

A STUDY ON GOAL-ORIENTATION AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS IN THANJAVUR DISTRICT

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Abstract

This study aims to find the relationship between Goal Orientation and Academic Achievement of the Higher Secondary School Students. This study was conducted on 750 higher secondary school students. This study also found that there was a i) the higher secondary school students have average level of Goal Orientation and Academic Achievement. ii) There is no significant relationship between Goal Orientation and Academic Achievement of the Higher Secondary School Students. iii) There is no significant difference between boys and girls of higher secondary school students in their Goal Orientation and Academic achievement. iv) There is no significant difference between rural and urban area of higher secondary school students in their Goal Orientation and Academic achievement. v) There is a significant difference between arts and science subject of higher secondary students in their Goal Orientation and Academic achievement. vi. The government, Matriculation and government aided higher secondary school students differ significantly in their Goal Orientation and Academic achievement.

Keywords: Goal Orientation, Academic Achievement, rural, urban, learning motivation.

INTRODUCTION

Goals are an important part of human motivation. They guide young people's cognition and affect, and instigate, direct and maintain their behavior particularly as they become involved in academic work (Elliot & McGregor, 2001; Kaplan & Maehr, 2007). A highly influential framework that relates to the scientific study of goals is Achievement Goal Theory, or Goal Orientation Theory (Elliot & McGregor, 2001; Kaplan & Maehr, 2007). Goal orientations refer to the reasons why young people engage in learning. Their importance lies in that they predict youth's academic achievement and well-being (see Wigfield, Eccles, Fredricks, Simpkins,

Roeser, & Schiefele, 2015). They are also linked to youth's goals for the future. The achievement goal orientations refer to the way youth approach their learning (Kaplan & Maehr, 2007). Individual differences exist in why and how students engage in learning tasks, and these differences are linked to youth's academic achievement and well-being.

STATEMENT OF THE PROBLEM

The present study is termed as "Goal Orientation and Academic achievement of Higher Secondary School Students in Thanjavur District".

NEED AND SIGNIFICANCE OF THE STUDY

The goal orientation is the process of inculcation of good personality. Education should bring about empowered pupil with enriched knowledge which may be useful to the society to keep peaceful environment. So observation and attention of the educators on school pupils at the teen age beginners is essential. They should analyses the maximal discriminative probing minds with challenges. The real goal achievement is the application of techniques to enrich the quality and quantity of acquiring knowledge by the pupils through periodical analytical approach of the educators. being academically successful is highly dependent on what motivates a person to study, something which can also be expressed as someone's goal orientation(Dweck, 1986).Although the relationship between goal orientation and academic achievement has been studied extensively in traditional educational settings for children (e.g., Anderman & Midgley, 1997; Butler, 2008), adolescents (e.g., Brdar, Rijavec, & Loncaric, 2006; Greene, Miller, Crowson, Duke, & Akey, 2004;Steinmayr, Bipp, & Spinath, 2011; Steinmayr & Spinath, 2009), and school students (e.g., Elliot, Murayama, & Pekrun, 2011; Harackiewicz, Durik, Barron, Linnenbrink-Garcia, & Tauer, 2008; Pekrun, Elliot, & Maier, 2009), not much is known about this relationship for learners in education. As society and technologies are rapidly changing and the amount of information continues to increase at exponential rates (Nagy, Farmer, Bui, & Trancik, 2013)it has become in creasingly important for people to keep up with these developments throughout their lives. Therefore, the problem selected for the present study is goal-orientation and academic achievement of higher secondary school students in Thanjavur district

OBJECTIVES OF THE STUDY

i. To find out the level of Goal Orientation and Academic achievement among Higher Secondary School Students.

ii. To find out whether there is any significance difference between Goal Orientation and Academic Achievement of the Higher Secondary School Students with respect to gender.

iii. To find out whether there is any significance difference between Goal Orientation and Academic Achievement of the Higher Secondary School Students with respect to location of the students.

iv. To find out whether there is any significance difference between Goal Orientation and Academic Achievement of the Higher Secondary School Students with respect to subjects.

v. To find out whether there is any significance difference between Goal Orientation and Academic Achievement of the Higher Secondary School Students with respect to types of the schools.

vi. To find out whether there is any relationship between Goal Orientation and Academic Achievement of the Higher Secondary School Students

HYPOTHESIS OF THE STUDY

i. There is no significant difference between Goal Orientation and Academic Achievement of the Higher Secondary School Students with respect to gender.

ii. There is no significant difference between Goal Orientation and Academic Achievement of the Higher Secondary School Students with respect to location of the students.

iii. There is no significant difference between Goal Orientation and Academic Achievement of the Higher Secondary School Students with respect to subject

iv. There is no significant difference between Goal Orientation and Academic Achievement of the Higher Secondary School Students with respect to types of the schools.

v. There is no significant relationship between Goal Orientation and Academic Achievement of the Higher Secondary School Students.

