

# Statistical Data Analysis of Student Goals

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## 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.*

This paper analyses the data gathered from surveying 625 undergraduate students. The authors of the survey tried to prove two hypothesis: 1) During students' junior years, they tend to primarily focus on getting good grades while during their senior years, the focus shifts towards a deep-understanding of the subject and 2) students' enjoyment and interest tends to deteriorate as they progress through their studies. It is not obvious why this might be the case and if the student's age, sex or studied subject has any bearing. This is why the survey has 15 questions and probes 7 different categories. Each category consists of 3 to 1 questions and because the order of the questions is randomised, the student should not know the categories nor notice any patterns.

In this paper a full analysis of the gathered data will be presented, including data: preparation, analysis, exploration and interpretation; calculation of confidence intervals, interpretation of the results with diagrams and an explanation of the methods used.

## 2 Background / Introduction

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

It is interesting how undergraduate students' goals change through-out their studies. A formal analysis started with an interpretation of the 7 categories based on the questions they consisted of. The results are presented in a table below:

Category	Interpretation	Questions
Performance approach	How important it is to students to do better than others?	1, 2, 3
Performance avoidance	How motivated are students by fear of performing poorly?	4, 5, 6
Mastery approach	Prevalence of mastery approach	7, 8, 9
Mastery avoidance	Student's fear of not mastering the course	10, 11, 12

Category	Interpretation	Questions
Interest	Student's expectations whether the course will be interesting	13
Enjoyment	Student's expectations whether the course will be enjoyable	14
Importance focus	Student's importance focus between understanding and grades	15

### 3 Data

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

Around 625 students were surveyed. To conceal the existence of the 7 categories from students, they were presented with the questions in random order.

