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Achievement Orientation In Relation To Self-Concept Of College Students In Punjab

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ABSTRACT

The present research is aimed to explore the achievement orientation in relation self-concept of college students of Punjab. A sample of 900 final year undergraduate college students were selected from six districts of Punjab using stratified random sampling method. Data was collected using an adapted version of Goal Orientation Scale by Christopher Was, SCRS by Pratibha. Descriptive method was used in the present study. A significant difference was found in mastery approach, performance approach, performance avoidant approach and work avoidant approach among college students in relation to their gender and stream of study. Further, two-way ANOVA results varied across the different levels under the study. Moving further, mastery approach and performance approach were positively correlated with self-concept, while performance avoidant approach and work avoidant approach were negatively correlated with self-concept. The study has also highlighted a few brief practical implications and suggestions for future research.

Keywords: Mastery Approach, Performance Approach, Performance Avoidant Approach, Work Avoidant Approach, Self-Concept, and College students.

INTRODUCTION

In the competitive world, every individual desires for a high level of achievement. Quality of performance has been regarded as a key for personal progress and national development. Motivation is the basic drive for all of our actions. It acts as the driving force behind each and every action of an individual. Motivation depends upon our emotions and achievement related goals. There are distinctive forms of motivation such as extrinsic, intrinsic, and physiological. Hence, motivation process plays an important role in all human endeavors including learning and education. It is worth mentioning that research in the area of human motivation has grown rapidly in the last two decades with a special attention to the studies of achievement goal orientations. In the area of motivation, achievement goal orientation is definitely the most researched constructs as there has been a recent increase in achievement goal research in social, educational and sport psychology.

According to Slavin (2000), motivation plays a crucial role in learning and functions as an internal process which guides our behavior. This proposes that if pupils are to be successful, then they need to be motivated in order to include themselves in high quality levels of learning. Even though motivation is an extremely individualistic concept which depends on personality factors, it is possible to regard it as a product of the individuals environment. As a result, we can say that even with the instructors incapability to control each and every learners personality structures, it is feasible for them to affect the environmental features of the construct in order to influence students motivational levels in a positive way. A great number of studies had been dedicated to prove the importance of motivation within the educational setting.

During the recent years, there are many theories and concepts which are related to the psychological construct of motivation. These consist of motivational theories such as the the attribution theory (Heider, 1958), the social cognitive theory (Bandura, 1986), and the achievement goal theory (Ames, 1992). Each of these theories tried to explain and define the multifaceted construct of motivation, and how it worked in the academic environment.

The concept of achievement goal orientations used to express mental processes and activities resulting from the desire to achieve goals were proposed by Dweck and Leggett in 1988. This concept examines how much people are motivated and how they behave towards the goals they set for a certain task (Wagner, 2009). According to Locke and Latham (1990), goals are usually defined in terms of the performance standards to be attained and researchers investigate the impact of variables such as goal specificity, goal difficulty and goal acceptance on goal attainment. Another major line of research, however, has identified the higher level more super ordinate classes of goals that inf1uence individuals.

The analysis of the self-concept has become more crucial in order to comprehend and forecast many facets of human behaviour. This subject is essential to the educational process and has a close connection to education. What a person believes about themselves is called their self-concept. This includes interplay of their emotions, a broad understanding of their personal feelings about themselves and their social acceptance. Self concept is one of the most dominant factors that influence individual behavior in the highest sense

Self-concept is a person's self observation. It comprises of what people learn about themselves through experience, reflection and feed-back from others. It is an organized cognitive structure comprised of a set of attitudes, beliefs, and values, resulting from the individual's experience, and its manifests itself in the form of specific habits, abilities, outworks, ideas and feelings. According to Wang and Ling (2008), Self-concept was seen as the general confidence that individuals felt about themselves and the levels of an individual's self-concept predict whether or the extent to which he or she was able to accomplish academic tasks successfully or unsuccessfully.

REVIEW OF RELATED LITERATURE

The review of the related literature involves locating, reading and evaluating the researches carried out earlier, so as to get the background and understanding of the recent emerging trends. This helps the researcher to drill deep and reach at the ground of the work already done. A complete understanding and insight leads the researcher

in the right direction and fruitfully furthers the cause of empirical research towards the key areas yet to be explored.

Pajares et al. (2000) investigated the relationship between achievement goals (task, performance-approach, and performance-avoidance) and self-belief. The sample of 497 students was selected from public middle school in the northeast. Achievement goals were assessed by using Patterns of Adaptive Learning survey by Middleton and Midgley (1997). The results of the study revealed that task goals and performance goals were positively correlated with self-concept while performance-avoidance goals were associated negatively with self-concept.

