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PREDICTION OF ACADEMIC ACHIEVEMENT BASED ON GOAL SETTING, SELF – EFFICACY AND SELF – ESTEEM AMONG HIGH SCHOOL GIRLS

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Abstract
The aim of this study was the relationship between goal setting, Self-efficacy, Self-esteem with academic achievement of high school girls. The study included all students in the third year of Khorramshahr, were enrolled in the academic year 2014-2015. The research sample consisted of 200 students that selected by multistage sampling. Instrument consisted of goal orientation questionnaire, general self-efficacy scale, Coppersmith self-esteem scale and Herman's achievement motivation questionnaire. The Results showed that. Simple correlation coefficients are significant at the $\alpha=0.05$, showed that between goal setting and goal setting to goal, skill and attitude, self-esteem and self-efficacy and its components and its components There is a significant relationship with a female student academic achievement and the avoidance goals and academic achievement of female students is not significant positive relationship. The results of stepwise regression analysis have shown that prediction of the motivation of female students' academic achievement on the target components (for the purpose of mastery, approach and avoidance), self-efficacy (desire to initiate behavior, desire to continue trying to complete behavior and resistance to obstacles) and self-esteem (self-esteem, social, family, and educational).
Keywords: *goal setting, self-efficacy, self-esteem, academic achievement.*

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INTRODUCTION:

In the present age, education and, in general, education makes up an important part of people's lives. In addition, the quality and quantity of education also play an important role in the future of individuals. Based on this, nearly a century has been a long-term attempt by psychologists to identify the predictors of academic achievement and identify the factors that affect it [1]. The issue of progress or lack of progress in education is one of the most important concerns of any educational system in all societies. The success or achievement of the students of each society reflects the targeting and consideration of individual needs. The information available in recent years shows that girls are more likely to have boys than their boys in their education and academic achievement, and each year, the percentage of female students in high school and pre-university levels is increased [2]. In order to investigate the most important factors affecting academic achievement among different societies, it is necessary to select the most effective variables by referring to the researches and study the effect of these variables on the academic achievement of learners. Among the factors that have affected the academic achievement of learners in many researches, variables such as learner's emotions, individuals' autonomy in learning, and the learning target's structure [3]. The topic of motivation is especially important in psychology, especially in psychology. Without understanding the motivations of behavior, it is not possible to understand psychological phenomena. Motivation plays an important role not only in the scientific study of behavior, but also in everyday human life. Because it is a wonderful person who can understand events, handle complicated judgments, recall information, solve problems and perform a role [4]. Researchers have focused on the overall assessment of academic achievement in terms of intrinsic (psychological) factors and environments that predict progress [5]. One of the most important in-person factors that have received multiple researches is the motivation for progress. Academic motivation is an educational engagement or, in other words, cognitive, emotional and behavioral investment for advancement in education based on the goals of the school [6]. The theory of the motivation for advancement is based on the early research of Hoop, Seares, McClelland, and Etkinson. This theory emphasizes the role of the student in the success and failure of the students [7-10], further emphasized the motivation behind academic achievement to be the only motivation that motivates students. One of the factors that can predict the motivation for academic achievement is targeting, self-efficacy and self-esteem. In this research, the first component related

to academic achievement is targeting. Targeting is one of the most up-to-date topics that focus on the motivation for advancement of the attention of theorists and researchers [11]. Enshel says that this is a mutual relationship, in order for the person to find the motive necessary to carry out the work; he must be consistent with his goals. Objectives may sometimes provide the motive for effort and access to the goal. Psychologists use targeting to describe personality traits. They believe that individuals have two "task-oriented" and "self-directed" targeting. Each of these goal-oriented approaches provides different motivations for the execution of tasks [12]. One of the most important factors affecting academic achievement is the goal setting by the students. In this regard, Locke and Latem [13] believe that targeting various aspects of life, including academic achievement. According to the theory of targeting, if a goal is set for each person, they are stimulated to achieve these goals; therefore, regardless of human needs and beliefs, the environment plays an important role in determining the purpose and directing human performance; in fact Targeting theory emphasizes the fact that targeted people work better than those without goal and people with challenging goals work better than those with easy goals. Targeting directly and indirectly influences academic achievement. Initial targeting primarily affects motivation in four ways: first, it attracts attention on the one hand, which has the same goal; second, it increases the effort; thirdly, when achieving a difficult goal, it adds perseverance, and the goal is always to Where to go and how important it is to achieve the goal. Fourth, if accepted, the goals will help people seek ways to achieve them [14,15]. And with increasing motivation, people are more willing to perform and ultimately increase their performance. Some cognitive-social theorists emphasize the role of targeting in the perceptual system of individuals. In this regard, the study of Pintrich [16] emphasizes the positive relationship between targeting and self-efficacy perceptions. Educational progress in different courses and the factors affecting it has always been considered by educational psychologists as one of the main variables in education. Research shows that active engagement in the learning process leads to academic achievement [17].

