



GOAL ORIENTATION AMONG SCHOOL STUDENTS IN RELATION TO THEIR DEMOGRAPHIC VARIABLES

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Abstract:

Goal orientation can be expressed as an individual's belief system reflecting the reasons for approaching and engaging in academic tasks, with an important role in predicting academic achievement and the well-being of students. The present study was conducted to study Goal Orientation in relation to students' gender and type of schools on the randomly selected sample of 121 senior secondary school students from the government & private schools of Jind (Haryana) with the help of Mean, Standard Deviation, 't'-test, and 'P' Value. Research concluded a significant difference between male & female students in the Goal Orientation's Learning Approach Domain and Performance Approach Domain. Additionally, in terms of the type of school, both the Learning Approach Domain and the Performance Avoidance Domain were found to be significant. An insignificant difference was found with the Learning Avoidance Domain and Performance Domain in concern with gender, the Learning Avoidance Domain and Performance Approach Domain also found insignificant in concern with the type of schools. As far as Mean scores of Total Goal Orientation Score Domains separately, with regard to gender and type of schools, are concerned, no significant differences were found.

Keywords: Goal Orientation, Learning Approach Domain, Performance Approach Domain, Learning Avoidance Domain, Performance Avoidance Domain, Total Goal Orientation Domain, Senior Secondary School Students, & Government and Private Schools.

Theoretical Background

The ultimate orientation of efforts, what a person is intentionally attempting to do, is called a goal (Lunenborg, 2011), and an individual's concept of success depends upon his goal position (Khairi et al., 2012). Goal Orientation's constructs originated in the literature of educational psychology and child development (Walle et al., 2001). Empirical evidence also stated the 'Achievement Goal Orientation' and 'Academic Achievement' relationship, and also analyzed the account for variances in students' 'academic achievement' (Ng'ang'a et al., 2018), & connected to future goals. Goal



orientations are important in teaching and learning processes for teachers and students. It is emphasized that a student can have many goal orientations simultaneously (Yildizli, 2021), and the extent to which any person, group of people, or organization focuses on the activities or tasks determines the results of those activities or tasks, which is known as Goal Orientation. The goal-oriented outlook can be applied with different methodologies, such as mastery, performance, characteristic, etc., to explain achievement behaviors in different academic environments.

Goal orientation is the orientation in which an individual focuses and learn things of his interest and wants to perform better than others (Praveen & Bhatt, 2022). Goal Orientation also indicates that “individuals assign to an achievement situation, providing a cognitive structure for organizing how individuals define success and failure, their affective reactions, and their subsequent behaviors”. Goal Orientation Theory or Achievement Goal Theory is the most commonly assessed ‘Motivational Variables’ in Applied Psychology, and has been used in a large variety of academic areas. Goal Orientation’s domains are also affected by the different types of parenting styles (Musa et al., 2016; Kösterelioğlu, 2018). Human-beings (as goal-oriented people), and their feelings concerning their success/failure depending upon their goal orientation. When someone has adopted the extrinsic goal-orientation, it leads to more maladaptive motivational & cognitive results and replicates in English, Mathematics, and Social Studies (Wolters et al., 2005; Jowkar et al., 2014). Gender, locality, and type of management don’t bring any significant disparity in their mastery performance goal orientation among secondary school students’ goals and goal orientation (Kumar & Suneela, 2014). Authoritative parenting results in more approach orientations, while authoritarian parenting produces more performance orientations with vague goals & goal orientation, and parenting style is found to be substantially correlated with teenage males in comparison to females. Children's goal orientation can be affected by their parents by encouraging them to set goals other than avoiding bad presentation and by altering their ‘Parenting Approaches’. Mothers can make a greater difference in their children’s goal orientation because of their responsiveness and control, which are particularly important in this regard (Gafoor & Kurukkan, 2014). There are insignificant differences in scores of