Niepel, Brunner and Preckel (2014) explored achievement goals, academic self-concept, and school grades in mathematics: Longitudinal reciprocal relations in above average ability secondary school students. The sample was composed of 769 students with 50.78% female. Self- Description Questionnaire (SDQ) by Marsh (1990) was used to assess academic self-concept. Achievement Goals Questionnaire (AGQ) by Elliot and Church (1997) was used to assess achievement goals. The findings of the study revealed that academic self-concept showed positive correlations with performance-approach and mastery goals whereas negatively correlated with performance-avoidance goals.

Bakadarova and Raufelder (2019) studied the relationship of school self-concept, goal orientations and achievement during adolescence. The sample for the study was comprised of total 1088 eighth grade students. The school self-concept scale was derived from the scales for measuring school self-concept developed by Schoene, Dickhaeuser, Spinath, and Stiensmeier-Pelster (2002). Goal orientation was measured by using the scale (SELLMO) by Spinath et al., (2012). Bivariate correlation technique was used in the study to analyse the data. The findings of the study showed that self-concept was positively associated with achievement as well as with mastery and performance-approach goals whereas performance avoidance goal orientation showed a negative relationship with self-concept.

Cheng and Nguyen (2022) examined gender differences in future time perspectives and risk of being not in employment, education, or training: the mediating role of achievement goal motivations. The sample was consisted of 402 undergraduate students in which 37.1 % were female students and rest were male students. The Achievement Goal Questionnaire– Revised scale by Elliot and Murayama (2008) was used in the study. Descriptive statistics and the Pearson's correlations were performed. The findings of the study infer that mastery-approach orientation played a complete mediating effect in the female sample while performance-avoidance orientation acted as a partial mediator in the male sample.

Ketonen, Hienonen, Kupiainen and Hotulainen (2023) explored a longitudinal multilevel perspective on students achievement goal orientation profiles during lower secondary school. The sample of the study was comprised of 10,000 lower secondary school students. Achievement goal orientation instrument by Niemivirta (2002) was used in the study to collect data. The findings of the study revealed that a notable proportion of students transitions from one achievement goal orientation profile to another during lower secondary school varied according to their respective classroom-level profile type.

OBJECTIVES

1. To study achievement orientation of college students in relation to gender and stream of study.
2. To study achievement orientation of college students in relation to self-concept.

HYPOTHESES

The following research hypotheses have been formulated: -

1. There will be a significant difference in achievement orientation of college students in relation to gender.
2. There will be a significant difference in achievement orientation of college students in relation to stream of study.
3. There will be a significant relationship of achievement orientation of college students in relation to self-concept.

RESEARCH METHOD

The present study entitled "Achievement Orientation in Relation to Self-Concept and of College Students in Punjab" aims at exploring achievement orientation among college students and its relationship with self-concept. The descriptive method was used to conduct the present study. As the descriptive method is the most widely used research method in the field of educational research.

UNIVERSE OF THE STUDY AND SAMPLING

The universe of the study consisted of final year undergraduate students pursuing academic course in arts, science and commerce streams in Punjabi University, Patiala. It was not feasible to study whole of the universe of the study due to time, money and energy constrains, so present study is delimited to degree colleges of Punjabi University, Patiala. Therefore, the target population of this study was undergraduate students who were studying in 162 colleges which are affiliated to Punjabi University, Patiala.

The scope of the present study was delimited to college students of Punjabi University, Patiala. All undergraduate students, which were pursuing academic course in the final year or in the last semester were taken as sample of the study. The academic course of study includes undergraduate students in various streams such as Arts, Commerce and Science. At first stage, the researcher collected the detailed information of students enrolled in final year in all the colleges covering under Punjabi University, Patiala.

With the use of stratified random sampling method, a sample of 900 final year undergraduate students studying in degree colleges affiliated to Punjabi University, Patiala were selected for the present study. Thus, the sample of the study was consisted of 450 male students and 450 female students studying in final year of arts, science and commerce. There were 300 students from arts, 300 students from science and 300 students from commerce stream of study.

RESEARCH TOOLS USED IN THE STUDY

1. Achievement Goal Orientation Scale by Christopher Was (2006).
2. Self-Concept Rating Scale (SCRS) by Pratibha Deo (2011).

ANALYSIS AND INTERPRETATION OF DATA

Analysis and interpretation of data is an essential component of any research. Data analysis is the process of investigating a whole set of data into its individual components. Analyzing and interpreting research findings appropriately is one of the pillars of quality research work. It is important that data to be presented in a meaningful way, classified methodically, scientifically tabulated, and interpreted logically.

