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ACADEMIC GOALS ACCORDING TO GENDER, NATIONALITY AND PERFORMANCE IN HIGH SCHOOL STUDENTS IN ARTS MODE

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Abstract. The objective of this work was to analyze the perspectives of students regarding their academic goals in relation to gender, nationality and academic performance in high school students of the Arts Educational Center, Julio Alberto Hernández, Santiago, Dominican Republic. The selected sample was 187 students, 61.5% were women, 38.5% men, 89.8% Dominicans and 10.2% Haitians, the research has a quantitative approach and a non-experimental cross-sectional design. The t test did not show significant differences for the selection of students by sex ($p = 0.07$) or by nationality ($p = 0.304$). The Academic Goals Scale (CMA) questionnaire was used, it has 20 items with Likert-type responses, with a reliability level of 0.806. The students responded with very low averages in the MRS, in addition, the ML are significantly higher in women ($p = 0.025$), however, Haitian nationals have ML ($p = 0.023$) and MRS ($p = 0.038$) significantly higher, in the case of academic performance in Spanish, Haitians present significantly higher performance ($p = 0.001$). Finally, conclusions are offered that will be helpful for future work in this line, to verify the effect of ML, MA and MRS factors in other academic situations.

Keywords: Academic goals, Modality in Arts, Performance, Nationality

LAS METAS ACADÉMICAS EN FUNCIÓN DEL GÉNERO Y LA NACIONALIDAD Y SU RELACIÓN CON EL RENDIMIENTO EN ESTUDIANTES DE SECUNDARIA, MODALIDAD EN ARTES

Resumen. El objetivo del presente trabajo fue analizar las perspectivas de los alumnos respecto a sus metas académicas en relación con el sexo, la nacionalidad y el rendimiento académico en estudiantes de secundaria del Centro Educativo en Artes, Julio Alberto Hernández, Santiago, República Dominicana. La muestra seleccionada fue de 187 alumnos, 61.5% eran mujeres, 38.5% hombres, 89.8% dominicanos y 10.2% haitianos, la investigación tiene un enfoque cuantitativo y un diseño transversal no experimental. La prueba t no mostró diferencias significativas para la selección de los alumnos por sexo ($p = 0.07$) ni por nacionalidad ($p = 0.304$). Se utilizó el cuestionario Escala de Metas Académicas (CMA), cuenta con 20 ítems con respuesta tipo Likert, con un nivel de fiabilidad de 0.806. Los estudiantes respondieron con promedios muy bajos en la MRS, además, las ML son significativamente más elevadas en las mujeres ($p = 0.025$), sin embargo, los nacionales haitianos tienen ML ($p = 0.023$) y MRS ($p = 0.038$) significativamente más altas, en el caso del rendimiento académico en lengua española, los haitianos presentan rendimiento significativamente más alto ($p = 0.001$). Finalmente, se ofrecen conclusiones que serán de ayuda para futuros trabajos en esta línea, para verificar el efecto de los factores ML, MA y MRS en otras situaciones académicas.

Palabras clave: Metas académicas, Modalidad en Artes, Rendimiento, Nacionalidad

Introduction

The exercise of teaching from a social point of view is the basis for which teachers are trained; however, there are many factors that affect this process, among which is the motivation of students, which is also found in the various biopsychosocial spheres that make up their environment. In this regard, Diaz (2021), defines motivation as a relevant factor in defining the goals of middle level students, these allude to the intellectual objective that is proposed to achieve, the motive or desire to achieve the goal, the expectations that are forged, in addition, the author refers to the action plans aimed at achieving achievements, autonomy, gratitude, recognition of the people who are in their environment helping to develop the student in their academic and formative life.

For William and Lara (2020), intrinsic motivation is an activity related to the achievement of a personal satisfaction and is mediated by interest and satisfaction towards the task; while extrinsic motivation is related to the performance towards an action to be rewarded or avoid being punished; these motivations are important in adolescents, seeking the achievement of the proposed goals regarding their academic training and life projects, guided by patterns of appropriate behaviors that help in the whole process.

