Araştırma Makalesi (Research Article)

The Relationship between Academics' Personality Traits and Accounting Students' Academic Motivation and Academic Self-Efficacy

Nurettin KOCA[1]

Abstract

The present study aims to investigate the relationship between academics' personality traits and accounting students' academic motivation and academic self-efficacy within the framework of Structural Equation Modelling (SEM). Five-factor personality traits were considered as independent variables, while academic self-efficacy is the dependent variable, academic motivation is the moderator variable. The study population consists of accounting students studying at Kahramanmaraş Sütçü İmam University in Turkey. The data were collected using five-factor personality traits and academic self-efficacy and academic motivations scales and analyzed using SPSS 25.0 and SmartPLS 4. The findings suggest that among different personality traits, while openness affects academic motivation significantly and positively, emotional instability affects academic motivation significantly and negatively. As a result, academic motivation affects academic self-efficacy significantly and positively.

Keywords Personality Traits, Accounting Education, Academic Self-Efficacy, Academic Motivation.

JEL Codes: M41, M49, I20, M1.

Akademisyenlerin Kişilik Özellikleri ile Muhasebe Eğitimi Alan Öğrencilerin Akademik Güdülenmeleri ve Akademik Öz Yeterlikleri Arasındaki İlişki

Öz

Bu çalışmada, akademisyenlerin kişilik özellikleriyle muhasebe eğitimi gören öğrencilerin akademik öz yeterlilikleri ve akademik güdülenmeleri arasındaki ilişkinin Yapısal Eşitlik Modeli (YEM) modeli kapsamında incelenmesi amaçlanmıştır. Çalışmada, beş faktör kişilik özellikleri bağımsız değişken, akademik öz yeterlilik bağımlı değişken ve akademik güdülenme ise aracı değişken olarak ele alınmıştır. Araştırmanın evrenini T.C. KSÜ' de muhasebe eğitimi alan öğrenciler oluşturmaktadır. Çalışmada veriler, beş faktör kişilik özellikleri, akademik öz yeterlilik ve akademik güdülenme ölçekleri kullanılarak elde edilmiştir. Veriler, SPSS 25.0 ve SmartPLS 4 programları ile analiz edilmiştir. Çalışmanın sonucunda; kişilik özelliklerinden açıklık boyutunun akademik güdülenme üzerinde anlamlı ve pozitif yönlü, duygusal dengesizlik boyutunun anlamlı ve negatif yönlü bir etkiye, akademik güdülenmenin ise akademik öz yeterlik üzerinde anlamlı ve pozitif yönlü bir etkiye sahip olduğu görülmüştür.

Anahtar Sözcükler: Kişilik Özellikleri, Muhasebe Eğitimi, Akademik Öz Yeterlilik, Akademik Güdülenme.

Jel Kodları: M41, M49, I20, M1.

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1. INTRODUCTION

Education occupies a critical position in a nation's development process (Şengel, 2011: 168). In this respect, education quality is of vital importance to ensure a productive and strong economy and highly-qualified labor force in a country, which can be only achieved by a high quality education system (Koca, 2022: 90). In addition to necessary physical facilities and infrastructure, student profile and teaching techniques, academics' professional qualifications (Öztürk, 2018: 46) and personality traits largely shape a high quality education system. Personality is defined as the whole spiritual and psychological traits peculiar to a certain individual (Turkish Language Society, 2009: 1188). An individual's personality is always under the influence of internal and external stimuli and consists of their entire biological, psychological, hereditary and acquired skills, motives, emotions, wishes and behaviors (Yelboğa, 2006: 198). Therefore, it is considered to affect other individuals in a positive or negative way. It is widely acknowledged that educators' personality traits affect their students in particular. Taking this view as a point of departure, the present study analyzes whether academics' personality traits affect accounting students' levels of academic self-efficacy and academic motivation during their professional training. Theoretical frameworks regarding some variables in the present study are briefly described below.

