yönelik olduğu için elde edilen sonuçlar açıklayıcı nitelik taşımaktadır. Dolayısıyla farklı bir örneklem üzerinde tekrarlanmadığı takdirde kesin bulgular olarak ele alınması sakıncalı olabilir. İkinci olarak örneklem grubunun üniversite öğrencileriyle sınırlı olması elde edilen bulguların genellenebilirliğini bir derece kısıtlamaktadır. Bu nedenle araştırmada ele alınan değişkenlerin üniversite öğrencileri dışındaki diğer örneklem grupları üzerinde incelenmesi önemlidir. Ayrıca yapısal eşitlik modeli her ne kadar nedenselliğe yönelik sonuçlar ortaya koysa da doğa olarak korelasyonel veriler kullanıldığı için araştırmada ele alınan değişkenler arasındaki nedenselliğe ilişkin kesin açıklamalar yapmak zordur. Ayrıca eğitsel ortamların bireylerin öz-duyarlık düzeylerinin gelişmesine yardımcı olacak şekilde düzenlenmesi gerekmektedir.

Anahtar Sözcükler: Öz-duyarlık, başarı yönelimleri, yapısal eşitlik modeli, path analizi