For their part, Ecos and Manrique (2018), propose academic motivation based on the goals pursued by the student, regulated by a series of patterns found in the context where they develop, both academic and social; these are guided by the desire to learn, be accepted and the realization of activities that allow them to develop as people and thereby improve their skills.

For García, et al. (1998), academic motivation contemplates learning goals, in this case students seek strategies for solutions to problems posed in their context; performance goals, related to the rewards that the student desires, these are not focused on learning and the goals of the self, for which the student faces tasks and wonders if he/she is capable of performing them. In this sense, the author suggests that in order to influence students' motivations in the right direction and to be able to guide them towards learning goals in accordance with their interests, the teacher must be able to identify motivational tendencies.

According to Diaz (2021), it is important to consider learning goals since they have an important impact on the way academic results are valued, which are of vital importance for secondary school students, who need to be recognized and accepted in certain social groups, the family and school environment.

For his part, Cetarez (2019), states that "the physical environment significantly influences student learning" (p. 2), referring to the impact of the environment to improve student motivation, this element is of utmost importance because in vulnerable contexts, which is where a large part of the young people of the Center for the Arts, Julio Alberto Hernández, are impacted by a series of patterns that keep them away from the academic and personal goals that they can set and wish to achieve in the near future.

In the case of the Julio Alberto Hernández Center for the Arts in the city of Santiago de los Caballeros, the following occurs: There are five modalities in the arts areas, students enter after fulfilling a profile and vocation evaluation in the area of interest; however, the students of the aforementioned center, however, students at the center take one of the modalities in order to remain enrolled, these modalities may be the following: Music, Applied, Visual, Dance and Theater, in this regard, Navas, et al, (2007), states that students live music, enjoy music and relate thanks to music, in the art modalities, students live and relate to their peers, not only in the area of music; as Ramona Liriano, a theater teacher, says, "although conflicts are generated by age, there is also the motivation and mutual support among them as a group with common

goals"; however, the student trained in the arts modality is different, due to the approach they have in their training, their strength and their tendency are not the sciences, but the Arts.

In this regard, the Ministry of Education of the Dominican Republic (MINERD), in the memories of the modality in arts (2015):

> "The arts modality is a curriculum that combines training and education in different artistic disciplines, sciences, skills for spoken and written communication, skills for cooperative work, and training in citizen and human values, in order to increase the graduates' chances of success." (p. 90).

Regarding academic goals, achievement goals, motivation and gender differences in middle level students, some authors found similar behavior patterns (Barca, et al., 2011; Riveiro and Suarez, 2019, Ruiz-Esteban, et al., 2018), where as learning goals improve, so does academic performance, likewise, the academic metras variable presents significant differences regarding academic performance and females presented a tendency towards academic goals over males. Although other research found no differences in academic, achievement, and social reinforcement goals of students of similar levels, such as those of (Cetarez, 2018; Williams & Lara, 2020).

Method

Design

The research design was based on a quantitative approach and a non-experimental cross-sectional design, according to Bizquerra (2009), in the quantitative approach "the interest of educational research focuses on explaining, predicting and controlling the phenomena under study" (p. 71), on the other hand, for the descriptive analysis of the data the SPSS v. software was used. 27 and the Excel 2019 spreadsheet, for the inferential part Student's t-test was applied to perform the comparison between independent means, likewise for the comparison between items the Mann-Whitney U test was used with a significance value $\alpha = 5$ %.

Participants

The study involved 187 students from the second cycle of the middle level of the Julio Alberto Hernández Arts Education Center, randomly selected from the different grades of the second cycle of the middle level. The 61.5% were women and 38.5% were men. Likewise, of the total sample, 57.2% were from the fourth grade of secondary school, 25.7% were from the fifth grade of middle school and 17.1% were from the sixth grade of middle school. Those who did not complete the test were excluded, as well as those who did not sign the informed consent form. The age range was between 15 and 19 years. The mean age for men was 16.72±1.13 years and for women was 16.40±1.21 years, the t-test showed no significant statistical difference for both sexes ($p = 0.07$).