2. THEORETICAL FRAMEWORK

2.1. Personality Traits

Although there is no generally accepted definition of personality, a number of scales have so far been developed and used in many different studies in order to measure personality traits (Yelboğa, 2006: 198). Five-Factor (Big Five) Model of Personality is one of these scales. It is a commonly used and studied personality model for the evaluation of individual personality traits in different countries and language groups. (Somer et al., 2002: 21; Doğan, 2013: 57). The model consists of five dimensions: extraversion, agreeableness, conscientiousness, emotional (in)stability and openness (to experience) (Benet & John, 1998: 734).

Extraversion is as an individual's ability to be engaged in intense social interaction and behave competitively (Dağlar, 2020: 2490; Yiğit & Seferoğlu, 2019: 191). Extraverted individuals are considered as exciting, talkative, positive, confident, highly self-expressive, enthusiastic, sociable, human-oriented, friendly, cheerful, adventurous, entertaining, powerful, assertive, cooperative and sympathetic people (Doğan, 2013: 57; Somer et al., 2002: 23; Deveci, 2020: 39-40; Yelboğa, 2006: 199; Sığrı & Gürbüz, 2011: 32; Bitlisli et al., 2013: 463). On the other hand, introverted individuals are more lonely, distant, quite, shy, timid and passive people (Tabak et al., 2010: 544; Serinikli, 2021: 19; Deveci, 2020: 39-40). According to Caligiuri (2000), compared to other individuals, extroverted individuals are more open to and optimistic towards other cultures, giving them an upper hand in terms of cultural adaptation (Tekin et al., 2012: 4618). In addition, Girgin (2007) states that extroverted individuals are more highly motivated to display organizational dominance and win awards, increasing their job satisfaction considerably (Işık & Küçükşahin, 2020: 263).

Agreeableness is an individual's tendency to conform to and get on with other individuals in a society. It is defined along with various personality traits such as trust, integrity, helpfulness, conformity/obedience, humbleness, cooperation, sincerity, decency and compassion (Somer et al., 2002: 23; Yelboğa, 2006: 199). Highly agreeable individuals are helpful, merciful, gullible, honest, cooperative, good-tempered (Sığrı & Gürbüz, 2011: 32), thoughtful, friendly, unselfish, empathetic, polite, respectful, reliable and loveable people who tend to compromise and remain calm in their interpersonal relations (Digman, 1990: 422-424; Zellars et al., 2000: 1576-1577; Bitlisli et al., 2013: 463; Dağlar, 2020: 2490). Such individuals are often observed to display forgiving, generous, self-sacrificing, meek, kind-hearted, tactful, respectful and compromising behaviors instead of competitive ones. Additionally, highly agreeable individuals succeed in professions such as customer relations, marketing, healthcare service and teaching which require a strong and healthy communication style (Deveci, 2020: 40; Serinikli, 2021: 19). However, less agreeable individuals

are usually associated with hostile, competitive, unreliable, stubborn, arrogant, impolite, skeptical, angry, bad-tempered and cautious traits (Basım et al., 2009: 23; Tabak et al., 2010: 543; Yelboğa, 2006: 199). Such individuals are considered as incompatible, competitive, cold, aggressive and non-cooperative people (Costa et al., 1986: 641; Sığrı & Gürbüz, 2011: 32; Deveci, 2020: 40; Serinikli, 2021: 19).

