

# GOAL ORIENTATION OF SECONDARY SCHOOL STUDENTS IN RELATION TO ACHIEVEMENT MOTIVATION

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## Abstract

The aim of this study is to determine the Goal Orientation of Secondary School Students in relation to Achievement Motivation of government and private secondary schools in Ayodhya District. Descriptive survey method was implied to collect the data of the study. 600 secondary school students have been selected by using multi stage stratified random sampling technique as a sample of the study. In the present study, Goal Orientation Scale prepared by Dr.Sreekala E, Achievement Motive Test prepared by Dr. V. P. Bhargava have been used to collect the data. Descriptive and inferential statistics (mean, standards derivation, t-value and correlation) have been used for analyzing and interpreting the data. At the end of this study it was found that there is significant relationship between Achievement Motivation and Goal Orientation of students of secondary schools. If the students of secondary schools are getting more Achievement Motivation then their Goal Orientation power should be improved respectively. Implications for further research have also been discussed.

## 1.0 Introduction

Students of secondary schools live and study in a rapidly changing and globalizing world that affects the content they study and the ways they study. Although the primary goal of secondary school education is the overall development of students who are an asset to the nation, students often choose the path of least resistance which in turn creates hindrance in developing responsible citizens. Goal orientation plays an important role in directing the students towards their academic achievement. Orientation towards a goal is presumed to be a function of individual differences or to be included by situational constraints, as it influences the approach students take to learn and the strategies they use in learning. Goal Orientation is a disposition towards developing or demonstrating ability in achievement situation. Goal Orientation has emerged as an important motivational construct in organizational research providing an explanation for the approaches, responses and reasons that individuals use to engage in achievement activities.

## 1.1 Goal Orientation

Purpose of Goal orientation is the degree to which a person or corporation specializes in obligations and the stop effects of these responsibilities. Robust purpose orientation advocates a focus at the ends that the responsibilities are made for rather than the obligations themselves and how those ends will have an effect on both the individual and the entire organisation. Those with strong purpose orientation will be able to accurately choose the outcomes of reaching the aim in addition to the potential to fulfil that unique intention with current resources and competencies. Purpose orientation is a disposition toward developing or demonstrating ability in fulfilment scenario. Goal Orientation has emerged as an important motivational construct in organisational research providing an explanation for the approaches, responses and reasons that individuals use to engage in achievement activities. The definition of Goal Orientation is drawn from Dweck and Leggett's (1998) classification of two types of goals i.e. learning goal and performance goal that individuals pursue in task/learning contexts. Learning goal characterises individuals who seek to increase their competence to understand or master something new while performance goal characterises

individuals who seek to gain favourable judgments of their competence or avoid negative evaluations of their competence. Thus, individuals with a learning goal orientation focus on the 'development' of competence while individuals with a performance goal orientation focus on the 'judgment/ evaluation' of their competence. The performance goal orientation has been split into two subtypes i.e. performance approach orientation and performance avoidance orientation. Individuals with a performance approach orientation want to be the best to appear to be the most competent. As a result, they work hard and put in a lot of effort in order to surpass their peers. Whereas individuals with a performance avoidance orientation try to avoid making mistakes and appear incompetent. They take the known path, the unchallenging tasks and are frequently reluctant to show their work to others until it is perfect.

## 1.2 Achievement Motivation

Motivation can be described because the riding pressure at the back of all of the actions of a person. They have an effect on a person's desires and dreams each have a sturdy effect on the path in their behaviour. Motivation is primarily based on your feelings and success-associated goals. There are different forms of motivation along with extrinsic, intrinsic, physiological, and fulfilment motivation. There also are greater negative sorts of motivation. Success motivation can be defined as the need for fulfilment or the attainment of excellence. Individuals will satisfy their needs through exceptional means, and are driven to be triumphant for various reasons both internal and external. Achievement motivation is the want for fulfilment or the attainment of excellence. Individuals will fulfil their needs through specific means, and are pushed to prevail for various motives each internal and external. The time period success motivation may be defined by way of independently considering the words success and motivation. Fulfilment refers to competence (a situation or first-rate of effectiveness, capability, sufficiency or success). Motivation refers back to the energization (instigation) and direction (goal) of behaviour. As a consequence, fulfilment motivation may be defined as the energization and path of competence relevant behaviour or why and the way people strive in the direction of competence (achievement) and far away from incompetence.

## 2.0 Objectives of the Study

The study was conducted with following main objectives-

- 2.1 To analyze the relationship between Achievement Motivation and Goal Orientation of secondary school students.
- 2.2 To analyze the relationship between Achievement Motivation and Goal Orientation of secondary school students of Rural Area.
- 2.3 To analyze the relationship between Achievement Motivation and Goal Orientation of secondary school students of Urban Area.

