JETIR.ORG ISSN: 2349-5162 | ESTD Year : 2014 | Monthly Issue
JOURNAL OF EMERGING TECHNOLOGIES AND INNOVATIVE RESEARCH (JETIR)
An International Scholarly Open Access, Peer-reviewed, Refereed Journal

A STUDY ON GOAL ORIENTATION OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

This research paper studies the goal orientation of secondary school students in relation to their demographic variables. A sample of 355 secondary school students was selected by using the stratified random sampling technique. The goal Orientation scale was developed by Sreekala (2013) and it designates two types of goal orientation i.e. Mastery Goal Orientation (MGO) and Performance Goal Orientation (PGO). MGO consists of six components that focus on learning, mastery of the task, developing skills, improving competency and task accomplishment, and gaining insight. PGO consists of extrinsic goals, relative ability, and work avoidance. This scale is a five-point scale. Each statement is followed by five alternative responses. A score of 5, 4, 3, 2, and 1 is assigned to strongly agree (SA), agree (A), undecided (UD), disagree (DA), and strongly disagree (SDA), respectively. The sum of the scores of the relevant items is the total score on the scale separately for Mastery Goal Orientation (MGO) and Performance Goal Orientation (PGO). This scale is used for students in the age group of 06 to 18 years. The range of scores is from 42 to 210. The coefficient of reliability for mastery goal orientation was found to be 0.868 as well as for performance goal orientation found to be 0.832. The results found that secondary school students differ in their levels of goal orientation. Gender, locality, and type of management don't make a significant disparity in their mastery as well as performance goal orientation among secondary school students.

Keywords: Goal, Goal orientation, and secondary school students

Introduction

A further description of intrinsic value is goal orientation, which is the reason a student engages in academic assignments (Anderman et al. 2002; Church et al. 2001; Pintrich 2000; Linnenbrink & Pintrich, 2000). Researchers have used a variety of names to define aim orientations. Mastery goals and performance objectives are the two most fundamental elements. These two concepts serve as the foundation for normative aim theory (Church, Elliot, & Gable, 2001). Goal orientation has been further classified within the mastery and performance goal classifications as mastery approach, mastery-avoid, performance-approach, and performance-avoid (Anderman et al. 2002; Pintrich 2000; Linnenbrink & Pintrich 2000).

Mastery goals direct students' attention to task and subject learning and mastery. Goal-oriented mastery-approach students are engaged in developing competence (Barron & Harackiewicz, 2000). Students that pursue mastery-approach objectives have been linked to a variety of adaptive learning outcomes such as effort, perseverance, increased self-efficacy, and curiosity (Anderman et al. 2002; Leonardi & Gialamas, 2002; Pintrich, 2000). Furthermore, intrinsic values such as self-improvement, curiosity, enjoyment, and a student's belief system were associated with mastery goal pupils. Learning is an end in itself under a mastery goal (Nicholls, 1984). Mastery goal orientation promotes knowledge acquisition and processing. As a result, mastery objectives have been demonstrated to improve long-term retention (Elliot & McGregor, 1999).

The majority of achievement goal literature assumes just one mastery orientation. The mastery-avoid construct is the newest and least researched of the four orientations. Students who avoid mastery participate in tasks to avoid failure or lack of mastery (Wolters, 2004). Students who resist mastery are concerned with their own competency or attainment trajectory, as well as avoiding undesirable outcomes (Elliot & McGregor, 2001).

Goals for performance encourage pupils to compare themselves to their peers. Students with performance goals complete assignments to demonstrate proficiency in comparison to others (Barron & Harackiewicz, 2000). Furthermore, performance-oriented students are concerned with grades or avoiding a display of ineptitude (Pintrich, 2000). Ames (1992) established performance goals in the setting of a classroom where excellent grades, aptitude, and outperforming classmates are valued.