### 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.*

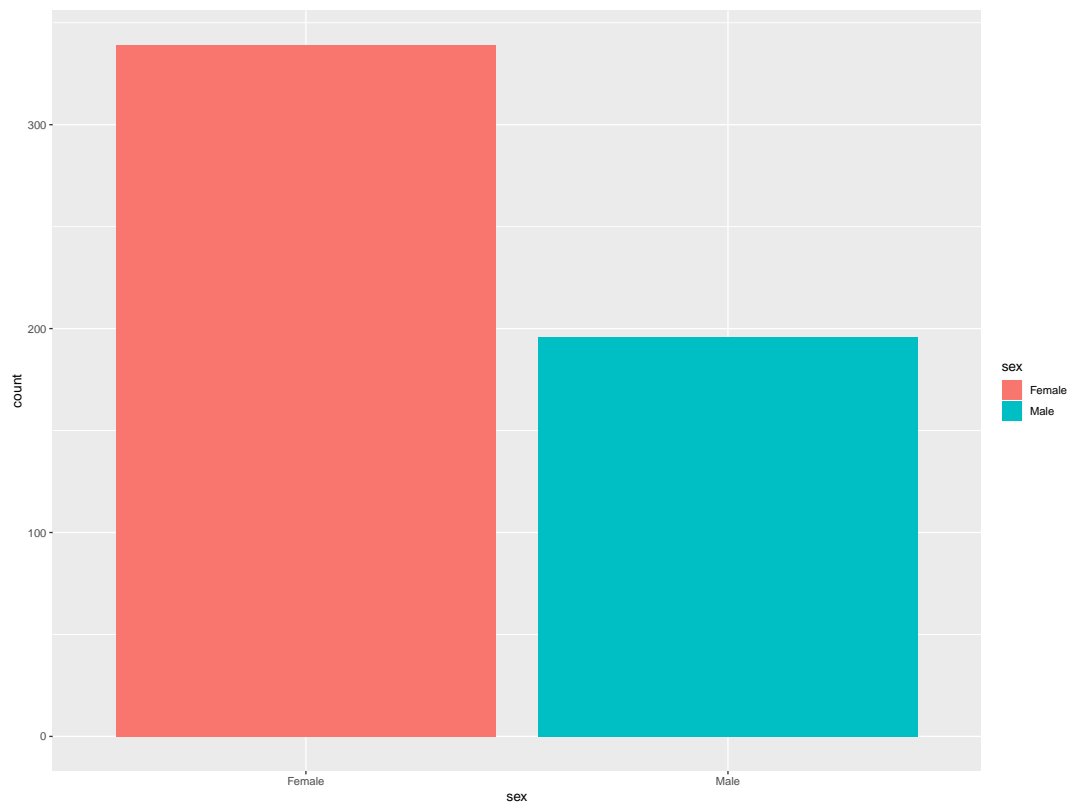
<https://ggplot2.tidyverse.org>

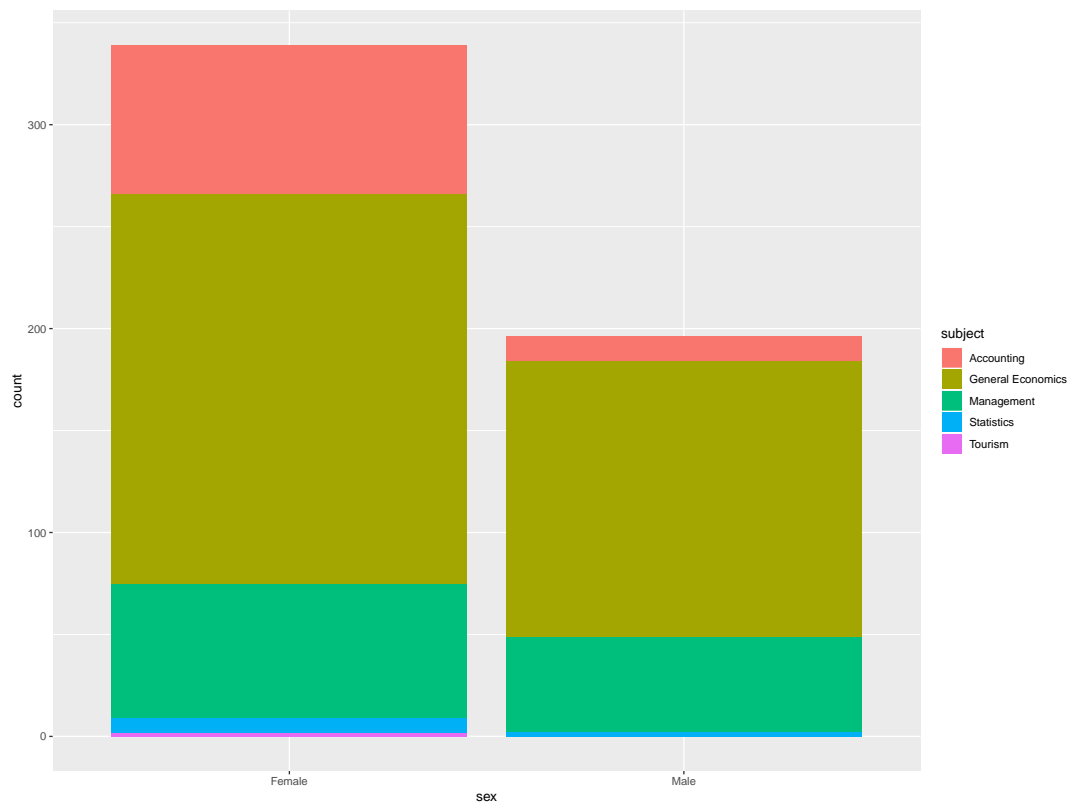
### 5 Results

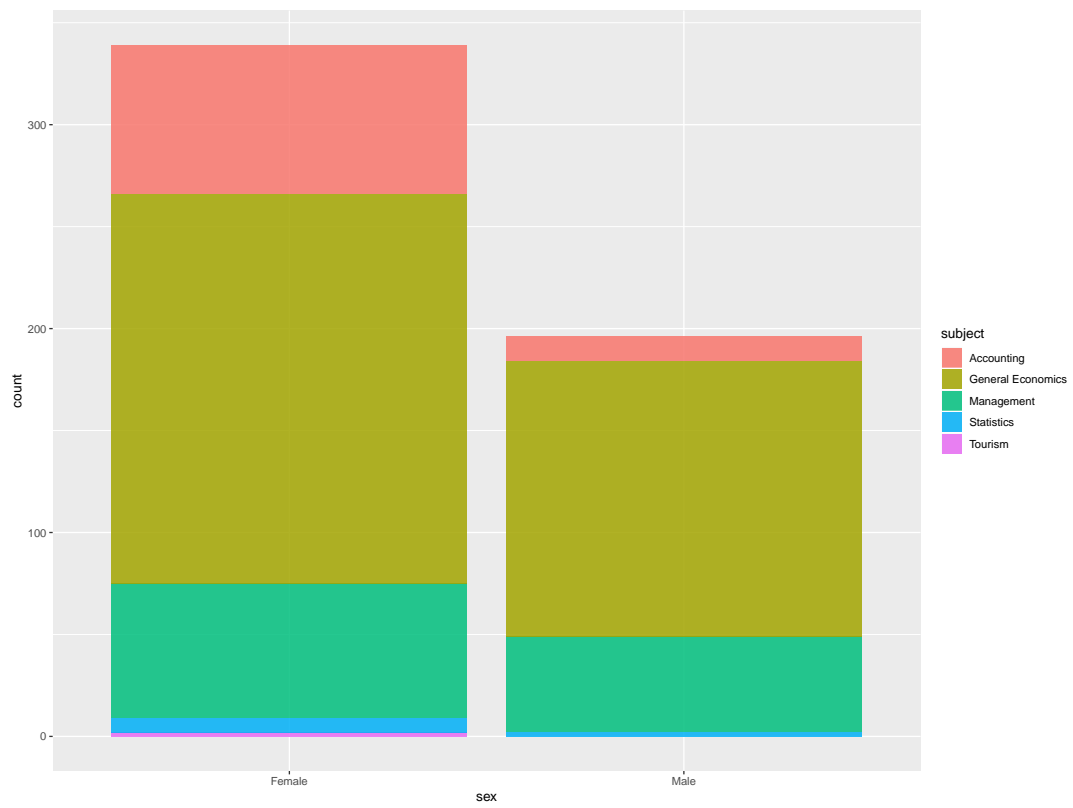
*Present both your informal and formal analyses.*

