

AFFECTIVE DISTRESS, ACADEMIC GOAL ORIENTATIONS AND SELF-EFFICACY: HSC STUDENTS' PERSONAL PERSPECTIVES

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Abstract

This paper reports the outcomes of a study into the personal meanings ascribed by final year students to the demands of the New South Wales Higher School Certificate. The data were collected from sixteen students attending a co-educational high school in metropolitan Sydney, using interviews and surveys. Students were questioned about their stress responses, academic goal orientations and academic self-efficacy. Students' personal meanings were sought in order to obtain a deeper conceptual understanding of these factors. This study completes a longitudinal research project into the relationships between negative affective responses and learning in senior school students. The data are considered in the light of the results of the first phase of the project, reported at the 1998 and 1999 AARE conferences, which revealed high levels of affective distress and significant relationships among affective measures, goal orientation and self-efficacy.

INTRODUCTION

I just want to dig a hole and stick my head in it. 'Kim'

It's not that bad, you just do what you can do. 'Emma'

These quotes reflect the extremes of affect reported by two students sitting for the New South Wales Higher School Certificate (HSC) this year. There is no doubt the HSC is stressful for many students. Approximately sixty-five thousand students undertake the HSC in NSW each year, the results of which are based on continuous assessment, and trial and final examinations. The HSC provides the competitive benchmark for entry to tertiary and technical education and employment opportunities. Public interest and anecdotal reports of the 'stressfulness' of the HSC combine to represent a formidable hurdle for many HSC students. Therefore, students' achievement behaviours could be expected to have a significant impact on how well they deal with their final year, not only in terms of performance outcomes but also in terms of personal experience.

This paper will discuss some of the findings of a case-study research project undertaken in a co-educational school in metropolitan Sydney, in 2000, which followed a group of sixteen students through their final year of study and examinations. This study completes a longitudinal investigation begun in late 1998 into student achievement behaviour and negative affect in the HSC. Briefly, the project has investigated the relationships between academic goal orientation, academic self-efficacy, self-handicapping strategies and negative affect in four co-educational high schools in the Sydney metropolitan area. The conceptual or theoretical underpinnings of the study are associated with a social-cognitive model of student achievement behaviour (Anderman & Maehr, 1994). Key components of the model include goal orientation (mastery - learning to improve one's understanding; performance-approach - learning in order to demonstrate one's ability competitively; and performance-avoidance - avoiding the demonstration of a lack of ability); academic self-efficacy (confidence in one's ability to undertake a task); and affect ('stress'). Readers are directed to

Smith and Sinclair (1998) and Smith, Sinclair and Chapman (1999) for a more detailed account of this research project.

Project findings so far

Four co-educational schools in metropolitan Sydney took part in the study in 1998 and 1999. Over four hundred students completed a questionnaire package that surveyed their goal orientations, academic self-efficacy, self-handicapping strategies and negative affective responses. Students from all four schools completed the survey at the end of Term 1 and prior to the final examinations. Students from two of the four schools also completed the survey prior to the trial examinations. The results of repeated measures multivariate analyses of variance, testing for changes in students achievement behaviours over time showed significant ($p < 0.05$) changes. These are summarized as follows:

- increases in symptoms of negative affect
- increases in performance-avoidance behaviours
- increases in performance-approach behaviours
- increases in self-handicapping behaviours
- decline in academic self-efficacy
- gender differences
- no change in mastery behaviours

For over 50% of respondents, students' reports of negative affective distress showed levels of anxiety, depression and stress that were scaled as being out of the normal range. A pattern of avoidance, negative affective distress and low self-confidence in academic tasks was identified. Clearly, this is not a pattern that is conducive to developing a love of learning, or performing to one's maximum potential. The female students, in particular, reported high levels of anxiety and stress, however they reported more performance-approach rather than performance-avoidance behaviours towards their studies. Male students' responses showed increases in performance-avoidance and self-handicapping behaviours.