On the other hand, the sample was divided by nationality, consisting of 89.8% of young people with Dominican nationality and 10.2% with Haitian nationality, also the average age for Dominicans is 16.49±1.17 years and for Haitians is 16.79±1.27 years, the t-test indicates that there is no difference in selecting a student of Dominican or Haitian nationality ($p = 0.304$).

Instruments

As a data collection system, a survey was carried out by applying an instrument with 20 questions called the Academic Goals Questionnaire (CMA), with some adaptations, Valle, et

al., (1997), capable of evaluating the academic goals of adolescents with a multidimensional approach. The 20 items assess three dimensions, called factors.

Factor I: Learning goals (L*):* composed of eight items (from 1 to 8), these seek to measure the students' interest in acquiring knowledge and increasing their competencies. Fator II: Milestones of Achievement (ML): composed of six items (item 9 and from 15 to 20), which measures the achievement of a good grade in exams and progress in studies. Factor III: Social Reinforcement Goals (SRM)*:* composed of five items (from 10 to 14), which measure the tendency to acquire social esteem and the approval of teachers, parents and friends, both in the school environment and in the community.

The responses to each of the items in the questionnaire are categorized on a Likert-type scale ranging from 1 (never) to 5 (always). In order to gather more information from the participants, the students were asked to complete the questions on the modality to which they belong, nationality, sex, academic performance in the modality, Spanish language and mathematics, as well as age and sex.

The reliability of the instrument was measured through Cronbach's alpha and an overall index of 0.806 was obtained for the factors contained in the instrument, the values were as follows: MA (0.777), ML (0.705) and MRS (0.736), although García, et al., (1998), found reliability indices for the instrument ranging between 0.765 and 0.894, Rodríguez-Rodríguez and Guzmán (2018), found reliability indices ranging between 0.83 and 0.92, these values are above those determined in the present research, however, Valle, et al., (2006) determined reliability indexes similar to those of the present work, ranging from 0.73 to 0.87, on the other hand Duran-Aponte and Arias-Gómez, (2015), also obtained reliability indexes between 0.71 and 0.89, as well as Navas and Ivorra (2004), determined reliability indexes between 0.82 and 0.83, in this sense, we can see that the reliability measurements of the instrument in the research are within the parameters determined by other researchers.

Procedure

The information was obtained through the application of the questionnaire by the researcher, in addition, the authorization of the center's management was obtained. The application was carried out in person at the educational center on May 12, 2022, by appointment with the students and with parental authorization for students under 18 years of age, working with the groups in the classrooms and with the help of the center's teachers so that the test could be applied simultaneously, with an average duration of 8 minutes.

Data analysis

The descriptive-correlational analysis was considered with their respective measures of central tendency and dispersion, for the inferential analysis the normality of the factors was considered through the Kolmogórov-Smirnov and Shapiro-Wilk test, the t-test for independent samples was used and ANOVA was used to determine if there were differences by sex and nationality in each of the scales. The Brown-Forsythe test was used when equality of variances could not be admitted by Levene's test. Finally, through Pearson's correlation analysis it was possible to determine the correlation of the academic performance variables with respect to the factors (MA, ML, MRS). Likewise, the Mann-Whitney U test was used for the comparison by items of the Academic Goals Questionnaire (AMC) considering a significance value of 5% (α=0.05). Analyses were performed with SPSS v.27 software.

Results

Descriptive analysis

The general descriptive statistics of the sample under study are presented (Table 1), where 61.5% of the students who participated in the study were female and 38.5% were male, likewise, the classification by nationality showed that 89.8% of the students who participated in the research were of Dominican nationality and 10.2% of Haitian nationality, subsequently it was shown that there is no difference in choosing a male or a female, a Dominican or a Haitian from the educational center. On the other hand, the age of the students was 16.52±1.18 years, where the highest representation is in 16 and 17 years with 28.9% and 27.8% respectively.