Researchers have discovered many goal orientations associated with performance (Anderman et al. 2002; Elliot & Harackiewicz, 1996; Pintrich, 2000; Ames, 1992). Performance objectives are classified into two types: performance-approach goals and performance-avoidance goals (Anderman et al. 2002; Elliot & Harackiewicz, 1996; Pintrich, 2000). The performance approach may be characterized as the desire to demonstrate skill. Midgley et al., 2000; Middleton & Midgley, 1997 define performance avoidance as the avoidance of demonstrating a lack of skill. While mastery-avoid students do not want to appear inept by their standards, performance-avoid students do not want to appear ignorant by the standards of others (Linnenbrink & Pintrich, 2000).

Need and Significance of the Study

Goal orientation is the process of developing a positive personality. Education should result in empowered students with richer knowledge who can help society maintain a peaceful atmosphere. As a result, instructors' monitoring and attention to students in their adolescent years is critical. They must examine the most discriminative probing brains with difficulties. The true aim attainment is the application of approaches to improve the quality and quantity of information acquired by students through the educators' periodic analytical approach. Academic performance is heavily reliant on what motivates a person to study, which may also be represented as a person's goal orientation (Dweck, 1986).

For teachers, mastery goal orientation is essential. Assuming ownership, setting realistic objectives, and completely and honestly commenting on their progress are all abilities that children will benefit from long after they finish middle school. The worth of mastering objectives is genuine. Mastery objectives increase motivation and dedication to learning tasks. However, for the process to be meaningful, a suitable atmosphere must be created, and specific causative elements that restrict achievement must be recognized both before and during the goal-setting process. The findings of this study are likely to assist teachers, parents, and children in

the middle and upper primary grades. If this study finds that mastery goal orientation has no good effect on pupils at this school location, educators may conduct more research to find effective approaches for promoting mastery goals.

Review of the Related Literature

Usán et al. (2019) investigated the relationship between teenage students' school motivation, goal orientation, and academic performance in a study. The findings demonstrated substantial relationships between intrinsic school incentives, task-oriented goal orientations, and academic success in a more adaptive pattern of behaviour on the one hand, and extrinsic motivations and ego-oriented goal orientations on the other. The impact of intrinsic motivations, task-oriented goal orientations, and a low motivation index on academic performance prediction was determined. The significance of supporting adaptive behaviours that improve teenage students' academic life at their education centers, with an emphasis on acceptable levels of school motivation and task-oriented goal orientations, was shown. **Curelaru et al. (2020)** explored the effect of mothers' success goal orientations and parental self-efficacy on children's academic well-being, with children's own achievement goals serving as a mediator variable. The findings revealed that mothers' motivational orientations had a considerable influence on their children's motivational orientations. Mothers' accomplishment goal orientations and parental self-efficacy had a substantial impact on their children's well-being, which was mediated by the children's goal orientations. Mothers' mastery and performance-approach goal orientations influenced children's well-being, with differences across age groups. **Panda's (2021)** study influenced management students' goal orientation and academic self-efficacy. Goal orientation and academic self-efficacy were revealed to have a substantial influence on students' involvement. **Kavitha and Suthanthiradevi (2022)** researched the goal orientation and academic success of higher secondary school students in the Thanjavur district. The gender and location of higher secondary school pupils did not make a significant difference in their goal orientation, according to the findings. The goal orientation of higher secondary pupils differs significantly across arts and science fields. The goal orientation of government, matriculation, and government-aided higher secondary school pupils varies greatly.

Statement of the Problem

The title of the present investigation *is* ***"A Study on Goal Orientation of Secondary School Students".***

Operational Definitions

a) **Goal:** According to Lunenburg (2011), a goal is what an individual is intentionally attempting to do.

b) **Goal orientation:** Tyler Lacoma defines goal orientation as "the degree to which a person or organization focuses on tasks and the results of those tasks."

c) **Secondary School Students:** Students studying in 8th class in secondary schools in the Guntur district are considered as secondary students for this present study .

Objectives of the Study

The following objectives were formulated for the present investigation.

- To study the level of goal orientation of secondary school students.
- To study whether there is any significant difference in the goal orientation of secondary school students with respect to gender.

- To study whether there is any significant difference in the goal orientation of secondary school students with respect to locality.
- To study whether there is any significant difference in the goal orientation of secondary school students with respect to the type of management.

Hypotheses of the Study

The following hypotheses were formulated to test the stated objectives.