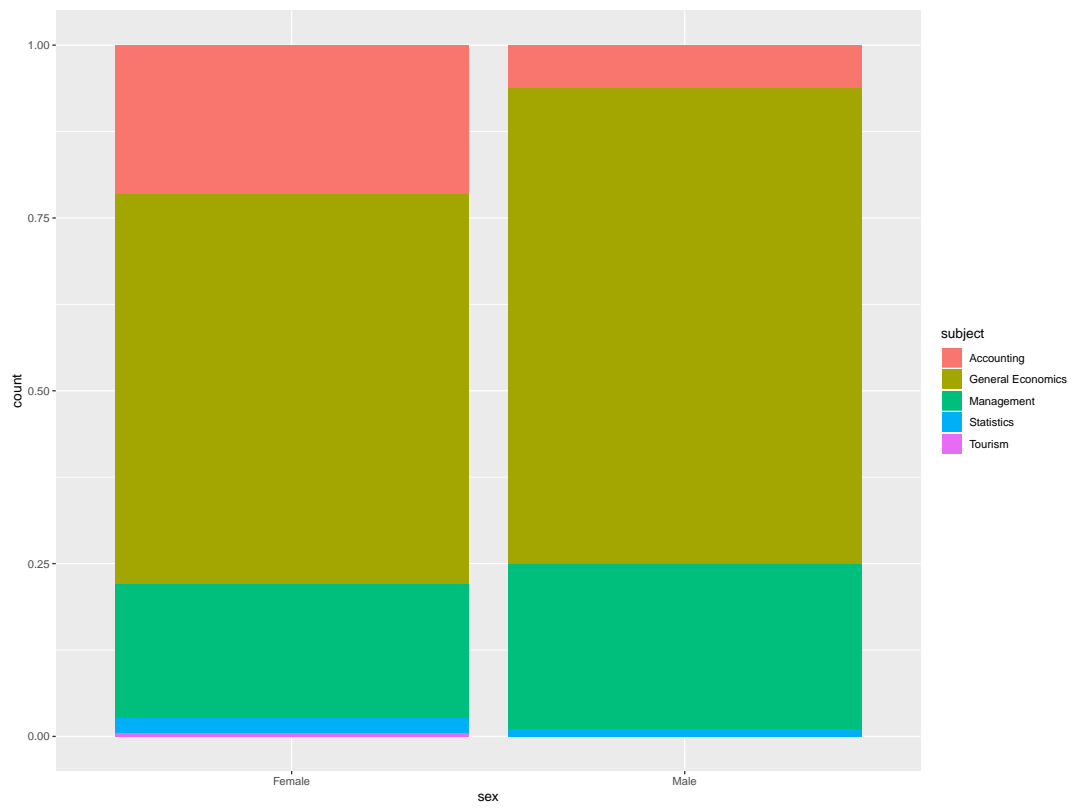
### 6 Conclusion / Discussion

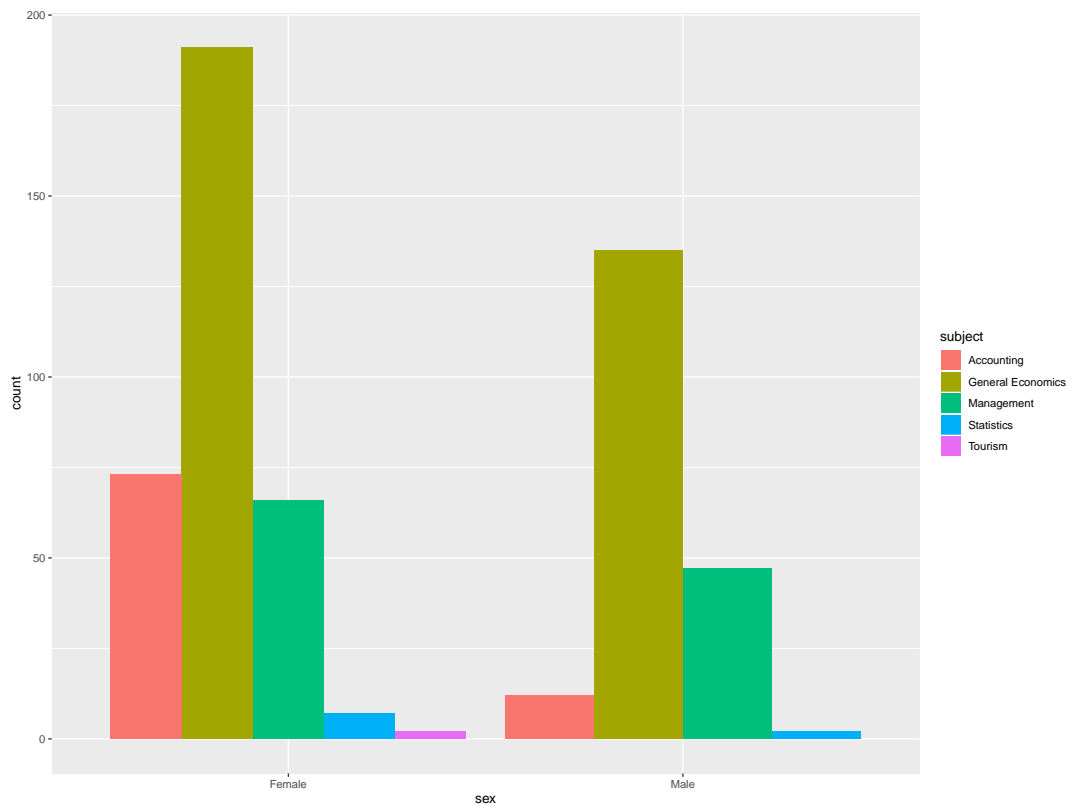
*You need to conclude your project, discuss the results, discuss any reservations that you have about the study and list any future work.*

