

# SUBJECTIVE AND OBJECTIVE FACTORS OF YOUTH ACHIEVEMENT STRATEGY

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## Abstract

The present article analyses the subjective and objective factors of youth achievement strategies associated with youth purposefulness development. The Methodology is based on a conclusion drawn in the result of concept and study analysis that youth achievement strategy is formed by purposeful actions which commence with the realisation of a goal and necessity. A readiness to achieve the goal is formed via means of a specific psychic activity and successful implementation of it generates youth achievements (Phinney, Baumann, Blanton, 2001; Sirin et al., 2004; Leontev, 2007; Yeager, Bundick, 2009; Hirschi, 2010). The goal of the article is to provide a theoretical basis for the subjective and objective factors of youth achievement strategies and to analyse empirical results on the formation of achievement strategy among the youth of 9th and 12th grades. Thereby Author presents the empirical results of the conducted study on the youth sample from Riga, Latvia in 2008 and 2011, providing a comparison which outlines the subjective factors of the youth – with behaviour, belief on purposefulness related factors as well it highlights school's role as the objective factor in the process of achievement strategy formation.

KEY WORDS: purpose, purposefulness, achievements, achievement strategy.

## Introduction

The formation of achievement strategy is crucial to the career development process, which commences during the youth life activities in school and proceeds in a successful life activity of an adult person (Ali, Sauders, 2009; Boehm, Lyubomirsky, 2008). The study justification of the youth achievement strategy' subjective factors is for the most part related to a verity that development stage of the youth goal setting ability has a substantial impact in the formation of future plans (Yeager, Bundick 2009).

A plethora of studies support the importance of achievement strategy and purposefulness research – the link between purposefulness and motivation is revealed by studies on youth life goals and beliefs on the expected results (Phinney, Bauman, Blanton, 2001); studies on professional interests and career development goals (Hirschi, 2010); youth purposefulness, studies of learning achievements and career development (Zimmer-Gembeck, Mortimer, 2006). A conclusion by academics (Rohde, Lewinsohn, Klein, Seeley, 2005) that the youth whose purposefulness and achievement strategy formation was inhibited by the subjective and objective factors (for example, an experience of a depressive state) experience a significant drop in terms of the quality of life upon reaching an age of 25. The quality of their work is explicitly low, they manifest difficulties of social nature and their quality of life experiences a significant drop due to the fact that they are physically healthy.

Goal realisation is facilitated by the fact that youth reveals its opportunities and create a positive self-concept by identifying personal goals, forming a sequential plan and creating a plan set-up to monitor the achievement of the goals (Sirin et al., 2004). It is thus very important to research the internal conditions of your goal achievements – needs, abilities, efforts and others e.g. luck (i.e. chance) (Phinney, Baumann, Blanton, 2001). Studies reveal that purposefulness development influences the way youth describes one's achievement especially the expected achievements. It was found that the part of youth that expressed a more positive outlook on achievement of one's goal; more than 2/3 of them linked a positive result with internal conditions, while less than 5% associated it with external conditions (Phinney, Baumann, Blanton, 2001).

Every person is able of effective self-regulation regardless of the objective factors – conditions of the external environment. However, goals that are set inconsistent with the conditions and based on ineffective achievement strategies prevent a implementation of purposeful and successful life-activity. The experimental study conducted research in Latvia reveals that youth do not form future perspectives if it does not have an understanding of goals (Čamane, 2008). Thus purposeful actions and self-regulation is not sufficient to form a successful achievement strategy for a realisation of future plans.

The ability to freely accept the external as a rule to the internal or “a rule within oneself” integrates a person as a whole enabling it to form harmonised attitudes. a free person consistently selects one's life activity goals, means and is also responsible for the decisions made (Spona, Vidnere, 2008). Thereby a free person may successfully form one's success strategy. However the freedom of youth – students is associated with the sense of freedom expressed by teachers and parents (Spona, Vidnere 2008); youth

purposefulness is formed under the influence of a multitude of factors – including up-bringing, teaching, class-mate and peer attitudes, grades, learning processes and in the result of one's own activity (Vedins, 2008; Geidzs, Berliners, 1999).

Due to the above reasons it is important to study the objective – external factors of youth achievement strategy. In the research by the author involving youth (students from the age of 14 to 18) achievement strategy, the author deemed life activity at school as the study of the objective factor of essence due to the fact that life activity at school during the period of life is the central part of the life of youth.

**Aim of the research:** to provide a theoretical basis for the subjective and objective factors of youth achievement strategies and to analyse empirical results on the formation of achievement strategy among the youth of 9<sup>th</sup> and 12<sup>th</sup> grades.