ACHIEVEMENT ORIENTATION IN RELATION TO GENDER

With the purpose of understanding the mean differences in Achievement Orientation in terms of Mastery Approach, Performance Approach, Performance Avoidant and Work Avoidant on the basis of gender, the college students were divided into two groups (Male and Female) and then t-value was computed.

Table 1

Achievement Orientation Scores among College Students in Relation to their Gender

S. No.	ACHIEVEMENT ORIENTATION	GENDER				M_D	t-value
		Male (N=450)		Female (N=450)			
		Mean	SD	Mean	SD		
1	Mastery Approach	54.24	12.28	56.44	12.97	2.2	2.60*
2	Performance Approach	35.17	6.23	34.06	5.58	1.11	2.82*
3	Performance avoidant Approach	27.19	7.09	26.62	6.54	0.57	1.24
4	Work avoidant	16.92	4.21	16.24	4.17	0.68	2.43*

$p \leq .05$

The table 1 illustrates that mean score of male college students on mastery approach is 54.24 and SD is 12.28. The mean score of female students on mastery approach is 56.44 and SD is 12.97. To find differences between the two groups t-value was calculated. The obtained t-value for the mean differences came out to be 2.60, which is significant at 0.05 level. This implies that there is a significant difference between mastery approach of male students and female students. Further the mean score of female students is higher than the mean score of male students. It reveals that female students prefer mastery approach more than male students. Besides this, the mean scores of mastery approach of both the genders have been shown in the Bar graph in figure 1.

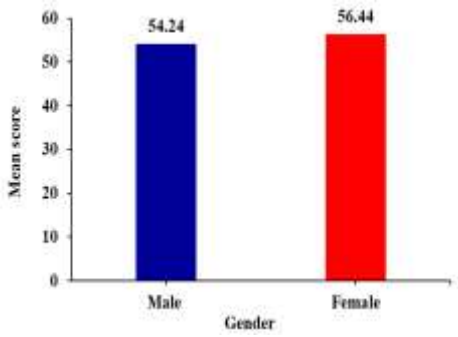

Figure 1: Bar Graph showing Mastery Approach among College Students in relation to Gender

The table 1 further indicates that the mean score of male students on performance approach is 35.17 and SD is 6.23. The mean score of female students on mastery approach is 34.06 and SD is 5.58. To find differences between the two groups t-value was calculated. The obtained t-value for the mean differences came out to be 2.82, which is significant at 0.05 level. This implies that there is a significant difference between performance approach of male students and female students. Further the mean score of male students is higher than the mean score of female students. It reveals that male students prefer performance approach more than female students. Besides this, the mean scores of performance approach of both the genders have been shown in the Bar graph in figure 2.

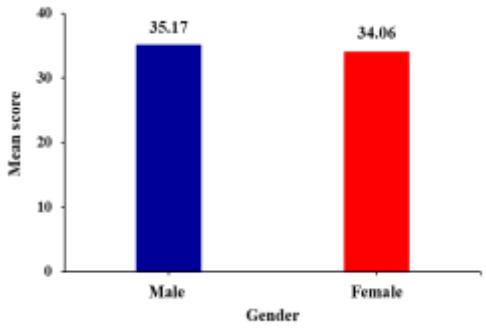

Figure 2: Bar Graph showing Performance Approach among College Students in relation to Gender

In case of performance avoidant approach, table 1 shows that mean score for male students is 27.19 and SD is 7.09 as compared to the mean score of performance avoidant approach among girl students is 26.62 with SD 6.54. The t-value calculated for the significance of mean difference came out to be 1.24 which is not significant at 0.05 level. This indicates that there is no significant difference between performance avoidant approach among male students and female students. Further, the mean scores of performance avoidant approach of both the genders have been shown in the Bar graph in figure 3.

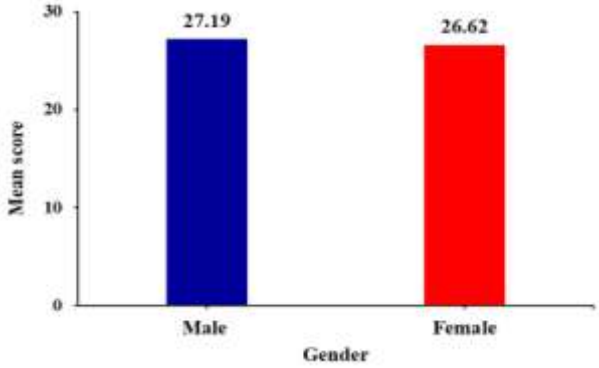

Figure 3: Bar Graph Performance Avoidant Approach among College Students in relation to Gender

It can be seen from table 1 that the mean score for work avoidant among male students is 16.92 with SD 4.21. The mean score for work avoidant among female students is 16.24 with SD 4.17. The t-value calculated for the significance of mean difference came out to be 2.43 which is significant at 0.05 level. This indicates that there is significant difference exists in work avoidant approach among male students and female students. Therefore, the mean score of male students is higher than the mean score of female students. It reveals that

male students prefer work avoidant approach more than female students. Further, the mean scores of work avoidant approach of both the genders have been shown in the Bar graph in figure 4.

