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Predictive role of self-esteem, academic achievement and vocational aspirations in Adolescents goal selection competence

Dr. Neelam Kumari
Assistant Professor, Chamba Millennium B.Ed College, Chamba Himachal Pradesh, India

* Corresponding Author: **Dr. Neelam Kumari**

Article Info

Abstract

In the present study an attempt has been made to study the predictive role of self-esteem, academic achievement and vocational aspirations in adolescent's goal selection competence. A Sample of 1000 adolescents studying in senior secondary schools was selected through multistage sampling. Goal Selection Competence dimension of Adapted version of Career Maturity Inventory by Gupta (1989) was used to study goal selection competence of adolescents. Self-Esteem Inventory by Prasad and Thakur (1977) was used for measuring the self-esteem of adolescents. Marks obtained by students in tenth grade examinations conducted by H.P Board of School Education Dharamshala were considered as their academic achievement.To measure the vocational aspirations of adolescents the vocational aspirations scale was construct by researcher herself. Multiple Regression analysis was applied to find the contribution of self-esteem, academic achievement and vocational aspirations in prediction of goal selection competence of adolescents. The findings of the study revealed that self-esteem academic achievement and vocational aspirations significantly predicts the goal selection competence of adolescents.

Introduction

A goal is a desired result that a person or a system envisions, plans and commits to achieve a personal or organizational desired end-point in some sort of assumed development. Many people endeavour to reach goals within a finite time by setting deadlines. It is roughly similar to purpose or aim, the anticipated result which guides reaction, or an end, which is an object, either a physical object or an abstract object, that has intrinsic value. Goal selection is the ability to correctly match people with jobs. The more career mature person not only has greater knowledge about self and work but relates one to the other. A person who is able to select a goal appropriate to his capacities would be considered career mature person.

The act of goal setting is a desired competency area for students associated with the "learning-to-learn" skills students need to engage in deeper learning (William and Flora Hewlett Foundation, 2013) [11]. The act of goal setting, therefore, is a practice that educators can use to help fuel students' learning-to-learn skills, such as a sense of agency, intrinsic motivation and capacity to manage their own learning. As an educational practice, teachers interested in promoting learning-to-learn skills ask students to engage in goal setting within group advisories, during one-to-one advising sessions and as an integral component of the students' personalized learning plans. The practice of goal setting is believed to increase students' goal-setting skills and also increase students' self-efficacy and intrinsic motivation to further their learning.

Self-esteem is a disposition that a person has which represents their judgments of their own worthiness. Self-esteem is the way one feels about oneself, including the degree to which one possess self-respect and self-acceptance. Self-esteem is the sense of personal worth and competence that persons associate with their self-concepts. A positive self-concept, as reflected in self-esteem, is important for the individual's general outlook and mental health. Those who have high self-esteem tend to be better adjusted socially than those who have relatively low self-esteem.

Academic achievement refers to the scores obtained in the annual examination or refers to the degree or level of success or that of proficiency attained in some specific areas concerning scholastic or academic work. The term 'academic' has been derived from the term 'academy'. The meaning of the term academy is a school where special types of instructions are imparted. Achievement is the performance in a series of tests for a given skill or knowledge, usually academic, it is the outcome of general and specific learning experiences which are assessed by the school authorities with the help of achievement tests which may either be standardizes or teacher made.

Vocational aspirations refer to decision made by a student on his / her future work, occupation or career or profession. Vocational aspirations are attitudes of likes and dislikes towards things and attitudes of vocational significance. These attitudes influence the life adjustments in general and vocational adjustments in particular, which in turn lead to satisfaction with one's life and a person engaged in a vocation, not directly or indirectly satisfying his/her needs, dispositions, fail to fulfil the vocational expectations.

Review of Related Literature

(Murayama& Elliot, 2009) [7]. Examined the joint influence of goal orientation and classroom goal focus on students' intrinsic motivation and self-concept in mathematics. This study found that, in classrooms where teachers emphasized a mastery goal orientation, students were more likely to adopt a personal mastery goal orientation. Students in these classrooms were also more likely to have higher intrinsic motivation.

A co-relational study of comprehensive high school students in 23 high schools (Moeller *et al.*, 2012) [5] examined the relationship between participation in regular goal setting and second language performance. Although his study had a non-experimental design, its descriptive findings offer are search rationale for how students' participation in a systematic goal setting practice might lead to incremental growth in goal-setting ability and subsequently to gains in academic performance over time.

Another study of young secondary students examined the association between mastery goal orientation and engagement among 275 fifth- and sixth-grade students. This study found that students who possessed a mastery goal orientation had higher levels of cognitive engagement in academic tasks even when controlling for students' academic ability levels (Meece *et al.*, 1988) [4].

