

THE ROLE OF THE FIVE-FACTOR MODEL OF PERSONALITY AND GOAL ORIENTATION IN PREDICTING ADOLESCENTS' SCHOOL ACHIEVEMENT

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Abstract

The aim of this research is to examine the contribution of the dimensions of the five-factor model of personality and the construct of goal orientation to the prediction of the variance of adolescent school achievement. The pertinent sample consisted of (N = 220) adolescents from secondary schools in Valjevo (M age = 18.20, SD = 0.46 years). The following measuring instruments were used: Big Five Inventory – BFI with five-point Likert type scale, and Goal orientation questionnaire – CSRL. The findings of the hierarchical regression analysis, with a statistically significant 20% of the variance, showed that the personality dimensions of the model (conscientiousness and neuroticism), as well as the construct goal orientation on learning, are statistically significant positive determinants of grades in Serbian language. In addition, it is concluded that more open adolescents have higher marks in their mother tongue, while more extroverted ones achieve lower grades. At the same time, the predictor variables of goal orientation did not manifest a relevant moderator partial effect on the criterion variables of average grade and foreign language grades. In general, the findings obtained in the conducted multiple regression analysis can serve as a motive for teachers to conduct more detailed research on the function of the BFI model of personality regression and goal orientation criteria in the prediction of school achievement in adolescent population. Possible explanations and implications of the obtained results for the creation of the “Big Five” personality factors and goal orientation – predictor of school achievement in adolescence - were analyzed.

Keywords: *Big Five, extraversion, neuroticism, conscientiousness, learning*

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Introduction

School achievement of adolescents directly contributes to the selection of future studies and professional paths. Consequently, there is a great interest of researchers in predicting school achievement based on personality dimensions and goal orientation variables among adolescents. However, earlier studies of the relationships of the aforementioned variables are not consistent in this field in the Republic of Serbia.

Generally speaking, *personality* implies those variables of an individual that explain relatively consistent and stable models of emotions, thinking and behavior (Amaran & Kumar, 2024). According to Costa and McCrae's research, the *five-factor model of personality - Big Five* includes five basic factors interpreted as: (I) *extraversion* – describes the dimension on the basis of which an individual pays more attention to events in the external, than to events in the internal, psychological reality (Rustina et al., 2024), (II) *agreeableness* – a personality trait that emphasizes cooperation, trust, honesty, respect and an individual's desire to help others (Pérez Chacón et al., 2024), (III) *conscientiousness* – a personality dimension that includes planning and organization where individuals strive for success, discipline, and commitment to work (Hendriks et al., 2024), (IV) *neuroticism* – implies a personality with a wide range of negative emotions, including anxiety, sadness, irritability and nervous tension (Wu, 2024) and (V) *openness* – a personality trait that, according to experiences, describes the width, depth and complexity of a person's mental and experiential life (Rodrigues et al., 2024). The contribution of the "Big Five" model of personality traits has been shown to be relevant in the prediction of school achievement (Ji-Hye et al., 2024). The dimensions of personality – conscientiousness, extraversion and openness are the most consistent predictors of school achievement. In addition, it was determined that neuroticism is harmful for the academic achievement of adolescents, especially in interaction with school achievement (Piepiora, 2024), as well as the codependence of extraversion and school achievement in the life period between the end of puberty and the beginning of maturity.

The modern *theory of goal orientation* enables the understanding of motivation and different reasons for participation in work or learning (Woolfolk, 2016). The construct of goal orientation is interpreted as a situation-specific orientation that refers to the factors that make students perform tasks and that influence the perception and performance of those skills (Lei, 2024). The aforementioned authors identified the following goal orientation variables: 1) *learning orientation* (an individual is focused on increasing his abilities), 2) *performance orientation* (an individual is focused on obtaining optimal opinions of his abilities from others) and 3) *task orientation* which aims for the individual to master the task.