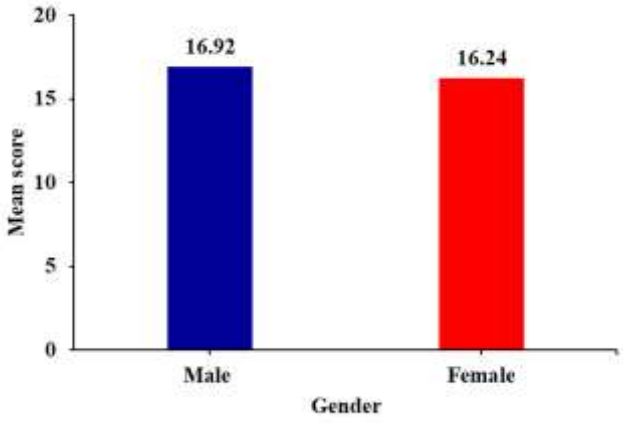

Figure 4: Bar Graph showing Work Avoidant Approach among College Students in relation to Gender

ACHIEVEMENT ORIENTATION IN RELATION TO STREAM OF STUDY

Analysis of variance or F-test is a statistical technique through which we can test the overall difference among three or more than three sample means. In order to find out the difference in Achievement Orientation of college students studying in different streams (arts, science and commerce), one way analysis of variance along with post hoc was carried out.

Achievement Orientation among college students along with their mean and standard deviation in arts, science and commerce streams of study are given below in table 2.

Table 2

Mean and SD Scores of Achievement Orientation among College Students across Stream of Study

ACHIEVEMENT ORIENTATION	STREAM OF STUDY					
	Arts (N=300)		Science (N=300)		Commerce (N=300)	
	Mean	SD	Mean	SD	Mean	SD
Mastery Approach	54.22	14.42	56.88	13.40	52.39	13.36
Performance Approach	34.58	5.94	33.47	5.27	32.78	4.23
Performance Avoidant Approach	16.97	4.19	16.25	4.34	15.66	4.62
Work Avoidant Approach	26.90	6.83	27.08	7.17	26.56	6.63

Table 2 shows the mean score of mastery approach among college students pursuing arts course is 54.22 with SD 14.42; for science group is 56.88 with SD 13.40 and for commerce group is 52.39 with SD 13.36. Further the mean score of performance approach of college students belonging to arts group is 34.58 with SD 5.94; for

science group 33.47 with SD 5.27 and for commerce group is 32.78 with SD 4.23. Under the performance avoidant approach, the mean score of college students of arts stream is 16.97 with SD 4.19; for science group is 16.25 with SD 4.34 and for commerce group the mean score is 15.66 with SD 4.62. Lastly, the mean score of work avoidant approach for arts group is 26.90 with SD 6.83; for science group is 27.08 with SD 7.17 and for commerce group is 26.56 with SD 6.63. To study stream wise difference in mastery approach, performance approach, performance avoidant approach and work avoidant approach among college students one way ANOVA has been applied and results are reported hereunder.

Difference between Various Streams on Mastery Approach

In order to find out the difference in Mastery Approach among college students studying in different streams, one way analysis of variance was carried out. The results are given in table 3.

Table 3

Summary of Analysis of Variance of Mastery Approach among College Students

Source of variation	Sum of squares	df	Mean sum of squares	F-Value
Between groups	2517.336	2	1258.668	7.63*
Within groups	147910.4	897	164.8945	
Total	150427.7	899		

$*p \leq .05$

Table 3 shows the difference between various streams on mastery approach. The sum of squares in between groups is 2517.336 and within groups is 147910.4. The mean sum of square in between groups is 1258.668 and within groups is 164.8945. The F-value which is also called F-ratio (ratio of mean sum of squares between groups and mean sum of squares within groups) came out to be 7.63, which is significant at 0.05 level. This implies that there is a significant difference in different streams on mastery approach.

Analysis of variance i.e., F-test only tells us about the overall difference between the groups under study but tells nothing about the location of the exact difference. In the table 3, the value of F-ratio came out to be significant, which definitely indicates that there is a significant difference between the groups under study, but whether the difference is significant in different streams on mastery approach cannot be said. Therefore, when F-ratio is significant, post-hoc test was applied and results are given in table 4.