**Object of the research:** the subjective and objective factors of youth achievement strategy.

**Methods and Methodology:** Achievement in life-activity may define as a successful setting of goals and an appropriate activities outcome in various modes of life-activity, specifically in career development. Abilities relating career development already begin to unfold at school and purposefulness is rightfully deemed to be an important ability. A direction of career development may be defined as an achievement strategy.

The necessity to identify the subjective and objective factors of achievements is linked to a verity that motivation is based on arousal factors of internal activity such as motives, needs, goals, intentions, desires, interests etc. and other external facilitation factors or stimulus which are determined by the situation (Heckhausen, Schmalt & Schneider, 1985).

**The subjective factors of youth achievement strategy.** A factor of primary importance is that of the young person's **motivational direction:** internal or external. Subjectively selected factors i.e. including **goals** are associated with one's interest of personal development (Heckhausen, Schmalt & Schneider, 1985; Koestner, Horberg, Gaudreau, Powers, et. al., 2006). Youth with internal activity stimulus are not afraid of failures and prefer a challenge. Such youth is for most part led by interest, curiosity, independent judgements and unaided mastery (Heckhauser, Schmalt & Schneider 1985).

Externally stimulated students often think of themselves as having insufficient skills to achieve. In the result of that they often forecast a failure and equally as often do not strive to achieve anything. In comparison of how internal motivation and external stimulation affects behaviour and internal psychic processes, it may be established that externally stimulated behaviour disappears because the external stimulus is removed. Whereas internally motivated behaviour strives even though no reward or specific assessment is offered. Thus an internally motivated student realises one's goal and is able to take independent decisions, take responsibility of one's actions and decisions, as well as purposefully strives towards one's goal. The students that are supported on internal confidence basing their motivation of clear goal, vision and realisation of one's purpose in life, achieve higher and yield higher grades (Heckhauser, Schmalt & Schneider, 1985).

**Achievement Necessity** theory (Atkinson, 1964, and its derivation (Elliot, 1997; Elliot, Church, 1997; Elliot, Thrash, 2001, as quoted from Barkoukis, Thogersen-Ntoumani, Ntoumanis, Nikitaras 2007) reveals the link between self-regulation and achievement oriented behaviour, as well as a link between the necessity to achieve and set achievement goals. There are three common types of achievement orientation generated goals – goal of mastery or direction towards a completion of a task; 2) a goal of involvement in the completion of the task in order to compares one's achievement to others i.e. achievement motivation; 3) the goal of completion avoidance in order to hide one's lack of skill i.e. avoidance motivation. The afore-described goals may serve as a basis for the youth to clarify, specify and take a decision in relation to one's goals. Youth motivation plays an important role in the learning achievement and learning achievement strategies (Long et al., 2007, Spera, 2006).

Achievement strategy starts to form with a realisation of **a goal and a necessity**, and purposefulness is defined as the most important feature of a person's will that manifests itself as a skill to set and achieve a goal (Leontev, 2007). At the essence of defining a goal lays a verity of a goal as a conscious motive and a task as a goal (Leontev 2007, 252). A goal is defined as the forecasted desirable or achievable goal of the action. Strategic goals indicate the desirable direction of the activity. More immediate goals represent turning points in the common movement towards the achievement of a strategic goal (Leontev, 2007).

A **competency** is also of importance upon setting a goal – if a young person feels incompetent, he/she is afraid to set a goal, as well as the person's understanding of one's goals is clouded in such a situation (Caughlin, 2010). Thus it is important to study the importance of self-efficiency in terms of achievement strategy formation in the context of career development (Nauta M., 2007).

The importance of **self-efficiency** may be linked to youth's attitude towards themselves as well as external conditions, because attitude system forms the direction of a personality (Akopova, 2006) and it determines the achievement strategy. **An Attitude** involves three sets of responses (Eagly, Chaiken, 1993): affective reaction (emotions towards the object of the attitude); behaviour reaction (intentions of the action, a tendency to work in a certain direction); cognitive reaction (thoughts, opinions linked to the object of the attitude). Thereby a tendency to work in a certain direction is a factor of purposefulness and achievement strategy.

Researchers have concluded that 15% of a successful career is determined by skills and the remaining 85% by attitude. To a question as to what is a precondition of happiness, the participants of the study gave the following answers – attitudes 59%, love – 25%, accomplishments – 8%, creative activity – 5% and money – 5%. Researchers have argued that youth sets own goals based on one's motives and opportunities by adjusting these to the external environment (Vasalampi, Salmela-Aro-Nurmi, 2010). It must be noted that goal efficiency is essentially related to motivation and actions, more specifically autonomous motivation, which included goals set by self. It facilitates a more positive result with regards to the actions of the youth (Kalavana, Maes, De Gucht, 2010) – it thus may facilitate the formation of achievement strategy. Will-related benefits in terms of planning are a necessity to make constant decisions (Powers, Koestner, Topciu, 2005) and in terms of struggle towards achievements precisely formulated achievement motives act as a moderator (Job. V., Langens, T.A, Brandstatter, V., 2009).