THE CURRENT STUDY

In 2000, a case study investigation was undertaken in one of the four schools that had been participating in the project thus far. The aims of this year's project were to:

- seek students' personal perspectives of their HSC year
- deepen our understandings of the conceptual underpinnings of the project (eg. goal orientation, self-efficacy, negative affect)
- track changes in students' perspectives over the lifetime of the HSC

The methods employed to obtain these data involved semi-structured interviews using a set of questions to tap students' experiences of their HSC year and the personal meanings they gave to the theoretical concepts that underpin the study. As such the study might be described as both case- and variable- oriented (Miles & Huberman, 1994). A conceptually oriented matrix display was utilized because the study was structured around a desire to gain a deeper understanding of a set of key variables. The study is also process oriented because events are being followed over time. Interviews were transcribed and an open coding approach was taken initially, but with the theoretical concepts kept in mind. Given that the interviews were 'bound' by guiding questions, much, but by no means all, of the data began to fall into a set of major codes and themes that reflected the constructs under study. New codes were also developed as a result of students' personal meanings. Hunches were checked against the data and then followed up at subsequent interviews.

At the participating school, one hundred and eighty Year 12 students completed the questionnaire package that had also been used during the 1998/99 data collection phase. The top and bottom quartiles of students' reports of negative affective distress were used to identify 31 students experiencing either high or low levels of anxiety, depression and/or stress. Of these, seventeen students agreed to take part in the study and they were interviewed three times, first at the end of Term 1, second at the end of Term 2 (just prior to the Trial Examination period), and third at the end of Term 3 (prior to the Final Examination period). The discussions in this paper will centre around data obtained from the first interview occasion and, as such, will address the first and second aims of the project. The findings of a single case analysis of a male student, and a multiple case analysis of eight female students are reported here.

The Time 1 (end of Term 1) interviews began with straight-forward questions concerning how long the student had been at the school, what subjects they studied and what their plans were for when they had finished school. The interview then began to focus on the following themes: what makes their most enjoyable subject so enjoyable (and the same for least enjoyable subject); description of a typical assignment for most/least enjoyable subjects; the relative importance of learning for the love of learning and increasing understanding, and learning in order to do well in assignments, tests and exams; confidence in ability to learn and do the work for most/least enjoyable subjects; changes in school life since beginning of the year; 'stress' symptoms and rating (out of 10 where 0 is not stressed at all and 10 is as stressed as could possibly imagine); and coping strategies to reduce any stress experienced. Much of the interview was structured around the student's most and least enjoyable subjects. This was done in an attempt to tap a range of affective and motivational experiences. This decision was made on both intuitive and research-based grounds. In an attempt to get a feel for how students approached their work I asked them to describe a recent assignment for their most enjoyable/least enjoyable subjects. This tactic is recommended so that technical language and the researcher's position, or frames of reference, are avoided (Stake, 1995).

Single Case Analysis

Aaron is seventeen years old and moved to Sydney from Korea with his family in 1995. He is studying Mathematics, English, Chemistry, Physics and Economics. He is applying to enter the combined arts/aeronautical engineering degree at Sydney University. Aaron presented as a thoughtful person possessing a remarkable depth of understanding and clarity concerning what drives his motivation to succeed at school. Over the three times I talked with Aaron I was left with the impression that here was a young man who was clear about his beliefs, sure of his abilities, and very hard working. These characteristics, not surprisingly, made him an ideal informant for this study!

The descriptive matrix (Figure 1 attached) summarises selected aspects of the coded transcript from Time 1 of my conversation with Aaron. Across the top of the matrix are variables for the following: the reasons he gave for why a particular subject was the source of much or little enjoyment; his preference for deepening understanding or demonstrating ability; his confidence in undertaking his studies; description of a recent assignment; stress experiences; and coping strategies. For all of these variables, excepting the last two (stress and coping) there are cell entries for both most enjoyable and least enjoyable subjects. In this way, the matrix can be read both across and down. The cell entries contain a mix of quotes from Aaron and summaries of what was said. In addition to the conceptual variable codes that were driving the focus of the interviews, further codes were developed in order to provide some description of Aaron's use of language. These appear at the bottom of Figure 1.