Measurement tool

In this study, the following tools were used to measure the variables:

1-Hermann's Achievement Motivation Questionnaire (AMQ)

Achievement Motivation Questionnaire (AMQ) is a pencil-paper tool used to measure achievement motivation. This questionnaire was prepared by

Hermanns based on the theoretical foundations of the motivation for advancement.

2- Objectivity Questionnaire

In this research, the aim-oriented questionnaire of Midgley et al (1998), which has 18 questions and 3 subscales for the purpose of mastery, functional-approach and performance-avoidance, was used.

3- Sherer and Madox Self-Efficacy Questionnaire (GSES)

In this study, Sherer and Madox (1982) general self-efficacy questionnaire (GSES) was used. The Sherer and Madox Efficacy Questionnaire (1982) were designed to provide a tool for determining the different levels of public self-efficacy. The reported reliability coefficient is relatively high. The Cronbach's alpha for the general self-efficacy sub-scale is reported to be 0.86.

4- Cooper Smith Self-Esteem Questionnaire

In this research, Cooper Smith Self-esteem Questionnaire was used. Cooper Smith (1967) developed his own self-esteem log on the basis of Roger's and Damond's (1954) revision.

Procedure

After obtaining the necessary permissions and identifying the members of the sample and coordinating with the relevant authorities, according to the previous planning, after the presence of sample members in the appropriate place and establishing the relationship and reducing the sensitivity of the subjects about the questionnaires and the reasons for their selection in the sample, the necessary explanations by the researcher The questionnaire was completed and the subjects filled in questionnaires. The subjects were asked to ask the researcher to provide more explanation if they had encountered ambiguity in completing the questionnaires. In the end, the cooperation of the subjects was appreciated and appreciated.

Data analysis method

In order to analyze the data, the following statistical methods were used:

1 Descriptive statistics methods such as frequency, percentage, mean, standard deviation. 2 Pearson correlation coefficient, 3 multivariate regressions, 4 Cronbach's alpha methods to calculate the reliability coefficients

To analyze the research data, the twenty-second version of SPSS software is used. Meanwhile, the significance level in this research has been determined $\alpha = 0.05$.

RESULTS:

Table 1: Mean and standard deviation of subjects' score in the research variables

Number	Standard deviation	average	Statistical indicators / variable
	14.39	100.68	targeting
	6.82	33.60	Goal setting for the goal of excellence
	6.05	35.68	Approach Orientation
	7.69	31.51	Avoidance Targeting
	9.62	62.94	Efficacy
	6.29	33.39	Self-efficacy in the context of the desire to initiate behavior
200	4.10	23.72	Self-efficacy in the context of the desire to continue trying to complete the behavior
	2.31	13.49	Self-efficacy in the field of resistance to obstacles
	6.67	32.27	Self-esteem
	4.31	18.16	Self-esteem in the general context
	1.21	4.41	Self-esteem in the social field
	1.56	5.28	Self-esteem in the family
	1.47	4.43	Self-esteem in the field of education
	8.70	84.70	The motivation for academic achievement

Table 2: Multi-correlation coefficients of predictive variables (goal, self-esteem and self-esteem) with the motivation of academic achievement of female students with simultaneous entry method

(β)Regression coefficients			Significant level	F ratio	Coefficient of determination	Multiple correlation	It is statistically significant	Criterion variable
p	t	β					Predictor variable	
0.001	3.36	0.18					targeting	
0.0001	7.70	0.48					Efficacy	
							Self-esteem	motivation for academic achievement
0.001	3.44	0.21	p=0.0001	F=50.13	0.43	0.66		