DESIGN OF THE STUDY

The investigator has used survey method to study on Goal Orientation and Academic achievement among Higher Secondary School Students. The survey method gathers data from a relatively large number of cases of particular time. It attempts to describe and interpret what exists at present conditions, processes, trends, attitudes and belief for which the survey type of research would be more relevant and useful.

POPULATION & SAMPLE OF THE STUDY

The population for the present study comprises of higher secondary school students, who were studying higher secondary school in Thanjavur district of Tamil Nadu. The sample consists of 750 higher secondary school students.

NULL HYPOTHESIS TESTING

NULL HYPOTHESIS:

There is no significant difference in Goal Orientation and Academic achievement of higher secondary school students with respect to selected variables.

Table -1 *Significant difference in Goal Orientation and Academic achievement of higher secondary school students with respect to selected variables*

Variable	Boys N=366		Girls N=384		value of 't'	Remarks
	Mean	SD	Mean	SD		
Goal Orientation	128.29	14.74	127.27	15.41	0.93	NS
Academic Achievement	20.87	8.57	20.48	7.74	0.64	NS
	Rural N=364		Urban N=386			
	Mean	SD	Mean	SD		
Goal Orientation	128.17	15.32	127.45	14.88	0.59	NS
Academic Achievement	20.86	7.97	20.49	8.39	0.64	NS
	Arts N=347		Science N= 403			
	Mean	SD	Mean	SD		
Goal Orientation	127.13	16.28	128.31	13.98	2.36	S
Academic Achievement	21.43	8.86	20.02	7.44	2.38	S

(At 5% level of significance, the table value is 1.96)

NS- NOT SIGNIFICANT, S- SIGNIFICANT

It is inferred from the above table that the calculated value of t' (0.93) is less than the table value of 't' (1.96) at 5% level of significance for df 749. Thus, there is no significant difference between boys and girls of higher secondary school students in their Goal Orientation. Hence the null hypothesis is accepted. While, comparing means scores of boys students have better than girls students in their Goal Orientation.

It is inferred from the above table that the calculated value of t' (0.59) is less than the table value of 't' (1.96) at 5% level of significance for df 749. Thus, there is no

significant difference between rural and urban higher secondary school students in their Goal Orientation. Hence the null hypothesis is accepted. While, comparing means scores of rural students have better than urban students in their Goal Orientation.

It is inferred from the above table that the calculated value of t' (2.36) is higher than the table value of 't' (1.96) at 5% level of significance for df 749. Thus, there is a significant difference between the arts and science group higher secondary school students in their goal orientation. Hence the null hypothesis is rejected. While, comparing means scores of science students have better than arts students in their Goal Orientation.

It is inferred from the above table that the calculated value of $t'(0.64)$ is less than the table value of ' t ' (1.96) at 5% level of significance for df 749. Thus, there is no significant difference between boys and girls of higher secondary school students in their academic achievement. Hence the null hypothesis is accepted. While, comparing means scores of boys students have better than girls students in their academic achievement.

It is inferred from the above table that the calculated value of ' t ' (0.64) is less than the table value of ' t ' (1.96) at 5% level of significance for df 749. Thus, there is no significant difference between rural and urban higher secondary school students in their academic achievement. Hence the null hypothesis is accepted. While, comparing

means scores of rural students have better than urban students in their academic achievement.

It is inferred from the above table that the calculated value of ' t ' (2.38) is higher than the table value of ' t ' (1.96) at 5% level of significance for df 749. Thus, there is a significant difference between the arts and science group higher secondary school students in their academic achievement. Hence the null hypothesis is rejected. While, comparing means scores of arts students have better than science students in their academic achievement.