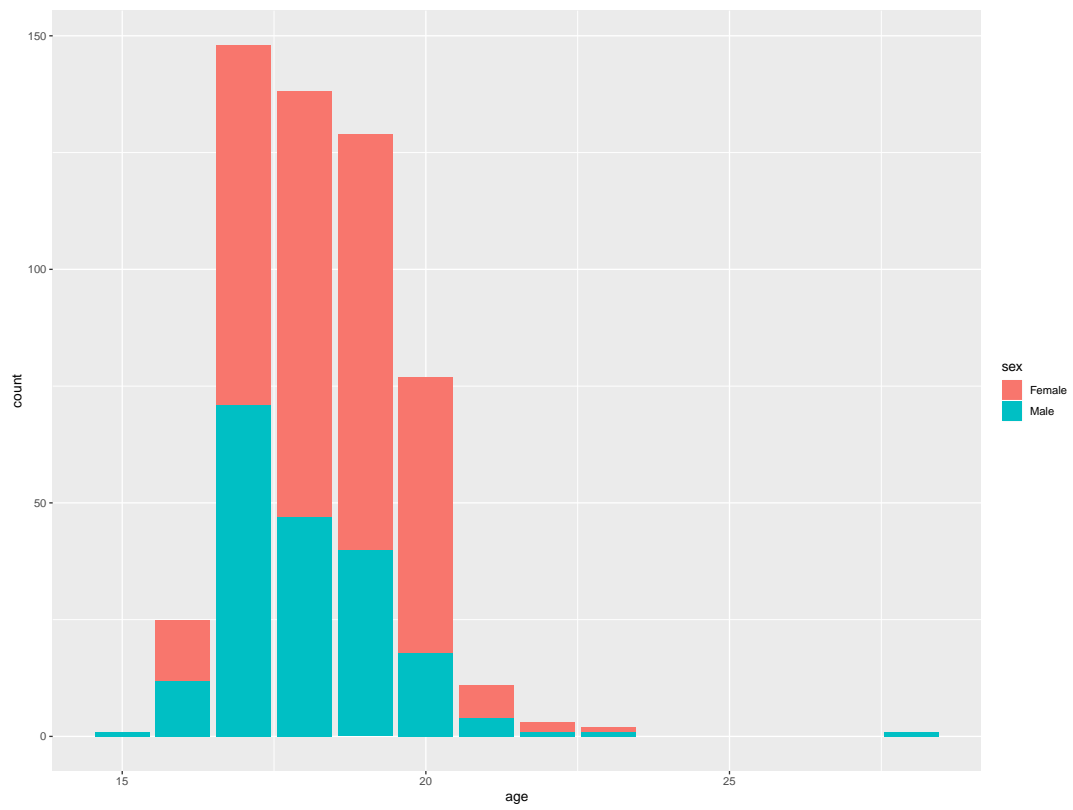




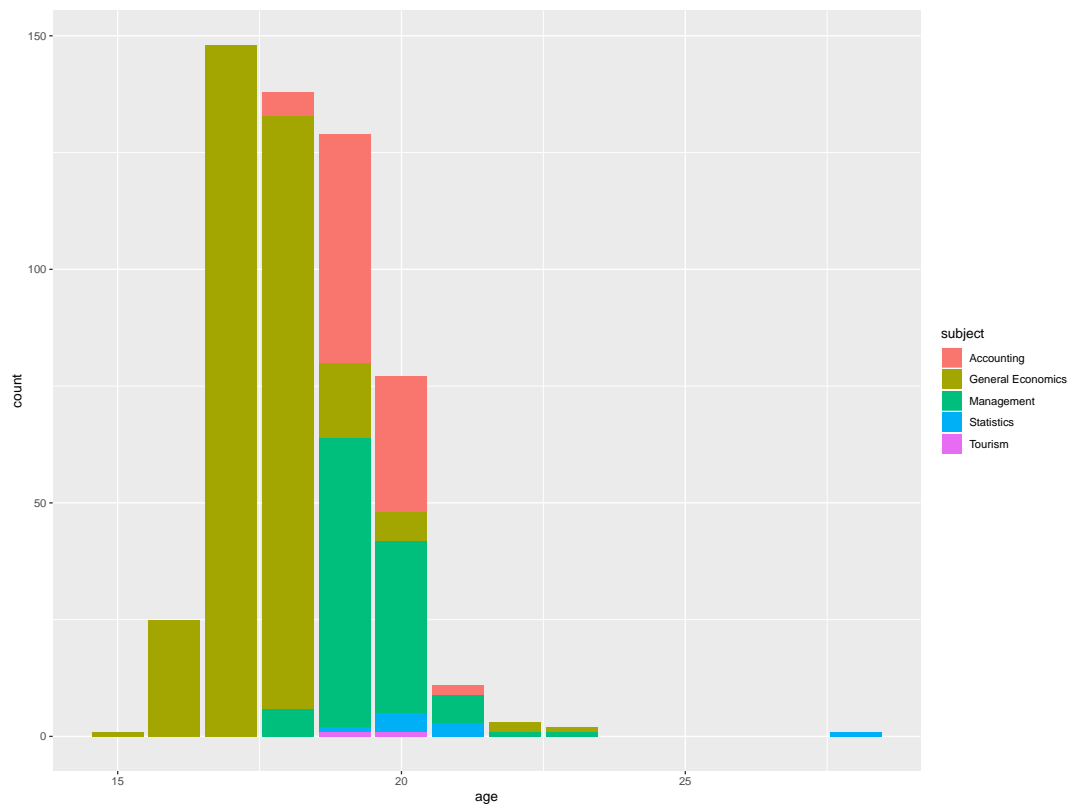


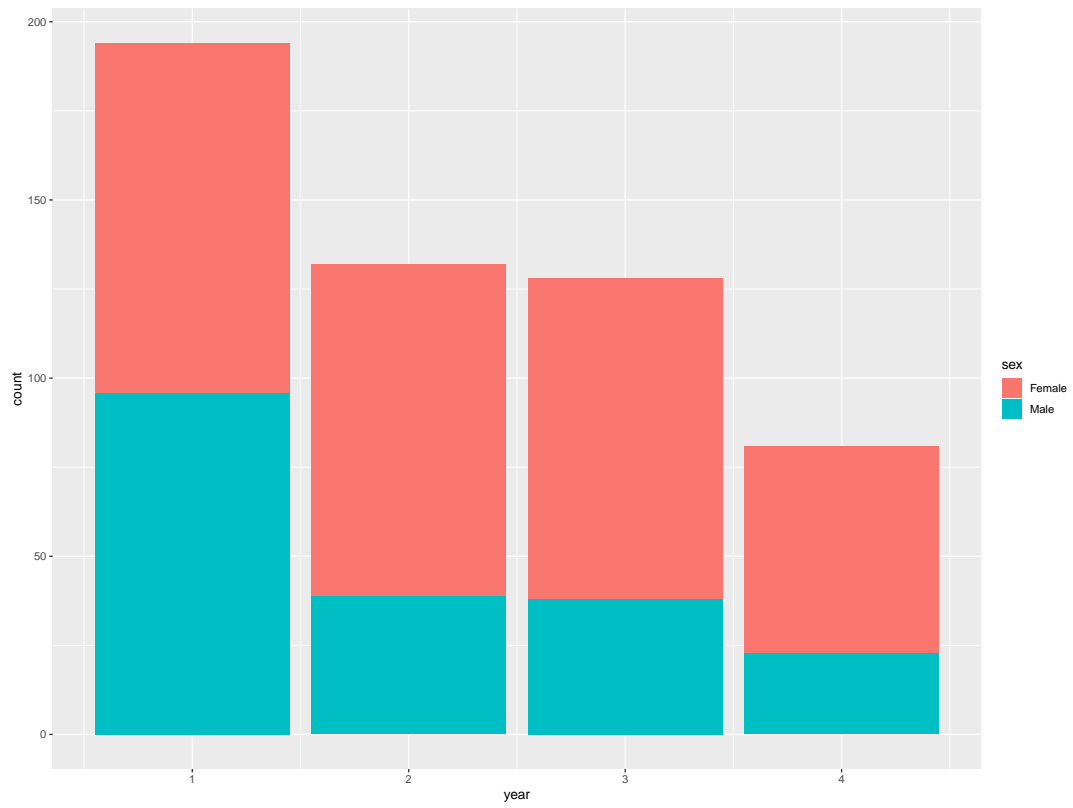


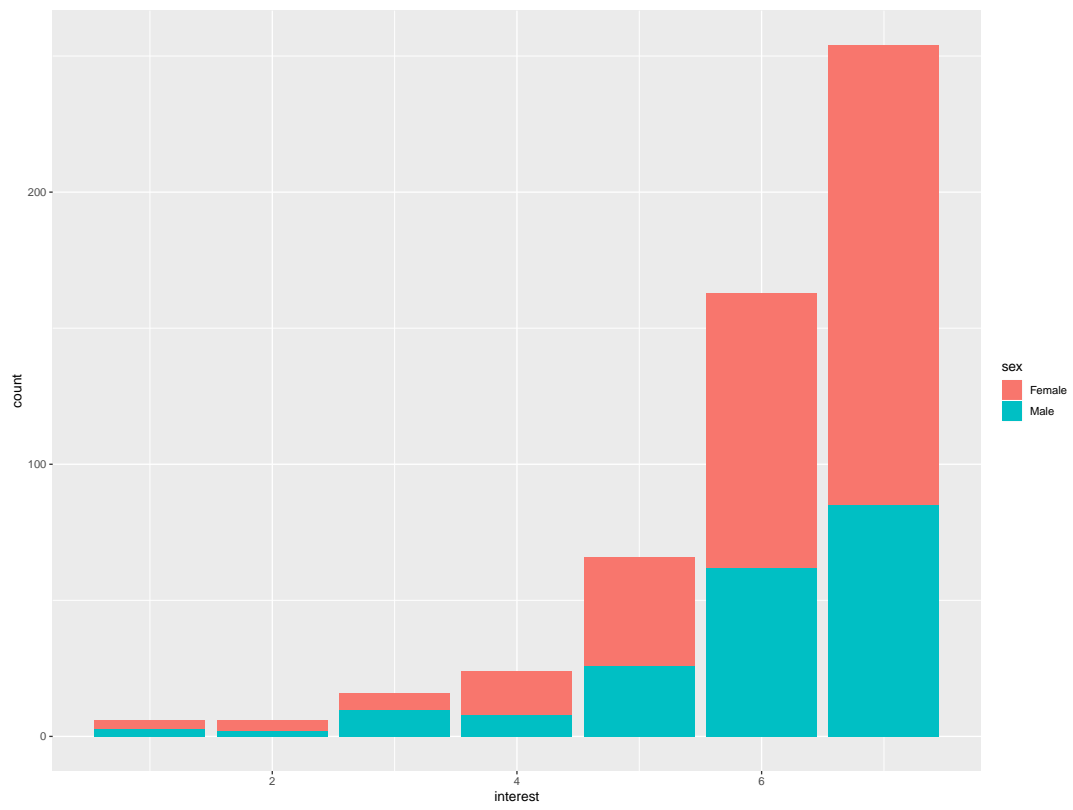


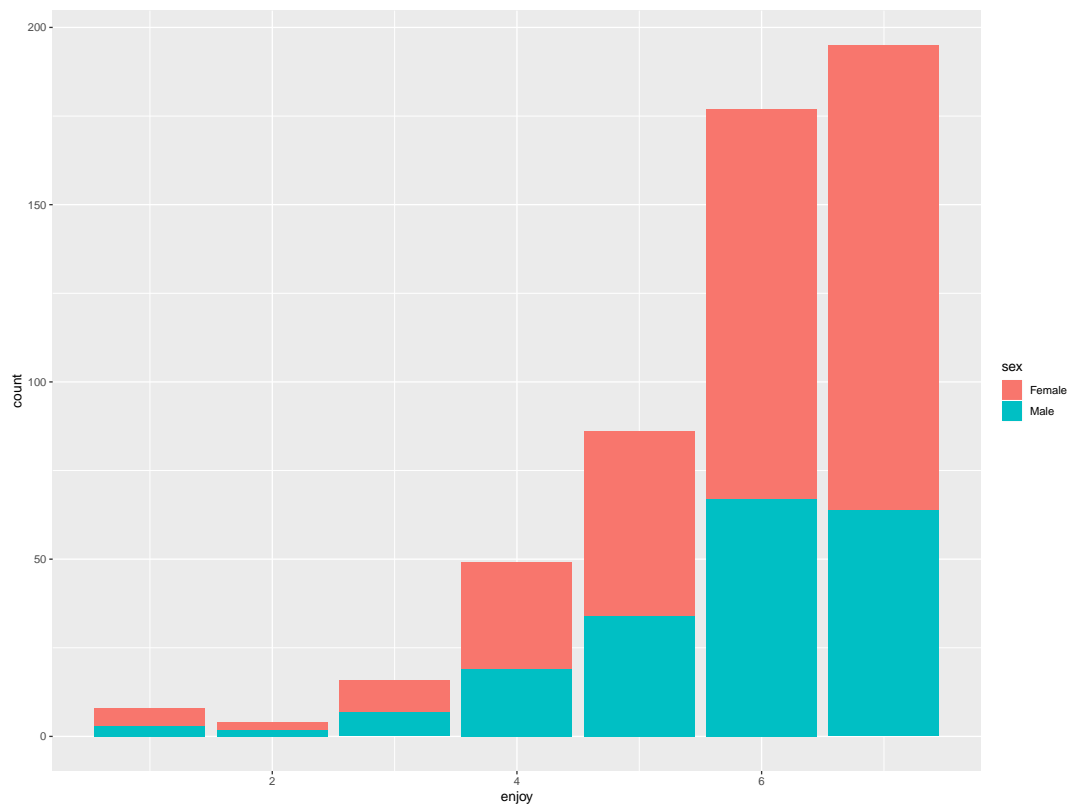


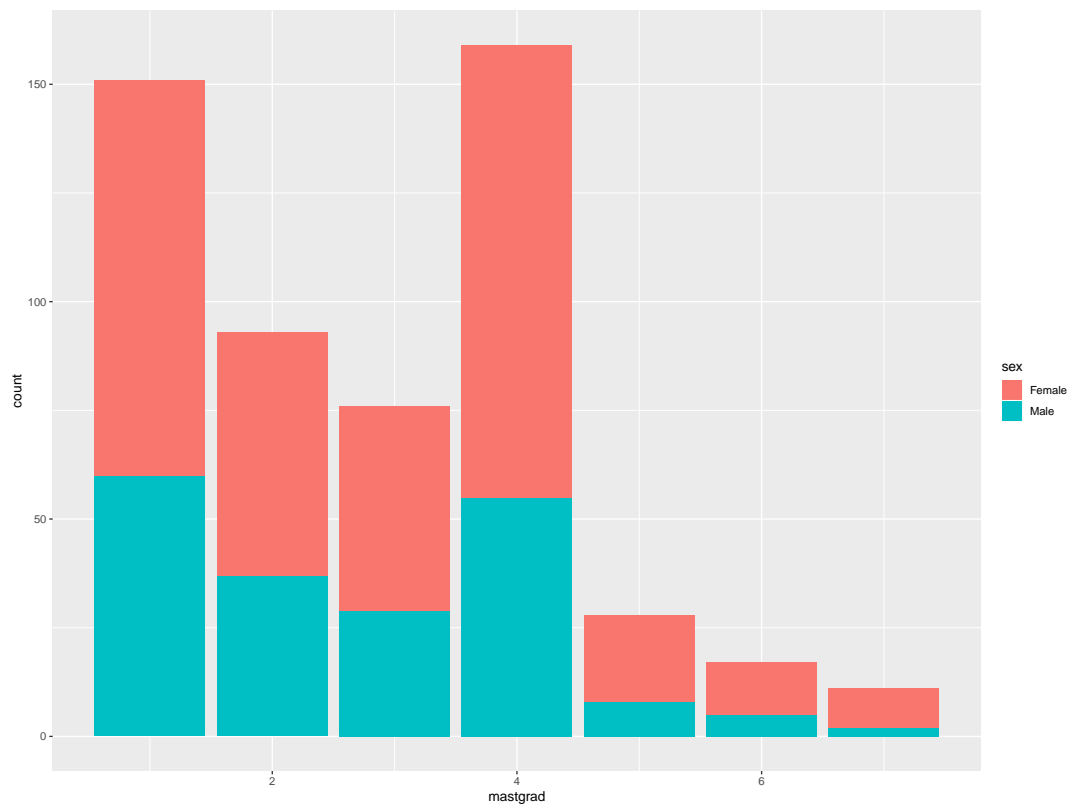