Action regulation in terms of achieving a goal takes a consciously directed effort of will. For this reason, purposefulness in achievement strategy is linked to self-regulation or self-control (Kuhl, Koole, 2004). In the self-efficacy aspect by A. Bandura (Bandura, 1977, 1987), self-regulation may be defined as an internal control mechanism which determines what action is being performed as well as it determines the consequence that shall be achievement with the use of the action. This mechanism enables the external behaviour control to be substituted by internal behaviour control within the development process. V. Meissner analysed self-regulation in relation to short term and long term effort in terms of setting a goal, action planning, incentive activation (Meissner). Upon analysing self-regulation, which is linked to short term/long term effort in terms of setting goals, planning actions and activating incentive, the three following stages of self-regulation are distinguished:

1. Selection of goals
2. An impulse for action towards the necessary goal;
3. Direction of monitoring towards the achievement of the goals (Meissner, 2009).

Already at the age of 14 and later, youth begins to evaluate one's interests more realistically and one's goals more in line with one's abilities and availability of a certain trade. Gender plays a crucial role in this process.

Research shows that goals are formed and set in line with beliefs on self-efficacy and expected results which in turn affect one's personality traits (Lent, Tracey, Brown, Soresi, Nota, 2006). Specifically, self-efficacy is facilitated by emotional stability, extraversion and scrupulosity (Hartman, Betz, 2007), goals determine behaviour that in turn influences beliefs on self-efficacy, and thus allows reviewing and adjusting such goals (Lent, Taveira, Sheu, Singley, 2009).

The extent to which youth are confident of their ability to achieve the goal and notion of features that are necessary for an achievement of such goal are also of importance (Phinney, Baumann, Balnton, 2001). A conclusion is drawn that youth usually sets itself high goals in terms of their future work, however the uncertainty of one's ability and clouded self-concept is linked to a fear to provide more detail on one's goals and to make such plans. During the years of youth, upon crossing over from one level of education to another, one may observe a drop in terms of self-respect and internal motivation, which in turn may affect the realisation of future plans and the decision making processes involved in such plans.

Since **goal setting skills** are linked to one's comprehension of one's abilities and opportunities, sense of self-efficacy and youth beliefs over the expected outcomes while thinking of one's future plans (Phinney, Baumann, Blaton, 2001), academics have shifted their focus to the hindering or facilitating aspects of emotion in terms of a purposeful career development (Hartung, 2011). It is linked to decision-making – decisions lose their certainty and rational content in vague and contradicting situation which thus points out the necessity to improve the art of improvisation (Haugh, McKee, 2004; Coyle – Shapiro, Conway N., 2006).

Research shows that career planning and thereby achievement strategies are linked to **optimism**. Optimism as a means of reflecting events is a precondition of quality of life and a full life itself, and such optimism may be trained (Peterson, Seligman, 2005). However, if optimism is not being developed, a

trained helplessness prevails. M. Seligman has defined the elements of trained helplessness: information processing and its transformation into a means of learning, forecasting, perception and confidence. If one has experienced uncontrollable events, one learns that a reaction is useless. Often, should the experience reoccur in a subjectively important area of operation, it a trained helplessness may form. A trained sense of helplessness affects emotional, motivation and cognitive areas (Diener, Seligman, 2002; Peterson, Seligman, 2005). Thus – contrary to optimism, a trained helplessness hinders a formation of an achievement strategy.

In terms of youth achievement strategy also a factor of importance is that of the fact that youth become more pragmatic and purposeful during their relationships. The school itself becomes somewhat of a tool to achieve future plans and not only an obligation. Youth studies everything not because it is “required”, but because it understands that such knowledge will be useful in the future (Eriksson, 1998). Already at the age of 14 and later, youth begins to evaluate one’s interests more realistically and one’s goals more in line with one’s abilities and availability of a certain trade. Gender plays a crucial role in this process.

**The objective factors of youth achievement strategy**

Study indicates towards the interpersonal interaction importance in terms of self-regulation, goal setting and achievement efficiency (Spera, 2006; Kalavana, Maes, Gucht, 2010). Therey school i.e. pedagogical process is an objective factor of importance in the context of youth achievement strategy forms and the way in which throughout the pedagogical interaction at school facilitates the development of youth purposefulness, attitude towards self and others. Attitude cultivation is also an important objective factor (Spona, Vidnere, 2008).