students' achievement goal-orientation depends upon gender, but significant differences in students' performance avoidance scores based on the Performance Avoidance sub dimension and the mastery approach sub dimension based on doing sports. There's also a significant difference in favour of government school students; first graders benefit significantly from class level, and students from low socio-economic families benefit significantly from socio-economic level (Turkcapar, 2015). Teachers actively sought out new students by offering a bonus grade as a means of encouraging engagement. Females had a considerably higher goal orientation than male students (Boyd, 2017). Although male & female students were ego and task oriented, male students were more ego-oriented than females. The 'Desirable Goal Orientation' in students usually guides them students for learning new skills, in the achievement of personal growth, and to accomplish all assigned tasks (Alic, 2017). A substantial correlation was found between academic achievement and all dimensions of achieving goal-orientation. Educators, parents, and other relevant stakeholders suggested collaboration to create an atmosphere favorable for the development of accomplishment goal-oriented domains, which have been shown to have a positive predictive value on academic achievement (Ng'ang'a et al., 2018). In their research, Idika and Adesoji (2021) expressed that 28 percent and 72 percent of students were mastery-oriented and performance-oriented, respectively. There were minor differences in the means of interest, and the score noticed in favor of mastery-oriented was insignificant. Goal Orientation and interest of students in chemistry are in proximity to each other. Goal Orientation had an impact on actual performance across all age groups, but had no effect on perceived performance or performance satisfaction, and showed a positive correlation, but not with actual performance. The advantage of goal orientation for older persons' subjective well-being may vary depending upon the content of the goals or how well they perceive the current situation (Gong and Freund, 2021). There exists an average goal orientation & academic achievement level among higher secondary school students, and there was neither a significant relationship nor a significant difference on the basis of gender and locale in goal orientation of those students. Significant differences were found in goal orientation and academic achievement level among higher secondary school students between Arts



and Science subjects. Students from different types of higher secondary schools vary considerably in their goal orientation and academic achievement (Kavitha & Suthanthiradevi, 2022). During the COVID-19 pandemic, statistical significant link identified b/w goal orientation and academic achievement among university level students. Differences arose based on specialization, interactions among study level, specialization, gender, and their combined effects (Alasqah, 2022). Among higher secondary school students, goal orientation varied by type of management, while goals of family showed no significant differences related to parental education (Bakkiyalashmi & Jayanthi, 2022). This highlights goal orientation's role in educational outcomes across academic levels, influenced by both personal and contextual factors. There were no appreciable differences between the teenagers in high, average, and low categories. Goal orientation greatly differs between male and female participants, and a significant difference was found between parental participation and gender (Praveen & Bhatt, 2022). Research findings suggested various guidelines to enhance educational support, aiding students in acquiring knowledge through online learning, a rapidly growing trend post-COVID-19 (Beik & Cho, 2023). Physical education satisfaction and enjoyment plays a mediating role in task-orientation & leisure-time physical activity intentions (Perez-Quero et al., 2023). The connection between mastery and performance-approach goals with motivational components strengthens when positive emotions increase and negative emotions decrease. Mastery-avoidance goals correlate with higher motivational scores when negative achievement emotions are higher and positive achievement emotions are lower. Additionally, the influence of avoidance goals on motivational components is moderated by two specific positive emotions: pride and enjoyment (Frumos et al., 2024). These studies emphasize the interplay of emotions, goal orientation, and context in shaping motivation and educational outcomes.

Need for the Study

Viewing the previous research, goal orientation framework, and parameters in relation to students' gender, type of schools, etc., appears to have a significant impact on learning and the educational processes. Their influence can be quite beneficial for students of secondary and senior secondary schools in their most critical time of adolescence, when



they are developing physically, academically, mentally, socially, and emotionally as well. Meanwhile, these students also have high ambitions and aspirations, are excitable and turbulent, and are dealing with a persistent conflict of interest. Students must make the right decisions now and avoid making wrong decisions during trying times that could lead to various issues with their education and development as a result of mistakes made during their adolescence. One of the most difficult issues facing educators today with adolescents is accurately predicting their academic success and guiding them toward a healthy path by providing positive direction of their energies toward engaging in socially and intellectually stimulating activities that will give them the self-assurance to take risks with their thinking and way of life. Goal orientation, gender, type of schools, academic self-efficacy, academic assistance-seeking, and academic achievement all work together to help researchers reach the desired goals. Thus, the necessity and justification for the investigation are justified, and the research problem is suitable.