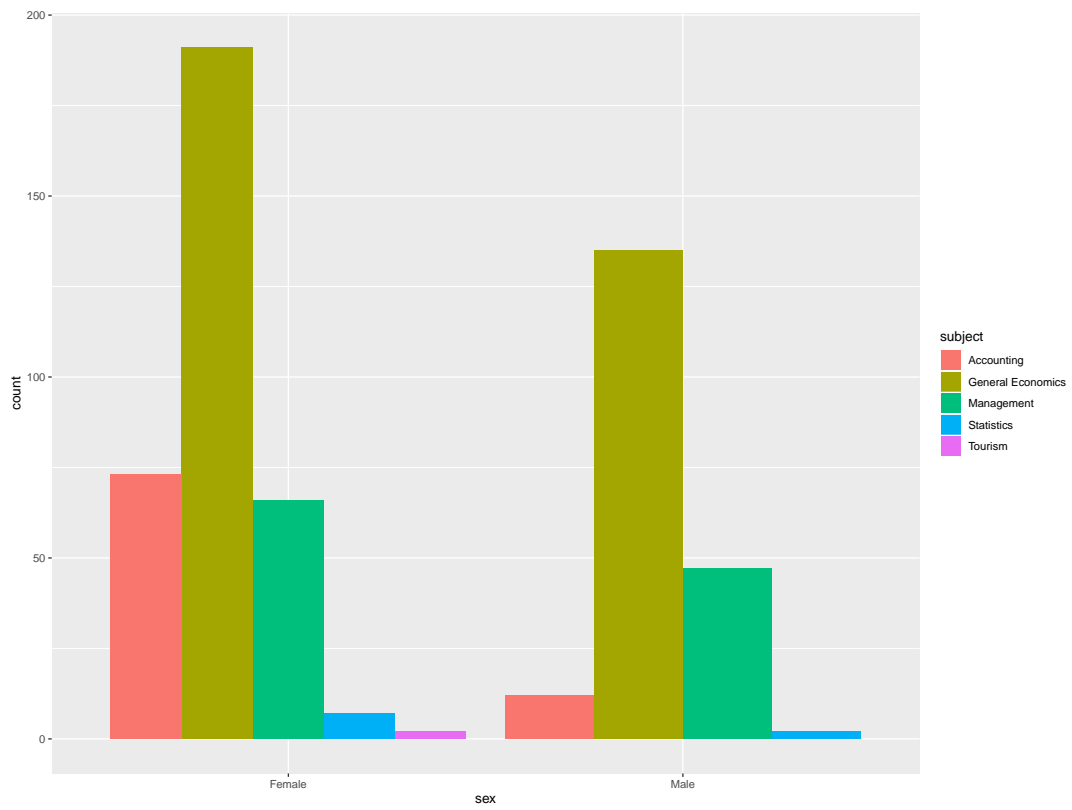


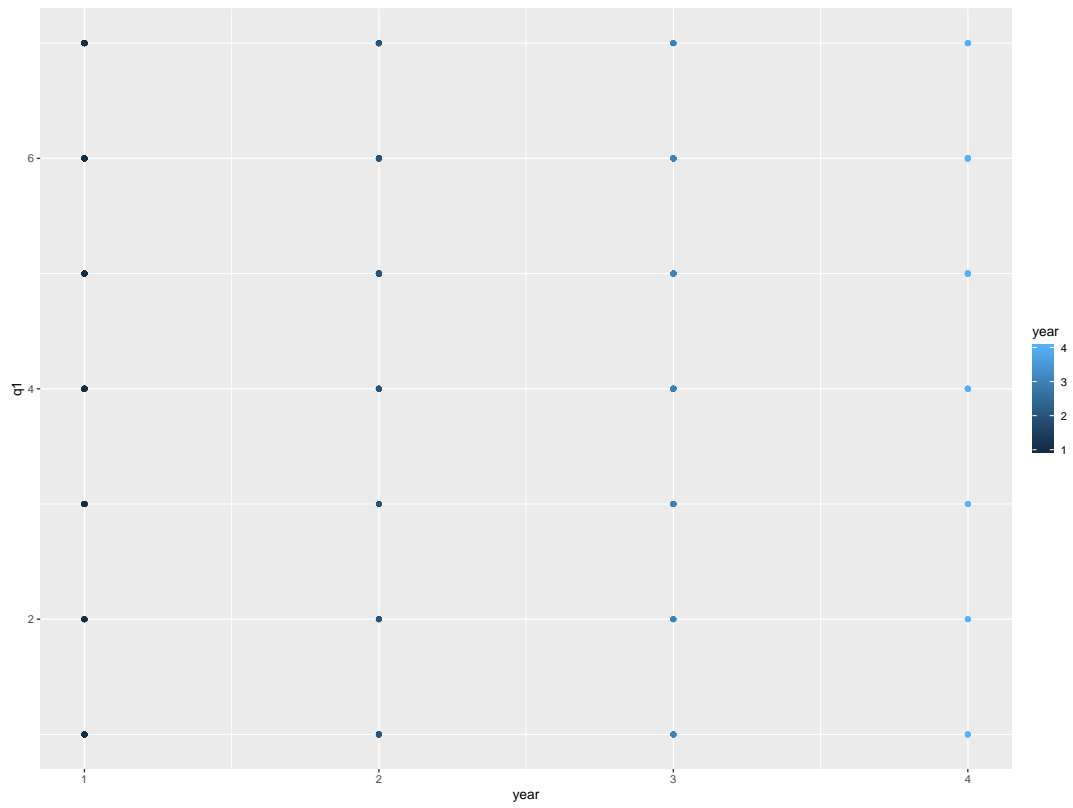




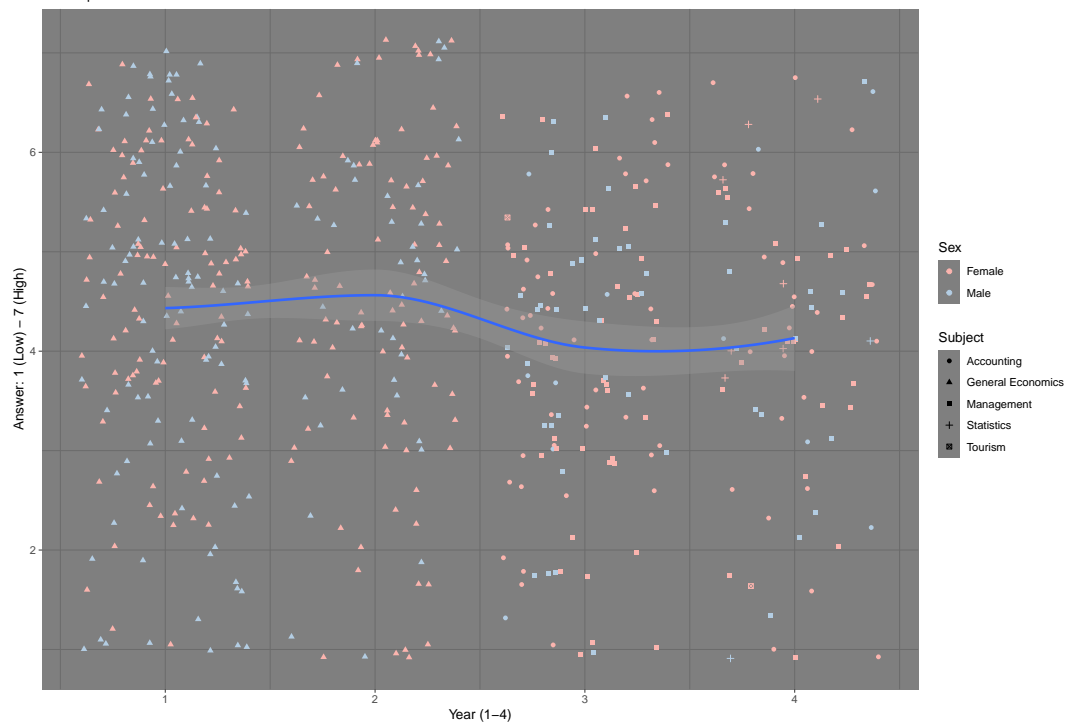








Student's grade-orientation focus set on basis of:  
different years of study, sexes and subjects.  
How important it is to students to do better than others?