An achievement-motivating learning environment at school is an objective factor (Barkoukis, Thorgersen-Ntoumani, Ntoumanis, Nikitaras, 2007). Motivation environment is formed by meaningful studies and inquiry-based learning (IBL) and research-based learning (Hmelo-Silver, Duncan, Chinn, 2007). Scientists have concluded that in the result of problem-oriented learning process facilitates a development of purposefulness and achievement related factors 0 a development of critical thinking (Amster, 2008), acquisition of authentic experience (Torp, Sage, 2002); strengthening of collaboration behaviour (Remedios, Clarke, Hawthorne, 2008); integration of knowledge and skills in the result of the task, motivates one to use recently acquired skills, adjust them to a new situation and new competency (Merrill, 2007; Wood, 2008).

Based on the literature review, the author defines the subjective and objective factors of youth achievement strategies (see Table 1):

*Table 1. The subjective and objective factors of youth achievement strategy*

<p><b>Objective:</b> School’s importance in the context of facilitating youth subjective factors:</p> <ul style="list-style-type: none"> <li>- Independence and responsibility</li> <li>- Purposefulness</li> <li>- Daring</li> <li>- An ability to set goals</li> <li>- A skill to achieve set goals</li> <li>- An ability to find a solution upon problem situations</li> <li>- An skill of self-regulation</li> <li>- Optimism, positive attitude towards self and life</li> <li>- Creativity</li> </ul>	<p><b>Subjective:</b> <b>Purposefulness:</b> <b>Self-assessment of achievements:</b> <b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>- Attitude towards criticism</li> <li>- Attitude towards self</li> <li>- Attitude towards peers</li> <li>- Attitude towards adults</li> <li>- Attitude towards activity</li> </ul> <p><b>Means to attain achievements</b></p> <ul style="list-style-type: none"> <li>- Execution of an activity</li> <li>- Knowledge, skills and experience</li> <li>- Mind</li> <li>- Connections, friends</li> <li>- Ability to analyse, conclude and plan</li> <li>- Personal gifts and talents</li> <li>- Action in an event of a failure</li> <li>- Action in a strange and unconventional situation</li> <li>- A vision of a successful person</li> <li>- Emotional stability</li> </ul>
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The sample of the research was made up from 52 young persons – students of 9<sup>th</sup> grade (in 2008) and the same 52 young persons – students of 12<sup>th</sup> grade (in 2011). To survey the sample, a youth

purposefulness and achievement factors self-assessment survey created by author was used. SPSS functions were used in data processing and analysis – Descript Statistic, Wilcoxon Signed Ranks Test.

**Results of the research. The subjective factor of achievement strategy – purposefulness.** The Author analyses the criterion of the purposefulness factor - an ability to realise a goal; an ability to set a goal; an ability to set appropriate means for the achievement of the goal; an ability to apply goals for the achievement of the goal; a necessity to achieve a goal; an action towards forming a future success - the results of youth self-assessment.

Upon **measuring the ability to set a goal**, significant differences were observed between the sample of the 9<sup>th</sup> and 12<sup>th</sup> grades ( $p < .05$ ) – higher results were demonstrated by the students of the 12<sup>th</sup> grade. Both samples (9<sup>th</sup> and 12<sup>th</sup> grades) had only a few persons that had not realised their goal (form in 9<sup>th</sup> grade and one in 12<sup>th</sup> grade). A positive dynamic is also supported by the fact that 9<sup>th</sup> grade was dominated by the statement of “I occasionally realise the goal of my actions” (50%); however, in 12<sup>th</sup> grade the statement of “I always realise the goal of my actions” (57.7%). It must be noted that results could have been affected by a belief held by the youth that they may achieve the goals themselves and know what they need for the achievement of such goals (Phinney, Baumann, Blanton, 2001).

Upon assessing the **ability to select means for the achievement of the goals**, the results indicate towards an insignificant difference between the samples of 9<sup>th</sup> and 12<sup>th</sup> grades ( $p > .05$ ). However, a tendency may be witnessed in terms of strategy development – in 9<sup>th</sup> grade 15.4% of the youth were unable to select appropriate goals for the achievement of the goal, however, the same result was held only by 3.8% of the youth in 12<sup>th</sup> grade. Additionally, the participants of 12<sup>th</sup> grade sample were of the opinion that they are always able to select appropriate means for a selection of the goal (50%) – comparing to the 25% of the same position in 9<sup>th</sup> grade samples.

Upon evaluating the **ability to use the means for the achievement of the goal**, the results show that positive trend in terms of youth’ ability to use means for an achievement of a goal – in 9<sup>th</sup> grade only 17.3% of the youth held an opinion that they are unable to rationally select means for an achievement of a goal, whereas in 12<sup>th</sup> grade there were no respondents that held the said opinion. A substantial dynamic maybe observed in terms of assessment of the **necessity to achieve a goal** – if in 9<sup>th</sup> grade 32.7% believed that they have an explicit necessity to achieve a goal then in 12<sup>th</sup> grade such opinion was shared by 75% of the youth.