Table 1
Descriptive characteristics

Variable	n	%
Sex		
Man	72	38.5
Woman	115	61.5
Nationality		
Dominican	168	89.8
Haitian	19	10.2
Age in years completed	43	23.0
15	54	28.9
16	52	27.8
17	25	13.4
18	13	7.0
19	43	23.0
Average	16.52	
Standard deviation	1.18	
Student's modality to which the student belongs		
Applied	43	23.0
Music	50	26.7
Dance	30	16.0
Theater	32	17.1
Visual	32	17.1
Grade being pursued by the student		
Fourth grade	107	57.2
Fifth grade	48	25.7
Sixth grade	32	17.1

It was observed that the modality with the highest representation is music with 26.7%, followed by applied with 23.0%, in that sense, the lowest representation is dance with 16.0%; likewise, when distributing students by grade, el 57.2% are from fourth grade, this is due to the fact that, as the years go by, some students leave the center for various reasons, the modality begins in this grade, therefore, the number of students at the beginning is very high in all modalities, and it can be observed that at the end, in sixth grade, there are few students per grade (see Table 2) with respect to the initial number.

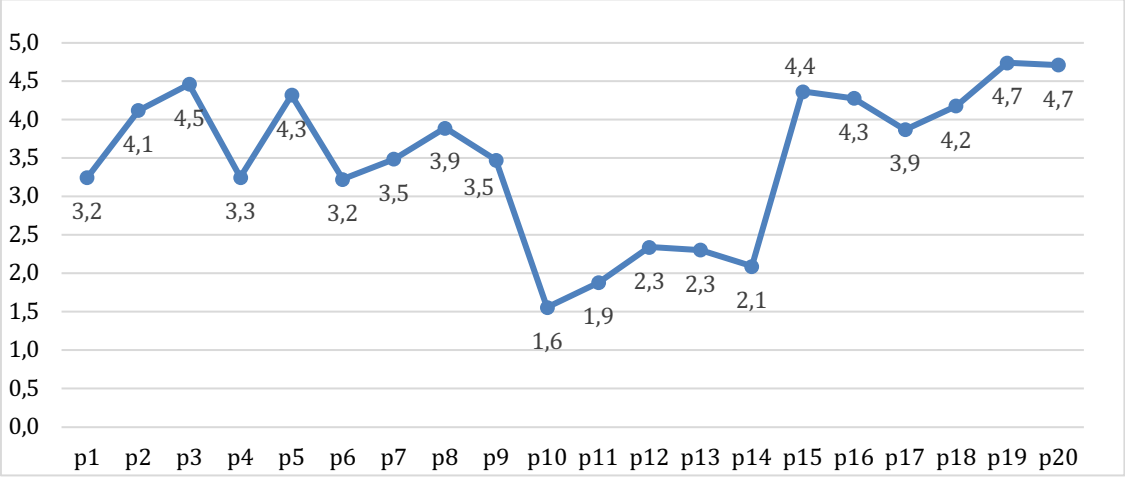
Academic performance in the areas of Spanish Language, Mathematics and Modality did not present relevant variations, which indicates that in the choice of one student or another there are no differences in any of the three areas.

Table 2
Academic performance and academic goal factors

Variable	Average	DS	Variance
Academic performance			
Spanish Language	7.7	2.0	4.0
Mathematics	7.3	2.1	4.3
Modality	7.8	1.9	3.7
Factors of academic goals			
MA	29.5	6.3	40.1
ML	29.6	4.7	22.5
MRS	10.1	4.5	20.6

Regarding the analysis of the factors, it was observed that the MA and MRS factors presented high variances with respect to the average, which may show possible dispersion in these factors generating differences, but the same was not true for the ML factor.

Figure 1
CMA Questionnaire, Average student responses by item



Regarding the 20 items of the Academic Goals Questionnaire answered by the students, Figure 1 shows the average results of each item; it was observed that the lowest averages are presented in items 10 to 14, which correspond to the factor Social Reinforcement Goals (SRG), that is, the levels of obtaining social valuation and approval from parents, friends and teachers, these are low in general, likewise items 15 to 20, which refer to the Achievement Goals (AG), showed the highest averages, these refer to obtaining good grades and advancing in their studies, in these cases the students give more relevance to this factor.