## 3.0 Hypothesis of the Study

- 3.1 There is significant relationship between Achievement Motivation and Goal Orientation of students of secondary schools.
- 3.2 There is significant relationship between Achievement Motivation and Goal Orientation of students of secondary schools of Rural Area.
- 3.3 There is significant relationship between Achievement Motivation and Goal Orientation of students of secondary schools of Urban Area.

## 4.0 Delimitation of the Study

Due to the involvement of time, money and energy the present study has been limited on the basis of the following factors:

- The study has been limited to the students of Ayodhya district only.
- The study has been delimited to only 600 samples including 300 male and 300 female students of secondary schools.

## 5.0 Results & Discussion

**Objective 2.1** To analyze the relationship between Achievement Motivation and Goal Orientation of secondary school students

**Hypothesis 3.1** There is significant relationship between Achievement Motivation and Goal Orientation of students of secondary schools.

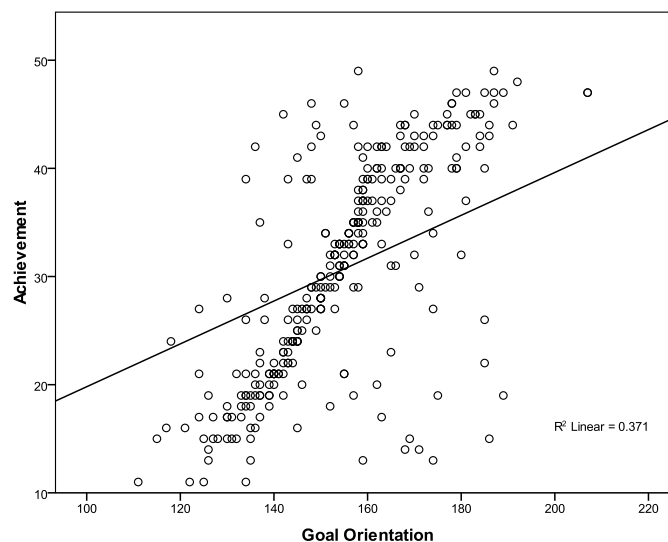
Table- 5.1

Mean, SD and Correlations between Achievement Motivation and Goal Orientation of Students of secondary schools

Variable	N	Minimum	Maximum	r-value
Achievement Motivation	600	11	49	.595
Goal Orientation	600	104	207	

Correlation is significant at the 0.05 level.

Table 5.1 show that the calculated r-value .595 is greater than the table value at 0.05 level of significance. Therefore, the null hypothesis is rejected at 0.05 level of significance that 'there is no significant relationship between Achievement Motivation and Goal Orientation of Students of secondary schools and the research hypothesis is accepted that 'there is significant relationship between Achievement Motivation and Goal Orientation of Students of secondary schools'. Hence, it is stated that there is significant relationship between Achievement Motivation and Goal Orientation of Students of secondary schools. It is also clear in the Graph 5.1.



Graph- 5.1

Graphical presentation of Correlations between Achievement Motivation and Goal Orientation of Students of secondary schools

From the observation of the table 5.1, it can be seen that the range of score of Achievement Motivation of Students of secondary schools is from 11 to 49 and the range of score of Goal Orientation of Students of secondary schools is from 104 to 207. It shows that if the Students of secondary schools are getting more Achievement Motivation then their Goal Orientation power should be improved respectively. So it is

found that there is significant relationship between Achievement Motivation and Goal Orientation of Students of secondary schools.

**Objective 2.2** To analyze the relationship between Achievement Motivation and Goal Orientation of secondary school students of Rural Area

**Hypothesis 3.2** There is significant relationship between Achievement Motivation and Goal Orientation of students of secondary schools of Rural Area.

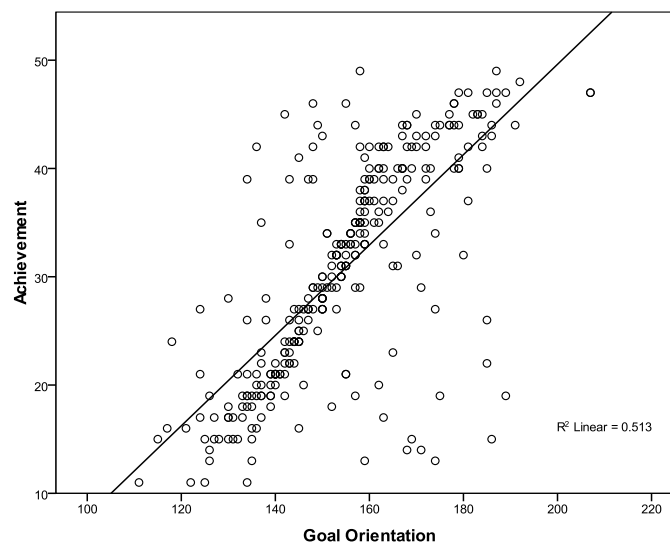
Table- 5.2

Mean, SD and Correlations between Achievement Motivation and Goal Orientation of Rural students of secondary schools

Variable	N	Minimum	Maximum	r-value
Achievement Motivation	300	11	49	.716
Goal Orientation	300	111	207	

Correlation is significant at the 0.05 level.