The matter of what the youth opinion is on their actions towards a **formation of future success** is also of importance in the context of purposefulness factor. The results have shown that in 12<sup>th</sup> grade the selection of criteria is proportionally equivalent; a use of social support network is mentioned on more frequent basis. A more positive purposefulness dynamic is supported by the fact that in 12<sup>th</sup> grade youth on more occasional basis rely solely on institution and chance (15.4%). An importance of specific action is recognised - none of the respondents believe that no such action is required. However, the differences in terms of results between the samples of 9<sup>th</sup> and 12<sup>th</sup> grade are not of statistical significance ( $p < .05$ ).

The acquired results, specifically the results in 9<sup>th</sup> grade may be explained based on the conclusions drawn in other studies i.e. that realisation of future plans, the certainty of plans and decision making processes over the future plans may be affected by the yet insufficiently developed and realised self-experience on the part of the youth (Spona, Camane, 2009), the extent of realisation of one’s abilities and opportunities, as well as beliefs towards the expected outcome upon thinking about the future plans (Phinney, Baumann, Blanton, 2001; Yeager, Bundick, 2009).

A higher score of purposefulness for the youth of 12<sup>th</sup> grade may be explained by the professional interest and plans of career development, because the goals gain more certainty and balance at this point, a real adjustment of such goals with personal qualities and the pre-conditions of the external environment takes place (Hirschi, 2010). Youth in 12<sup>th</sup> grade more often indicate towards the internal conditions in relation to an achievement of such goals – necessities, skills and efforts, but on more occasional basis they indicate such external factors as chance (Phinney, Baumann, Blanton, 2001).

**The subjective factor of youth achievement strategy – self-assessment of achievements.** Results reveal that student’s grades are a exceedingly important criterion in terms of purposefulness which corresponds to the following goals of one’s life. Results indicated that both the youth of grades 12<sup>th</sup> and 9<sup>th</sup> rated their results in these subjects as good (9<sup>th</sup> grade – 50%; 12<sup>th</sup> grade – 57%). A more pronounced dynamic which may indicate towards a purposeful direction towards the achievement of one’s further life goals may be seen in relation to the statement of “excellent grades” i.e. in 9<sup>th</sup> grade 9<sup>th</sup> grade 17% of the youth rated their results as excellent in subjects that they associated with their future goals; however in 12<sup>th</sup> grade this proportion had grown to 30.8% of the youth. In overall, youth assess their **opportunities** in

a light of optimism, because the state of “my outlook in future is of fear and pessimism” (9<sup>th</sup> grade – 5.8%; 12<sup>th</sup> grade – 7.7%). A doubt regarding an ability to realise one’s goal may be observed in 9<sup>th</sup> grade (48.1%), whereas in 12<sup>th</sup> grade the youth more often applies optimism and confidence in their outlook of future (55.8%), in comparison to 9<sup>th</sup> grade – 42.3%.

**Achievement assessment** in per cent (%), which in overall can be described as quite high, own achievements are rated higher by the youth of 12<sup>th</sup> grade, if in 9<sup>th</sup> grade the average evaluations vary in the area of 50 – 80% and the most frequently selected assessment was 70%, while in 12<sup>th</sup> grade the selected assessment varied in the area between 60 - 90%, and the most frequently used assessment was 80%.

In terms of success, the youth held **beliefs on achievement uniqueness** of importance. Upon analysing the assessment in relation to the uniqueness of achievements at school (The available statements were “the achievement was not unique”, “the achievement was partially unique”, “the achievement was unique”, “hard to say”), it was observed that the selections were quite proportionally distributed in both samples. However the uniqueness of an achievement was more often recognised in 12<sup>th</sup> grade (28.8%), comparing to 9<sup>th</sup> grade (19.2%) and in 12<sup>th</sup> grade the uniqueness of an achievement was denied on more accessional basis (9.6%) than in 9<sup>th</sup> grade (25%).

The **personal level of importance with regards to the achievements at school** was rated higher in 12<sup>th</sup> grade, where 63.7% of the youth rated it as very important, 9<sup>th</sup> grade – 36.5% and 17.3% did not hold it of personal importance, which may indicate towards a lower extent of youth self-confidence in the sample of 9<sup>th</sup> grade. The importance of an achievement to others was also rated higher in the 12<sup>th</sup> grade samples, however, in both samples a tendency prevailed not to deem an achievement as important to others – in 9<sup>th</sup> grade the opinion was held by 36.5%, but in 12<sup>th</sup> grade – 25%. It may be a adequate assessment for those achievements that were named, while it could also indicate towards a lack of a skill to see the interrelation of various events in the social environment.