It can be seen from the matrix that a number of features characterize Aaron's conversations. Probably the key feature is his desire or preference for developing a deep understanding of his schoolwork. Reading across the first row of entries suggests the picture of a student who values the acquisition of a deep understanding of his work. A preponderance of positive language (for example, 'interesting', 'enjoy', 'satisfaction', self-esteem') accompanies his dialogue on these issues. What is very interesting is Aaron's clarity about what is more important to him - his love of learning and gaining understanding (mastery goal orientation) or learning in order to demonstrate ability (performance goal orientation). Aaron says they are both important, *but*, the first requirement is understanding. He says this provides enjoyment and motivation to continue learning, which in turn, are the pre-requisites for performing well. For Aaron, high performance leads to increased self-esteem and satisfaction (".. I mean, it'll give me a better self-esteem, more satisfaction to come to the top of the class or whatever."). During this conversation I questioned him closely on this matter in order to check my understanding of the sequence he was suggesting took place and to gently challenge his assuredness on this topic. This clarity set Aaron apart from his peers. No other student I interviewed was as clear about this as Aaron. This level of self-awareness was in sharp contrast to some of the more 'stressed' students I spoke with.

An inconsistency that I didn't uncover until after the interviews had been completed was that Aaron performs better in Physics (his least favourite subject) than English (one of his favourite subjects). If he is not as good at English as he is at Physics and he believes that to do well you need understanding and enjoyment, his 'theory' falls over. This inconsistency could, and will, be checked out against data obtained from other student interviews.

Aaron's least enjoyable subject is Physics and it appears that he dislikes this subject because it requires memorizing rather than understanding. Clearly, in spite of his desire for developing understanding, demonstrating ability assumes a degree of importance for Aaron because he gives poor performance as a reason for not liking Physics. This is a relative thing, however, given that he is very academically able. Other comments indicate that performance is integral to his enjoyment. This raises questions such as: is performance at the root of Aaron's achievement motivation? How much is this a function of the school system, the HSC in particular?

Aaron's perceived confidence is just as good for Physics as it is for English and Chemistry. However, the issue of performance is again present in his conversations on confidence in learning and carrying out Physics tasks. Performance and lack of enjoyment are mentioned at least three times in his conversations about his least favourite subject, but these issues are barely mentioned at all when discussing his favourite subjects. On the other hand, enjoyment and understanding characterize his conversation on his favourite subjects. It stands to reason that enjoyment, or its lack of, would feature the way it does, but it is the understanding and performance issues that are significant. The research literature is brimming with data arguing that understanding and mastery are the keys to effective learning. Aaron would appear to be an effective and productive learner.

Towards the end of the interview I asked Aaron if he ever got stressed out about schoolwork. He remarked that he "... did last year and I figured there was no point in trying too much and getting stressed; it wasn't doing any good for anyone". He believes being stressed gets in the way of motivation to work. I sensed that whatever happened in Year 11 was a fairly stressful experience and I didn't feel that I knew him well enough at the time (first interview) to press him about what had happened. When I asked him how did he know when he was feeling stressed he talked about feeling tired and irritable. The stress rating he gave himself was 5 out of 10. So, although he may have been experiencing a degree of stress, it did not appear to have a significantly negative effect on him. It appears that what seems to work best for him in keeping his stress at a manageable level is to do the work (that is, not

avoid it), have regular breaks during study and maintain a social life. Although Aaron is blessed with natural academic ability he also is prepared to work very hard. He regularly stays up late to study for an exam in order to boost his confidence. To help cope with any stress he takes time out from his studies, and goes out with friends. The significance of Aaron's comments about stress and coping strategies is not readily apparent until his case is compared with other students for whom stress is a problem. The multi-case matrix and discussion will highlight this.