Table 3: Multiple correlation coefficients of predictive variables (targeting and self-esteem) with self-efficacy of female students using simultaneous logging method

(β)Regression coefficients			significance level p	RatioF	Coefficient of determinationRS	Multiple correlation MR	statistically significant	Criterion variable
p	t	β					Predictor variable	
0.048	1.99	0.12						Efficacy
0.001	8.14	0.50	p=0.0001	F=34.96	0.26	0.51	targeting	

Table 4: Multi-correlation coefficients of predictive variables (targeting and self-esteem components) with self-efficacy of female students using simultaneous logging method

(β) Regression coefficients			Significant level p	F ratio	Coefficient of determination	Multiple correlation	Statistical index	Criterion variable
p	t	β					Predictor variable	
0.004	2.87	0.19	p=0.0001	F=11.01	0.28	0.53		Efficacy
0.454	-0.750	-0.05					Purpose of Excellence	
0.459	0.742	0.05					The purpose of the approach	
0.0001	3.83	0.30					Avoidance goal	
0.107	1.62	0.10					General self-esteem	
0.245	1.16	0.09					Social dignity	
0.070	1.82	0.13					Family dignity	

DISCUSSION AND CONCLUSION:

There is a relationship between aiming with the motivation of academic achievement among high school students in Khorramshahr city of academic year of 2015-2016.

As shown, there is a significant positive correlation between targeting and targeting towards a goal of excellence and an approach that motivates the academic achievement of female students. In other words, with the increase of targeting and targeting the goal of mastery and the approach of female students, the motivation for their academic achievement has increased. There is no meaningful positive correlation between avoidance goal and motivation for academic achievement of female students. In explaining this hypothesis, it can be said that goal orientation is based on the assumption that human behavior is purposeful and the person is guided by goals. Goal-targeting refers to a set of behavioral intentions that explains the attitude of an individual to participate in learning activities. In other words, goal orientation represents a coherent pattern of individual beliefs that makes it possible for the person to orientate in different ways, to place positions in that context, and ultimately to provide an answer. Psychologists use target orientation to describe personality traits. Ultimately, targeting can be closely linked to academic achievement and enable students to succeed in achieving educational goals.

There is a relationship between goal orientation and the motivation of academic achievement among female students.

The results of the research in the first hypothesis were compared with the results of researches, consistent and coherent. In explaining this hypothesis, we can say that purposefulness has a positive aspect. Because it involves gaining new skills, curiosity and problem solving. Students have the value of mastering goals to understand lessons and learn more than score and gain social privileges. Since goal orientation represents a coherent pattern of individual beliefs, doctrines and emotions that determine his behavioral intentions and cause him to behave in a particular way, the way an individual is taken and his reaction to the world around him is influenced by purposefulness. They enjoy learning new and challenging content that requires thought, creativity and effort. The goals of mastery have special motivation outcomes that include high levels of academic performance, self-interest, commitment, and insistence on challenging tasks and the use of learning, cognitive, metacognitive and autonomous learning strategies.

There is a relationship between goal orientation and the motivation of academic achievement among female students.

The results of the research in the second hypothesis with the results of Karimi researches [18-22]. In

explaining this hypothesis, it can be said that learning for students with a functional orientation is important in helping them achieve external goals. These people are constantly struggling to be clever with classmates, parents, and teachers, and are constantly worried about lagging behind others. Functional students merely feel compelled to see themselves in a better classroom. The ability of the main focus of these people's attention and its sign is to succeed without effort or effort. These people find themselves more defensible than failing to try and fail - which is a sign of complete disability - and therefore less difficult to challenge. Excited people are interested in developing new skills, trying to understand things, develop competence and gain a sense of mastery, based on self-reference criteria, while the focus of the pragmatic people is on their own and self-worth. Therefore, functional goals, in a social setting, are important that compares one's performance with others. Functional students use less profound and self-regulating cognitive strategies because they are less interested in learning, and deep self-governing learning strategies require individual endeavor. Therefore, they prefer to use these methods less. In either case, both the elite and the function-oriented individuals have good academic achievement and these two variables have a positive relationship with academic performance.

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