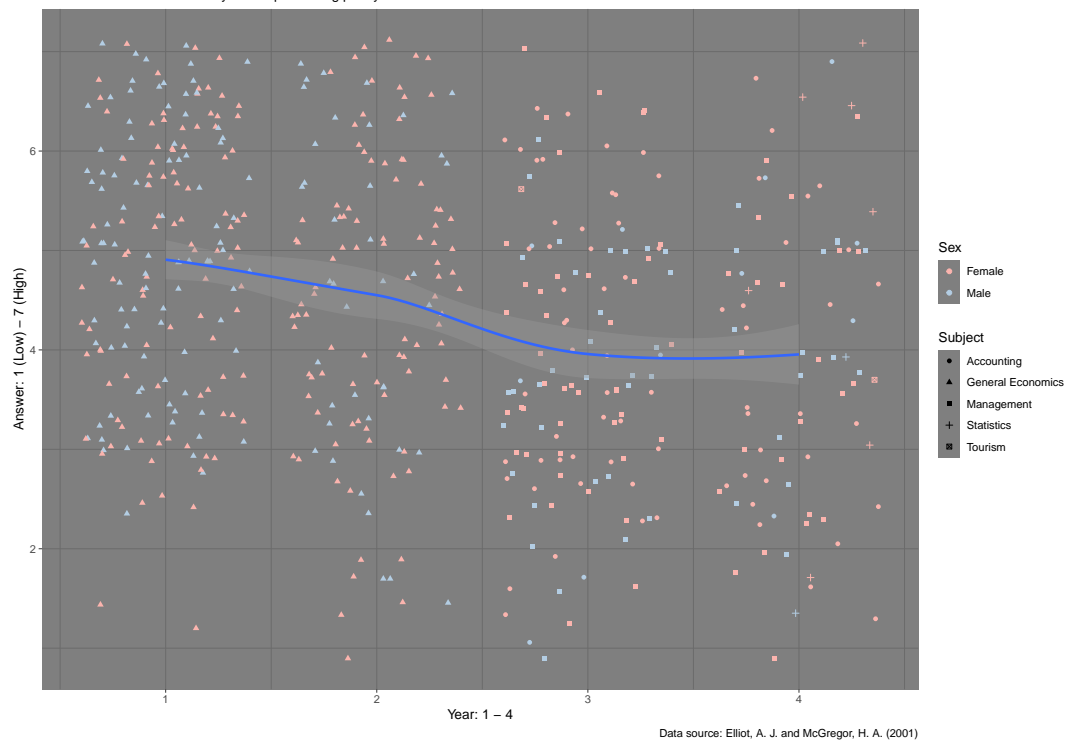


Data source: Elliot, A. J. and McGregor, H. A. (2001)

Figure 1: ...



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



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

Figure 2: ...