Table 5.2 show that the calculated r-value.716 is greater than the table value at 0.05 level of significance. Therefore, the null hypothesis is rejected at 0.05 level of significance that there is no significant relationship between Achievement Motivation and Goal Orientation of Rural students of secondary schools and the research hypothesis is accepted that there is significant relationship between Achievement Motivation and Goal Orientation of Rural students of secondary schools. Hence, it is stated that there is significant relationship between Achievement Motivation and Goal Orientation of Rural students of secondary schools. It is also clear in the Graph 5.2.



Graph- 5.2

Graphical presentation of Correlations between Achievement Motivation and Goal Orientation of Rural students of secondary schools

From the observation of the table 5.2, it can be seen that the range of score of Achievement Motivation of Rural students of secondary schools is from 11 to 49 and the range of score of Goal Orientation of Rural students of secondary schools is from 111 to 207. It shows that if the Rural students of secondary schools are getting more Achievement Motivation then their Goal Orientation power should be improved respectively. So it is found that there is significant relationship between Achievement Motivation and Goal Orientation of Rural students of secondary schools.

**Objective 2.3** To analyze the relationship between Achievement Motivation and Goal Orientation of secondary school students of Urban Area

**Hypothesis 3.3** There is significant relationship between Achievement Motivation and Goal Orientation of students of secondary schools of Urban Area.

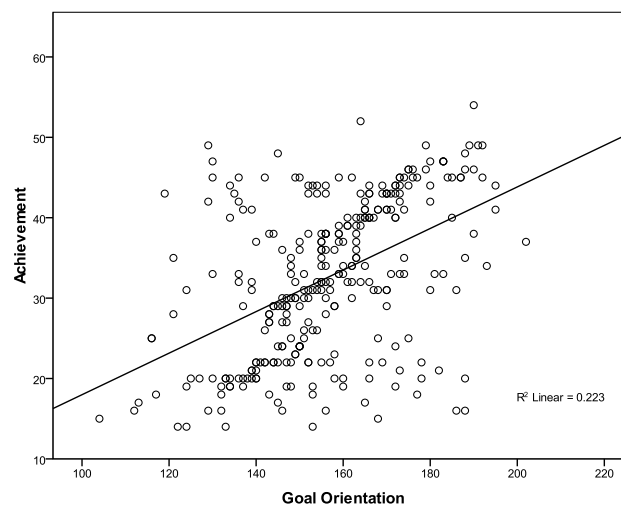
Table- 5.3

Mean, SD and Correlations between Achievement Motivation and Goal Orientation of Urban students of secondary schools

Variable	N	Minimum	Maximum	r-value
Achievement Motivation	300	14	49	0.472
Goal Orientation	300	104	202	

Correlation is significant at the 0.05 level

Table 5.3 show that the calculated r-value.472 is greater than the table value at 0.05 level of significance. Therefore, the null hypothesis is rejected at 0.05 level of significance that there is no significant relationship between Achievement Motivation and Goal Orientation of Urban students of secondary schools and the research hypothesis is accepted that there is significant relationship between Achievement Motivation and Goal Orientation of Urban students of secondary schools. Hence, it is stated that there is significant relationship between Achievement Motivation and Goal Orientation of Urban students of secondary schools. It is also clear in the graph 5.3.



Graph- 5.3

Graphical presentation of Correlations between Achievement Motivation and Goal Orientation of Urban students of secondary schools

From the observation of the table 5.3, it can be seen that the range of score of Achievement Motivation of Urban students of secondary schools is from 14 to 49 and the range of score of Goal Orientation of Urban students of secondary schools is from 104 to 202. It shows that if the Urban students of secondary schools are getting more Achievement Motivation then their Goal Orientation power should be improved respectively. So it is found that there is significant relationship between Achievement Motivation and Goal Orientation of Urban students of secondary schools.



## 6.0 Conclusion

Following conclusions were drawn from the results-

- There is significant relationship between Achievement motivation and Goal Orientation of students of secondary schools. If the students of secondary schools are getting more Achievement motivation then their Goal Orientation power should be improved respectively.
- There is significant relationship between Achievement motivation and Goal Orientation of Rural students of secondary schools. If the Rural students of secondary schools are getting more Achievement motivation then their Goal Orientation power should be improved respectively.
- There is significant relationship between Achievement motivation and Goal Orientation of Urban students of secondary schools. If the Urban students of secondary schools are getting more Achievement motivation then their Goal Orientation power should be improved respectively.

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