Purposefulness is also manifested by **the beliefs on the type attaining an achievement** – 23.1% of the youth in 9<sup>th</sup> grade believed that an achievement was purposefully planned, but in 12<sup>th</sup> grade the same opinion was held by 36.5% of the youth, however, in both samples 50% of the youth were of opinion that the achievement was formed during a working process which indirectly indicated towards the aspect of purposefulness i.e. involvement in the specific working process. In comparison, on more occasional basis the youth in both samples selected an assessment that “the achievement was a lucky chance (13.5% in 9<sup>th</sup> grade and 5.8% in 12<sup>th</sup> grade).

Upon analysing the **factors that hinder an achievement of better results at school**, one may witness that in both samples the youth indicated laziness as the main factor (9<sup>th</sup> grade – 34.6%| 12<sup>th</sup> grade – 26.9%) and a overwork and extra curriculum activities were mentioned as well (9<sup>th</sup> grade – 15.4% and 12<sup>th</sup> grade – 25%).

It must be noted that youth of 12<sup>th</sup> grade exhibit an achievement motivation on more frequent basis, such motivation is based on a goal to completed a task and achievement oriented and result oriented behaviour (Barkaoukis, Thorgersen-Ntoumani, Ntoumanis, Nikitareas, 2007).

**The subjective factor of youth achievement strategy – attitudes.**Self-assessment results reveal that in **terms of criticism** the youth of 12<sup>th</sup> grade is angered on more occasional basis (3.8% - 12<sup>th</sup> grade, 9<sup>th</sup> grade – 9.6%), become annoyed (1.9% - 12<sup>th</sup> grade, 26.9% in 9<sup>th</sup> grade), however the youth of 12<sup>th</sup> grade analyses and weighs more often (59.6% in 12<sup>th</sup> grade and 17.3% in 9<sup>th</sup> grade). It may be also assumed that criticism is responded to by listening to and performing at one’s discretion in 12<sup>th</sup> grade is observed more occasionally (13.5% in 12<sup>th</sup> grade and 28.8% in 9<sup>th</sup> grade) as well as it is linked to the tendency to analyse and assess the critique. Another observed tendency, which may be explained by the specifics of various development phases is that of the extent of respect towards the opinions of others i.e. in overall there is a tendency not to listen to critique is very subtle in both samples, but as such it was indicated more in 12<sup>th</sup> grade (7.7% in 12<sup>th</sup> grade and 3.8% in 9<sup>th</sup> grade).

**Attitudes towards actions** assessment frequency in 9<sup>th</sup> grade was observed to be fairly in balance between both statements – I have been occasionally been responsible for and independent in terms of my actions (46.2%) and – I have been always responsible for and independent in terms of my actions (38.5%), in 12<sup>th</sup> grade the youth assesses their actions as I have been always responsible for and independent in terms of my actions with a proportion of 67.3%.

**The subjective factor of youth achievement strategy – means to achieve a goal.** Results reveal that execution of action; knowledge + skills + experience; connections, friends; an ability to analyse, conclude, plan; personal skills for the youth of 12<sup>th</sup> grade were more often mentioned as important means

to attain achievement than in 9<sup>th</sup> grade. The youth of 12<sup>th</sup> grade more often take charge in special, unconventional situations and consult others, as well as they possess a higher degree of emotional self-control (i.e. very frequently).

**An ability to analyse, conclude and plan** in 9<sup>th</sup> grade in terms of achieving goals was indicated as averagely essential and essential within similar proportions of selection frequency (44.2% and 42.3%); however, in 12<sup>th</sup> grade 67.3% are of opinion that it is above is highly important. **Personal gifts and talents** were rated as essential means in the achieving a goal in both samples – 59.6% in 9<sup>th</sup> grade (34.6% deemed it to be averagely essential; in 12<sup>th</sup> grade 78.8% deem it essential and none are of opinion that it is non-essential. This further indicates the extent of self-assessment realisation development.

**An action in event of a failure.**In reply to this question the sample of 9<sup>th</sup> grade distributed their responses more or less equally across all opinions – give up (14.6%), try again (14.6%), choose another solution (20.8%), look for someone to blame (18.8%), seek causes (20.8%); take responsibility (8.3%). The youth of 12<sup>th</sup> grade sample give up very occasionally in such a situation (5.8%), more often they try again (17.3%), both most the sample predominantly chooses to select another solution (34.6%) or to seek causes (21.2%), which indicates towards an active purposeful action in an event of a failure.