Table 4

Difference on Mastery Approach among College Students of different Streams of Study

Stream	N	Mean	SD	t-value
Arts	300	54.22	14.42	2.34*
Science	300	56.88	13.40	
Arts	300	54.22	14.42	1.60
Commerce	300	52.39	13.36	
Science	300	56.88	13.40	4.10*
Commerce	300	52.39	13.36	

$p \leq .05$

The table 4 indicates that the mean score for mastery approach among arts stream students is 54.22 and SD is 14.42. The mean score for mastery approach among science stream students is 56.88 and SD is 13.40. To find differences between the two groups t-value was calculated. The t-value for the mean differences came out to be 2.34, which is significant at 0.05 level. This implies that there is a significant difference between arts stream students and science stream students on mastery approach. Further, the mean score of science stream students is higher than the mean score of the arts stream students. It reveals that science stream students prefer mastery approach more than arts stream students and mean differences of mastery approach in terms of different streams is depicted in figure 5.

It can be seen from table 4 that the mean score for mastery approach among science stream students is 56.88 and SD is 13.40. The mean score for mastery approach among commerce students is 52.39 and SD is 13.36. To find differences between the two groups t-value was calculated. The t-value for the mean differences came out to be 4.10, which is significant at 0.05 level. This implies that there is a significant difference between science stream students and commerce stream students on mastery approach. Further, the mean score of science stream students is higher than the mean score of the commerce stream students. It reveals that science stream students prefer mastery approach more than commerce stream students and mean differences of mastery approach in terms of different streams is depicted in figure 5.

It is lucid from table 4 that the mean score for mastery approach among arts stream students is 54.22 and SD is 14.42. The mean score for mastery approach among commerce students is 52.39 and SD is 13.36. To find differences between the two groups t-value was calculated. The t-value for the mean differences came out to be 1.60, which is not significant at 0.05 level. This implies that there is no significant difference in mastery approach of arts stream students and commerce stream students. (See figure 5)

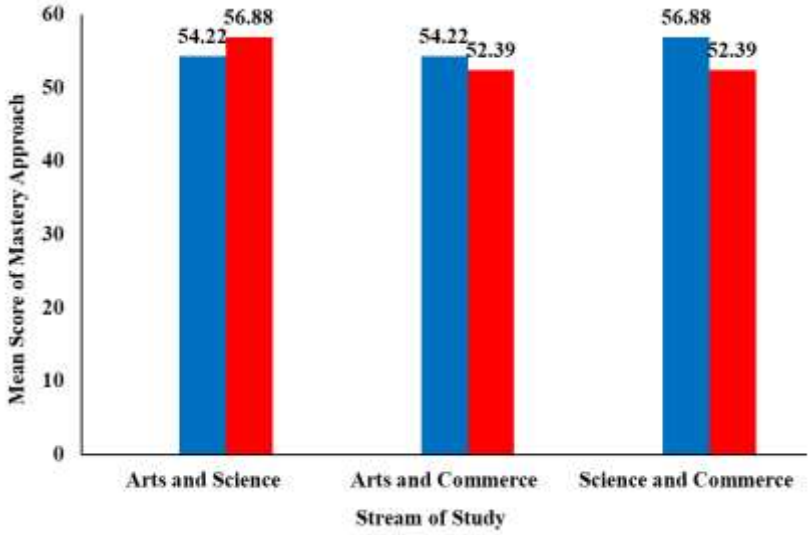

Figure 5: Bar Graph showing Mastery Approach among College Students in Relation to Stream of Study

Difference between Various Streams on Performance Approach

In order to find out the difference in Performance Approach of college students studying in different streams, one way analysis of variance was carried out. The results are given in table 5.

Table 5

Summary of Analysis of Variance of Performance Approach among College Students

Source of variation	Sum of squares	df	Mean sum of squares	F-Value
Between groups	495.1022	2	247.5511	9.16*
Within groups	24237.88	897	27.02105	
Total	24732.98	899		

*p≤ .05

Table 5 shows the difference between various streams on performance approach. The sum of squares in between groups is 495.1022 and within groups is 24237.88. The mean sum of square in between groups is 247.5511and within groups is 27.02105. The F-value which is also called F-ratio (ratio of mean sum of squares between groups and mean sum of squares within groups) came out to be 9.16, which is significant at 0.05 level. This implies that there is a significant difference in different streams on performance approach.

Analysis of variance i.e., F-test only tells us about the overall difference between the groups under study but tells nothing about the location of the exact difference. In the table 5, the value of F-ratio came out to be significant, which definitely indicates that there is a significant difference between the groups under study, but whether the difference is significant in different streams on performance approach cannot be said. Therefore, when F-ratio is significant, post-hoc test was applied and results are given in table 6.