- Secondary school students do not differ in their levels of goal orientation.
- There exists no significant difference in the mean goal orientation scores of secondary school students with respect to gender.
- There exists no significant difference in the mean goal orientation scores of secondary school students with respect to locality.
- There exists no significant difference in the mean goal orientation scores of secondary school students with respect to the type of management.

Methodology of the Study

a) **Method of study:** The normative survey approach was used in this investigation since it is the best method for the current study.

b) **Population:** The current study's population is made up of secondary school students from Guntur, a city in the state of Andhra Pradesh.

c) **Sample:** In this study, 355 secondary school students from 8 secondary schools in Guntur, AP, were chosen by using a simple random technique.

d) **Tool used: Goal Orientation Scale (GOS):** Sreekala (2013) created this Scale to distinguish between two forms of goal orientation: Mastery Goal Orientation (MGO) and Performance Goal Orientation (PGO). MGO consists of six components such as a focus on learning, mastery of the task, developing skills, improving competency and task accomplishment, and gaining insight. The extrinsic aim, relative ability, and work avoidance comprise PGO. **Scoring**: This scale has five points. Each sentence is followed by one of five possible answers. Strongly agree (SA), agree (A), undecided (UD), disagree (DA), and strongly disagree (SDA) receive scores of 5, 4, 3, 2, and 1, respectively. The total score on the scale for MGO and PGO is the sum of the scores of the relevant elements. This scale is intended for students aged 6 to 18 years. The scores range from 42 to 210. **Reliability:** The split-half approach was used to examine the scale's dependability, and the correlation between the two sets of scores is done separately for mastery and performance orientations. The reliability coefficient for mastery goal orientation was found to be 0.868, while the reliability coefficient for performance goal orientation was found to be 0.832.

e) **Statistical Techniques Used:** Mean, SD, and Critical Ratio were used in the study to analyze the data.

Analysis of Data and Interpretation of Results

H_1: Secondary school students do not differ in their levels of goal orientation.

To verify this hypothesis, the following process is used. For the Goal Orientation Scale, the mean and standard deviation of the entire sample was calculated. The calculated mean and SD are 157 and 18, respectively.

In addition, the entire sample was divided into three levels of Goal Orientation: "high" (above M + 1SD), "moderate" (between M - 1SD and M + 1SD), and "low" (below M - 1SD). Table 1 presents the information for the aforementioned three categories along with a written description of each.

Table 1: *Classification of the Whole Sample on Goal Orientation of Secondary School Students*

Range	N	%	Classifications
139 and below scores	066	18	Low
Between 140 and 174	226	64	Moderate
175 and above scores	063	18	High
Total	355	100	

Table 1 shows that secondary school students who score below the value 139 are categorized as having low levels of goal orientation. Their total is 66 (18%). Secondary school students are categorized as having high levels of goal orientation when their scores exceed the value of 175. Their total is 63 (18%), while the remaining 64% fall under the category of moderate levels of goal orientation. It can be said that secondary school students differ in their levels of goal orientation.

H_2: There is no significant difference in the mean goal orientation scores of secondary school students with respect to gender.

Table 2: *Mastery as well as Performance Goal Orientation – Gender - Mean - SD – CR*

Dimensions of GOS	Boys N = 181		Girls N = 174		D	SED	CR
	Mean	SD	Mean	SD			
Mastery	104.06	15.34	105.73	15.41	1.67	1.63	1.02@
Performance	51.98	8.26	52.29	7.77	0.31	0.85	0.36@

@ Not Significant at 0.05 level

Table 2 demonstrates that the calculated values of CR (1.02 and 0.36) are less than 1.96. They are thus not significant at the 0.05 level. The null hypotheses are therefore accepted. As a result, there is no significant disparity in the mean scores of mastery as well as performance goal orientation between boy and girl students in secondary schools.

H_3: There is no significant difference in the mean goal orientation scores of secondary school students with respect to locality.