Conscientiousness is associated with humble, cooperative, sincere, understanding (Yelboğa, 2006: 199), determined, ambitious, success-oriented (Basım et al., 2009: 23), disciplined and careful individuals with a high sense of achievement (Tabak et al., 2010: 543) who display responsibility, integrity, reliability, caution and determination noticeably (Tekin et al., 2012: 4618). Compared to less conscientious individuals, highly conscientious individuals tend to act in a more planned, tenacious and sensible way and are more committed to their duty requirements, more eager to take responsibility and show initiative against problems and more consistent in terms of obeying rules (Bitlisli et al., 2013: 462). A positive and significant correlation was reported between an individual's conscientiousness and professional performance (Madran & Akdoğan, 2010: 371). Highly conscientious people can overcome stress more easily since they do not hesitate to use their problem-solving skills (Konakay & Çelik, 2018: 699), while less conscientious people possess skeptical, stubborn, competitive, cautious (Yelboğa, 2006: 199), unplanned, procrastinating, undisciplined (Basım et al., 2009: 23), easily distracted, untidy, lazy (Sığrı & Gürbüz, 2011: 33), irresponsible, unreliable, forgetful, indifferent, careless (Tekin et al., 2012: 4618; Bitlisli et al., 2013: 462), conservative, traditional and hard-headed (Doğan, 2013: 58), messy, pointless and untrustworthy personality traits (Deveci, 2020: 41; Serinikli, 2021: 19).

Emotional (in)stability (neuroticism) encompasses several personality traits such as sadness, uneasiness, anxiety, emotional ups and downs, nervousness and impatience. Highly neurotic individuals are often anxious, insecure, and angry and easily offended, whereas less neurotic individuals are comfortable, emotionally stable and self-confident people who can remain calm, do not become irritated and tend to experience positive feelings under stressful circumstances (Doğan, 2013: 58; Deveci, 2020: 41), affecting their professional life positively. In fact, this factor is considered as the most decisive personality trait (Serinikli, 2021: 19-20) in terms of an individual's career achievement.

Openness is the most crucial cognitive trait in Five-Factor Model of Personality. Individuals open to experience are recognized by their imaginative, adventurous, creative, analytical, tolerant, sensitive, intelligent, curious, extraordinary, original and independent behaviors which characterize their opinions and emotions (Basım et al., 2009: 23; Tabak et al., 2010: 544; Yelboğa, 2006: 199; Sığrı & Gürbüz, 2011: 33). Such individuals are open to new and unexpected experiences, prefer non-traditional methods against status quo and stagnation, display a high inner sensitivity and possess intellectual and creative abilities. At the same time, they are cultured and curious and come up with original ideas since they benefit from their vast imagination (Bitlisli et al., 2013: 462; Dağlar, 2020: 2490). Openness encourages such individuals to try new things, which eventually help them discover new ideas and people. Open-minded individuals are considered as liberal and productive people who produce new ideas and show an interest in art (Deveci, 2020: 42; Serinikli, 2021: 20). On the other hand, close-minded individuals deny new experiences and are defined as traditional, conservative, realistic, uninterested (Yelboğa, 2006: 199; Basım et al., 2009: 23; Tabak et al., 2010: 544) and ordinary people who are satisfied with familiar environments (Sığrı & Gürbüz, 2011: 33), avoid innovations, lead a monotonous life and rarely make intellectual attempts (Yiğit & Seferoğlu, 2019: 192; Dağlar, 2020: 2490; Deveci, 2020: 42; Serinikli, 2021: 20).

2.2. Academic Self-Efficacy

Self-efficacy theory has been recently analyzed in many different studies due to its significant impact on an individual's behaviors (Yılmaz et al., 2007: 253). Bandura (1977) defines self-efficacy as an individual's belief in his/her capacity to attain a certain level of knowledge and/or an ability (Eroğlu & Yıldırım, 2018: 68; Li et al., 2020: 3). Self-efficacy is widely used in the field of

education to explore the relationship between academics and students in terms of learning and academic performance (Yorulmaz, 2019: 174). Rather than a personality trait or tendency, it is considered as a multilayered construct with different types of efficacies (Koca, 2019: 244). For instance, academic self-efficacy, which determines an individual's academic achievements, is one of its sub-dimensions (Albayrak et al., 2016: 91). It can be defined as an individual's confidence in his/her potential academic achievements (Li et al., 2020: 3). Many studies reported that university students with a high level of self-efficacy display a higher level of motivation (Aktaş, 2017: 1380).