Table 6

Difference on Performance Approach among College Students of different Streams of Study

Stream	N	Mean	SD	t-value
Arts	300	34.58	5.94	2.61*
Science	300	33.47	5.27	
Arts	300	34.58	5.94	4.17*
Commerce	300	32.78	4.23	
Science	300	33.47	5.27	1.81
Commerce	300	32.78	4.23	

$p \leq .05$

The table 6 indicates that the mean score for performance approach among arts stream students is 34.58 and SD is 5.94. The mean score for performance approach among science stream students is 33.47and SD is 5.27. To find differences between the two groups t-value was calculated. The t-value for the mean differences came out to be 2.61, which is significant at 0.05 level. This implies that there is a significant difference between arts stream students and science stream students on performance approach. Further, the mean score of arts stream students is higher than the mean score of the science stream students. It reveals that arts stream students prefer performance approach more than science stream students and mean differences of performance approach in terms of different streams is depicted in figure 6.

It is lucid from table 6 that the mean score for performance approach among arts stream students is 34.58 and SD is 5.94. The mean score for performance approach among commerce students is 32.78 and SD is 4.23. To find differences between the two groups t-value was calculated. The t-value for the mean differences came out to be 4.17, which is significant at 0.05 level. This implies that there is a significant difference between arts stream students and commerce stream students on performance approach. Further, the mean score of arts stream students is higher than the mean score of the commerce stream students. It reveals that arts stream students prefer performance approach more than commerce stream students and mean differences of performance approach in terms of different streams is depicted in figure 6.

It can be seen from table 6 that the mean score for performance approach among science stream students is 33.47 and SD is 5.27. The mean score for performance approach among commerce students is 32.78 and SD is 4.23. To find differences between the two groups t-value was calculated. The t-value for the mean differences came out to be 1.81, which is not significant at 0.05 level. This implies that there is no significant difference in performance approach of science stream students and commerce stream students. (See figure 6)

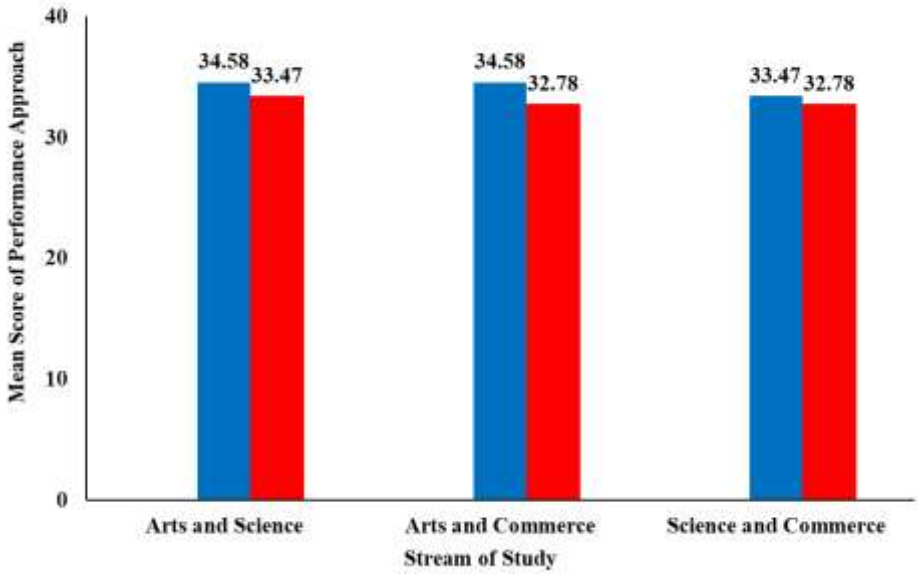

Figure 6: Bar Graph showing Performance Approach among College Students in Relation to Stream of Study

Difference between Various Streams on Performance Avoidant Approach

In order to find out the difference in Performance Avoidant Approach of college students studying in different streams, one way analysis of variance was carried out. The results are given in table 7.

Table 7

Summary of Analysis of Variance of Performance Avoidant Approach among College Students

Source of variation	Sum of squares	df	Mean sum of squares	F-Value
Between groups	162.0467	2	81.02333	4.15*
Within groups	17491.51	897	19.50001	
Total	17653.56	899		

*p≤ .05

Table 7 shows the difference between various streams on performance avoidant approach. The sum of squares in between groups is 162.0467and within groups is 17491.51. The mean sum of square in between groups is 81.02333and within groups is 19.50001. The F-value which is also called F-ratio (ratio of mean sum of squares between groups and mean sum of squares within groups) came out to be 4.15, which is significant at 0.05 level. This implies that there is a significant difference in different streams on performance avoidant approach.