The results (Mansueto et al., 2024) draw attention to the fact that *school achievement* is a complex phenomenon that describes the quality of the student's acquisition of educational tasks, i.e. it provides feedback on the extent to which a student has

acquired certain knowledge, skills, abilities, not only taking into account the numerical evaluation but also their transformations. Common indicators of students' learning achievement include school grades and end-of-school exams. According to a study conducted by (Zhen et al., 2022) academic motivation declines from childhood to adolescence.

In the context of self-regulated learning theories, *goal orientations* represent a relevant factor of motivation. In their research, (Li & Tsai, 2020) believe that the goal orientations for learning include the cognitive functions of representation learning that can be oriented towards formation or demonstrating abilities. The authors (Gu & Xue, 2022) emphasize that Chinese athletes who are oriented towards learning and forming new abilities and skills try to understand the content of exercise, develop their own skills and compare themselves. In the current trichotomous model, the goal orientation to learning (mastery) is unchanged, while the goal orientation to performance is broken down into performance-approach and performance-avoidance (Wang et al., 2023). Performance-oriented adolescents try to achieve high results in competition with their peers, as well as to demonstrate their skills and abilities in front of others. On the other hand, performance-oriented adolescents through avoidance try to avoid failure and showing weaker abilities in front of their peers. According to the author (Xia et al., 2023), the trichotomous model was improved by adding a goal orientation to mastery by avoidance. Those authors believe that young people with a performance-avoidance goal orientation are focused on avoiding failure in learning and understanding educational content, while their attention is focused on incompetence in meeting the demands of the task. Despite this, researchers (Zhang et al., 2022) do not accept such a view of goal orientations and point out that the model of goal orientations should also include the goal orientation of effort avoidance, which assumes that a person intends to complete an activity as quickly as possible with as little effort as possible. Such adolescents try to get tasks as easy as possible, or avoid the task, and solve it with as little effort as possible. Researchers (Yang et al., 2021) suggest that the examination of effort avoidance has been neglected, but the introduction of orientation is necessary for a better understanding of motivation in the sports environment. Therefore, in this study, the draft of the three-part division of goal orientation will be applied – learning, performing and avoiding effort.

A large number of studies have examined the linear connection between certain goal orientations and school achievement in adolescents, however, this correlation is not completely clear, especially in the sports population. Adolescents focused on learning and developing new abilities and skills, try to understand motor content, get satisfaction in mastering tasks, and therefore the goal orientation to learning is correlated with school achievement (Jin et al., 2022). Empirical findings (Gameiro et al., 2023) emphasize that performance goal orientation, which is characterized by the intention of athletes to demonstrate their abilities in front of others, positively

interacts with school achievement and represents a stronger determinant of performance outcomes. In the study (Shahidi et al., 2024), on the one hand, it was established that performance orientation has a positive effect on persistence, effort and school achievement, and on the other hand, that this predictor is in negative correlation to the dimension of anxiety and superficial learning of an athlete.

Previous studies point to the unprincipled findings of relationships between personality traits, goal orientations and school achievement. In addition, in many studies, a draft of goal orientations is applied, but it does not introduce the goal orientation of effort avoidance, which is obviously observed in a significant number of adolescents. At the same time, if we take into account the study (Ji-Hye et al., 2024) and the meta analysis of Paynea, Youngcourta i Beaubiena (2007), according to which personality dimensions are determinants of goal orientations, and school achievement is its consequence, the *aim* of this research is to examine the prediction of adolescent school achievement based on personality dimensions and goal orientations for learning. Accordingly, it can be expected that personality traits and goal orientation will have a direct effect on school achievement in youth (H).

