

# Statistical Data Analysis of Student Goals

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## Contents

<b>1</b>	<b>Abstract</b>	<b>1</b>
<b>2</b>	<b>Background / Introduction</b>	<b>1</b>
<b>3</b>	<b>Data</b>	<b>1</b>
<b>4</b>	<b>Methodology</b>	<b>2</b>
<b>5</b>	<b>Results</b>	<b>2</b>
<b>6</b>	<b>Conclusion / Discussion</b>	<b>2</b>

## 1 Abstract

*This should be a very brief explanation of your research paper (around 150 words). It normally includes information about the issue, why you are interested in that issue, your method/model, analysis results, discussions and conclusions.*

Recent **evidence** has shown that undergraduate students tend to have different reasons for studying as they progress through their course. In this paper, we seek to answer whether this is true while also taking into consideration a student's **subject**, **sex** and a **year** of study. <https://ggplot2.tidyverse.org>

## 2 Background / Introduction

*This section should explain the topic, why it is important, and how you approach the issue*

## 3 Data

*Explain your dataset and how the data was collected – e.g. your sampling strategy or information given by the project information. Around 650 students were surveyed.*

## 4 Methodology

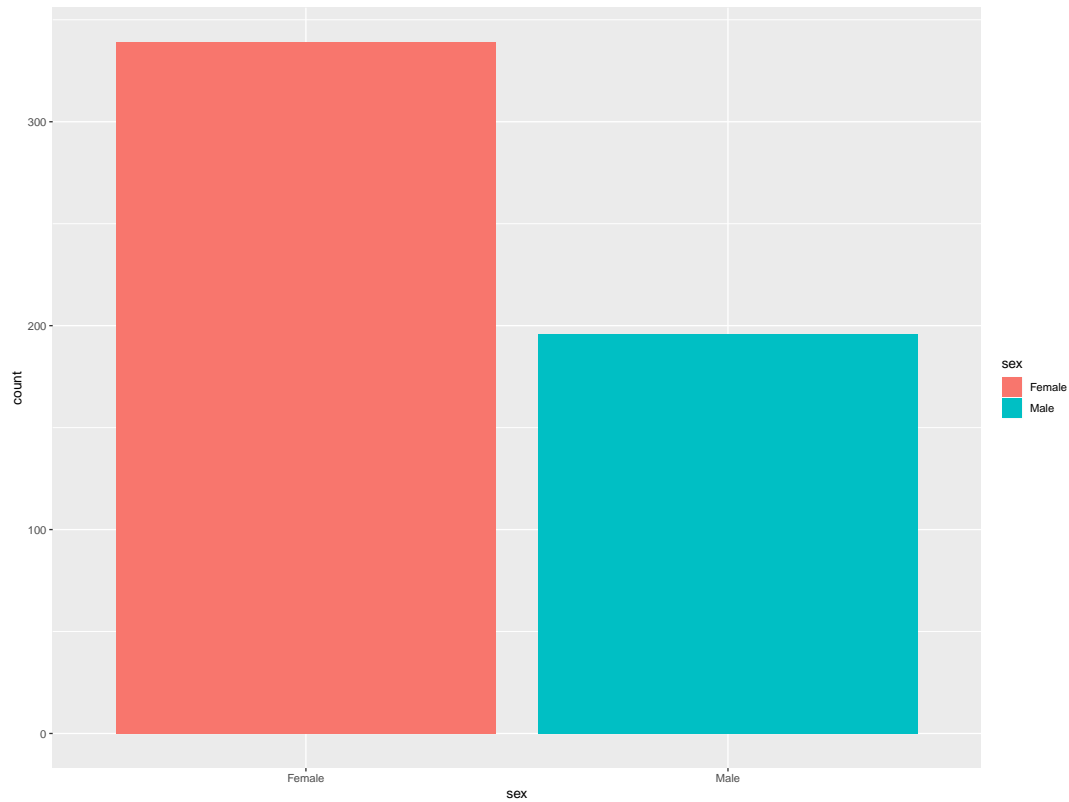
*This section explains the statistical methods and/or your model. It is also a common practice to present the statistical model structure (i.e. equation) here as well.*