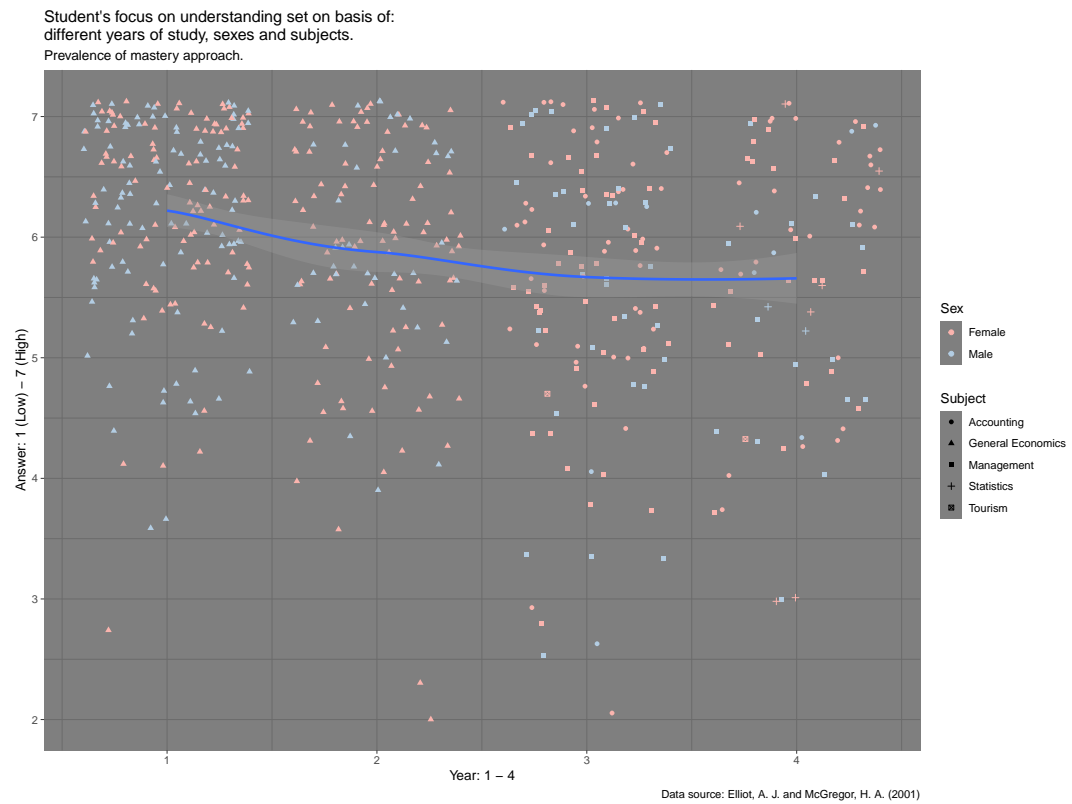


Figure 3: ...

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

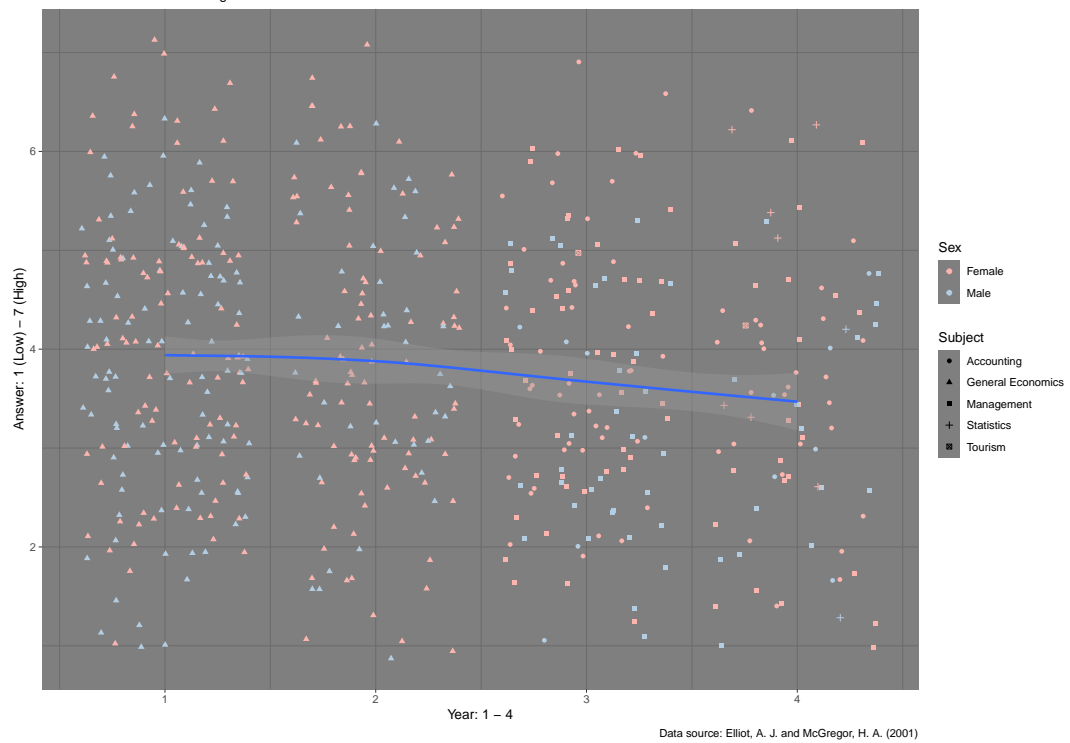
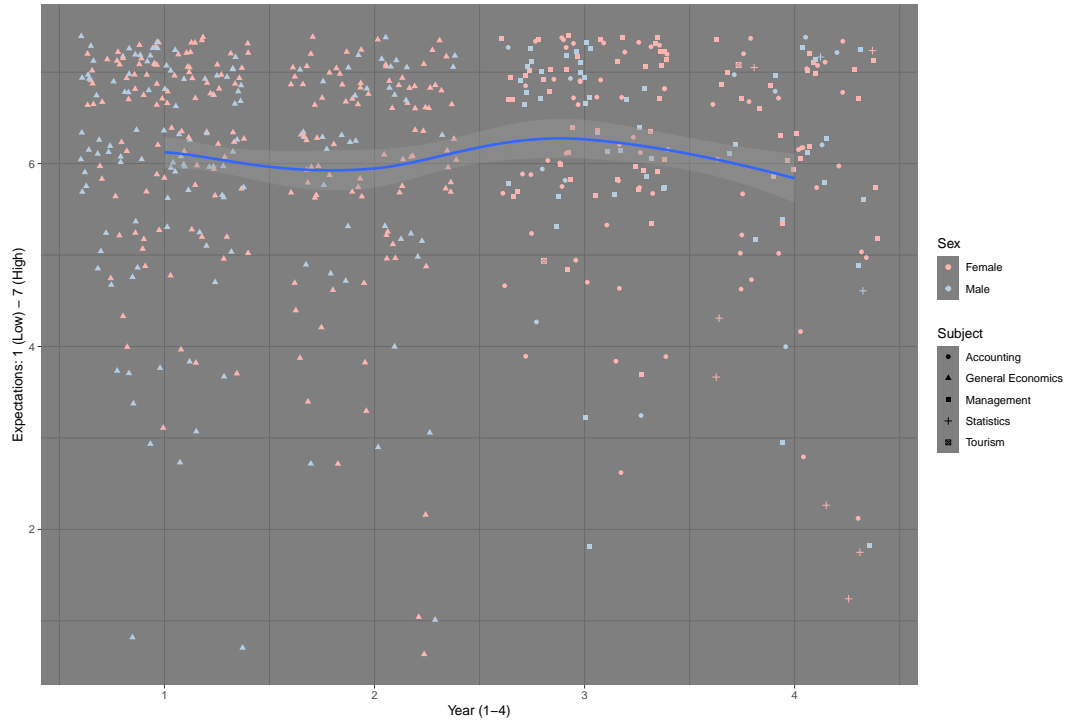