Inferential Analysis

Table 3

Kolmogorov-Smirnov and Shapiro-Wilk normality tests and normality tests for WFS factors by sex

	Sex	Kolmogorov-Smirnov		Shapiro-Wilk	
		Statistician	p-value	Statistician	p-value
MA	Man	0.24	0.20	0.88	0.23
	Woman	0.17	0.10	0.95	0.12
ML	Man	0.33	0.05	0.80	0.05
	Woman	0.14	0.10	0.87	0.11
MRS	Man	0.15	0.20	0.98	0.95
	Woman	0.20	0.05	0.85	0.06
Normality tests for WFS factors by nationality					
	Nationality				
MA	Dominican	0.14	0.20	0.96	0.40
	Haitian	0.16	0.20	0.92	0.12
ML	Dominican	0.14	0.20	0.90	0.05
	Haitian	0.19	0.09	0.89	0.06
MRS	Dominican	0.18	0.06	0.88	0.11
	Haitian	0.13	0.20	0.94	0.21
Normality tests of academic performance by nationality					
	Nationality				
Spanish	Dominican	0.15	0.20	0.96	0.32
Language	Haitian	0.21	0.20	0.91	0.37
Mathematics	Dominican	0.15	0.09	0.97	0.37
	Haitian	0.24	0.16	0.95	0.74
Modality	Dominican	0.13	0.19	0.95	0.26
	Haitian	0.25	0.16	0.87	0.21
Normality tests of academic performance by sex					
	Sex				
Spanish	Man	0.17	0.20	0.95	0.69
Language	Woman	0.17	0.20	0.94	0.33
Mathematics	Man	0.18	0.20	0.94	0.53
	Woman	0.14	0.20	0.97	0.78
Modality	Man	0.21	0.20	0.86	0.08
	Woman	0.18	0.14	0.92	0.11

The Kolmogórov-Smirnov and Shapiro-Wilk normality test showed that the WFS factors and academic performance resemble a normal distribution for both sex and nationality (Table 3)

Table 4

One-factor analysis of variance (ANOVA) by sex and nationality

	Sex		Nationality	
Items	F	p-value	F	p-value
P1	6.979	0.009	1.734	0.190
P2	0.207	0.650	1.185	0.278
P3	0.202	0.654	0.188	0.665
P4	1.855	0.175	2.061	0.153
P5	0.656	0.419	0.103	0.748
P6	0.277	0.600	1.058	0.305
P7	0.503	0.479	1.513	0.220
P8	0.001	0.972	0.000	0.995
P9	2.304	0.131	0.984	0.323
P10	0.891	0.347	3.441	0.065
P11	0.026	0.873	0.555	0.457
P12	0.151	0.698	0.071	0.789
P13	1.136	0.288	2.902	0.090
P14	0.222	0.638	19.664	0.000
P15	1.632	0.203	0.915	0.340
P16	4.793	0.030	2.855	0.093
P17	0.037	0.848	1.297	0.256
P18	1.568	0.212	0.571	0.451
P19	4.661	0.032	0.376	0.540
P20	2.846	0.093	1.742	0.188

Table 5

Man-Whitney U test by items

Items	Sex		Nationality	
	Mann Whitney U	p-value	Mann Whitney U	p-value
P1	3213.0	0.008	1301.5	0.177
P2	4116.0	0.943	1346.5	0.230
P3	3883.5	0.393	1404.5	0.304
P4	3664.0	0.176	1282.0	0.151
P5	3830.0	0.351	1583.0	0.950
P6	3970.0	0.629	1383.5	0.330
P7	3951.0	0.589	1328.5	0.218
P8	4046.5	0.783	1576.5	0.926
P9	3511.0	0.071	1420.5	0.417
P10	3819.5	0.246	1350.0	0.151
P11	4037.5	0.742	1412.0	0.340
P12	3827.0	0.361	1543.5	0.805
P13	3675.0	0.172	1259.0	0.111
P14	4076.5	0.847	860.5	0.000
P15	3736.5	0.189	1424.0	0.368
P16	3435.5	0.024	1276.0	0.098
P17	3988.5	0.653	1307.5	0.168
P18	3723.5	0.194	1410.0	0.351
P19	3743.5	0.067	1532.5	0.637
P20	3734.0	0.057	1443.5	0.249