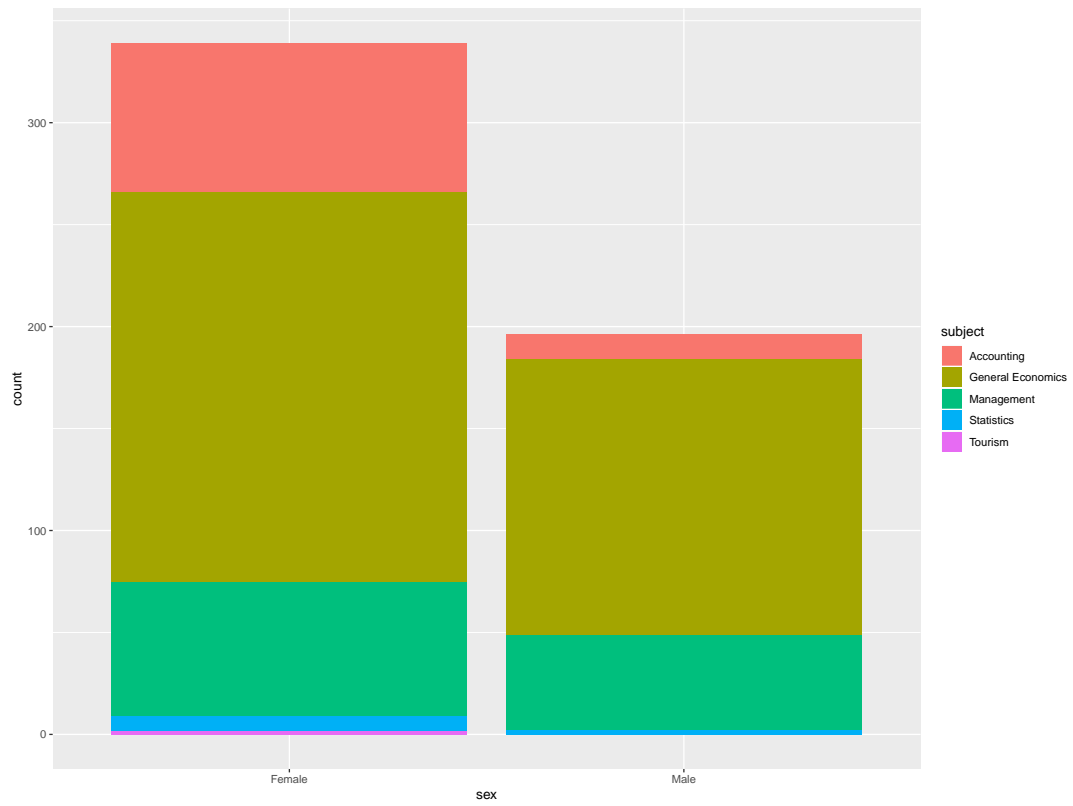
## 5 Results

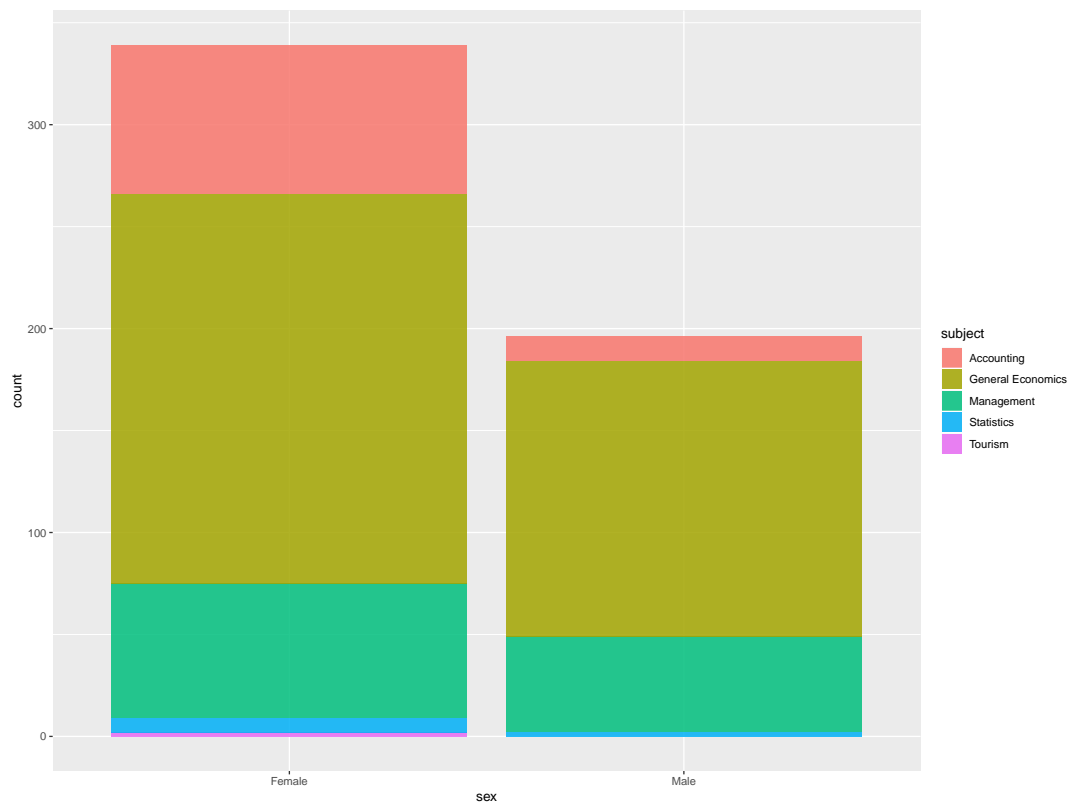
*Present both your informal and formal analyses.*

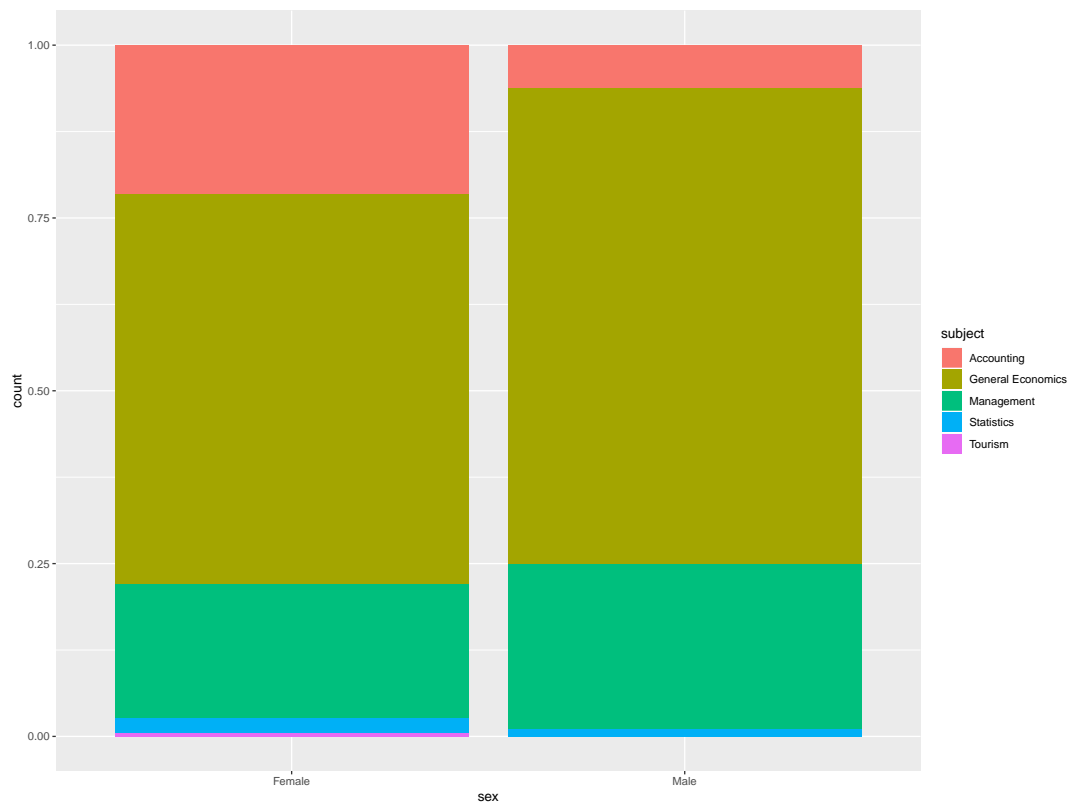
## 6 Conclusion / Discussion

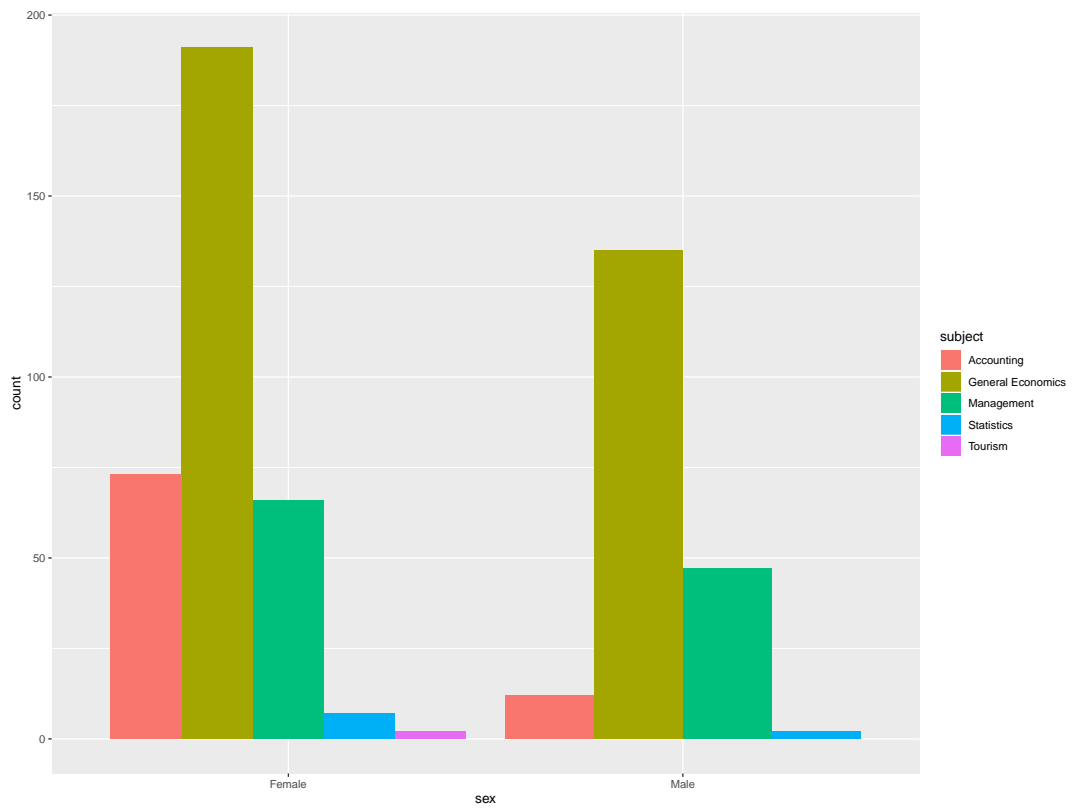
*You need to conclude your project, discuss the results, discuss any reservations that you have about the study and list any future work.*