By testing the mediation function of goal orientations, it can be assumed that it will explain certain inconsistencies observed in earlier findings. To this end, in addition to overall school achievement, achievement in Serbian language and a foreign language was also examined as a criterion variable. Hence, the criterion of overall achievement, which was examined in various studies, in many cases had a smaller variance since it includes a significant number of teaching subjects from which students only have very good (4) or excellent (5) grades. A probable reason for the inconsistency of the findings is that overall achievement is not a sufficiently sensitive variable. From a practical aspect, the knowledge obtained, especially that about the construct of goal orientations, can contribute to the planning of interventions aimed at improving school achievement in the adolescent population. Previous studies indicate the significant implications of identifying personality traits and goal orientations in the realization of school achievement. If the influence of personality traits of the five-factor model on predicting the school achievement of high school seniors is proven, it would open up the possibility for more effective realization of their achievement.

Method

Participants

This transversal research was conducted on a pertinent sample of high school seniors, students ($N = 220$) of the final, fourth grade of the Economic and Technical School in Valjevo, with 125 male and 75 female participants. The average age of the participants was 18.20 years ($SD = 0.46$). The existence of multivariate outliers

was not found ($\chi^2(9) > 25.09$, $p \leq .01$, Tabachnick & Fidell, 2007). The pertinent sample was collected in November 2024.

Research procedure

Prior to filling out the questionnaires, the participants were provided with detailed instructions and given a verbal explanation of the research objective, without specific clarification of what each instrument measured (to prevent socially desirable responding). Participants were required not to think too much about the answers and, in case of doubt, choose the answer they are more inclined to, with the possibility of quitting at any time without any consequences, and they were told that the results will be analyzed exclusively at the group level. The research was conducted in a group during regular classes, it lasted approximately 30 minutes, and was carried out by the authors of the paper. The testing was anonymous and voluntary, and was carried out with the approval of the school principals. The research was approved by the Scientific Council of the Serbian Academy of Innovation Sciences in Belgrade and was conducted in accordance with ethical principles based on the Declaration of Helsinki.

Measuring instruments

Big Five Inventory – BFI

BFI (John & Srivastava, 1999) includes 44 items and assesses five dimensions of personality. The BFI consists of the variables of neuroticism, openness to experience, conscientiousness, extraversion, and agreeableness. Participants evaluated the items on a five-point Likert-type scale. The participants' task is to express the level of agreement with the statements on a five-point Likert-type scale from 1 to 5 (1 = *I fully disagree* 5 = *I fully agree*). The score on the five-factor model is created for each scale separately as the mean value of linear combinations of all items, so that a higher score signals a higher degree of expression of a particular personality trait. The internal consistency expressed by Cronbach's alpha coefficient on the "Big Five" model for our sample is: for neuroticism ($\alpha = 0.79$), openness ($\alpha = 0.78$), conscientiousness ($\alpha = 0.83$), extraversion ($\alpha = 0.83$) and agreeableness ($\alpha = 0.76$), which represents satisfactory reliability.

Goal orientation questionnaire – CSRL

The CSRL (Niemivirta et al., 2019) includes three subscales that use five items to examine three goal orientations: learning, performance, and effort-avoidance orientation. The subscale of the goal orientation to learning examines the focus on learning, the acquisition of knowledge and skills. The performance goal orientation subscale assesses the orientation toward public display of ability in relation to other participants. The effort-avoidance goal orientation subscale examines the focus on investing as little effort as possible in learning. Participants were asked to answer on a five-point Likert-type scale (1 = *completely does not apply to me* to 5 = *completely applies to me*). The score is created as a sum of the responses for each subscale separately,

with a higher score indicating a more expressed individual goal orientation to learning/performance/effort avoidance. The obtained reliability coefficients (Cronbach's alpha) for the factors in our sample are: for orientation to learning ($\alpha = 0.79$), orientation to performance ($\alpha = 0.80$) and for orientation to effort avoidance ($\alpha = 0.78$), which suggests good internal consistency.

Basic data questionnaire

In the introductory part of the questionnaire, high school graduates were asked questions about their age, gender, and average grade at the end of the previous grade, as well as their grades in Serbian language, mathematics, and foreign language.

Results

In data analysis, basic descriptive values were first calculated for the manifest variables (Table 1).

