Achievement Goals and School Adjustment as Correlates to Academic Performance among Students of Abubakar Tafawa Balewa University, Bauchi

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Abstract
The study determines achievement goals and school adjustment as they relate to academic performance among University students. Correlational design was adopted as the design for this study. The population of the study consists of 23,271 undergraduate students from the seven Faculties of AbubakarTafawaBalewa University. A proportionate stratified sampling technique was employed in selecting 1,200 students as sample of the study. An achievement goals instrument adopted from previous studies was used for data collection. While the academic performance of the students was measured using students CGPA. The data were analyzed using regression. Findings from the study show that there was a relationship of 37.582 as against P-value = .006) between achievement goals, school adjustment and academic performance among the ATBU student. Counseling is therefore recommended to be used as a means to help students set theiracademic goals as well as to properly adjust in the university setting for better academic achievement in the university.

Key words: study goals, school adjustment, academic performance, counseling intervention

Introduction
The transition from one level of education to another can be complicated due to the social, emotional and psychological changes involved. In particular, students' transition from secondary school to the university is critical. This has a lot of impact on students learning. Therefore, students need to be guided on setting their achievement goals and how to adjust in the new system for better achievement.

Achievement goal deals with students' future focus that represents his/her cognitive behaviour that guides his/her competency.It also focuses on attainment of desirable ends that deals with appreciating success. It is therefore, the ability of the student to identify and prioritize activities. According to Gaudrreau and Braaten(2016), achievement goals refers to the aim, purpose or focus of a person's achievement behaviour. Goals are desired results that a person or a system envisage,plan and commit to achieve. Learn lab (2010) opined that achievement

goals are the orientations for how and why people engage in achievement situations. This explains the underlying aims a person has, while engaging in an achievement setting in the cognitive, affective or psychomotor domain.

Obviously, those students who have a set goal to pursue can execute a plan to get the desired result. The desired goal guides a person's reaction to academic and learning tasks. Sommit and Elliot (2017) believed that achievement goals are self-regulatory commitment that provide direction to individuals as they interpret and respond to relevant situation. It therefore, orients, guides and influences the behaviour, cognition and emotion of individuals in their questto fulfill their need for competence. Sportlyzer (2020) posited that, achievement goals are competence based aims that individuals target to achieve in a settings. A student primary goal is learning and mastery of the task. If a student is intrinsically interested in a task, he/she put his/her best to perfect himself/herself.

On the other hand, any student who intends to achieve academically most make some adjustments in the academic environment he/she found himself/herself. Subsequently, school adjustment is the process of adapting to the role of being a student and to becomean aspects of the school environment. Failure to adjust can lead to mental health issues and school refusal or school dropout. Cho, Lee, Bae and Mokjeong (2014) defined adjustment as a process in which individuals, adapting themselves into a given environment and a process where individuals strive to adjust to their environment in order to satisfy their needs. Lakhanu and Chandel (2017) defined school adjustment as the process of adapting to the role of being a student and to various aspects of the school environment.

University offered admission based on students' ability and choice as determined by his/her result. However, due to the large number of applicants, most often than not, the university give courses to students contrary to what heapplied for. Students are expected to make adjustment to suite the situation they found themselves. They need to learn to conform to various academic roles and expectations including building good relationship with teachers, peers, as well as plan the study and develop a goal (Chi, Kim & Kim, 2018).

Students that are unable to adjust to the school environment are usually unable to plan personal time table, good study habits, attend class, study and write exams among others.Furthermore, the difficulty to respond to changes as well as situation could lead students not to engage in achievement settings such as participating in class activities, doing and submitting assignments and test preparation among others. A student who has no mastery goal will find it difficult to develop skills and competences that could improve his/her performance. This may make them loose interest which could lead to obtaining low grades.

Therefore, it is important to investigate how students set their achievement goals and adjust to the situationin the school as well as the type of counselling assistance they may require. To the best of these researchers' knowledge no study has been conducted that investigated how achievement goals and school adjustment are related to students' academic performance among university students. And the type of counselling intervention that can assist them in the area of their study. It is in view of these that this study aims at filling this gap at AbubakarTafawaBalewa University, Bauchi.

Purpose of the study
The purpose of this study isto investigate how achievement goals and school adjustment relate toacademic performance among university students. The hypothesis formulated to guide the study is that Achievement goals and school adjustment have no significant relationship with academic performance among university students.

Methodology

Correlational design was employed for this study. The design was usedto determine whether two variables (Achievement goals and School adjustment) are related to another variable (Academic performance) (Awotunde&Ugodulunwa, 2004).