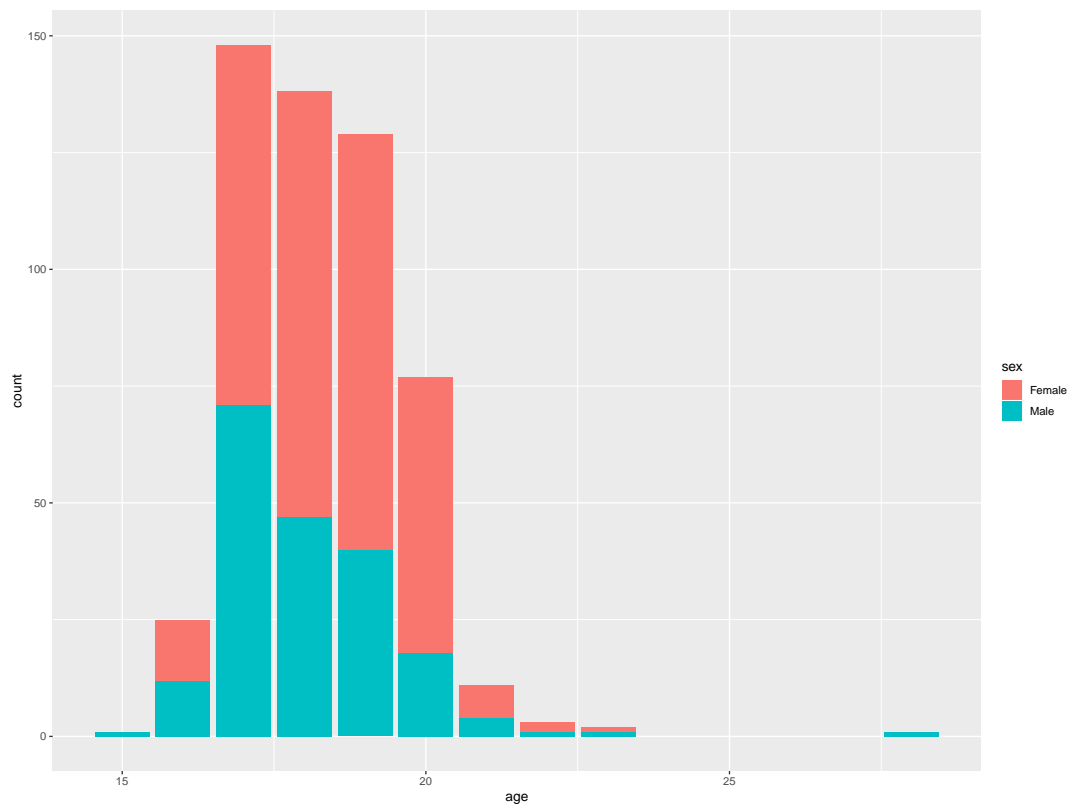


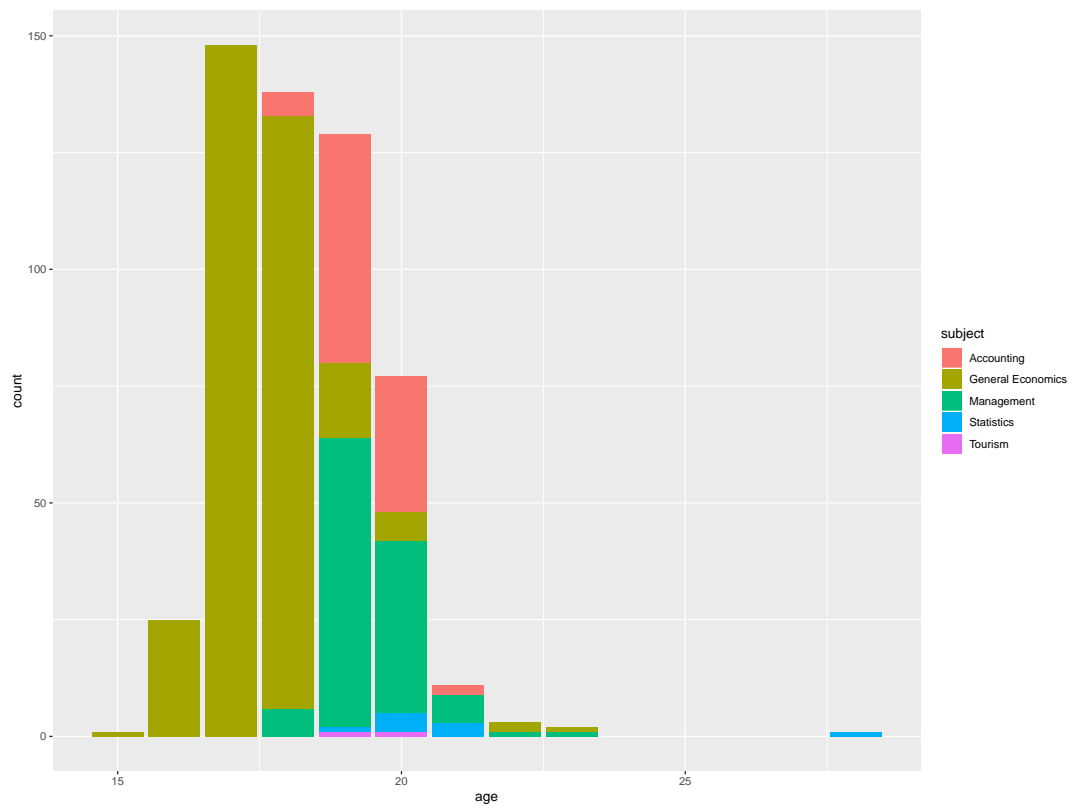




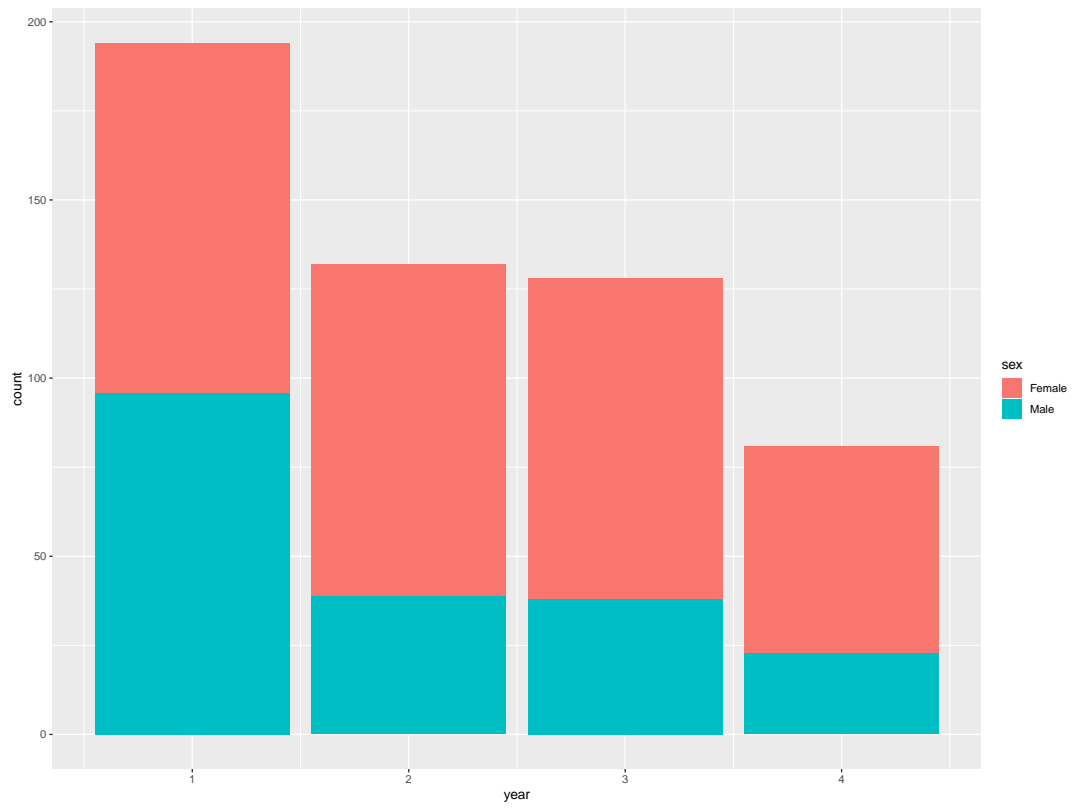


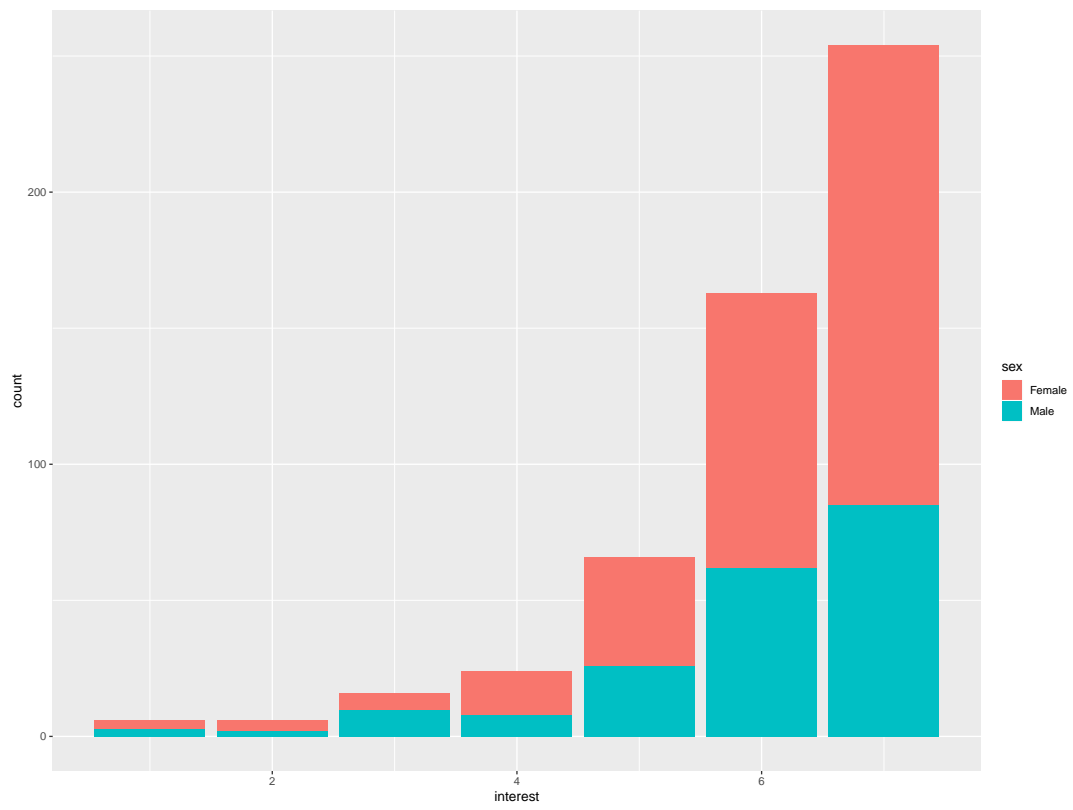


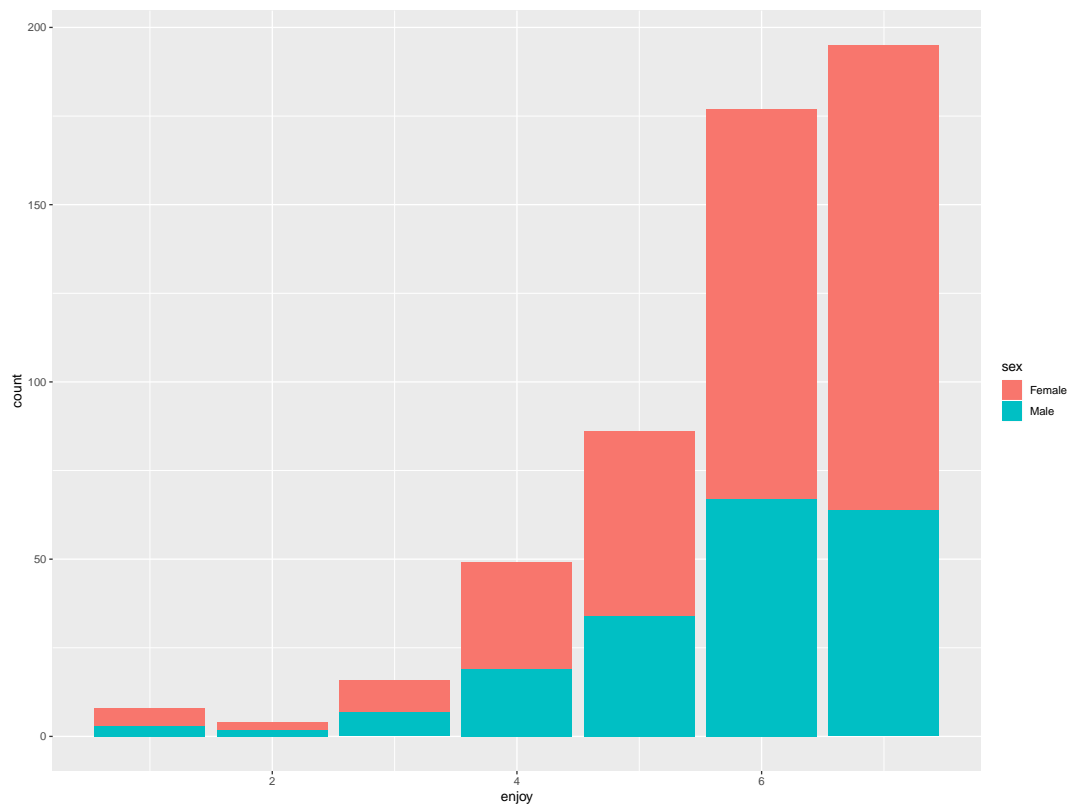