2.3. Academic Motivation

Academic motivation has so far attracted great attention in the field of education and psychology. It is briefly defined as the required amount of energy for academic activities (Bozanoğlu, 2004: 84). Motivation is a central element in teaching and learning activities and divided into two dimensions as intrinsic and extrinsic motivation (Demir & Arı, 2013: 266). Intrinsic motivation can be defined as performing an activity for an internal satisfaction rather than an external reward or outcome (Bozanoğlu, 2004: 46). Extrinsic motivation, on the other hand, means performing a behavior driven by a positive or negative goal or responsibility (Demir & Arı, 2013: 266). Since motivation determines the required amount of energy for cognitive and behavioral activities to reach success (Bozanoğlu, 2005: 20), it is strictly underlined that students with a higher level of motivation take necessary responsibilities and perform their duties throughout their academic life, thus reaching a higher level of academic achievement at the end. However, students with a lack of motivation often display negative academic behaviors such as giving up against academic challenges and dissatisfaction with their jobs in the future (Demir & Arı, 2013: 266; Sunman & Oruç, 2022: 234), which, unsurprisingly, decreases or delays their academic achievement.

3. LITERATURE REVIEW

Although no studies have been carried out on the relationship between academics' personality traits and students' academic motivation and academic self-efficacy in the existing literature yet, some studies focused on some variables of the present study as follows:

Seçer et al. (2022) focused on the relationship between university students' levels of academic self-efficacy and problem-solving skills and their self-esteem and decision-making styles at health-related departments, and found a positive correlation between students' levels of academic self-efficacy and problem-solving skills and a negative correlation between their decision-making styles and self-esteem.

Atabay (2022) aimed to determine the impact of accounting students' levels of individual innovativeness, self-efficacy and self-motivation on their levels of satisfaction during distant education and reported that resistance and openness dimensions of individual innovativeness are significant predictors of self-efficacy and self-motivation during distance education.

Koca (2022) analyzed the relationship between students' learning approaches and academic motivation at the department of accounting and tax at a vocational school of higher education. The findings suggested a significant and positive correlation between deep learning approach and academic motivation, while there were no statistically significant correlations between superficial learning and academic motivation.

Mammadov (2021) aimed at the relationship between five-factor model of personality and academic performance and found out that personality traits played a significant role in predicting academic performance.

Benli et al. (2021) focused on the relationship between nursing students' personality traits and lifelong learning tendency and demonstrated that extraversion, agreeableness and conscientiousness affected lifelong learning positively and emotional instability negatively.

Zysberg & Schwabsky (2020) analyzed school climate, academic self-efficacy and academic achievement and found a positive correlation between interpersonal relations and belonging and academic self-efficacy, which was positively correlated with academic achievement.

Koca (2019) dealt with the intermediary role of academic motivation and exam anxiety in the relationship between academic self-efficacy and academic achievement and observed that academic motivation and exam anxiety played a partial intermediary role in the relationship between academic self-efficacy and academic achievement.

Aktaş (2017) aimed to determine the relationship between undergraduate students' academic motivation and academic self-efficacy. The percentage of relationship between a student's academic motivation and academic self-efficacy was calculated as 36.3%.

Recepoğlu et al. (2013) focused on the relationship between academics' personality traits and organization commitment and found a significant correlation between academics' personality traits and levels of organization commitment.

Konarraju et al. (2011) analyzed personality traits, learning styles and academic achievement and reported that both personality traits and learning styles contributed to academic performance.

4. METHOD

4.1. Research Design

The present study was designed to determine the impact of academics' personality traits on accounting students' academic motivation and, subsequently, the impact of their academic motivation on their academic self-efficacy. While personality traits were included as independent variables, academic self-efficacy was considered as the dependent variable and academic motivation as the moderator variable.