Table 3: *Mastery as well as Performance Goal Orientation – Locality - Mean - SD – CR*

Dimensions of GOS	Rural N = 224		Urban N = 131		D	SED	C.R.
	Mean	SD	Mean	SD			
Mastery	105.06	16.14	104.56	14.02	0.50	1.63	0.30@
Performance	52.34	7.72	51.77	8.52	0.57	0.90	0.63@

@ Not Significant at 0.05 level

Table 3 demonstrates that the calculated values of CR (0.30 and 0.63) are less than 1.96. They are thus not significant at the 0.05 level. The null hypotheses are therefore accepted. As a result, there is no significant disparity in the mean scores of mastery as well performance goal orientation between rural and urban students in secondary schools.

H_4: There is no significant difference in the mean goal orientation scores of secondary school students with respect to the type of management.

Table 4: *Goal Orientation – Type of Management - Mean - SD – CR*

Dimensions of GOS	Govt. N = 196		Private N = 159		D	SED	C.R.
	Mean	SD	Mean	SD			
Mastery	104.28	15.72	105.61	14.97	1.33	1.63	0.82@
Performance	52.37	7.94	51.84	8.13	0.53	0.86	0.62@

@Not Significant at 0.05 level

Table 4 demonstrates that the calculated values of CR (0.82 and 0.62) are less than 1.96. They are thus not significant at the 0.05 level. The null hypotheses are therefore accepted. As a result, there is no significant disparity in the mean scores of mastery as well performance goal orientation between government and private students in secondary schools.

Major findings of the study:

- Students in secondary schools are classified as having low levels of goal orientation if their scores fall below the value of 139. They are 66 in number (18%). When their scores are above the value of 175, secondary school students are classified as having a high level of goal orientation. They make up 63 (18%) of the total, with 64% of the population having moderate levels of goal orientation. The levels of goal orientation among secondary school pupils differ.
- There is no significant disparity in the mean scores of mastery as well as performance goal orientation between boy and girl students in secondary schools.
- There is no significant disparity in the mean scores of mastery as well performance goal orientation between rural and urban students in secondary schools.
- There is no significant disparity in the mean scores of mastery as well as performance goal orientation between government and private students in secondary schools.

Educational Implications

The results revealed that secondary school students differ in their levels of goal orientation. Gender, locality, and type of management don't make a significant disparity in their mastery as well as performance goal orientation among secondary school students. The usage of different learning techniques should be controlled, regulated, and observed by secondary school pupils. Adolescents are capable of managing their learning with flexibility and complicated communication skills, but they are also aware that this capacity does not spontaneously arise in the absence of coaching and training. Self-efficacy, or the conviction that one can participate in and finish a learning assignment, is one component of self-management. For goal orientation and a high level of educational aspiration, confidence is crucial. Teachers can recognize teaching methods that help

students develop their capacity for self-regulation in the classroom. They can help students assess the quality of their work and give them the chance to go back and fix any prior mistakes.

Recommendations of the study

- Teachers should accept students' current learning preferences and support their development, while also providing opportunities for pupils to experiment with new approaches to learning.
- School teachers could provide intervention programmes led by specialists in education centers to work with their teenagers on the aforementioned factors that might benefit pupils and educational training.
- Parents and teachers should meet regularly to discuss children's development, growth, and challenges at home and school.
- Slow learners' accomplishment levels should be improved by daily test programmes.
- Students who transfer from high school to colleges and universities improve their academic performance. Goal orientation supplements need awareness by providing direction to action; need must be channeled in a specified direction towards a somewhat well-defined goal before learning can occur.

Conclusion

Goals are theoretically accessible, conscious cognitive representations that are supported by one's society. Furthermore, secondary school students' goals can be conceptualized as part of a network of connections between various aspects of goals as well as strategies and mean for achieving them, or as the cognitive link between specific behaviours and general motives in the context of the cultural environment. Goals are an essential component of human motivation. Goals drive young people's cognition and affect, as well as initiate, direct, and sustain their conduct, especially when they get immersed in academic work (Oettingen et al. 2008). Goal orientations refer to the reasons why young people participate in learning as they relate to their long-term aspirations. Setting future objectives is an essential aspect of identity building, a critical developmental process during adolescence. Regular education, vocational counselling, and therapy can be provided to teenagers.

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