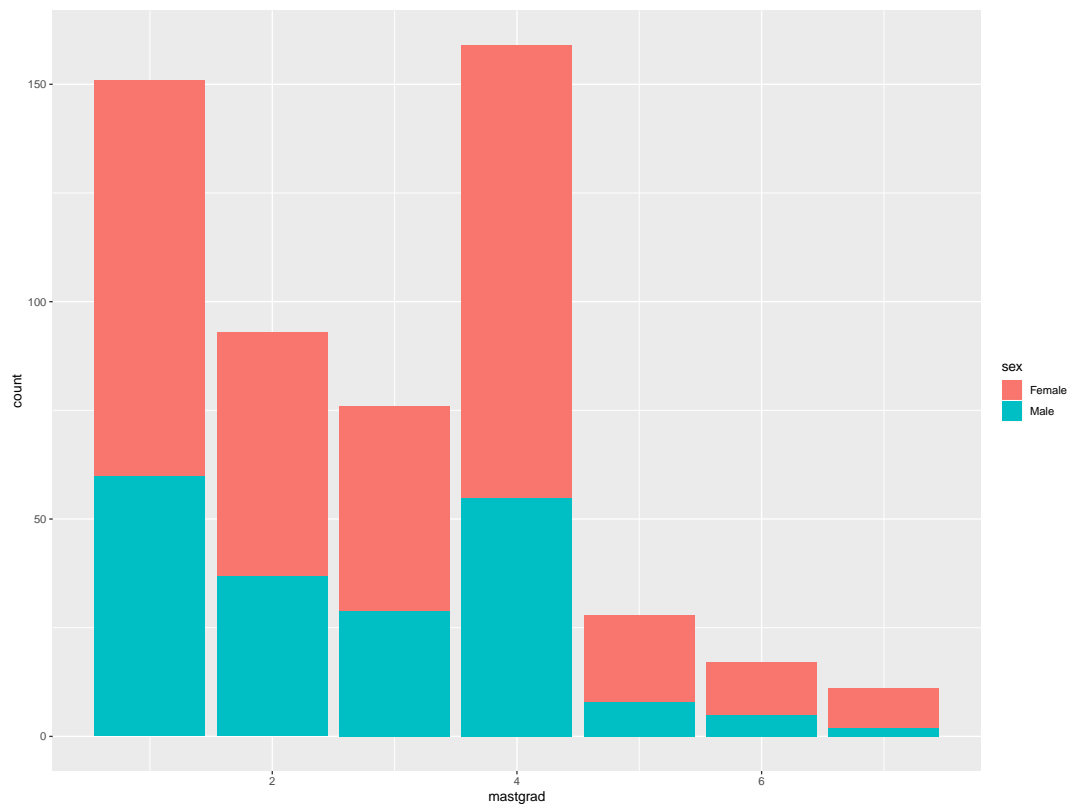


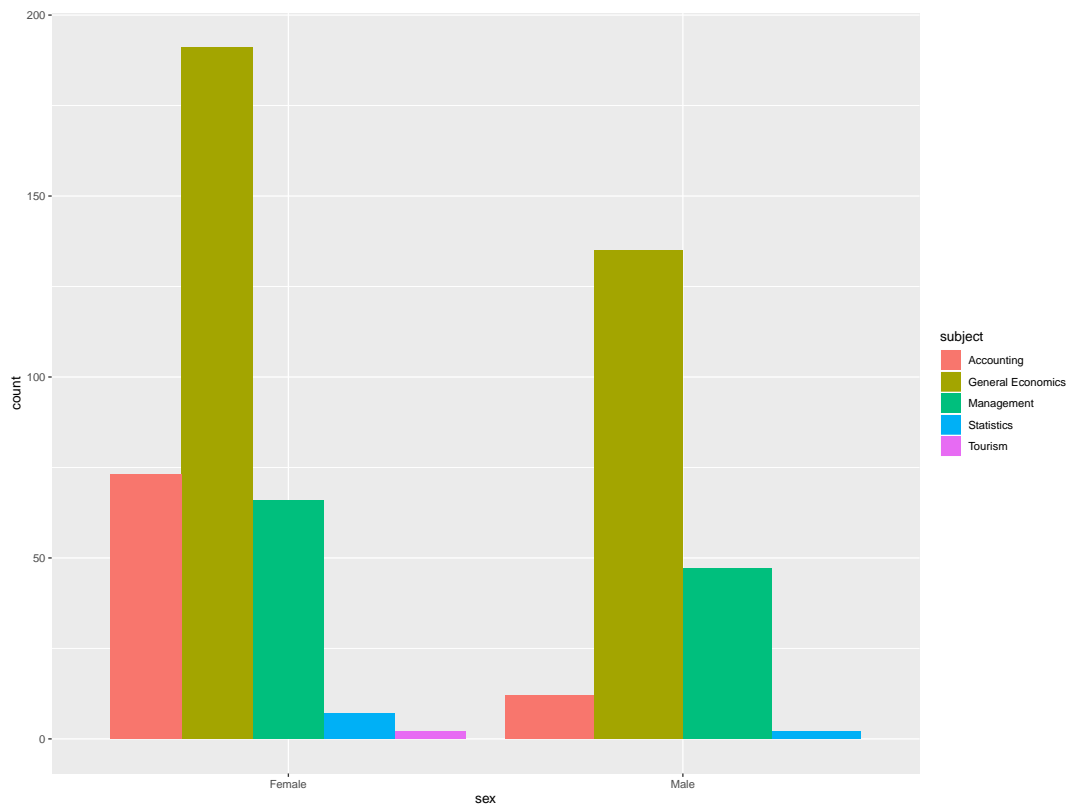


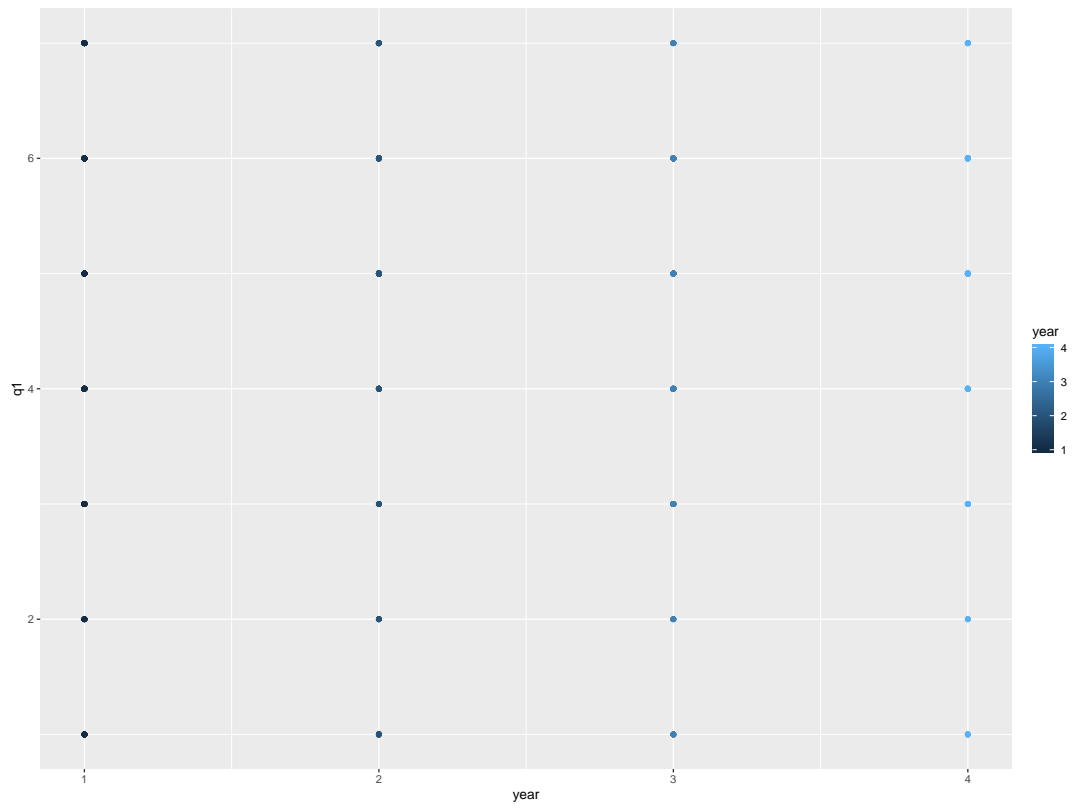




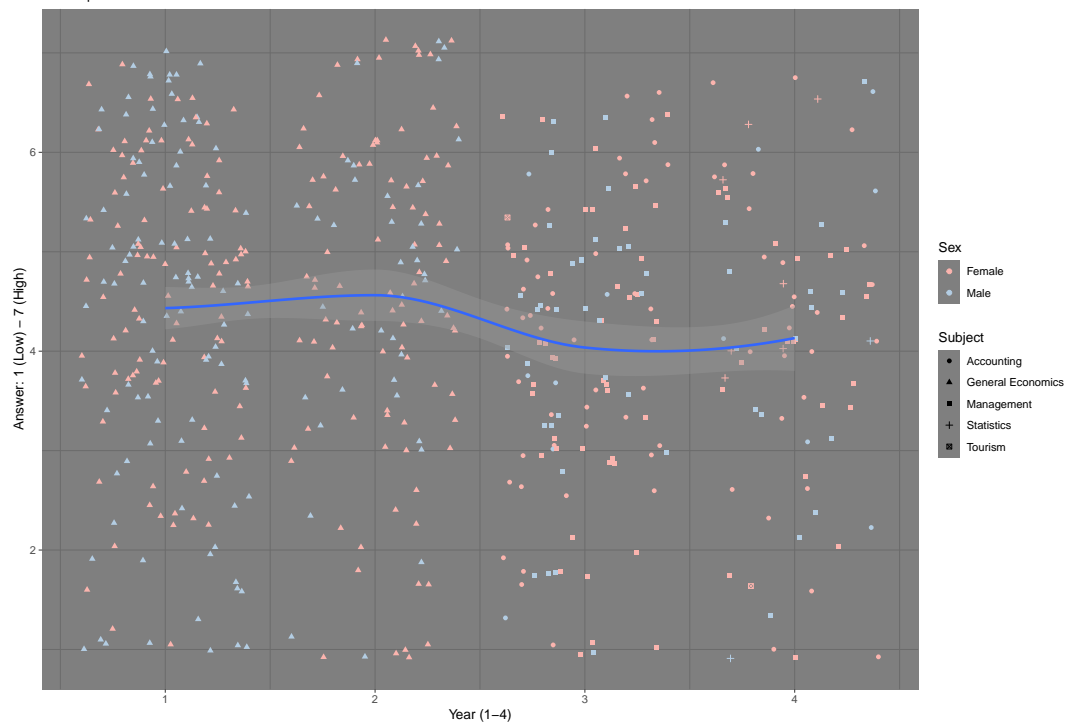








Student's grade-orientation focus set on basis of:  