4.2. Theoretical Model Design and Hypotheses

The theoretical model in the present study consists of three variables (Figure 1). The first (independent) variable is five-factor personality traits with five different dimensions (extraversion, agreeableness, conscientiousness, emotional instability and openness). The second (dependent) variable is academic self-efficacy, while the third moderator variable is academic motivation. It is assumed in the designed model that academics' personality traits affect students' academic motivation positively, which, as a result, also affects students' self-efficacy positively. The theoretical model is shown in Figure 1.
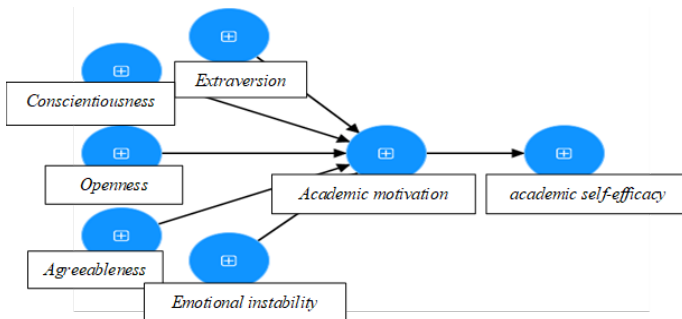

Figure 1. Five-Factor Model of Personality, Academic Self-Efficacy and Academic Motivation Structural Equation Model (SEM)

The present study aims to analyze the relationship between academics' personality traits and accounting students' academic motivation as well as accounting students' academic motivation and academic self-efficacy. Based on the theoretical framework, a positive correlation is hypothesized between academics' personality traits and their students' academic motivation as well as students'

academic motivation and academic self-efficacy. In this respect, it is argued that academics' personality traits affect accounting students' academic motivation positively, which later affects students' academic self-efficacy positively too. The following hypotheses were developed in line with the objectives of the present study:

H_1 Extraversion affects academic motivation significantly and positively.

H_2 Conscientiousness affects academic motivation significantly and positively.

H_3 Openness affects academic motivation significantly and positively.

H_4 Agreeableness affects academic motivation significantly and positively.

H_5 Emotional instability affects academic motivation significantly and negatively.

H_6 Academic motivation affects academic self-efficacy significantly and positively.

4.3. Study Population and Sample

The study population consists of business administration students at Faculty of Economics and Administrative Sciences (FEAS) in 2018, 2019, 2020 and 2021 and accounting students at Afşin Vocational School of Higher Education (VSHE), Göksun Vocational School of Higher Education and Social Sciences Vocational School of Higher Education in 2020 and 2021 at Kahramanmaraş Sütçü İmam University in Turkey. The main limitation of the present study is absentee students who were enrolled in these schools and faculty until 2022 but did not actively attend their classes.

On the date of data collection, while 328 (270 undergraduate and 58 graduate) students were enrolled in the department of business administration at FEAS, the numbers of students enrolled in Afşin, Göksun and Social Sciences VSHE were 59, 40 and 247, respectively, reaching a total enrollment number of 674 students. Among them, 254 students participated in face-to-face and online surveys. It is stated by some researchers that 242 samples are sufficient for a study with a population of 650 and 699 (Coşkun et al., 2017: 144). Given the limitation of the present study, it can be argued that the number of participants is sufficient for the objectives of the present study.

4.4. Data Collection and Analysis

Survey method was used for data collection in the present study[2]. The questionnaire consisted of 76 statements in four different parts: demographic features, five-factor model of personality scale, academic self-efficacy scale and academic motivation scale. Developed by Benet & John (1998), five-factor model of personality scale consists of 5 dimensions and 44 items. The scale was later adapted to Turkish by Sümer et al. (2005) and Alkan (2007). The Cronbach's Alpha (α) value for the scale was calculated as 0.77. Developed by Jerusalem and Schwarzer (1981), academic self-efficacy scale consists of 7 items. It was adapted to Turkish by Yılmaz et al. (2007). Its Cronbach Alpha reliability value is 0.87. Finally, developed by Bozanoğlu (2004), academic motivation scale consists of 20 items and yields a Cronbach's Alpha (α) value of 0.87. The obtained data were analyzed using SPSS (Statistical Package for Social Sciences) for Windows 25.0 and SmartPLS 4.