Studies have also found positive benefits from goal setting for students of varying grades and ages. For example, a small study of elementary-aged students with low math proficiency showed that students had enhanced academic performance as well as increased intrinsic interest and self-efficacy when given proximal goals to pursue (Bandura & Schunk, 1981) [1]. Similarly, a study of struggling college students (Morisano *et al.*, 2010) [6] found that students who participated in a 4-month goal-setting intervention showed reduced academic anxiety and improved grades.

Need and Significance of Study

Goal setting practice is associated with positive outcomes for students. In the review of literature on goal setting outlines a number of characteristics of effective goals and associated strategies and conditions that have been found to enhance the positive benefits of goal setting for students. Additional promising conditions and strategies that may enhance goal setting benefits for students, including setting goals that are "optimally challenging" not too challenging and not too easy. Creating a classroom environment that emphasizes mastery goals (i.e., focusing on achieving a deep understanding of concepts and skills) and encouraging students to focus on setting mastery-oriented goals. Offering students opportunities to set their own goals. Accompanying the act of goal setting with other related steps such as planning, self-evaluation of performance, regular feedback will prove beneficial to students.

Objective of the Study

To study the role of self-esteem, academic achievement and vocational aspirations in prediction of goal selection competence of adolescents.

Hypothesis of the Study

Self-esteem, academic achievement and vocational aspirations do not contribute significantly in prediction of goal selection competence of adolescents.

Research Methodology

The present study is descriptive in nature and survey method had been used. All the students 'who were studying at standard XI in government and private senior secondary schools of Himachal Pradesh, constitute the population of the study. In this study, multistage random sampling technique has been used to draw appropriate representative sample from the population. In the first stage 12 districts of H.P are arranged in chronological order on the basis of their literacy rate. After that 12 district of Himachal Pradesh are divided into four strata having three districts in each stratum. From each stratum, one district is selected using simple random sampling technique. In this way, researcher selects four districts for her study. From these four selected districts, out of total senior secondary school (government and private), 10% schools are selected randomly. Lastly from the selected senior secondary, schools 15-20 students of class 11th are selected through systematic random sampling technique. Approximately 1000 11th class adolescents of government and private senior secondary schools of H.P constitute the sample.

Tools Used

Adapted version of Career Maturity Inventory by Gupta (1989) [2] was used to study goal selection competence. Career Maturity Inventory provides two types of measures: The Attitude Scale and the Competence Test. Competence test consists of six components i.e. Self-Appraisal, Occupational Information, Goal Selection, Planning and Problem Solving. So its goal selection component was used to measure the goal selection competence of adolescents. Self-Esteem Inventory by Prasad and Thakur (1977) [9] was used for measuring the self-esteem of adolescents. Marks obtained by students in tenth grade examinations conducted by H.P Board of School Education Dharamshala were considered as their academic achievement.To measure the vocational aspirations of adolescents the vocational aspirations scale was construct by researcher herself.

Findings of the Study

To achieve the objective of this study multiple regression analysis was applied. The regression results discussed below:

Table 1: Summary of Multiple Regression Analysis to Predict the Goal Selection Competence using Self-Esteem, Academic Achievement and Vocational Aspirations of Adolescents

Variables	R^2	F	B Unstandardized	SE Coefficients	Beta Standardized	t Coefficients	Sig.
Goal selection							
Competence	.047	16.195					
Self-esteem			.005	.001	.138	4.461	.01
Academic achievement			.002	.001	.097	3.075	.01
Vocational aspirations			.035	.009	.116	3.695	.01

R=.216, Adjusted R square =.044

The table 1.1 shows that the F is 16.195 which is significant at.01 level of significance and self-esteem had a regression coefficient of.138; with t-value 4.461, which was greater than the table value 2.58 at.01 level of significance. Academic achievement had a regression coefficient of.097; with t-value 3.075, which is greater than the table value 2.58 at.01 level of significance. And the vocational aspirations had a regression coefficient of.116; with t-value 3.695 which is greater than the table value 2.58 at.01 level of significance. So, it can be interpreted from the table 1.1 that self-esteem, academic achievement and vocational aspirations are the significant predictors of goal selection competence of adolescents. The value of R^2 is.047, which shows that self-esteem, academic achievement and vocational aspirations predicts 4.7% of goal selection competence of adolescents. Hence the hypothesis that "Self-esteem, academic achievement and vocational aspirations do not contribute significantly in prediction of goal selection competence of adolescents", was rejected.

Discussion of the Results
The results of the analysis of data showed that the goal selection competence of adolescents was determined to a considerable extent by self-esteem, academic achievement and vocational aspirations. That is, self-esteem, academic achievement and vocational aspirations were significant predictors of goal section competence.

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