CONSTRUCTION AND VALIDATION OF GOAL ORIENTATION SCALE (PMS) HIGHER SECONDARY STUDENTS

E. BAKKIYALASHMI* & Dr. N. L. N. JAYANTHI**

*Ph. D Research Scholar, Department of Education, Annamalai University.

**Professor, Department of Education, Annamalai University.

E mail Id – meetbakkiya001992@gmail.com

Mobile Number- 9677439504

Abstract

The purpose of the paper is to determine the extent to which the higher secondary students level of goal orientation. A well prepared and structured questionnaire was administrated to the higher secondary students in villupuram district. Initially the scale was constructed with 75 statements posing questions which are five point scales. In order to standardize and validate the scale the investigator used 't' test. Based on the value of 't', 55 statements were retained. This paper discusses about the construction and validate of the scale to measure the goal orientation among higher secondary students.

Key Words: Goal Orientation, Higher Secondary Students.

Introduction

One of the variables that may play a role in the use of Self Regulated Learning strategies for students is goal orientation. Goal Orientation is a comprehensive, individual-specific variable described as "an integrated pattern of beliefs that leads to different ways of approaching, engaging in and responding to achievement situations" (Ames, 1992, p. 261); "an individual's general schema or theory for approaching the task, doing the task" (Pintrich, 2000). It might be interpreted that achievement goals are tantamount to the individuals' discernments about their achievement behaviours. They indicate the meaning that "individuals assign to an achievement situation, providing a cognitive structure for organizing how individuals define success and failure, their affective reactions, and their subsequent behaviours" (Urdan, 1997).

Therefore, considering students' goals opens horizon into the psychosomatic process during which behaviour of achievement is formed, and it can stimulate teachers to build up suitable classroom facilities to smooth the progress of learning. Orientation in the direction of a goal is supposed to be a part of situational constrictions, because it manipulates the approaches students obtain to become skilled at and the strategies students employ in erudition Goals are described as "the end toward which effort is directed, which an individual attempts to accomplish".

Methodology

In the process of construction and validation of scale, item analysis in an important set in the validation of any tool. The constructed scale is five point scales namely strongly agree, agree un- decided, disagree, and strongly disagree. Scores are given in the order of 5, 4, 3, 2 and 1. The maximum mark for an item is 5 and the minimum mark is 1. Therefore one can get a maximum score of 375 and the minimum score of 75. Goal orientation scale was given to as many as 100 higher secondary students from villupuram district, Tamilnadu, India.

CONSTRUCTION OF GOAL ORIENTATION SCALE (GOS)

Development of the Scale

The aim of the present study is to measure the goal orientation scale of higher secondary school students. For that the investigator constructed, and validated an Goal Orientation Scale (2020). There are 75 statements for pilot study in the scale. It was designed as a Likert type five

point scale. Each statement is to be responded as 'Strongly agree', 'Agree', 'Undecided', 'Disagree' and 'Strongly disagree'.

Scoring key for the goal orientation scale the positive statements are given scores as 5,4,3,2 and 1 respectively for strongly agree, agree, undecided, disagree and strongly disagree. For the negative statements the scores are 1,2,3,4 and 5 from strongly agree, agree, undecided, disagree and strongly disagree. Appendix-A Goal Orientation Scale (GOS)-pilot study is given.

Item Analysis

One of the important steps in standardization of any research tool is item analysis. For this purpose, the investigator used 100 self-rated Goal Orientation Scale (GOS) sheets from the respondents. Each item was scored by using the rating point as stated above. The individual scores for the entire 100 samples were calculated and arranged in the manner of highest to the lowest score. From the arranged scores, only the upper 25% of the sample constituting the high scores and the lower 25% constituting the lower scores were selected for the purpose of item selection. The high and low groups, thus selected formed the criterion groups.

Items selection

To select the items to form the final draft of the goal orientation scale, the difficulty index of the each item was analyzed. According to Edwards (1957), "the value of 't' is a measure of the extent to which a given item differentiates between the high and low groups. If the 't' value is equal to or greater than 1.75, it indicates that the average response of the high and low groups to a statement differs significantly, provided there are 25 or more subjects in the high group and also in the low group".

The 't' value for all the 75 items of the goal orientation scale were obtained to select the items for the final draft. Out of 75 items, 55 items were found to be selected as having 't' value more than 1.75. Thus the 't' values for all the 75 statement were calculated.