5. RESULTS

For the objectives of the present study, SPSS (Statistical Package for Social Sciences) for Windows 25.0 and SmartPLS 4 were used for data analysis.

The participants' demographic features are given in detail in Table 1.

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[2] An ethical approval was also obtained from Ethical Committee of Social Sciences and Humanities at Kahramanmaraş Sütçü İmam University (date: 10.06.2021, n. 35729).

Table 1. The distribution of the participants' socio-demographic features

Variables		n	%
Gender	Female	124	48.8
	Male	130	51.2
Age group	17-20	87	34.3
	21-24	130	51.2
	25-28	16	6.3
	29 and over	21	8.2
Level of education	Associate degree	150	59.1
	Undergraduate	72	28.3
	Master of Arts	21	8.3
	PhD	11	4.3
Department	Accounting and tax	147	57.9
	Business Administration	76	29.9
	MBA	31	12.2
Grade level	Freshman	94	37
	Sophomore	126	49.6
	Junior	14	5.5
	Senior	220	7.9
Total		**254**	**100.0**

It can be seen in Table 1 that while 48.8% of the participants were females, 51.2% of them were males. The percentages of the participants' for 17-20, 21-24 and 25-28 age groups were 34.3%, 51.2% and 6.3%, respectively. Only 8.2% of them were aged 29 or over. As for the participants' levels of education, the percentages of associate, undergraduate, Master of Arts and doctorate degrees were 59.1%, 28.3%, 8.3% and 4.3%, respectively. While 57.9% of the participants studied accounting and tax, 29.9% of them studied business administration and 12.2% of them studied MBA. Finally, the percentages of the participants' grade levels were 37%, 49.6%, 5.5% and 7.9% for freshman, sophomore, junior and senior students, respectively.

Factor loads, Cronbach's Alpha, rho_A, CR, AVE and VIF values for the variables in the present study are given in Table 2.

Table 2. The Calculated Variables in the Designed Model

Variables	Statement	Factor Load	Cronbach's Alpha	Rho_A	CR	AVE	VIF
Openness	O1	0.718	0.805	0.824	0.860	0.509	1.693
	O3	0.670					1.512
	O4	0.651					1.569
	O5	0.869					2.440
	O6	0.664					1.351
	O8	0.684					1.480
Academic Motivation	AM1	0.622	0.872	0.876	0.897	0.466	1.571
	AM2	0.745					2.058
	AM5	0.661					1.864
	AM8	0.640					1.587
	AM12	0.744					1.651
	AM14	0.726					1.626
	AM15	0.667					1.872
	AM16	0.631					1.858
	AM17	0.659					1.595
	AM18	0.711					1.553
Academic Self-Efficacy	ASE1	0.675	0.790	0.796	0.857	0.547	1.327
	ASE2	0.763					1.670
	ASE3	0.814					1.866
	ASE4	0.772					1.638
	ASE6	0.661					1.316
Extraversion	EXV1	0.718	0.780	0.785	0.850	0.533	1.410
	EXV3	0.756					1.675
	EXV4	0.644					1.271
	EXV6	0.739					1.507
	EXV8	0.785					1.659
Emotional (In)stability	EIS1	0.730	0.833	0.889	0.867	0.522	1.968
	EIS2	0.688					1.157
	EIS3	0.786					2.234
	EIS4	0.665					1.844
	EIS6	0.725					1.714
	EIS8	0.745					2.003
Conscientiousness	C1	0.750	0.794	0.810	0.859	0.552	1.674
	C3	0.720					1.500
	C5	0.600					1.264
	C7	0.796					1.747
	C8	0.828					1.816