Analysis of variance i.e., F-test only tells us about the overall difference between the groups under study but tells nothing about the location of the exact difference. In the table 7, the value of F-ratio came out to be significant, which definitely indicates that there is a significant difference between the groups under study, but

whether the difference is significant in different streams on performance avoidant approach cannot be said. Therefore, when F-ratio is significant, post-hoc test was applied and results are given in table 8.

Table 8

Difference on Performance Avoidant Approach among College Students of different Streams of Study

Stream	N	Mean	SD	t-value
Arts	300	16.97	4.19	2.07*
Science	300	16.25	4.34	
Arts	300	16.97	4.19	3.62*
Commerce	300	15.66	4.62	
Science	300	16.25	4.34	1.43
Commerce	300	15.66	4.62	

*$p \leq .05$

The table 8 indicates that the mean score for performance avoidant approach among arts stream students is 16.97 and SD is 4.19. The mean score for performance avoidant approach among science stream students is 16.25 and SD is 4.34. To find differences between the two groups t-value was calculated. The t-value for the mean differences came out to be 2.07, which is significant at 0.05 level. This implies that there is a significant difference between arts stream students and science stream students on performance avoidant approach. Further, the mean score of science stream students is higher than the mean score of the arts stream students. It reveals that science stream students prefer performance avoidant approach more than arts stream students and mean differences of performance avoidant approach in terms of different streams is depicted in figure 7.

It is lucid from table 8 that the mean score for performance avoidant approach among arts stream students is 16.97 and SD is 4.19. The mean score for performance avoidant approach among commerce students is 15.66 and SD is 4.62. To find differences between the two groups t-value was calculated. The t-value for the mean differences came out to be 3.62, which is significant at 0.05 level. This implies that there is a significant difference between arts stream students and commerce stream students on performance avoidant approach. Further, the mean score of arts stream students is higher than the mean score of the commerce stream students. It reveals that arts stream students prefer performance avoidant approach more than commerce stream students and mean differences of performance avoidant approach in terms of different streams is depicted in figure 7.

It can be seen from table 8 that the mean score for performance avoidant approach among science stream students is 16.25 and SD is 4.34. The mean score for performance avoidant approach among commerce students is 15.66 and SD is 4.62. To find differences between the two groups t-value was calculated. The t-value for the mean differences came out to be 1.43, which is not significant at 0.05 level. This implies that there is no significant difference in performance avoidant approach of science stream students and commerce stream students. (See figure 7)

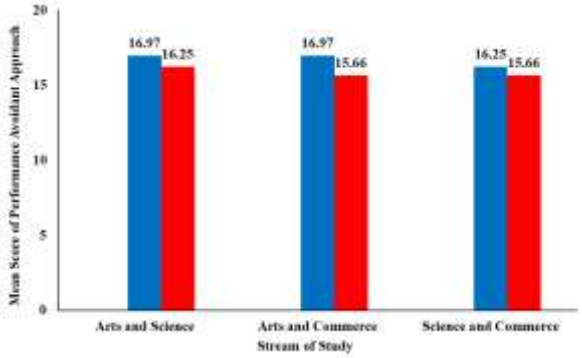

Figure 7: Bar Graph showing Performance Avoidant Approach among College Students in Relation to Stream of Study

Difference between Various Streams on Work Avoidant Approach

In order to find out the difference in Work Avoidant Approach of college students studying in different streams, one way analysis of variance was carried out. The results are given in table 9.

Table 9

Summary of Analysis of Variance of Work Avoidant Approach among College Students

Source of variation	Sum of squares	df	Mean sum of squares	F-Value
Between groups	42.41556	2	21.20778	0.44
Within groups	42518.93	897	47.40126	
Total	42561.35	899		

Table 9 shows the difference between various streams on work avoidant approach. The sum of squares in between groups is 42.41556 and within groups is 42518.93. The mean sum of square in between groups is 21.20778 and within groups is 47.40126. The F-value which is also called F-ratio (ratio of mean sum of squares between groups and mean sum of squares within groups) came out to be 0.44, which is not significant at 0.05 level. This implies that there is no significant difference in different streams on work avoidant approach.

RELATIONSHIP OF ACHIEVEMENT ORIENTATION WITH SELF-CONCEPT

To understand the relationship of Achievement Orientation in terms of mastery approach, performance approach, performance avoidant and work avoidant with self-concept among college students, coefficient of correlation has been calculated and tabulated in table 10 here under.

