

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 significant relationship between Goal Orientation and Academic Achievement of the Higher Secondary School Students. iii) There is significant difference between boys and girls of higher secondary school students in their Goal Orientation and Academic achievement. iv) There is significant difference between rural and urban area of higher secondary school students in their Goal Orientation and Academic achievement. v) There is 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.

I. 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 increasingly 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

II. 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.

III. 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: 1-1

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	142.18	17.13	141.75	16.12	2.31	S
Academic Achievement	44.12	11.58	46.18	12.13	2.16	S
	Rural		Urban			
	Mean	SD	Mean	SD		
Goal Orientation	139.75	14.98	142.18	16.34	2.76	S
Academic Achievement	38.75	10.558	36.37	9.434	2.09	S
	Arts N=347		Science N= 403			
	Mean	SD	Mean	SD		

Goal Orientation	141.75	16.31	142.18	16.89	3.10	S
Academic Achievement	39.75	10.89	41.37	11.01	3.89	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 $t'(2.31)$ is greater than the table value of t' (1.96) at 5% level of significance for df 749. Hence the null hypothesis is **rejected**. Thus, there is significant difference between boys and girls of higher secondary students in their Goal Orientation. While, comparing means scores of boys' students have better than girl's students in their Goal Orientation.

It is inferred from the above table that the calculated value of $t'(2.76)$ is greater than the table value of t' (1.96) at 5% level of significance for df 749. Hence the null hypothesis is **rejected**. Thus, there is significant difference between rural and urban areas higher secondary students in their Goal Orientation. While, comparing means scores of the urban area higher secondary students have better than rural area higher secondary students in their Goal Orientation.

It is inferred from the above table that the calculated value of t' (3.10) is greater than the table value of t' (1.96) at 5% level of significance for df 749. Hence the null hypothesis is **rejected**. Thus, there is significant difference between arts and science subject of higher secondary students in their Goal Orientation. While, comparing means scores science subject of the higher secondary students have better than arts subject of higher secondary students in their Goal Orientation.

It is inferred from the above table that the calculated value of $t'(2.16)$ is greater than the table value of t' (1.96) at 5% level of significance for df 749. Hence the null hypothesis is **rejected**. Thus, there is significant difference between boys and girls of higher secondary students in their Academic Achievement. While, comparing means scores of girls' students have better than boys' students in their Academic Achievement.

It is inferred from the above table that the calculated value of $t'(2.09)$ is greater than the table value of t' (1.96) at 5% level of significance for df 749. Hence the null hypothesis is **rejected**. Thus, there is significant difference between rural and urban area of higher secondary students in their Academic Achievement. While, comparing means scores of the rural area higher secondary students have better than urban area higher secondary students in their Academic Achievement.

It is inferred from the above table that the calculated value of $t'(3.89)$ is greater than the table value of t' (1.96) at 5% level of significance for df 749. Hence the null hypothesis is **rejected**. Thus, there is significant difference between arts and science subject of higher secondary students in their Academic Achievement. While, comparing means scores science subject students have better than arts subject of higher secondary students in their Academic Achievement.

Null hypothesis- 1.2

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. Hence null hypothesis is **rejected**. Thus, the government, Matriculation and government aided higher secondary school students differ significantly in their Goal Orientation. While comparing means scores of Types of the school, Matriculation (141.50) higher secondary school students are better than Government (139.09) and Government Aided (136.84) 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. Hence null hypothesis is **rejected**. Thus, the government, Matriculation and government aided higher secondary school students differ significantly in their Academic

Achievement. While comparing means scores of Types of the school, Matriculation (26.34) higher secondary school students are better than Government (25.10) and Government Aided (23.77) school students in their Academic Achievement.

IV. FINDINGS OF THE STUDY

- i.** The higher secondary school students have average level of Goal Orientation and Academic Achievement.
- ii.** There is significant relationship between Goal Orientation and Academic Achievement of the Higher Secondary School Students.
- iii.** There is significant difference between boys and girls of higher secondary students in their Goal Orientation. While, comparing means scores of boys' students have better than girl's students in their Goal Orientation.
- iv.** There is significant difference between rural and urban areas higher secondary students in their Goal Orientation. While, comparing means scores of the urban area higher secondary students have better than rural area higher secondary students in their Goal Orientation.
- v.** There is significant difference between arts and science subject of higher secondary students in their Goal Orientation. While, comparing means scores science subject of the higher secondary students have better than arts subject of higher secondary students in their Goal Orientation.
- vi.** The government, Matriculation and government aided higher secondary school students differ significantly in their Goal Orientation. While comparing means scores of Types of the school, Matriculation (141.50) higher secondary school students are better than Government (139.09) and Government Aided (136.84) school students in their Goal Orientation.
- vii.** There is significant difference between boys and girls of higher secondary students in their Academic Achievement. While, comparing means scores of girls' students have better than boys' students in their Academic Achievement. There is significant difference between rural and urban area of higher secondary students in their Academic Achievement. While, comparing means scores of the rural area higher secondary students have better than urban area 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. While, comparing means scores science subject students have better than arts subject of higher secondary students in their Academic Achievement.
- ix.** The government, Matriculation and government aided higher secondary school students differ significantly in their Academic Achievement. While comparing means scores of Types of the school, Matriculation (26.34) higher secondary school students are better than Government (25.10) and Government Aided (23.77) school students in their Academic Achievement.

V. 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.

VI. 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 Tamilnadu may be undertaken

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