**Action in a strange and unconventional situation** in overall was active in both samples of youth, which manifested itself by a seldom choice of the response of “refuse to take action (7.7% in 9<sup>th</sup> grade and 3.8% in 12<sup>th</sup> grade). It was observed also that the youth of 9<sup>th</sup> grade more occasional take daring risks (11.5% in 9<sup>th</sup> grade, 17.3% in 12<sup>th</sup> grade), which may indicate towards a higher degree of realisation of one’s abilities because in these situations the youth of 12<sup>th</sup> grade are more prone to take responsibility (26.9% in 12<sup>th</sup> grade and 11.5% in 9<sup>th</sup> grade). A delay and postpone actions are more often exercised by the youth of 9<sup>th</sup> grade (15.4% in 9<sup>th</sup> grade, and 3.8% in 12<sup>th</sup> grade), equally the youth of 9<sup>th</sup> grade on a more often basis allow other to act upon (15.4% in 9<sup>th</sup> grade, 5.8% in 12<sup>th</sup> grade). It indicated towards a more pronounced youth purposefulness in 12<sup>th</sup> grade. The youth of 12<sup>th</sup> grade also consults others more often (34.6% in 12<sup>th</sup> grade and 26.9% in 9<sup>th</sup> grade).

In terms of the **Emotional stability assessment**, which is linked to self-regulation, the both samples of youth most often selected the option of “I occasionally may control my emotions (53.8% in 9<sup>th</sup> grade and 46.2% in 12<sup>th</sup> grade). However, the fact the one is unable to control one’s emotions was recognised by 21.2% of the 9<sup>th</sup> grade sample, whereas the sample of 12<sup>th</sup> grade only 5.8%; however, the ability of always being able to control own emotions were admitted by 17.3% of the youth from the 9<sup>th</sup> grade sample, whereas in 12<sup>th</sup> grade this number rose to 40.4%. Thereby, comparing to the results of other studies that have found positive link between the youth’s insufficiently developed self-regulation skills and goal setting/achievement (Kalavana, Maes, Gucht, 2010; Sanz De Acedo Lizarraga et. al., 2006), the results of the study by the author reveal relatively medium developed self-regulation skills. However, it must be taken into account that youth does not a fully developed ability to assess themselves in an objective manner.

In overall the results indicate that the participants of the research do not possess particularly non-effective goal achievement strategies Barkoukis, Thøgersen-Ntoumani, Ntoumanis, Nikitaras, 2007), which may affect the formation of an achievement strategy. Results that indicate towards a possession of an ability to set a goal in relation to an ability to use means to achieve a goal and a link between the necessity to achieve a goal and attitude towards action, confirm a verity that goals severely affect actual achievements or the attitude towards such achievements (Phinney, Baumann, Blanton, 2001), which, as author argues, may affect the realisation of future plans and goals.

Therefore the results of the research outline a following tendency – youth purposefulness is associated with the factors of youth personality, specifically – self-regulation (Sanz De Acedo Lizarraga et. al., 2006), which manifests itself in the link between purposefulness and an achievement indicator of “action upon failure”.

The comparison results in Table 2 below reveal that school’s importance in terms of the achievement facilitation is rated higher in 12<sup>th</sup> grade than in 9<sup>th</sup> grade.

**Table 2. 9<sup>th</sup> and 12<sup>th</sup> Grade student opinions on the importance of life-activities at school in the context of achievement facilitation results**

Criteria/Level of importance, %	1 – LOW		2 – AVERAGE		3 – HIGH		HARD TO SAY	
	9 <sup>th</sup> grade	12 <sup>th</sup> grade	9 <sup>th</sup> grade	12 <sup>th</sup> grade	9 <sup>th</sup> grade	12 <sup>th</sup> grade	9 <sup>th</sup> grade	12 <sup>th</sup> grade
Independence and responsibility	15.4	3.8	55.8	28.8	23.1	65.4	5.8	1.9
Purposefulness	15.4	3.8	59.6	36.5	19.2	57.7	5.8	1.9
Daring	40.4	11.5	32.7	42.3	25	42.3	1.9	3.8
An ability to set goals	19.2	3.8	44.2	48.1	30.8	42.3	5.8	5.8
An ability to achieve set goals	17.3	13.5	51.9	40.4	25	42.3	5.8	3.8
An ability to find a solution in problem situations	23.1	11.5	51.9	42.3	15.4	42.3	9.6	3.8
Self-regulation ability	34.6	7.7	50	46.2	13.5	36.5	1.9	9.6
Optimism, positive attitude towards self and life	38.5	19.2	30.8	34.6	25	44.2	5.8	1.9
Creativity	25	11.5	34.6	38.5	38.5	44.2	1.9	5.8

The results summarised in Table 2 show that a following tendency may be observed – the youth of 12<sup>th</sup> grade more often recognise a higher level of importance towards life activity in school in the context of achievement facilitation in line with appropriately defined criteria. Thus it may be assumed that the teachers of 12<sup>th</sup> grade are more successful in persuading the students with regards to the necessity to realise one’s future plans; however, the specifics of the youth development phase may be also at play in terms of the ability to perceive teacher opinions on youth goals and purposefulness in a clearer and more comprehensible manner (Caughlin, 2010). In overall, correlation analysis results indicate an importance of the following interpersonal interaction – student – teacher – in terms of self-regulation, goal setting and achievement efficiency (Kalavana, Maes, Gucht, 2010).