Table 1. Descriptive statistics of measured variables

Variable	M	SD	Theoretical range	Sk	Ku
Extraversion	3.48	0.70	1-5	0.27	0.65
Agreeableness	3.45	0.62	1-5	0.45	0.17
Conscientiousness	3.39	0.68	1-5	0.32	0.54
Neuroticism	2.80	0.82	1-5	0.47	0.26
Openness	3.72	0.49	1-5	0.26	0.33
Learning	3.83	0.73	1-5	0.53	0.41
Performance	3.61	0.77	1-5	0.37	0.73
Avoidance	3.66	0.76	1-5	0.68	0.19
Grade average	4.05	0.50	2-5	0.19	0.39
Serbian language grade	3.76	0.87	2-5	0.36	0.56
Math grade	3.15	1.12	2-5	0.72	0.40
Foreign language grade	3.94	0.88	2-5	0.48	0.63

Legend. M = Arithmetic mean, SD = Standard deviation, Min = The minimum value of the result, Max = The maximum value of the result, Sk = Skewness, Ku = Kurtosis, SE = Standard error of estimate for skewness was 0.10, and for kurtosis was 0.19.

By testing the scores of normality distribution, it was established that the values of the standardized coefficients of skewness and kurtosis are acceptable because they do not exceed the allowed range of ± 1.5 (Tabachnick & Fidell, 2012), which enables the use of the parametric statistical method.

Table 2. Partial correlations between the examined variables

Variable	1	2	3	4	5	6	7	8	9	10	11	12
1. Extraversion	0.09	0.18*	-0.40	0.29**	0.06	0.03	-0.01	-0.11	0.07-	0.04	0.10	0.32**
2. Agreeableness	-		0.32**	-0.43**	0.02	0.20*	0.05	-0.28	0.03	0.02	0.11	0.19*
3. Conscientiousness		-		-0.29	0.10	0.23	0.08	0.40	0.27	0.25	0.04	0.01
4. Neuroticism				-	0.01	-0.10	0.06	0.02	0.04	0.10	0.07	0.06
5. Openness					-	0.32**	0.30**	0.02	0.10	0.06	0.05	0.07
6. Learning						-	0.19*	-0.28	0.18*	0.30**	0.05	0.02
7. Performance							-	0.10	0.17*	0.08	0.20*	0.02
8. Avoidance								-	0.16*	0.18*	0.01	0.09
9. Grade average									-	0.64**	0.73**	0.54**
10. Serbian language										-	0.50**	0.28**
11. Math											-	0.29**
12. Foreign language												-

Annotation. * $p \leq .05$. ** $p \leq .01$.

By analyzing the Pearson correlation coefficients between achievement variables and personality dimensions, the maximum positive direction correlation (low intensity) is observed between the average grades at the end of the first semester and the conscientiousness trait. Considering achievement and goal orientations, maximum interaction (also of low intensity) and positive direction was found between Serbian language grade and goal orientation to learning. Finally, in the relationship between personality dimensions and goal orientations, a maximum negative codependence of low intensity is observed in the correlates of conscientiousness and goal orientation on effort avoidance.

Table 3. Hierarchical regression analysis: personality dimensions and goal orientation as predictors of grade average and grades in Serbian and foreign languages