An ANOVA was performed (Table 4), showing differences in the classification by sex for P1 items: I study because I am interested in solving problems ($p = 0.009$), P16: I study because I want to be proud of getting good grades ($p = 0.030$) and P19: I study because I want to have a good job in the future ($p = 0.032$), in these cases differences were observed between men and women. In the classification by nationality, differences were only observed in item P14: I study because I like to get better grades than my friends ($p = 0.000$).

On the other hand, the Mann Whitney U test was performed to test the hypotheses by items (Table 5), where P1: I study because it is interesting to solve problems ($p = 0.008$) and P16: Study because I want to be proud of getting good grades ($p = 0.024$), showed significant differences when the analysis was performed by sex, in the case of nationality the differences by items were presented only in P14: I study because I like to get better grades than my friends. ($p = 0.000$), the other items showed no internal differences.

Correlational analysis of academic performance and academic goals

In the academic achievement of Spanish Language, Mathematics and Modality, as well as achievement goals (ML), social reinforcement goals (MRS) and learning goals (MA), significant correlations were observed (Table 6), that is, achievement in mathematics presented a positive correlation with achievement in Spanish Language ($p =0.000$), likewise, performance in Spanish Language presented a positive correlation with MA and ML ($p =0.000$), likewise, in social reinforcement goals (MRS) a positive correlation was observed with achievement goals (ML) and learning goals (MA) ($p = 0.036$ and $p = 0.003$ respectively).

As the MA and ML factors increase, performance in Mathematics, Spanish Language and Modality also increase (positive correlation), likewise the MA factor increases as the ML factor increases (positive correlation).

Statistical analysis of WFS considering sex and nationality

Table 6

Pearson correlation, Mathematics Performance, Spanish Language, Modality and the factors ML, MA and MRS

Table 7

Academic goals and Academic performance classified by gender and nationality

		R. in Language	R. in Mathematics	R. in Modality	MA	ML
R. in Mathematics	Correlation	0.334**				
	p-value	0.000				
R. in Modality	Correlation	0.076	-0.056			
	p-value	0.301	0.449			
MA	Correlation	0.314**	0.197**	0.151*		
	p-value	0.000	0.007	0.039		
ML	Correlation	0.363**	0.159*	0.201**	0.388**	
	p-value	0.000	0.029	0.006	0.000	
MRS	Correlation	-0.038	-0.084	0.138	0.153*	0.217**
	p-value	0.604	0.252	0.060	0.036	0.003

Note. **p-value < 0.01 *p-value <0.05

Academic goals classified by gender

Academic Goals (CMA)	Man		Women		t	p-value
	Media	DS	Media	DS		
MA	29.74	6.21	29.33	6.43	0.43	0.67
ML	28.64	5.13	30.24	4.40	-2.26	0.03
MRS	10.42	3.90	9.97	4.91	0.58	0.56

Goals and academic performance classified by nationality

Academic Goals (CMA)	Dominican		Haitian		t	p-value
	Media	DS	Media	DS		
MA	29.46	6.36	29.84	6.22	0.07	0.80
ML	29.42	4.85	31.42	3.24	5.81	0.02
MRS	9.85	4.33	12.79	5.60	4.91	0.04
Spanish Language	7.57	1.81	9.21	2.84	-3.50	0.00
Mathematics	7.25	2.10	7.68	1.77	-0.87	0.39
Modality	7.82	1.89	7.58	2.14	0.51	0.61

Differences by sex and nationality were observed in the CMA scales; where statistically significant differences were observed in one of the scales, achievement goals (AT). Student's t-test showed significant mean differences, assuming equal variances. Females presented significantly higher achievement goals (AT) than males of the same age, while with respect to

the learning goals (L) and social reinforcement goals (SR) factors, no significant differences were found between males and females.