different years of study, sexes and subjects.  
How important it is to students to do better than others?



Data source: Elliot, A. J. and McGregor, H. A. (2001)

Figure 1: ...

Students' grade-orientation focus set on basis of:  
different years of study, sexes and subjects.  
How motivated are students by fear of performing poorly?

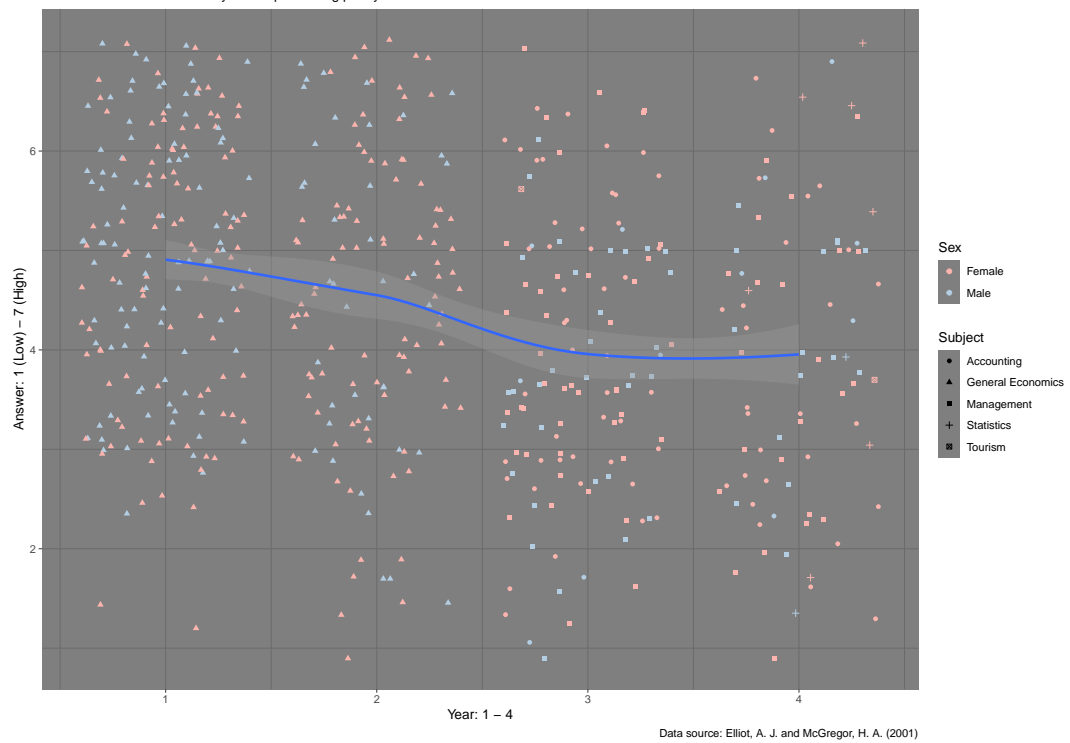


Figure 2: ...