Predictor variables	Grade average	Serbian language grade	Foreign language grade
	β	β	β
Model 1			
Gender	0.14	0.26**	-0.10
	$R^2 = 0.03$	$R^2 = 0.01$	$R^2 = 0.05$
Model 1			
Extraversion	-0.05	-0.09	-0.50
Agreeableness	0.01	0.05	-0.10
Conscientiousness	0.30**	0.40**	0.03
Neuroticism	0.17*	-0.18*	-0.07
Openness	0.06	-0.04	-0.42**
	$R^2 = 0.17; \Delta R^2 0.14$	$R^2 = 0.22; \Delta R^2 0.09$	$R^2 = 0.22; \Delta R^2 0.10$
Model 2			
Extraversion	-0.05	-0.12	-0.50**
Agreeableness	0.03	0.33**	0.07
Conscientiousness	0.18 *	0.10	0.03
Neuroticism	0.05	0.08	0.05
Openness	0.01	-0.10	-0.40**
Learning	0.01	0.35**	0.05
Performance	0.03	0.09	0.01
Effort avoidance	0.03	-0.05	0.09
	$R^2 = 0.14; \Delta R^2 0.05$	$R^2 = 0.17; \Delta R^2 0.03$	$R^2 = 0.20; \Delta R^2 0.02$

Legend. β = Standardized regression coefficient; R^2 = Coefficient of multiple correlation – the total contribution of predictor to the explained variance of the criterion; ΔR^2 = Coefficient of determination – the contribution of the added set of predictors to the explained proportion of variance; F = The significance of the change in the coefficient of determination or the value of the F test - the relationship between two quantities. $p \leq .05$; ** $p \leq .01$

Examining the regression matrix of the first model, it is noted that the traits conscientiousness and neuroticism are significant positive determinants of the five-factor model of personality (BFI), while in the second model, the predictor variables of goal orientation did not additionally explain the variability of the grade average of adolescents. In relation to the Serbian language grade in the first model, personality traits (conscientiousness ($\beta = 0.40$, $p \leq .01$) and neuroticism ($\beta = 0.28$, $p \leq .01$) draw attention to the fact that they are positive determinants of the mother tongue grade. However, in the second model for the Serbian language grades, it was observed that the statistical effect of the conscientiousness variable decreased, while the effect of neuroticism was no longer significant, which indicates a directional effect. In the second regression model, the construct goal orientation to learning predicts a better grade in the Serbian language ($\beta = 0.35$, $p \leq .01$), but it did not prove to be a relevant determinant of the foreign language grades. At the same time, in relation to foreign language grade, it is concluded that more open seniors have higher grades in a foreign language, while more extroverted ones achieve lower grades in a foreign language. Finally, in the second model, it was observed that the predictor variables of goal orientation did not manifest themselves as a relevant criterion of senior's final grades in a foreign language.

Discussion and conclusion

The aim of this research was to examine the effects of the five-factor model of personality – BFI and goal orientations on school achievement of adolescents. The findings suggested that the dimension conscientiousness is a positive determinant of the criterion – the grade average and the Serbian language and foreign languages grades, while the predictor – orientation to learning positively predicts the Serbian language grade. An interesting result is that the construct neuroticism is a positive predictor of grade average and the Serbian language grade, that is, that the variable extraversion is a negative determinant of foreign language grades. The personality trait conscientiousness consistently manifests itself in empirical studies as a positive determinant of school achievement, which coincides with the assumption of findings that this trait positively predicts the grade average and the mother tongue grade (Ivanović & Milosavljević, 2023). The personality dimension conscientiousness is characterized by ability, responsibility and self-discipline that influence the

adolescent's commitment to learning and achieving better grades (Braun et al., 2024). The empirical findings of the study (Rost, & Feng, 2024) emphasize that the personality trait openness to experience positively predicts school achievement of high school students in adolescence. The results of this research correspond with the aforementioned findings, as it was shown that the personality trait openness is positively correlated with orientation to learning. In relation to the dimension extraversion, it turned out that it negatively predicts the foreign language grades. Also, in research (Ji-Hye et al., 2024) it was proven that the personality trait extraversion interacts with school achievement, whereby extroverted young men achieve better school achievement. However, Allemand & Flückiger (2022) found that extroverted personality types, due to a higher level of socialization, temperament and lower attention span, achieve lower school achievement. The personality trait neuroticism, in the examined sample, proved to be a positive predictor of the Serbian language grades, where its effect is minimal and is lost in the second model of regression analysis. Hence, this personality trait is associated with tension and insecurity, which is generated by poor school achievement. According to the authors (Allemand & Flückiger, 2022), neuroticism is correlated with lower grades, so such students are more prone to lose focus because their negative emotions prevent them from focusing on the task. However, researchers (Mandan et al., 2024) indicate that neuroticism contributes to motivation, so anxious individuals exert greater effort in order to reduce probability of failure. Therefore, the neuroticism dimension is associated with anxiety, which generates poorer student performance and grades, because their negative emotions prevent them from focusing on the task (Siswanto, 2025). On the other hand, a study (Sarfaraz, et al., 2025) shows that neuroticism is a positive determinant of academic achievement in more intelligent students, and a negative determinant in less capable students.