NULL HYPOTHESIS:

There is no significant difference in Goal Orientation and Academic Achievement of higher secondary school students with respect to Type of the school

Table -2 *Significant difference in Goal Orientation and Academic Achievement of higher secondary school students with respect to Type of the school*

Variable	Sources of variation	Sum of square	Mean square of variance	Calculated value of 'F'	Remark at 5% level
Goal Orientation	Between	3439.683	1719.841	3.69	S
	Within	370379.476	495.823		
Academic Achievement	Between	473.456	911.841	4.87	S
	Within	203.476	695.823		

(At 5% level of significance, for (2,747) df the table the table value 'F' is 3.00)

NS- NOT SIGNIFICANT, S- SIGNIFICANT

It is inferred from the above table that the calculated value of 'F' (3.69) is greater than the table value of 'F' (3.00) for df (2, 747) at 5% level significance. Thus, the government, Matriculation and government aided higher secondary school students differ significantly in their Goal Orientation. Hence null hypothesis is rejected. While comparing means scores of Types of the school, Matriculation (129.47) higher secondary school students are better than Government (127.28) and Government Aided (126.55) school students in their Goal Orientation.

It is inferred from the above table that the calculated value of 'F' (4.87) is greater than the table value of 'F' (3.00) for df (2, 747) at 5% level significance. Thus, the government, Matriculation and government aided higher secondary school students differ significantly in their Academic Achievement. Hence null hypothesis is rejected. While comparing means scores of Types of the school, Government aided (27.97) higher secondary school students are better than Government (17.20) and matriculation (16.85) school students in their Academic Achievement.

NULL HYPOTHESIS:

There is no significant relationship between Goal Orientation and Academic achievement of higher secondary school students.

Table -3 *Significant relationship between Goal Orientation and Academic Achievement of higher secondary school students*

Variable	Correlation “r” value	Remarks at 0.05% level
Goal Orientation & Academic Achievement	0.022	NS

(At 0.05% level of significance, for df 748, the table value ‘r’ is (0.087))

It is inferred from the above table that the calculated value of ‘r’ (0.022) is less than the table value of ‘r’ (0.087) for degree of freedom 748 at 0.05% level significance. It shows that there is no significant relationship between Goal Orientation and Academic Achievement of higher secondary school students. Hence null hypothesis is accepted.

ix. The Government, Matriculation and Government aided higher secondary school students differ significantly in their Academic Achievement.

x. There is a significant relationship between Goal Orientation and Academic Achievement of the Higher Secondary School Students.

FINDINGS OF THE STUDY

i. The higher secondary school students have average level of Goal Orientation and Academic Achievement.

ii. There is no significant difference between boys and girls of higher secondary students in their Goal Orientation.

iii. There is no significant difference between rural and urban areas higher secondary students in their Goal Orientation.

iv. There is significant difference between arts and science subject of higher secondary students in their Goal Orientation.

v. The Government, Matriculation and Government aided higher secondary school students differ significantly in their Goal Orientation.

vi. There is no significant difference between boys and girls of higher secondary students in their academic achievement.

vii. There is no significant difference between rural and urban areas higher secondary students in their academic achievement.

viii. There is significant difference between arts and science subject of higher secondary students in their academic achievement.

RECOMMENDATION OF THE STUDY

❖ Teachers should respect the learners’ present preferences and encourage their development, while at the same time creating opportunities for students to experiment with different ways of learning.

❖ The school teachers should be provides intervention programs led by professionals in education centers themselves to work with their adolescents on the above-mentioned variables could contribute to students and educational training.

❖ Parents and Teachers should regularly meet to exchange mutually the views about the progress, growth and problems of students at home and school.

❖ The achievement level of slow learners should be enhanced through daily test programmes.

❖ The present to analysis has tended to emphasize that there is the positive relationship of goal orientation and academic achievement. Thus, if, prediction can be made in the early stages of student's academic careers then this would seem to be of some personal, institutional and economic value.

❖ Self regulation, the ability to control one's cognition and behavior to attain goal is associated with academic success in higher education. For a variety of reasons, some students are entering colleges and universities without being able to self-regulate their academic behavior.

❖ The students entering from their schooling to colleges and universities to get better academic results. Goal orientation complements the recognition of a need because it gives direction to activity; the feeling of need must be channeled in a given direction toward a rather well defined goal before learning can result.

❖ The practical implication is that; if one is going to learn much of what there is to learn in the academic subjects he/she is now taking, and learn it well, he/she must be keenly aware of what he/she must know and why he/ she is learning it. A vague feeling that a course must be passed, accomplished by a foggy view of its relationship to one's present and future activities, can never result in learning that is appreciable in quality or amount. On the other hand the goal-oriented person has well defined objectives and generally exhibits superior performance when compared with other learners.

SUGGESTIONS FOR FURTHER RESEARCH

❖ The study could be extended to all other levels of education.

❖ Goal Orientation and Academic Achievement can be studied in relation to some other variables like Self-Esteem, Home Environmental, Study Habit and Parents' Encouragement.

❖ A similar study involving ninth standard students of other districts of Tamil Nadu may be undertaken

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