Since the reliability value of "*agreeableness*" dimension was lower than 0.70, four out of five dimensions in five-factor model of personality were included in the present study. It is widely acknowledged that factor loads must be higher than 0.40 (Yıldız, 2021: 66). Therefore, items with a factor load lower than 0.40 were removed from the designed model. According to Table 2, factor loads vary between 0.622 and 0.869. Hair et al. (2017) points out that factor loads must be ≥0.708. However, items with a factor load value lower than 0.708 were not removed from the designed model since their AVE and CR values were greater than the threshold value (Yıldız, 2021: 96). It is also evident that the internal consistency reliability of the designed model is ensured because the

calculated coefficients vary between 0.780 and 0.872 for Cronbach Alfa, 0.785 and 0.889 for Rho_A and 0.850 and 0.897 for CR coefficients.

CR and AVE values for different factor loads are also given in Table 2. It is recommended that CR and AVE values be greater than 0.70 (Hair et al., p. 145) and 0.50 (Hair et al., 2019: 9), respectively. Table 2 indicates that CR values are greater than 0.70, thus pointing to a sufficient level of reliability for the variables in the present study. When it comes to AVE values for different factor loads, they were calculated as 0.509 for openness, 0.406 for academic motivation, 0.547 for academic self-efficacy, 0.533 for extraversion, 0.522 for emotional (in)stability and 0.552 for conscientiousness. According to Hair et al. (1998), AVE values lower than 0.50 are acceptable if CR values are greater than 0.60 (Yılmaz et al., 2019: 94). Thus, convergent validity is ensured for all variables in the present study.

VIF values must be lower than 5 (Hair et al., 2019: 10). It can be seen that all VIF values in Table 2 are lower than the threshold value, thus indicating no linearity among the variables in question.

As the final step, based on Formell-Larcker criterion and HTMT coefficients, discriminant validity of the designed model was analyzed to test its general validity.

Table 3. Discriminant Validity (Formell-Larcker Criterion)

	O	AM	ASE	EXV	ES	C
O	(0.713)					
AM	0.465	(0.682)				
ASE	0.357	0.562	(0.739)			
EXV	0.612	0.361	0.271	(0.730)		
EIS	-0.404	-0.373	-0.311	-0.373	(0.724)	
C	0.570	0.329	0.250	0.644	-0.532	(0.743)

Formell-Larcker (1981) criterion stipulates that the square root of the average variance extracted (AVE) by a construct must be greater than correlated coefficients among different constructs in a given study (Yıldız, 2021: 98-99). In Table 3, the values in parentheses are square roots of AVE values. It can be observed that the square roots of AVE values for each construct are greater than correlation coefficients with other constructs.

Table 4. Discriminant Validity (HTMT Coefficients)

	O	AM	ASE	EXV	ES	C
O						
AM	0.533					
ASE	0.444	0.675				
EXV	0.770	0.418	0.345			
ES	0.437	0.360	0.325	0.447		
C	0.691	0.373	0.307	0.810	0.649	

An HTMT coefficient is defined as the ratio of the arithmetic mean of correlated items belonging to variables in a given study to the geometric mean of the arithmetic means of the correlated items belonging to the same variable. It is underlined in the literature that an HTMT coefficient must be lower than 0.90 and 0.85 for theoretically converging and diverging constructs to be measured, respectively (Yıldız, 2021, p. 99). A similar situation can be observed in Table 4. Therefore, it can be stated that based on the values in Table 3 and 4, the discriminant validity of the designed model is ensured.

In line with the objectives of the present study, the results of hypothesis analysis (hypotheses rejected/supported) are given in detail in Table 5.