In this research, it was not found that the personality trait agreeableness is a predictor of school achievement in youth. On the other hand, in a study conducted by (Allen & Walter, 2018) it was determined that the dimension agreeableness positively predicts school achievement among young people, since maintaining good relationships with teachers and other students in elementary school generates better school achievement, while in high school agreeableness loses its predictive function. In the study (Emily, 2022), it is concluded that agreeableness is in correlation with behavior at school, and to a minimal extent with school achievement, which is why it is assumed that other personality traits are more relevant in the school environment.

In the prediction of school achievement, the predictor goal orientation to learning positively predicts the grade in the mother tongue. Also, researchers (Matthew et al., 2022) state that the independent variable goal orientation, which implies that the student wants to learn school material, predicts better school achievement. The aforementioned authors believe that if the given text is interesting for the student and is oriented towards mastering that text and enjoying it, then the target orientation towards learning will be better. The authors (Bell et al., 2022) believe that learning-oriented students read out of curiosity, with the aim of increasing their knowledge. In doing so, they connect correlated information from the text with prior knowledge. Consequently, it should be considered that responsible students achieve good results because of their sense of responsibility, rather than their desire to learn. Regardless of the fact that goal orientation towards performance in the aforementioned studies proved to be a positive predictor of success, no such relationship was established in our sample.

In their paper (Durdubas & Koruc, 2022) found a positive interaction between the predictor of orientation to performance and criterion variables of school achievement. However, according to research results (Durdubas et al., 2020), performance orientation is not codependent with school achievement. On the other hand, the study (Ramzan et al., 2024) emphasized the positive relationship between orientation to performance and school achievement. Due to the unfavorable consequences of the effort-avoidance orientation it was expected in this research that the acceptance of this orientation would negatively predict school achievement. But no such interdependence was found. An explanation for such findings was obtained in a study (Wassenaar, et al., 2020) where it was found that competitively oriented adolescents tend to adopt an effort-avoidance orientation. This result signals that their motivation is external, and that such students use superficial learning skills, engaging as little as possible in order to get a good grade. Therefore, it is assumed that adolescents, despite being oriented towards avoiding effort, are externally motivated to achieve good grades. Furthermore, the results of the study (Akbar et al., 2024) explain that adolescents are under greater control of their parents who motivate them to put in effort, and probably due to such conditions the effect of effort-avoidance orientation is not sufficiently explained.

Despite the theoretical and practical implications, this research has certain methodological limitations. First, the sample is pertinent; the research was conducted in two high schools, which reduces the possibility of generalization to the wider adolescent population. Second, self-assessment measuring instruments were used,

which have their own limitations, such as the problem of the participants' competence to assess their behaviors and emotions, the problem of the reference point that the participant takes during the assessment, as well as the issue of socially desirable responding. Therefore, future longitudinal empirical studies should include a representative sample of volleyball players, of both sexes, from the entire territory of Serbia. Additionally, the prediction of school achievement should incorporate other variables, e.g. motivational variables (task value, self-efficacy, cognitive abilities, conative characteristics, etc.), and employ more sources of valorization.

