



GOAL ORIENTATION IN RELATION TO PARENTAL MOTIVATION OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

This aimed of the present study goal orientation in relation to parental motivation of higher secondary school students. The Goal Orientation Scale (GOS) and Parental Motivation Scale(PMS) are constructed and validated by the investigator, were used to collect the data from a sample of 600 higher secondary school students studying in Villupram District of Tamilnadu State in India. The survey method had been followed and simple random sampling technique was used in administration of the research tools. Findings revealed that the high level of goal orientation and parental motivation, there is significant difference between the male and female higher secondary school students in their goal orientation and parental motivation, there is no significant difference between the rural and urban school higher secondary students in their goal orientation, there is significant difference between the rural and urban school higher secondary students in their parental motivation an there is significant and positive relationship between goal orientation and parental motivation of higher secondary school students.

Key Words: Goal Orientation, Parental Motivation and Higher Secondary School Students

1. Introduction

Goal Orientation is drawn from Dweck and Leggett's, 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 characterizes 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.

Waitley (2008), defined motivation as the inner drive which prompt people to act in a certain way. Motivation involves a number of psychological factors that starts and maintains activities towards the achievement of personal goals. Motivation in education can have several effects on how students learn and their behavior toward subjects matter Ormord, (2007). Parental motivation and students in teaching and learning process can direct behavior towards particular goals, lead to increased effort and energy, enhance cognitive processing, increase initiation of and persistence in activities, determine what acts are reinforcing and it can also lead to improved performance.

2. Need and Importance of the Study

One of the most challenging problems of adolescents faced by educationists today is that of accurate prediction of their academic achievements and keeping them on the right tracks rightly channelizing their energies for their wholesome development, by engaging in intellectually and socially satisfying activities to become confident enough to forge ahead in their thinking and lifestyle. Students who think unconstructively cannot contemplate for a long time and have more intricacy in reaching their potentials than others. Obviously, inputs of goal orientation and parental motivation together can help they achieve their desired their goals.

3. Review of Literature

Simple Singh and Kirti Cutting (2019) conducted a study on the Goal Orientation of Secondary School Students in relation to Achievement Motivation of government and private secondary schools in Ayodhya District. 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.

Jerald C. Moneva et al (2020) conducted a study on parental motivation and achievers of junior high and senior high. The respondents are the achievers from junior high and senior high and consist of overall respondents of 145 respondents. The study revealed that parents do not always provided a motivation to their students most of the parents sometimes give a motivation to their student. However, the achievements of students are still in high level. The achievements of students do not always depend on their parents' motivation yet their achievement is based on their personality of being determined and consistent in their studies. Not all the time that the motivation of parents can enhance the educational achievements of students.

4. Operational Definitions of the Study

Goal Orientation

Goal orientation scale conducted by the investigator among higher secondary school students.

Parental Motivation

Parental motivation scale conducted by the investigator among higher secondary school students.

5. Objectives of the Study

1. To find out the level of goal orientation of higher secondary school students.
2. To find out the level of parental motivation of higher secondary school students.
3. To find out whether there is any significant difference between the male and female higher secondary school students in their goal orientation.

4. To find out whether there is any significant difference between the rural and urban school higher secondary students in their goal orientation.
5. To find out whether there is any significant difference between the male and female higher secondary school students in their parental motivation.
6. To find out whether there is any significant difference between the rural and urban school higher secondary students in their parental motivation.
7. To find out whether there is any significant relationship between goal orientation and parental motivation of higher secondary school students.

6. Hypotheses of the Study

1. The level of goal orientation of higher secondary school students is low.
2. The level of parental motivation of higher secondary school students is low.
3. There is no significant difference between the male and female higher secondary school students in their goal orientation.
4. There is no significant difference between the rural and urban school higher secondary students in their goal orientation.
5. There is no significant difference between the male and female higher secondary school students in their parental motivation.
6. There is no significant difference between the rural and urban school higher secondary students in their parental motivation.
7. There is no significant relationship between goal orientation and parental motivation of higher secondary school students.

7. Method of the Study

The normative survey method was adopted in the present study.

8. Sample of the Study

The present study was using Simple random sampling technique has been employed to collect the data from 600 higher secondary school students studying in government, aided and private schools of Villupuram district.

9. Analysis of Data and Interpretation

The data collected were descriptively analyzed by employing the following statistical techniques:

1. Descriptive Analyses
2. Differential Analyses and
3. Co-relational Analyses

Descriptive Analysis

Result of Hypothesis 1

The level of goal orientation of higher secondary school students is low.

Table 1

Mean and Standard Deviation for the Goal Orientation Scores of Higher Secondary School Students

Variable	N	Mean	SD
Goal Orientation	600	236.66	24.16

From table-1, it is observed that the calculated mean and standard deviation for the goal orientation scores of the entire sample were found to be 236.66 and 24.16 respectively. One can get a maximum score of 275 on goal orientation scale. The academic stress score the high value (221 and above), so the framed hypothesis 1 is rejected and it is concluded that the goal orientation of higher secondary school students is high.