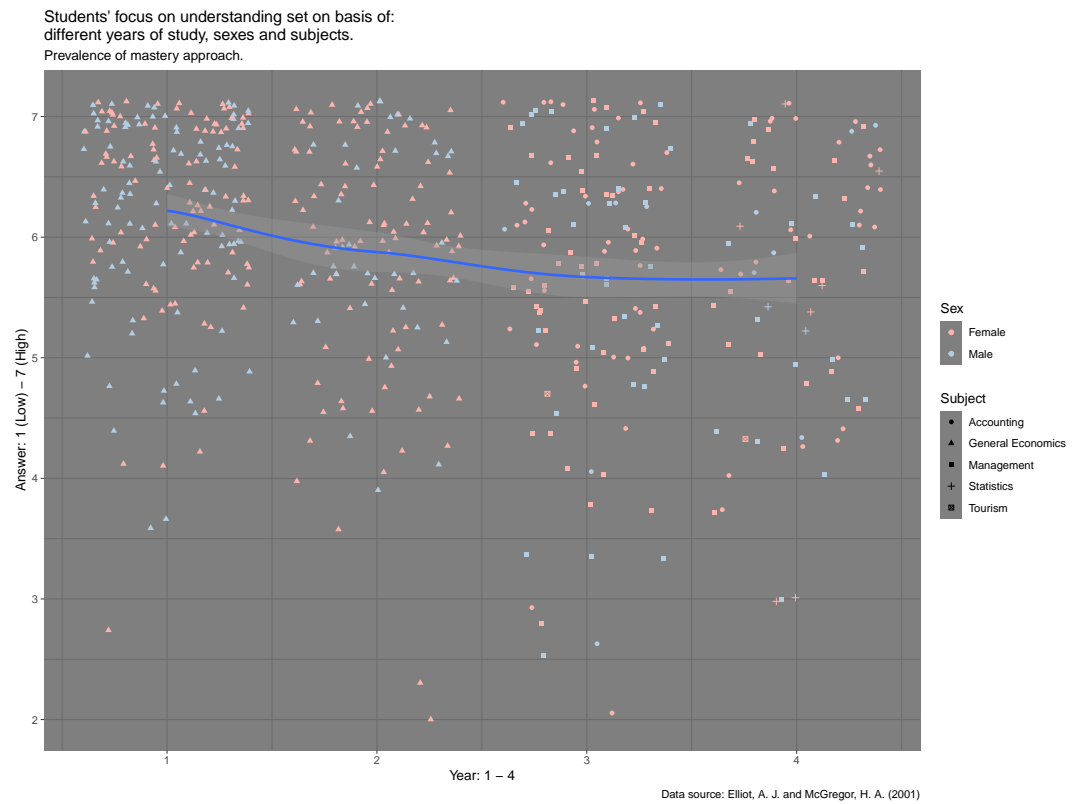


Figure 3: ...

Students' focus on understanding set on basis of:  
different years of study, sexes and subjects.  
Students' fear of not mastering the course.

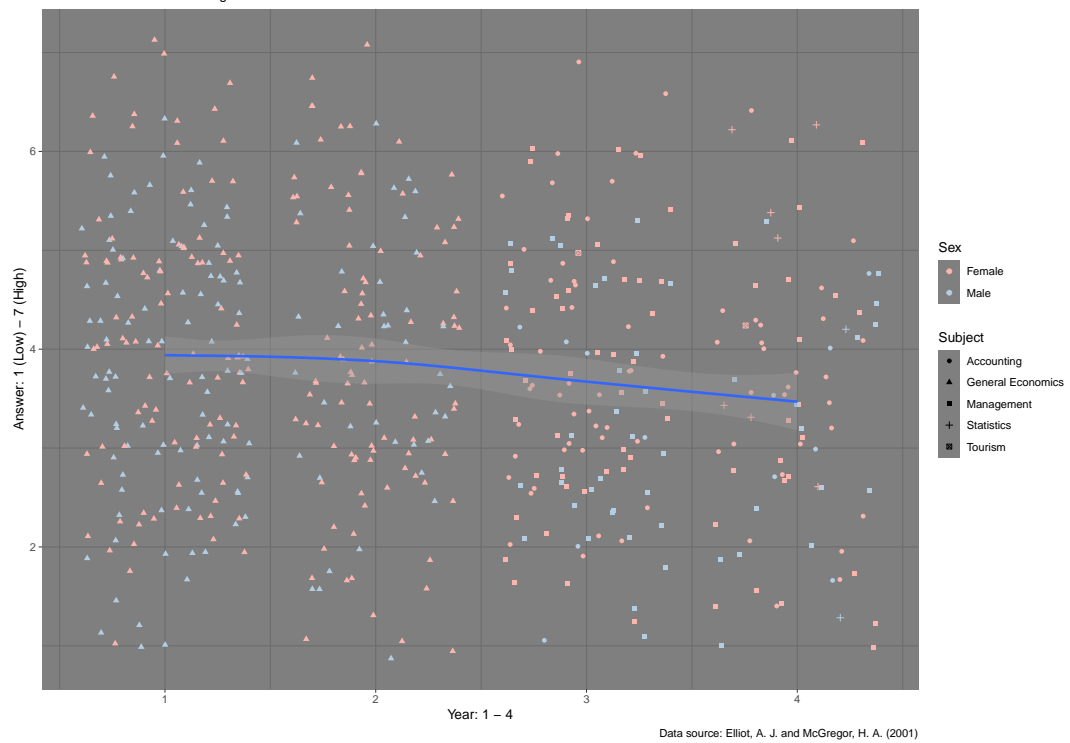
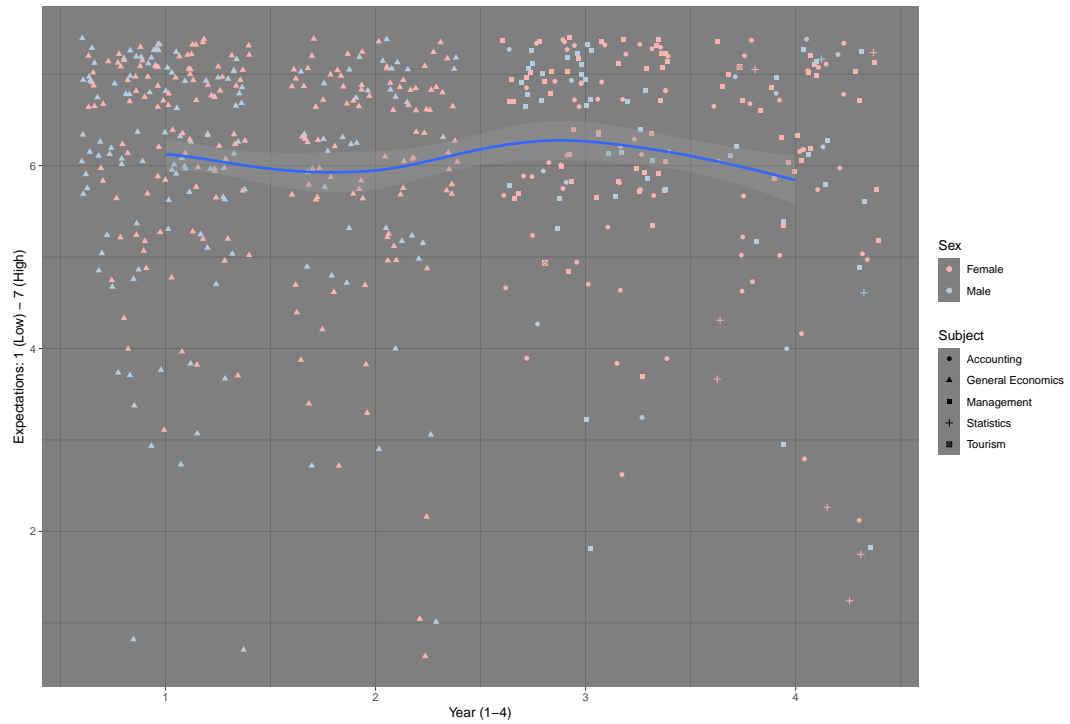