List of Items Selected for the Final Draft of the Goal Orientation

Item No.	't' value	Selected/ Not Selected
1.	2.292*	Selected
2.	2.108*	Selected
3.	0.199	Not Selected
4.	1.210	Not Selected

5.	3.154*	**Selected**
6.	4.198*	**Selected**
7.	6.130*	**Selected**
8.	5.173*	**Selected**
9.	**1.101**	**Not Selected**
10.	**0.149**	**Not Selected**
11.	3.188*	**Selected**
12.	2.259*	**Selected**
13.	4.276*	**Selected**
14.	3.294*	**Selected**
15.	**1.108**	**Not Selected**
16.	**1.099**	**Not Selected**
17.	**1.110**	**Not Selected**
18.	4.161*	**Selected**
19.	6.295*	**Selected**
20.	2.182*	**Selected**
21.	7.102*	**Selected**
22.	5.270*	**Selected**
23.	5.182*	**Selected**
24.	6.202*	**Selected**
25.	5.386*	**Selected**
26.	6.155*	**Selected**
27.	7.119*	**Selected**
28.	5.283*	**Selected**
29.	8.331*	**Selected**
30.	**0.176**	**Not Selected**
31.	**1.021**	**Not Selected**
32.	7.143*	**Selected**
33.	6.615*	**Selected**

34.	4.218*	Selected
35.	4.168*	Selected
36.	5.133*	Selected
37.	**1.140**	**Not Selected**
38.	**0.113**	**Not Selected**
39.	6.712*	Selected
40.	**0.184**	**Not Selected**
41	2.127*	Selected
42	4.131*	Selected
43	4.132*	Selected
44	5.678*	Selected
45	**1.120**	**Not Selected**
46	**0.809**	**Not Selected**
47	1.971*	Selected
48	3.174*	Selected
49	**0.096**	**Not Selected**
50	3.162*	Selected
51	2.243*	Selected
52	3.318*	Selected
53	**1.105**	**Not Selected**
54	3.110*	Selected
55	3.138*	Selected
56	4.123*	Selected
57	3.712*	Selected
58	2.515*	Selected
59	4.414*	Selected
60	**1.510**	**Not Selected**
61	4.113*	Selected
62	3.201*	Selected

63	2.619*	Selected
64	**0.283**	**Not Selected**
65	3.173*	Selected
66	**0.127**	**Not Selected**
67	2.719*	Selected
68	4.426*	Selected
69	**0.613**	**Not Selected**
70	1.893*	Selected
71	3.219*	Selected
72	2.916*	Selected
73	2.610*	Selected
74	3.162*	Selected
75	2.611*	Selected

*-Selected Items

Final Study

As shown in table 3.2, out 75 items only 55 items were finalized for the final study of the goal orientation scale of higher secondary school students. The final study of the GOS is given in Appendix-B.

Reliability and Validity

Test-retest (repetition) method used to arrive the reliability of the tool. Repetition of a test is the simplest method of determining the agreement between the two set of scores, the test is given and repeated on the same group, and the correlation computed between the first and second set of scores. Given sufficient time between the two tests the administration results show the stability of the test scores. The value of correlation co-efficient shows that there is high positive degree of correlation between the two tests and are given in Table .

Shows reliability co-efficient of Goal Orientation

S. No.	Method of Reliability	Values
1.	Test-retest (Repetition)	0.82
2	Split – Half	0.70

The first essential quality of valid test is that it should be highly reliable. Besides, the content or face validity, the investigator intended to arrive intrinsic validity. Guilford (1950) defined the intrinsic validity as "the degree to which a test measures what it measures". The square root of reliability gives the intrinsic validity. Therefore, the intrinsic validity goal orientation scale in 0.81. A test score is called reliable when we have reasons for believing the score to be stable and trust worthy. Stability and trust worthiness depend upon the degree to which the score is an index of "true-ability" – is free of chance error.

Conclusion

Goal orientation is one of the important factors for determining the students performance and also determines the motivation of the students achievement. The present study has focused on the main effects of psychological variables and demographic variables on goal orientation of higher secondary school students. Goal orientation the children to face the future challenges of life. Every children has good achieving power by birth but they score average marks in the examinations because the worry about their exam results.

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