

Factors influencing students' proactivity and academic achievement: An empirical exploration of performance and learning orientation effects

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ABSTRACT

A series of empirical studies reported that proactivity significantly influenced individual's performance, career adaptability, and networking ability. Therefore, how to build up people's proactivity became an important issue in education settings. This study purported to identify the effects of goal orientation, perceived social support, and self-efficacy on students' proactive personality and academic achievement, through a hierarchical model of analysis. Data were randomly collected using online questionnaires from 363 vocational high school students in Indonesia, majoring in Mechanical Engineering, Computing, and Fashion. Then, a structural equation modeling analysis was conducted to analyze the relationships among these variables. The results revealed that the two hierarchical models had an acceptable fit of goodness, indicating that students' goal orientation positively led to their proactivity through the mediating effects of perceived social support and self-efficacy, and simultaneously influenced their academic achievement. The results further illustrated that students who possessed a higher learning goal orientation would accordingly have somewhat higher proactivity than students who had performance goal orientation. The findings of this study were insightfully discussed and some practical implications were subsequently proposed for further improvement to the vocational high school education system.

Kata Kunci: academic achievement; goal orientation; perceived social support, proactive personality, self-efficacy, vocational education