The population of this study consisted of 23,271 male and female undergraduate students from the seven Faculties of AbubakarTafawaBalewa University, Bauchi. A sample of 1,200 was drawn as the sample size. The proportionate stratified sampling technique was used in drawing the sample from the seven faculties studying in the academic session of 2018/2019.

The academic performance of the students was measured using students' CGPA. Whereby students were asked to mention their CGPA on the instrument. TheAchievement goals and School adjustment on the other hand was measured using a questionnaire relevant to the current research adopted from previous studies. The reliability of the instrument was .81, and determined using Cronbach Alpha. Hair, Hult, Ringle and Sarstedt (2013) recommended that the value of Cronbach Alpha .70 and above is acceptable and sufficient. The validated instruments were distributed to 1,500 sampled students selected from the seven faculty of ATBU, Bauchi using proportionate stratified random sampling technique. Out of the 1,500 questionnaires distributed the sum of 1,200 (79.92%) were returned, while 300 (20%) were not returned. The returned questionnaires were thereafter marked and scored in order to determine the achievement goals and school adjustment.

The regression was employed to test the hypothesis because the researchers are interested in describing how the changes in the independent variables (achievement goals and school adjustment) can correlate to the dependent variable (academic performance). Frost (2017) posited that regression is used when research question have entwined independent variable that can influence the dependent variable.

Result

The hypothesis was tested at 0.05 level of significance, the result was as follows:

Ho1. Achievement goals and school adjustment have no significant relationship with academic performance among university students.

The hypothesis was tested using regression and the result is presented in table 1.

Table 1: regression analysis of the achievement goals and school adjustment as they relate to academic performance among university students.

Model	Sum of square	Df	Mean square	F	Sig
1 Regression	1.001	1	1.001	54.398	.000
Residual	19.585	1064	.018		
Total	20.586	1065			

The low P-value indicates that the relationship betweenachievement goal, school adjustment and students' academic performance are statistically significant. The coefficient for academic performance indicates that each additional achievement goal and school adjustment increases students' academic performance by approximately 19.585 while controlling everything else in the model. Furthermore, an additional unit of achievement goal and school adjustment increases average academic performance by 20.586 while holding the other variables constant. This indicates that the null hypothesis is rejected and the alternative hypothesis is retained. And that isachievement goals and school adjustmentis significantlyrelatedto academic performance among university students.

Discussion

From the analysis of the data in this study, it was found that achievement goals and school adjustment is significantlyrelated to academic performance among university students. That is to say those students with achievement goals and good school adjustment perform academically better, while students who have no achievement goals and have bad school adjustment are likely going to end up as failures. This finding is in line with that of Harakiewicy, Barron, Durik and Linnenbrink-Garcia (2008) who reported in their study that students who began classes with high level of interest may be more likely to adopt mastery goals because they want to learn more about the domain that interest them. In a similar vein,Shehzad (2019) in a survey he conducted using 321 university students reported that achievement goal is significantly related to students' academic achievement.Kord (2018) reported a significant relationship between achievement goals and academic performance which he found that is strongly effective in motivating strategies for enhancing learning. Christopher and Tara (2015) reported in their findings that the relationship between goal orientations and academic outcomes is perhaps mediated by the ability to accurately assess ones existing knowledge knowingly or unknowingly. Winn and Latjens (2012) in their report were they used a sample of 132 college students, they found that one's route to happiness was related to academic and social achievement goal orientation of participants. Similarly,Sakar and Banik (2017) revealed that there was significant positive relationship between adjustment and academic achievement of boys and girls in adolescence period.From the foregoing, the finding of the current study is in line with that of the previous studies.

Counselling Intervention

As the Achievement goals and School adjustment were found to be related to students' achievement, therefore, counselling is necessary to help students with specific problem of lack of setting achievement goals and school adjustment. This is to help them to improve their academic performance.The priority of the intervention and counselling is to make students set goals for themselves possibly at the beginning of each academic session. These goals setting act as a roadmap for the student to follow help students to overcome challenges and improve their academic performance. The counselling intervention can be given in form of individual or group counselling.

Conclusion

Conclusion drawn from this study indicated the influence of achievement goals and school adjustmentto the academic performance among undergraduate students of AbubakarTafawaBalewa University Bauchi. A self-structured questionnaire was used to obtain the data for the study. Sample of 1,200 students was used. Findings from the study indicated that there was high influence of study habits on academic performance among undergraduate students. Although the study was limited to only AbubakarTafawaBalewa University, there is a need for similar study with other universities in Nigeria.

Recommendation

There is a need to sensitize students through counselling to know how to set academic goals as well as how to adjust academically. This will go a long way in assisting them to learn and understand the basic rudiments of good study habits in tertiary institutions.

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