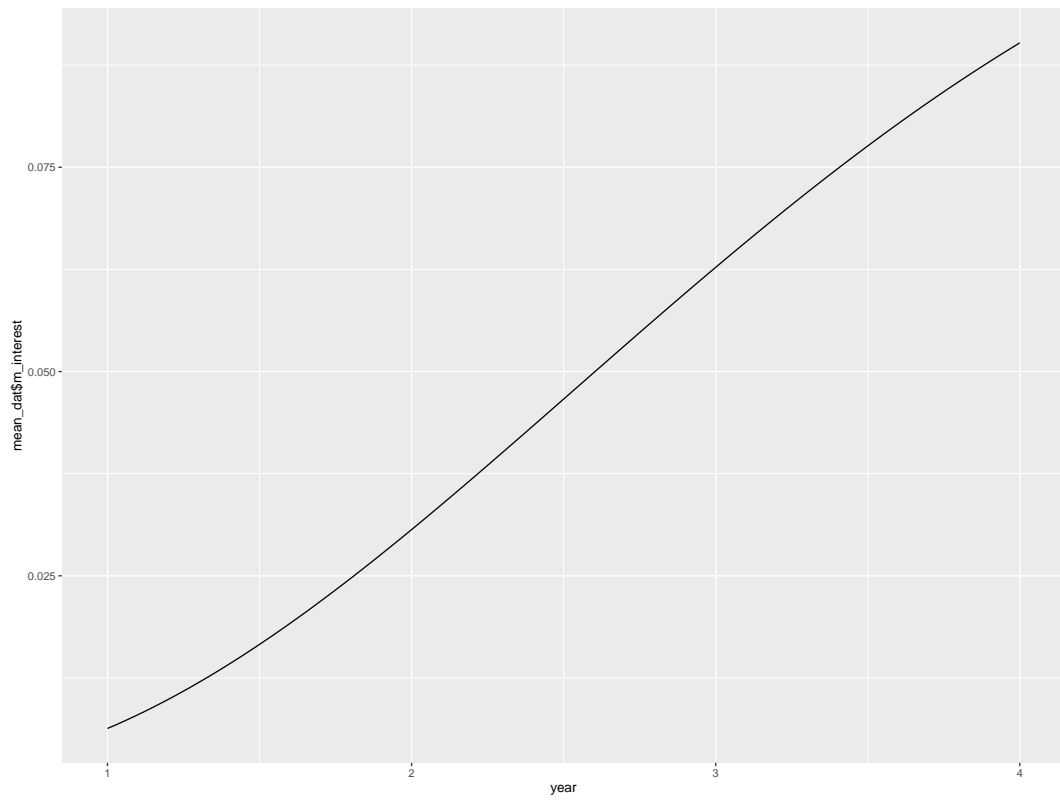
Figure 4: ...

Student's 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)



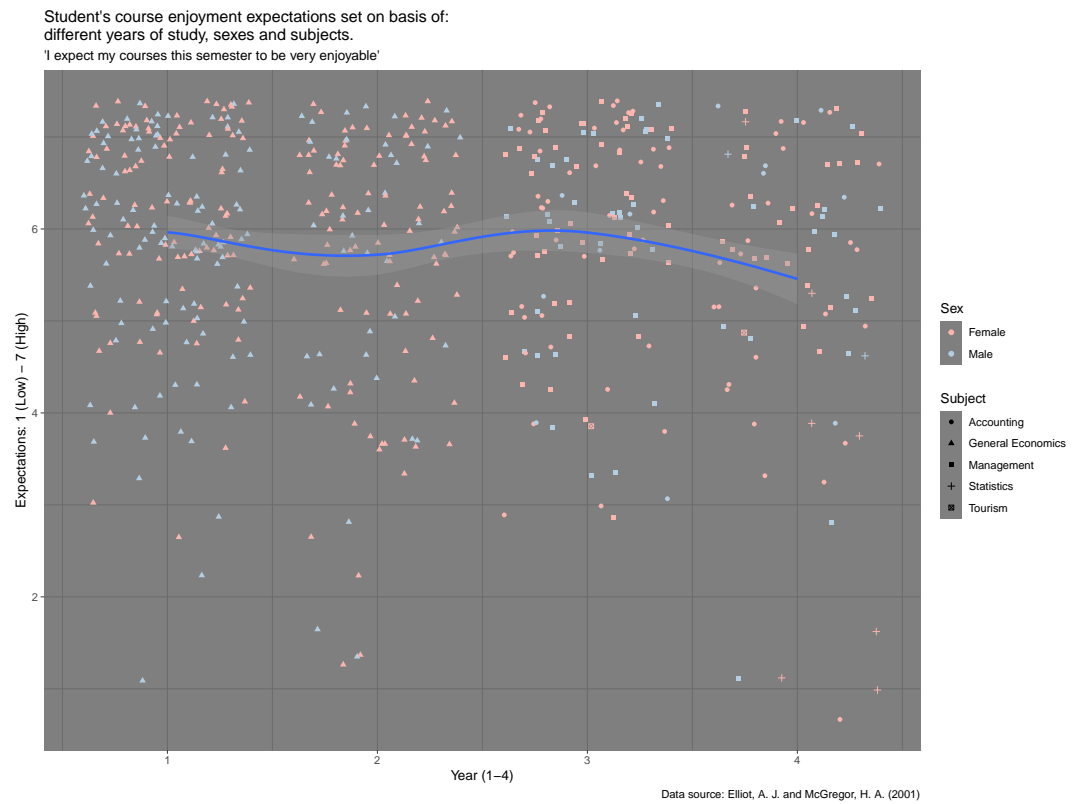
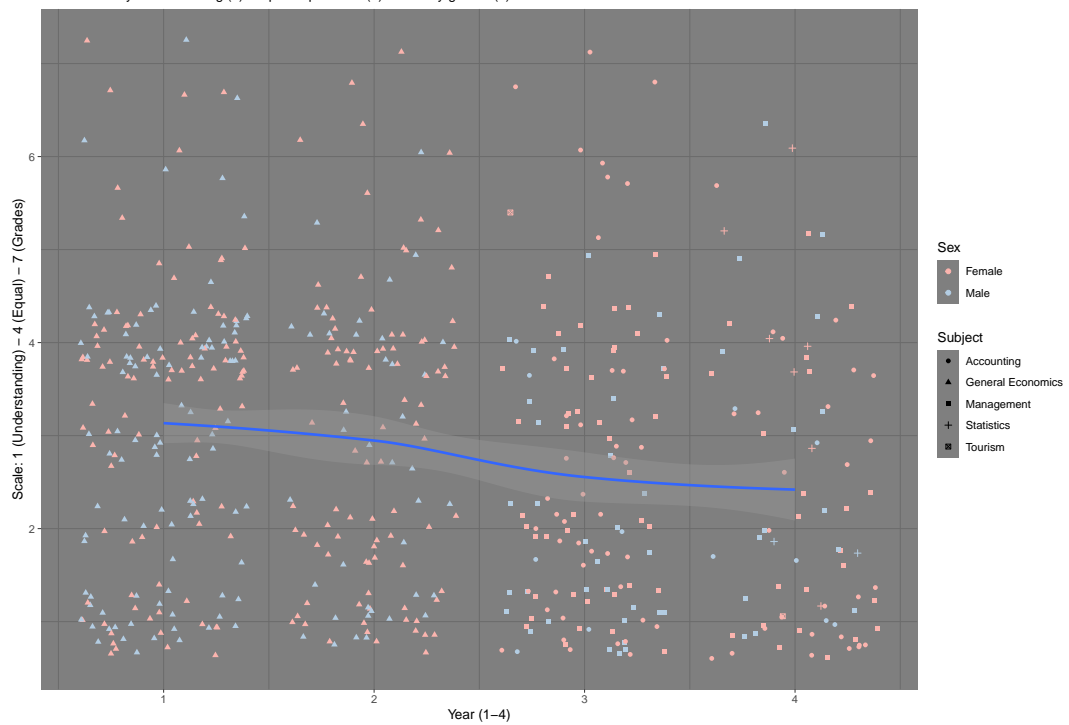


Figure 5: ...

Student's 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: ...