Regarding academic achievement in Spanish Language, Mathematics and in the Modality, considering the gender variable, no statistically significant differences were found ($p = 0.13, 0.59, 0.48$), respectively.

In relation to nationality, significant differences were observed in the factors achievement goals (AT) and social reinforcement goals (SRM), the results showed statistical differences in the aforementioned factors; the Brown-Forsythe test was used because different variances were assumed with respect to nationality.

Haitian youth presented significantly higher achievement goals (AT) and social reinforcement goals (SR) than Dominican youth; no significant difference was found with respect to learning goals (L) for both nationalities.

Regarding academic performance, it was shown that in the area of Spanish language there are statistically significant differences, where a significantly higher performance was observed in Haitian youths compared to Dominicans ($p = 0.001$), considering that the mother tongue is not Spanish, it was assumed that Haitian students made a greater effort to perform in this subject to perform better in this subject. In the case of the areas of mathematics and modality, there are no statistically significant differences**.**

Discussion and conclusions

This work allowed to deepen in the factors that influenced the academic goals; achievement goals (ML), learning goals (MA) and social reinforcement goals (MRS), where the characteristics and potentialities of the students were identified and the analysis was regulated by the variables sex and nationality, likewise, in the present work the academic goals and their influence on the academic performance of the young people of the Julio Alberto Hernández Educational Center for the Arts were identified.

The literature consulted showed significant differences in academic goals between males and females (Cetarez, 2019; Diaz, 2021; Williams and Lara, 2020), the study conducted in high school students of the second cycle of the Educational Center in Arts, Julio Alberto Hernández, presented the same learning goals and social reinforcement goals for male and female, but the achievement goals of females are significantly higher, these same results were obtained by Ruiz-Esteban, et al., (2018). On the other hand, Ecos and Manrique (2018), found significant differences between learning goals (MA), achievement goals (ML) and social reinforcement goals (MRS), in contrast to the results of this research that only agreed on differences in achievement goals (ML). On the other hand, it was observed that the sex variable makes a difference in the achievement goals factor, with no changes in learning goals and social reinforcement goals. In addition, there were no significant differences in academic performance considering the gender variable.

Regarding the nationality variable, the results of this research showed that the learning goals factor did not present statistically significant differences; for the achievement goals and social reinforcement goals factors, statistical evidence was found that justifies the differences between the young people who participated in the study, in this sense, the Haitian youth presented significantly higher goals than those of Dominican nationality. Regarding academic performance in Spanish language, mathematics and modality, the young people did not show any difference in mathematics and modality; however, in the subject of Spanish language,

which, although it is not the mother tongue of Haitian nationals, they showed a significantly higher performance.

Although the work of Diaz (2021), concludes that learning goals have relevance over achievement goals and social reinforcement goals, the significant incidence of the sex variable was not determined, in contrast to the present research, where achievement goals have relevance over learning goals and over social reinforcement goals. In this sense, when the analysis was carried out considering the nationality variable, achievement goals and social reinforcement goals have relevance over learning goals, in addition, in the correlational analysis it was observed that social reinforcement goals have a positive correlation with achievement goals and learning goals.

On the other hand, the work of Ecos and Manrique (2018), concluded that students have higher valuation for achievement goals, which implies that their desire to learn has more to do with not having difficulties in their exams and advancing in their studies, these results coincide with the results of this research, likewise, in the present work the same MAs were found for Dominican and Haitian nationals, with significant differences in the MLs and MRSs.

Regarding academic achievement and MA, ML and MRS, a positive correlation of ML and MA with academic achievement in Spanish language, mathematics and modality was observed.

Some recommendations made in this work are: to continue with other research on academic goals and classify them according to other variables, such as modality and grades, in order to delve deeper into problems that may arise and present possible solutions, such as: academic programs that are in line with the type of training that students receive in the arts modality, the lack of incentives for work, high levels of school failure, insertion of arts graduates in the labor market of the region and the country, as well as how they relate to the factors studied in this research.

Finally, this research should be carried out in other centers in the arts in order to confirm the results obtained, especially the conclusions by nationality.

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