Discussion

The data obtained from the first interview with Aaron suggests that he is typical of what is described in the research literature as a mastery oriented student. Deep understanding goes hand in hand with high academic efficacy and low negative affect, and performing to one's best potential. It might be argued that he does not fit the community perception of stressed HSC students and this may be due to his mastery orientation to his studies. Furthermore, he has been able to withstand the negative effects of the prevailing school culture of 'teaching to the test' in Year 12. However, it should be noted that he is an academically gifted student who expects to do extremely well in the HSC. His predicted UAI, calculated on trial exams results, is 97. Although this academic ability may be contributing to his confidence and lack of stress, there were other students participating in the study who presented as equally confident and relaxed but who were not anywhere near as academically able as Aaron. Nevertheless, when he does not feel on top of his work, and particularly if he has an exam that he is not confident about, he works very hard, sometimes staying up until three or four in the morning. Aaron says doing the work is what helps to reduce any feelings of stress and improve his confidence, and he is prepared to go to some trouble to achieve that. This contrasts sharply with comments from highly stressed students, who actively avoid what they see as the source of their stress - schoolwork.

Another possible contributing factor to Aaron's positive HSC experience is that his career aspirations are well within his reach in terms of entry to university. He has not set himself a goal that has a high degree of uncertainty about it (he requires a UAI of about 89 to gain entry to his chosen course). This may also go some way towards explaining his love of English, despite it not being his best subject, as opposed to Physics, which he dislikes but performs better in. Knowledge of physics material would be more important in terms of his career aspirations and may impose more pressure to learn and perform. This pressure may decrease his enjoyment. English on the other hand, is probably not as important, hence reducing the pressure to perform maximally and leaving time for enjoyment. A reasonably good performance in English he may perceive as very, very good. For these reasons he may be more content with a lower score in English than he would be in Physics.

Therefore, whilst Aaron clearly seeks understanding in his schoolwork and derives pleasure and satisfaction from this, performance-motivating factors may well be concomitant. Analysis of Time 2 and Time 3 interviews may clarify the relationships between these variables, as well as extend our understandings about HSC students' experiences and approaches to their final school year.

Multiple Case Analysis

Figure 2, attached, is a matrix depicting a selection of the data obtained from Time 1 interviews of 8 female students. The students were identified as reporting either high or low levels of negative affect, and were grouped according to these characteristics. Across the top of the matrix are the following conceptually-derived variables/themes: 1) M.E.S. Goal Orientation, referring to the students' preferences for mastery or performance with respect to their most enjoyable subject(s); 2) L.E.S. Goal Orientation, which is the same as 1) but with

respect to their least enjoyable subject(s); 3) M.E.S Self Efficacy and L.E.S. Self-Efficacy, referring to participants' perceived level of confidence with respect to completing tasks for their most enjoyable and least enjoyable subject(s); 4) Students' views on their perceived stress experiences; and 5) Coping strategies reported by students in response to stress. The matrix can be read across each row to compare the variables, or down each column to make comparisons within the affect groups.

This matrix summarises the data obtained. There are always exceptions, and this certainly occurred in this study, but the scope of this paper does not allow for a thorough investigation of these inconsistencies, only an identification of such. A range of other ways of analyzing the data could also be undertaken, for example, comparing gender groups, tracking changes in individual students' views and behaviours over time, and use of language (positive/negative; mastery/performance).

Reading across the rows an affect group 'profile' can be drawn. Within each group the characteristics are predictable and not surprising. In this sense the data provides confirmation of much research literature to date as well as confirmation of the statistical tool used to identify students for the study. Whether or not it represents a true triangulation (Greene, Caracelli & Graham, 1989) will need further consideration before that claim can be made. The students in the low negative affect group are typically mastery oriented, academically efficacious (interestingly, even for their least enjoyable subjects), report low levels of stress and have productive coping strategies. The students in the high negative affect group tend to be more preoccupied with performance behaviour, are unsure of their ability to do the work (even for their most enjoyable subjects), report high levels of stress and have difficulty in dealing effectively with that stress.