### Conclusions

It the course of the empiric study it was concluded that the following tendency may be observed – in such subjective factors of youth achievement factor strategy as purposefulness, attitudes, means to attain achievements the self-assessment was lower in terms of the aspect of action and higher in the cognitive aspect. However, in general it may be conclude that the youth achievement strategy in life-activity at school does develop over time, which indicates towards the possibility of managing such opportunities at a pedagogical level. It is also supported by importance evaluation of the school as an objective factor in terms of youth achievement strategy formation, which proves school’s role in the development of such subjective factors as daring, ability to set goals, self-regulation skills, optimism, positive attitude toward self and life as well as creativity.

In general, results show a positive dynamic over time, specifically in terms of results in those subjects which correspond to the future plans of the respective person. The youth of 12<sup>th</sup> grade realise their achievements more often as well as they realise their importance in terms of life-activity. Nevertheless, a general trend may be observed that youth have difficulties in terms of assessing their achievements, as well as the uniqueness and importance of.

Comparison results in terms of choice of means show that in most cases a positive assessment dynamic is present, which is supported by a more pronounced selection of purposeful means by the youth of 12<sup>th</sup> grade, specifically - an ability to analyse, conclude, plan; personal talents; an ability to take charge in case of strange and unconventional occasion and manage one’s emotions, also in terms of failure a responsibility is more often assumed by the youth of 12<sup>th</sup> grade than the youth of 9<sup>th</sup> grade.



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## FACTEURS SUBJECTIFS ET OBJECTIFS DE LA STRATÉGIE DE RÉALISATION DES JEUNES

**Mara Bernande**

### Résumé

Le présent article analyse les facteurs subjectifs et objectifs de la stratégie de réalisations des jeunes en ce qui concerne le développement de votre détermination. Le but de cet article est de fournir une base théorique pour les facteurs subjectifs et objectifs des stratégies de réussite des jeunes et d'analyser les résultats empiriques sur la formation de la stratégie de réalisation chez les jeunes de 9 et 12 années.

La méthodologie est basée sur une conclusion tirée dans le résultat du concept et analyse de l'étude que la stratégie de réalisation des jeunes est formée par des actions motivantes qui commencent par la réalisation d'un objectif et la nécessité. Un prêt à atteindre l'objectif est formé par des moyens d'une activité spécifique psychique et mise en œuvre réussie de celui-ci génère les réalisations des jeunes (Phinney, Baumann, Blanton, 2001; Sirin et al, 2004; Leontev, 2007; Yeager, Bundick, 2009; Hirschi, 2010).

Basé sur l'analyse de la littérature, l'auteur définit les facteurs subjectifs suivants de la stratégie de réalisation des jeunes - détermination, réalisation d'auto-évaluation, des attitudes, des moyens pour atteindre les objectifs (Zimmer-Gembeck, Mortimer, 2006; Rohde, Lewinsohn, Klein, Seeley, 2005; Barkoukis, Thøgersen-Ntoumani, Ntoumanis, Nikitaras, 2007; Špona, Vidnere, 2008; Kalavana, Maes, De Gucht, 2010) et les facteurs objectifs suivants - l'importance école dans la facilitation des facteurs subjectifs (Barkoukis, Thøgersen-Ntoumani, Ntoumanis, Nikitaras, 2007; Ali, Saunders, 2009; Boehm, Lyubomirsky, 2008; Špona, Vidnere, 2008). L'article analyse les résultats empiriques d'une recherche effectuée auprès d'un échantillon d'un jeune d'une école à Riga (Lettonie) en 2008 et 2011, offrant ainsi une comparaison de ces résultats qui révèlent des facteurs subjectifs de la jeunesse - avec les attitudes, les croyances et détermination liées facteurs ainsi que l'importance école comme facteur objectif dans le processus de formation de la stratégie de rendement.

Il le cours de l'étude empirique, il a été conclu que la tendance suivante peut être observée - dans de tels facteurs subjectifs de la stratégie de facteur de la jeunesse réalisation comme une détermination, des attitudes, des moyens pour atteindre les réalisations de l'auto-évaluation a été plus faible en termes de l'aspect de l'action et plus élevé dans l'aspect cognitif. Cependant, en général, il peut être en conclure que la stratégie de réalisations des jeunes dans la vie-activité à l'école se développe au fil du temps, ce qui indique vers la possibilité de gérer de telles opportunités au niveau pédagogique. Il est également soutenu par une évaluation importance de l'école comme un facteur objectif en termes de formation de la stratégie jeunesse réalisation, ce qui prouve rôle de l'école dans le développement de ces facteurs subjectifs comme l'audace, la capacité de se fixer des objectifs, l'autorégulation des compétences, l'optimisme, une attitude positive vers l'autonomie et de l'IFE ainsi que la créativité.