Table 10

VARIABLES		SELF- CONCEPT
ACHIEVEMENT ORIENTATION	**Mastery Approach**	0.30*
	Performance Approach	0.28*
	Performance Avoidant Approach	-0.19*
	Work Avoidant Approach	-0.17*

Achievement Orientation in relation to Self-Concept of College Students (N=900)

$p \leq .05$

A quick look at the table 10 depicts correlation coefficient value between Mastery Approach and Self-Concept is computed to be 0.30, which is significant at 0.05 level. **It reveals that there is a positive and significant correlation exists between Mastery Approach and Self-Concept of college students.**

Further, the Correlation Coefficient value between Performance Approach and Self-Concept is computed to be 0.28, which is significant at 0.05 level. **It reveals that there is a positive and significant correlation exists between Performance Approach and Self-Concept of college students.**

Moreover, the value of correlation between Performance Avoidant Approach and Self-Concept came out to be -0.19, which is significant at 0.05 level. The negative sign in the value 0.19, justifies that there is a negative relationship between the Performance Avoidant Approach and Self-Concept. It can also be concluded **that a significant negative relationship exists between Performance Avoidant Approach and Self-Concept of college students.**

As shown in table 10, the Coefficients of Correlation between Work Avoidant Approach and Self-Concept of college students was calculated to be -0.17, which is significant at 0.05 level. The negative sign in the value 0.17, justifies that there is a negative relationship between Work Avoidant Approach and Self-Concept. It can also be concluded that **a significant negative relationship exists between Work Avoidant Approach and Self-Concept of college students**.

CONCLUSIONS AND DISCUSSION

The findings of the study revealed that female students prefer mastery approach more than male students. The reason for the same may be females are more focused on learning the material and expanding their knowledge. They made efforts to enhance their skills and knowledge and are more driven to succeed in academic environments than males, as a result they are able to achieve at a greater level. As compared to males, females believe that mastering the subject is more important than memorization and improving academic performance. These results get support from investigations carried out by Mouratidis, Michou, Demircioglu and Sayil (2018), Cheng and Nguyen (2022).

The finding of the present investigation revealed that male students follow performance approach more as compared to female students. The reason for the same may be males prefer competition and frequently perform better in competitive situations, in part because they tend to think they have a better chance of winning. This finding is similar to the findings of Huikku, Myllymaki and Ojala (2022). The results revealed that there was no significant difference between performance avoidant approach among male students and female students. This finding is similar to the findings of Musa, Dauda and Umar (2016).

The results of the present study showed that male students prefer work avoidant approach more than female students. The reason for the same may be males avoid efforts and only put forth what is necessary to complete tasks, rather than increasing their own abilities or engaging themselves in competition. These results get support from previous researches carried out by Dekker et al. (2013).

The present findings infer that science stream students prefer mastery approach more as compared to arts and commerce stream students. The reason for the same may be science stream students having problem-solving attitude and full of enthusiastic in arriving at the correct solution for the problem. This problem-solving attitude help science stream students to gain knowledge from their mistakes as they work hard towards finding the right answer. The capacity to solve problems has enabled these students to build a mastery strategy.

The results of the present study shows that arts stream students prefer performance and performance avoidant approach more than science and commerce stream students. The possible reason behind this finding may be that scoring high marks in language is more difficult than other subjects. Reading, listening, comprehending, writing, and grammar knowledge are all necessary for language learning. As a consequence of this, the students tend to compete with each other in order to get higher marks. Therefore, follows maximum performance approach and performance avoidant approach. Kavitha and Suthanthiradevi (2022) also found significant difference on arts and science of higher secondary students in their goal orientation.

The findings in case of stream are in consonance with findings of the study carried out by Priyadarshini (2014) who conducted a study on IX class grade school students and reported that students who preferred mathematics have more mastery approach while those students who preferred language have more performance and performance avoidant approach.

RECOMMENDATIONS

The following are some suggested areas for additional investigation in light of the current study:

- 900 college students made up the sample for the current study. The same study may be repeated with a larger sample so as to an have in-depth knowledge of achievement-oriented perspective and to get better and more valid results.
- The scope of the current study was restricted to degree colleges affiliated to Punjabi University, Patiala. Students in colleges affiliated to other state universities (Punjab University, Chandigarh, Guru Nanak Dev University, Amritsar) may likewise be the subject of a similar study.

- The present study was conducted only on colleges. A similar investigation can be conducted on comparison of government as well as private schools even we can compare different boards also like CBSE, PSEB and ICSE.
- The current study was restricted to gender and stream of study only. A similar study might be carried out with different demographic variables like age, locale, socio-economic status.
- The current study was restricted to college students only. A similar study might be done on school students at higher and senior secondary level.

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