However, it is not until the two groups are compared that interesting data comes to light. Identifying differences, similarities, inconsistencies and gaps enable the researcher to move beyond description and validation and into the beginnings of explanation (Miles & Huberman, 1994). The high negative affect students' preoccupation with performance permeates their conversation regardless of the question being asked of them. Their discussions with me were laden with negativity and emotive language. In fact, this group stood apart from the three other groups (high/low negative affect males and low negative affect females). To get a feel for the level of negative language used, counts were made of the number of times negative and positive language, mastery related language, performance related language, negative coping and positive coping language was used by each of the four groups over the course of their conversations with me. The high negative affect female group used, to a significant degree, less positive language, more negative language, very little mastery related language, high levels of performance language (similar to the high negative affect male group), very little positive coping language and approximately *eight* times the level of negative coping language compared to the other three groups.

The high negative affect female students reported a lack of confidence in their ability to do their schoolwork for both their most enjoyable and least enjoyable subjects. In contrast, the students in the low negative affect group were generally confident regardless of how much they enjoyed their subjects and their comments concerning doing the work to relieve stress suggests a willingness to persist with onerous tasks. The high negative affect group students' comments concerning confidence suggested that this attribute was not as robust for them as it was for the low affect group, and it was vulnerable to erosion by teachers' criticisms or poor performance.

For two of the high negative affect students their reports of stress were quite disturbing. What were evident were not just the range of stress symptoms but the apparent severity of

them. One student reported "I just want to dig a hole and stick my head in it." She said she didn't want to come to school, she didn't enjoy any of her school work and, understandably under the circumstances, didn't want to do it. Another student reported that she was scared of feeling as bad as she did a few months ago when she just avoided everyone and cried all the time. She didn't want to do any schoolwork. Both of these students reported sleeping as a main way of coping with their school distress and all three students in this group reported avoidance of schoolwork as a way of coping. Unlike the low negative affect students, none of these young women seemed to have useful ways of dealing with their distress.

Discussion

The data indicates differences between the two groups of students on each of the conceptual variables. Seeking understanding, confidence and a willingness to have a go and persist with tasks rather than avoiding them appear to go hand in hand and typify the low negative affect group. The students in this group articulated that making themselves sit down and do their work made a big difference to their stress levels. As one particularly philosophical student remarked, "it's got to get done sometime".

The students in the high negative affect group on the other hand actively avoided studying, especially their least enjoyable subjects. The more stressed they became the more they avoided their work. It is possible that the demands of the HSC were beyond them and this was a realistic way of coping. However, this is not consistent with prior findings of the research project, which found that female students tended to report high levels of stress and a performance-approach orientation (as opposed to a performance-avoidance orientation) to their studies. It should be noted that when the female students from the high negative affect group were interviewed after their trial examinations (Time 3), they reported much lower levels of negative affective distress. This decrease in stress may enable them to engage in more approach rather than avoidance behaviours in relation to their work. This finding would support the proposition that changes do occur in students' achievement behaviours, depending on the events that take place, over time. Comparison with the high negative affect male group of students would be useful here, in the light of previous findings showing increases in male stress symptoms and avoidance behaviours in relation to their studies.

CONCLUSIONS

This paper has reported the findings of a single case and multiple case analysis of student' achievement behaviours during their HSC. The first aim was to seek students' perspectives of their HSC year. For Aaron and the students in the low negative affect group, their final year of school seems to have been a demanding, yet positive experience. The time they have allocated to their schoolwork has been spent in quite productive ways. They are prepared to work hard and try to understand their subject content and they also derive enjoyment from these activities. This may be what gives them the enthusiasm or motivation to tackle their less palatable tasks. These students appear to adopt a philosophical approach to the potential stressfulness and importance of their studies. They make statements such as "Look, I just do the best I can"; "the HSC is not the be all and end all"; "the work's just got to get done so I sit down and do it". Whilst performance outcomes are clearly on these students' agendas these do not compromise their desire to understand and enjoy their work.