The findings of this research have some significant implications in the school environment. In this research, the personality dimension conscientiousness was manifested as the most intense positive determinant of grade average and grades in the Serbian language. Therefore, students should focus on forming skills at an early age that are correlated with a higher level of this personality trait. At the same time, it is necessary to highlight the relevance and positive consequences of planning, organization and realization of daily duties. In addition, our obtained findings signal that foreign language teaching should be organized so that teaching activities are adequate for both extraverted and introverted personality types. It is desirable that extroverts are motivated to use skills that are characteristic of introverted athletes, e.g. looking back on their actions and work in certain school situations and a higher degree of independence, while introverts need to be motivated to seek help from teachers, as well as to apply collaborative learning. In addition, in this research, the predictor focus on learning significantly predicts the Serbian language grade, so it is recommended that teachers motivate this form of goal orientation in young men. During the teaching process, it is necessary to create an environment that will motivate orientation to learning, i.e. the focus should be on the acquisition of knowledge and the attitude that success depends on the effort invested. Since the predictor of goal orientation in our sample did not show significant effects on overall achievement, but only on the Serbian language grade, our research concluded that, when examining the effect of personality dimensions and goal orientations on school achievement, instead of overall achievement (as a criterion), grades from other subjects should also be introduced. Bearing in mind the greater variance of grades in individual subjects, especially those that are believed to be the main ones, there is a greater possibility that smaller but more relevant effects will come to the fore.

The obtained regression results regarding differences in the prediction of grades in individual subjects, especially personality dimensions, require further research, but of a longitudinal nature. In fact, the largest number of studies, which examine

the determinants of achievement in individual school subjects, are focused on characteristic skills and abilities, and less on general personality traits. Therefore, examining the effect of certain correlated dimensions of personality allows a more complete insight into which personality traits in adolescence influence their school achievement. On the basis of these findings, it is necessary to act appropriately and maximize the degree of potential of students in each individual subject in the adolescent population.

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ULOGA PETOFAKTORSKOGA MODELA OSOBNOSTI I CILJNE ORIJENTACIJE U PREDIKCIJI ŠKOLSKOGA USPJEHA ADOLESCENATA

Sažetak

Cilj je ovoga istraživanja ispitivanje doprinosa dimenzija petofaktorskoga modela ličnosti i konstrukta ciljne orijentacije na predikciju varijance školskoga uspjeha adolescenata. Prigodan uzorak ispitanika činilo je 200 (N = 220) adolescenata iz srednjih škola iz Valjeva (M uzrast = 18,20, SD = 0,46 godina). Primijenjeni su sljedeći mjerni instrumenti: petofaktorski upitnik ličnosti – BFI s petostupanjskom ljestvicom Likertova tipa i Upitnik ciljnih orijentacija – CSRL. Nalazi hijerarhijske regresijske analize su, uz statistički značajnih 20 % varijance, pokazali da su dimenzije ličnosti modela (savjesnost i neuroticizam) kao i konstrukt ciljna orijentacija na učenje statistički značajne pozitivne determinante ocjena iz srpskoga jezika. Također, zaključuje se da otvoreniji adolescenti imaju više ocjene iz materinskoga jezika, dok ekstrovertniji postižu niže ocjene. Pri tome prediktorske varijable ciljne orijentacije nisu manifestirale relevantan moderatorski parcijalan učinak na kriterijske varijable prosjeka ocjena i iz ocjena iz stranoga jezika. Stoga dobiveni rezultati u provedenoj složenoj regresiji mogu nastavnicima poslužiti kao motiv za detaljnija istraživanja funkcije poremećaja ličnosti modela BFI-ja i kriterijima ciljne orijentacije u predikciji školskoga uspjeha u adolescentskoj populaciji. Analizirana su moguća objašnjenja i implikacije dobivenih rezultata na koncipiranju programa Velikih pet činitelja osobnosti i ciljna orijentacija – prediktor školskoga uspjeha u adolescenciji.

Ključne riječi: *Big Five, ekstraverzija, neuroticizam, savjesnost, učenje*