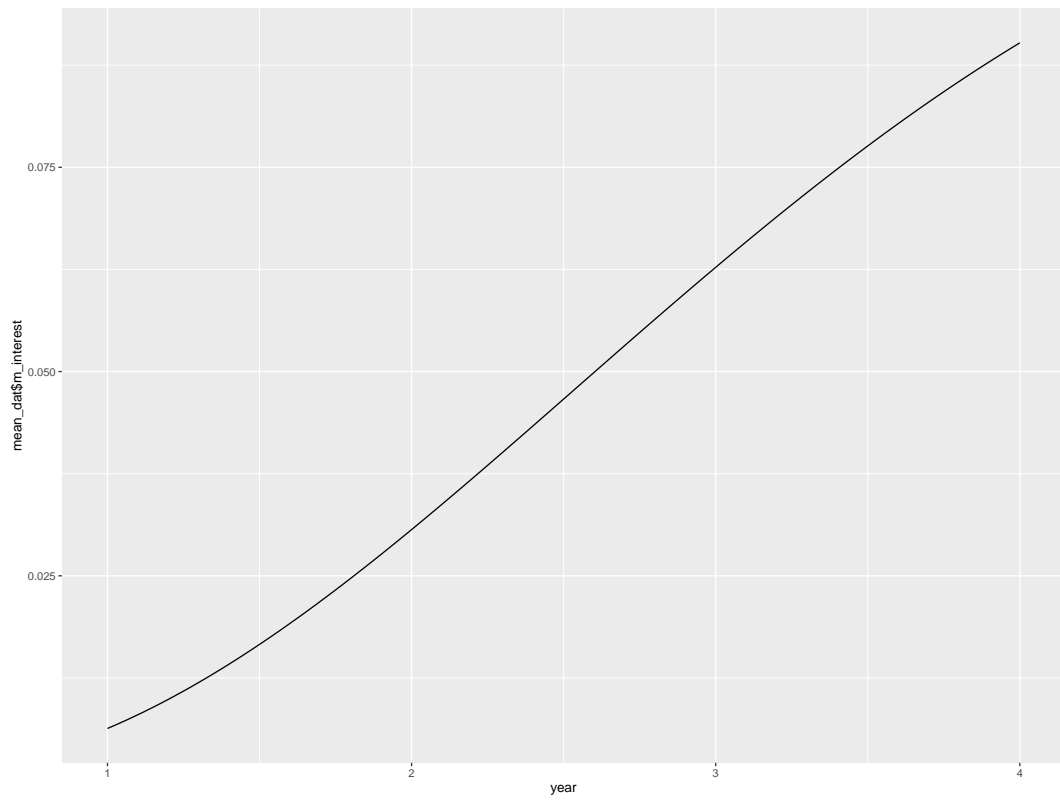
Figure 4: ...

Students' course interestedness expectations set on basis of:  
different years of study, sexes and subjects.

'I expect my courses this semester to be very interesting'



Data source: Elliot, A. J. and McGregor, H. A. (2001)



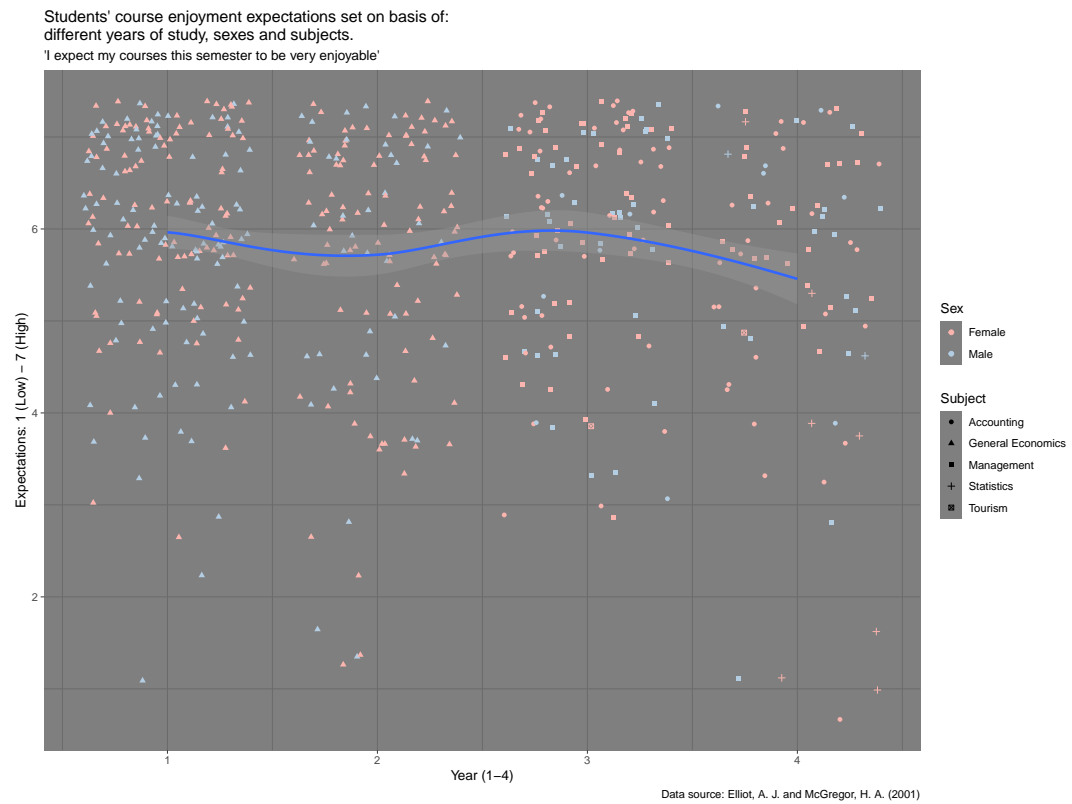
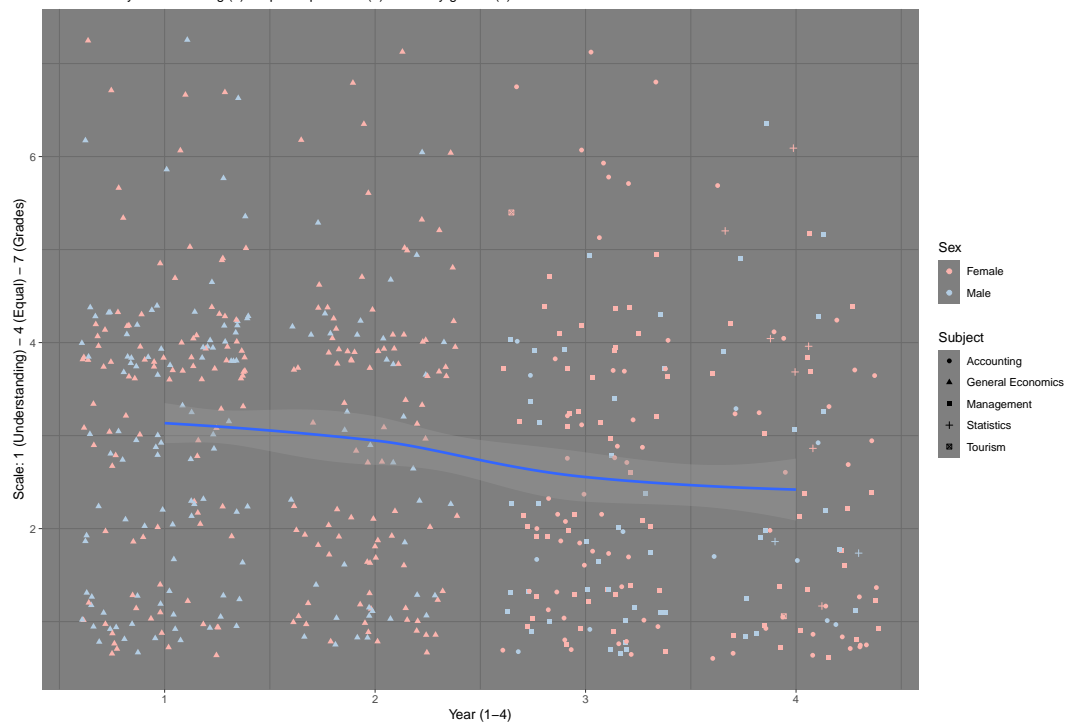


Figure 5: ...

Students' importance scale between understanding and grades set on basis of:  
different years of study, sexes and subjects.

Scale: Primarily understanding (1) / Equal Importance (4) / Primarily grades (7)



Data source: Elliot, A. J. and McGregor, H. A. (2001)

Figure 6: ...