For the students in the high negative affect group, on the other hand, the HSC year appears to have been a more negative experience. For this group of students much of their time allocated to schoolwork has been spent unproductively. They actively avoid tasks, spending time worrying about how they feel inadequate or lack confidence about their academic tasks,

and they are preoccupied with performance outcomes. For these students it seems to be a year of demands that they often feel they don't have the resources to meet.

The second aim of the study was to further inform current conceptual understandings about student goal orientation, self-efficacy and negative affect. The case studies discussed in this paper suggest a pattern or 'system' of achievement behaviours that motivate student learning. For example, gaining understanding and developing knowledge (often coupled with demonstrating ability relative to others), robust confidence and few symptoms of stress appear to go together. On the other hand, students whose primary focus is on demonstrating ability relative to others may also engage in avoidance behaviours (a conflict if ever there was one). These students also display a level of confidence that is easily eroded and affective distress.

From the interviews comes a view that some students are able to balance mastery and performance orientations to their studies well, but other students are preoccupied with performance and doing well, but at the same time are increasingly adopting avoidance-type behaviour. These students are not opting out; rather they are dealing with the demands of a challenging performance task from an avoidance perspective instead of an approach perspective. This begs the question: how can a student perform to the best of their ability if they are avoiding doing the work? Does this conflict occur because their stress levels are so high that they are unable to overcome their reticence to tackle difficult tasks, or is it because they have not been able to develop more productive coping strategies over the years, or is it because they are predominantly performance oriented in their studies and thus are more vulnerable to peer comparisons? How much this avoidance behaviour is indicative of a performance-avoidance goal orientation would add to our current understandings of academic goal theory.

It has also been asked, which comes first, stress, goal orientation or academic self-efficacy? Can one 'drive' the others, as Anderman and Maehr (1994) in their model of student achievement suggest, or Dweck in her argument on stress and goal orientation (1985)? Perhaps if you are stressed you will be less confident and need to avoid demanding situations. Alternatively, perhaps if you seek understanding and immerse yourself you gain confidence through knowledge and skill acquisition, and are more likely to avoid becoming stressed about your work because you have more control over it through your confidence and knowledge. Certainly, the research literature shows that the more confident students are in their ability to undertake a task the more persistent they will be with difficult tasks (Bandura, 1993; Pajares, 1996). Analysis of the data from all of the interviews over the three time periods will hopefully go some way to answering these questions.

All of these questions suggest a linear-like quality to the relationships between these variables. It must be asked, why should the relationship between these variables be linear? Why not a more transactional, or process oriented relationship? For instance, some students' reports of stress symptoms varied widely depending on the stage they were at in their HSC, and these reports were independent of the affect group they were in. Also, whilst some students were firmly oriented towards mastery, performance was still important to them.

To conclude, these data will be used to triangulate, illustrate and explore (Miles & Huberman, 1994; Yin, 1994) the conceptual underpinnings of the study. Some causal explanation of relationships may also be possible. Yin (1994) states that case studies can uncover the processes operating between events or variables of interest. That is, 'how' and 'why' questions can be used as explanatory tools. In this instance, it can be asked: Why do students get stressed during the HSC?; How do students' stories 'fit' with the dominant story of the HSC being a stressful undertaking?; and, How do students' stories 'fit' current

theoretical understandings of the relationships between goal orientation, self-efficacy and negative affect? The next step will be to interrogate the data from the remaining interviews. Building a time-line picture of changes, and a story for each student will help to clarify these issues.