Table 5. The Results of Hypothesis Analysis

	f^2	R^2	β	t	p	Result
Extraversion → Academic Motivation	0.007		0.106	1.377	0.169	**Rejected**
Conscientiousness → Academic Motivation	0.002	0.255	-0.041	0.607	0.544	**Rejected**
Openness → Academic Motivation	0.087		0.332	4.247	**0.000**	**Supported**
Emotional (In)stability → Academic Motivation	0.045		-0.229	2.925	**0.003**	**Supported**
Academic Motivation → Academic Self-Efficacy	0.468	0.319	0.574	10.854	**0.000**	**Supported**

*p<0.05, β= Effect coefficient, f^2= effect size, R^2= explained ratio
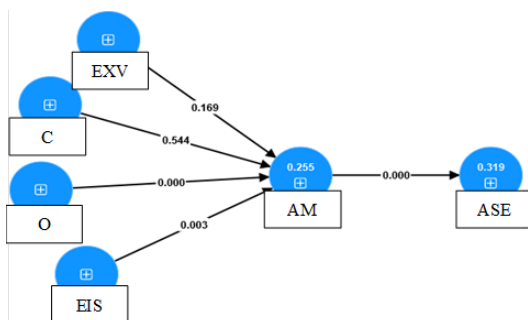
Figure 2. Coefficient values of the designed model: EXV: Extraversion, C: Conscientiousness, O: Openness, EIS: Emotional (In)stability, AM: Academic Motivation, ASE: Academic Self-Efficacy.

The analysis results are given in Table 5. It can be observed that openness affects academic motivation (β=0.332, p<0.05) significantly and positively.

On the other hand, emotional instability affects academic motivation (β=-0.229, p<0.05) significantly and negatively.

Finally, academic motivation affects academic self-efficacy (β=-0.579, p<0.05) significantly and positively.

6. CONCLUSION

The present study designed a theoretical model using Structural Equation Model (SEM) in order to analyze the relationship between academics' personality traits and students' academic motivation and academic self-efficacy. According the designed model, academics' personality traits affects students' academic motivation positively. In a similar manner, academic motivation also affects students' levels of academic self-efficacy. The analysis results of the designed model are discussed below.

It was found out that openness and conscientiousness dimensions did not affect academic motivation by any means.

It was also observed that openness dimension affected academic motivation significantly and positively. Openness is the most cognitive personality trait. Individuals open to experience can improve themselves remarkably and display intellectual, creative and conscious tendencies (Tabak et al., 2010; Bitlisli et al., 2013). Therefore, such students are more likely to motivate themselves to learn new subjects because openness involves motivation, need for change, knowledge and understanding (Bitlisli et al., 2013). At the same time, academics open to experience will motivate themselves at a higher level and contribute to their students' personal motivation in a positive way. The findings of the present study overlap with these arguments.

Another finding of the present study is that emotional instability affected academic motivation significantly and negatively. Emotional instability causes feelings such as anxiety, nervousness and emotional ups and downs. Emotionally instable individuals display such behaviors, while emotionally stable individuals are more balanced, calmer and harbor positive feelings under changing circumstances. Therefore, the latter group is more likely to reach achievements during their academic and professional careers (Doğan, 2013; Deveci, 2020; Serinikli, 2021), which overlaps with the finding in the present study that emotional instability is significantly and negatively correlated with academic motivation.

The present study also demonstrated that academic motivation affected academic self-efficacy significantly and positively, overlapping with Aktaş (2013) and Şeker (2017).

Finally, the present study revealed that academics' personality traits (openness and emotional (in)stability) had a crucial impact on academic motivation, which is defined as producing required amount of energy for academic activities. It was also indicated that academic motivation also significantly affected academic self-efficacy, which is defined as an individual's belief in their capacity to attain a certain level of knowledge and ability. It can be thus concluded that in addition to academics' levels of knowledge and teaching abilities, their personality traits also play a vital role in higher education. At this point, particularly during their graduate studies, academic candidates are recommended to attend in-class training sessions to strengthen their personality traits. In addition, the present study was applied to only a limited number of accounting students in a single higher education institution. Future studies may focus on students who study at different departments at different universities.

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