Result of Hypothesis 2

The level of parental motivation of higher secondary school students is low.

Table 2

Mean and Standard Deviation for the Parental Motivation Scores of Higher Secondary School Students

Variable	N	Mean	SD
Parental Motivation	600	235.13	28.88

From table-2, it is observed that the calculated mean and standard deviation for the parental motivation scores of the entire sample were found to be 235.13 and 28.88 respectively. One can get a maximum score of 250 on parental motivation scale. The parental motivation score high value is (224 and above), so the framed hypothesis 2 is rejected and it is concluded that the parental motivation of higher secondary school students is high.

Differential Analysis

Result of Hypothesis 3

There is no significant difference between the male and female higher secondary school students in their goal orientation.

Table-3

Mean Difference of Goal Orientation Scores of Higher Secondary School Students Based on Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Goal Orientation	Male	321	232.94	23.47	3.42	Significant
	Female	279	237.78	25.50		

Table-3, shows that the computed 't' value for the mean goal orientation scores between male and female higher secondary school students [$t_{(600)} = 3.42 > p$] is significant. Hence, the framed null hypothesis 3 is rejected and it is concluded that there is significant difference between the male and female higher secondary school students in their goal orientation.

Result of Hypothesis 4

There is no significant difference between the rural and urban higher secondary school students in their goal orientation.

Table-4

Mean Difference of Goal Orientation Scores of Higher Secondary School Students Based on Locality of the School

Variable	Locality of the School	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Goal Orientation	Rural	245	236.64	24.61	1.69	Not Significant
	Urban	355	238.03	24.57		

Table -4, shows that the computed 't' value for the mean goal orientation scores between rural and urban higher secondary school students [$t_{(600)} = 1.69 < p$] is not significant. Hence, the framed null hypothesis 4 is accepted and it is concluded that there is no significant difference between the rural and urban higher secondary school students in their goal orientation.

Result of Hypothesis 5

There is no significant difference between the male and female higher secondary school students in their parental motivation.

Table-5

Mean Difference of Parental Motivation Scores of Higher Secondary School Students Based on Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Parental Motivation	Male	321	231.07	27.17	3.17	Significant
	Female	279	236.50	30.29		

Table-5, shows that the computed 't' value for the mean parental motivation scores between male and female higher secondary school students [$t_{(600)} = 3.17 > p$] is significant. Hence, the framed null hypothesis 5 is rejected and it is concluded that there is significant difference between the male and female higher secondary school students in their parental motivation.

Result of Hypothesis 6

There is no significant difference between the rural and urban higher secondary school students in their parental motivation.

Table-6

Mean Difference of Parental Motivation Scores of Higher Secondary School Students Based on Locality of the School

Variable	Locality of the School	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Parental Motivation	Rural	245	230.79	27.69	2.47	Significant
	Urban	355	235.65	29.15		

Table-6, shows that the computed 't' value for the mean parental motivation scores between rural and urban higher secondary school students [$t_{(600)} = 2.47 > p$] is significant. Hence, the framed null hypothesis 6 is rejected and it is concluded that there is significant difference between the rural and urban higher secondary school students in their parental motivation.

Correlation Analysis

Result of Hypothesis 7

Table – 4.31

Showing the Correlation Values between Goal Orientation and Parental Motivation of Higher Secondary School Students based on Entire Sample

Variable	N	'r' value	Level of Significance
Goal Orientation and Parental Motivation	600	.706**	Significant

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Table 4.31 shows that, the co-efficient of correlation between goal orientation and parental motivation of higher secondary school students is found to be [$N=600, r=.706$ at 0.01 level] which indicates that there is a positive correlation between goal orientation and parental motivation. Therefore, hypothesis 7 is rejected and it is concluded that there is significant and positive relationship between goal orientation and parental motivation of higher secondary school students.

10. Findings of the Study

1. The goal orientation of higher secondary school students is high.
2. The parental motivation of higher secondary school students is high.
3. There is significant difference between the male and female higher secondary school students in their goal orientation.
4. There is no significant difference between the rural and urban school higher secondary students in their goal orientation.
5. There is significant difference between the male and female higher secondary school students in their parental motivation.

6. There is significant difference between the Tamil medium and English medium higher secondary school students in their parental motivation.
7. There is significant and positive relationship between goal orientation and parental motivation of higher secondary school students.

11. Conclusion

In the present study of the goal orientation in relation to parental motivation of higher secondary school students, findings revealed that the high level of goal orientation and parental motivation, there is significant difference between the male and female higher secondary school students in their goal orientation and parental motivation, there is no significant difference between the rural and urban school higher secondary students in their goal orientation, there is significant difference between the rural and urban school higher secondary students in their parental motivation and there is significant and positive relationship between goal orientation and parental motivation of higher secondary school students.

12. References

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