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	Reason	Goal Orientation	Self-Efficacy	Assignment	Stress	Coping
Most enjoyable subject (English & Chemistry)	Interesting discussing (<i>ma</i> ; <i>pl</i>) literature. Involves understanding of topic (<i>ma</i>)	Understanding (<i>ma</i>) leads to enjoyment (<i>pl</i>) and motivation to learn. Need these to do well (<i>pe</i>) and doing well increases self-esteem and satisfaction (<i>pl</i>)	Feels confident (<i>pl</i>); enjoys work (<i>pl</i>)	Enjoys <i>Crucible/Macbeth</i> ; "very real, very good" (<i>pl</i>). <i>Briar Rose</i> is "bland, boring", "not a well written book" (<i>nl</i>).	"When you're stressed you don't work as well. You have no motivation to work". Tired, irritable.	Go out with friends, movies, have a break every hour.
Least enjoyable subject (Physics)	Not doing as well as would like (<i>pe</i> ; <i>nl</i>). Having to Memorise formulas rather than understanding (<i>ma</i>).	Syllabus requires memory not understanding (<i>ma</i>). Chicken & egg - "whether I enjoy it less because I don't do as well or vice versa" (<i>nl</i>)	Confidence is good (<i>pl</i>) but not doing as well as would like (<i>nl</i> ; <i>pe</i>).	Do past papers. Don't enjoy as much (<i>?nl</i> or <i>pl</i>)		

	Reason	Goal Orientation	Self-Efficacy	Assignment	Stress	Coping
Most enjoyable subject (English & Chemistry)	Interesting discussing (<i>ma</i> ; <i>pl</i>) literature. Involves understanding of topic (<i>ma</i>)	Understanding (<i>ma</i>) leads to enjoyment (<i>pl</i>) & motivation to learn. Need these to do well (<i>pe</i>) & doing well increases self-esteem & satisfaction (<i>pl</i>)	Feels confident (<i>pl</i>); enjoys work (<i>pl</i>)	Enjoys <i>Crucible/Macbeth</i> ; "very real, very good" (<i>pl</i>). <i>Briar Rose</i> is "bland, boring", "not a well written	"When you're stressed you don't work as well. You have no	Do the work! (ie. don't avoid work) Go out

				book" (<i>nl</i>).	motivat ion to work". Sympto ms: tired, irritable .	with frien ds, movi es, have a brea k ever y hour.
Least enjoya ble subject (Physic s)	Not doing as well as would like(<i>pe;nl</i>). Having to memorise formulas rather than understandin g(<i>ma</i>).	Syllabus requires memory not understanding (<i>ma</i>). Chicken & egg: "whether I enjoy it less because I don't do as well or vice versa" (<i>nl</i>)	Confide nce is good (<i>pl</i>) but not doing as well as would like(<i>nl;p</i> <i>e</i>).	Do past papers. Don't enjoy as much (<i>?nl</i> or <i>pl</i>)	Rating: 5/10	

Codes: *ma* - mastery orientation *pe* - performance orientation *pl* - positive language *nl* - negative language

Figure 1: Single Case Analysis Matrix

	M.E.S. Goal Orientation	L.E.S. Goal Orientation	M.E.S. Self Efficacy	L.E.S. Self Efficacy	Stress	Coping
Lo Affec t n=5	Predominant ly mast. but component of perf. "Both but understandi ng more important." "The content is fascinating." "I can relate to the content."	Understandi ng (mast). "Like that for all my subjects." More important to understand content than do well.	Pretty good to average levels. 'Because it's interesting ' Easier to learn.	Low to pretty good. "The problem is I don't do much work."	Sometime s; don't get stressed. "I do what I can do." "It hasn't affected my enjoyment ."	Do the work; friends, family, talk with brothers who have done HSC. They say "try and do your best, just enjoy it".
Hi Affec	Mix of performance	More important to	Low; decreases	Not confiden	Yes. "Want to	Sleep, take it out

<p>t n=3</p>	<p>& mast/perf. "I like learning but like to do well." "I'm learning for the HSC and Uni" "I'm doing well so I'm motivated to try harder."</p>	<p>do well than understand</p>	<p>when "criticized" . More confident for enjoyable subjects. Not confident - " you have to be talented"</p>	<p>t. Less confiden t with L.E.S. compare d to M.E.S..</p>	<p>dig a hole and stick my head in it". "Yes, Yes, Yes". ++ symptoms - can't sleep, hard to make decisions, overreact to criticism, stomach cramps, cry.</p>	<p>on others. Avoid schoolwor k. "I don't handle stress well."</p>
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Figure 2: Multiple Case Analysis Matrix