Objectives of the study

In this research, mean scores of Goal Orientation's five domains, i.e., Learning-Approach Domain, Learning-Avoidance Domain, Performance-Approach Domain, Performance-Avoidance Domain, and Total Goal Orientation Score Domain, were compared based on gender (male/female) and type of schools (government/private) from 11th and 12th class senior secondary school students of Jind district. The hypotheses formulated based on these objectives were tested significantly thereafter with the help of statistical machinery like Mean, Standard Deviation, 't'-test, and 'p'-value.

Methods and Procedure of Study

Methods of the Study: The Descriptive Survey Method was performed on male and female students (N=121) from senior secondary schools to collect data and conduct the present study.

Evaluation Instrument: In this research, The Goal-Oriented Scale (Kaur & Sareen (2021)) was used for collection of data. There were a total of 23 items in the scale, which were divided into five already mentioned domains in the section 'objectives of the study'.



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Variables of the Study: In this study, demographic variables, (Gender and Type of Schools) were considered as Independent Variables, whereas Goal Orientation was considered as the Dependent Variable.

Population and Sample: All the Senior-Secondary school students from Jind district were considered as study's population. With Simple Random Sampling Method, a sample of 200 senior secondary school students was finalized, but only 121 students from 11th and 12th classes studying in government and private schools of earlier mentioned area, affiliated to HBSE, Bhiwani, and CBSE, New Delhi, had provided complete data.

Procedure of the Study: To conduct this study, first of all, approval was taken from Department of Education, Chaudhary Ranbir Singh University, Jind (Haryana), and then from concerned schools whose participants were planned to utilize for data collection. All the participants were volunteers. The test or tool was selected under the standard instructions given in the manual. Rapport was established with the subject, and it was clarified that the data collected would be used for research purposes only, and their information provided in the test would be kept fully confidential.

Statistical Techniques Used: Statistical machinery like Mean, Standard Deviation (SD), 't'-Test, and 'P' Value were used for Data Analysis & Interpretation.

Data Analysis and Interpretation with Hypotheses Verification:

Table 01 - Comparison of Mean Scores, SD, 't' Scores and P Value of all domains of Goal Orientation among Senior Secondary School Students in relation to Gender

Domains	Mean		SD		't' Value	
	Male	Female	Male	Female	Male & Female	Value of P
(i) Learning Approach	19.97	26.74	5.81	7.41	5.623	0.00 – Ho Rejected
(ii) Learning Avoidance	14.88	16.36	4.76	4.38	1.730	0.086 – Ho Accepted
(iii) Performance Approach	17.22	19.10	5.10	5.06	-1.996	0.048 - Ho Rejected



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(iv) Performance Avoidance	13.71	14.90	4.78	4.42	1.379	0.170 – Ho Accepted
(v) Total Goal Orientation Score – Gender	65.80	77.10	12.98	12.33	4.811	0.00 – Ho Rejected

**Here, N=121 (Male=71 and Female=50). *Remarks: $p=0.00$ (Null Hypothesis rejected or accepted). For all interpretations Significance at 0.05 Level with $df = 121$.*

From Table 01, the findings for all domains are as follows:

(i). With t-value 5.623, the H01 “there is no significant difference between mean scores of goal orientation (Learning Approach Domain) of male and female senior secondary school students” is rejected, which means that these students differ significantly in their goal orientation’s Learning Approach Domain scores.

(ii). With a t-value of 1.730, the H01 “there is no significant difference between mean scores of goal orientation (Learning Avoidance Domain) of male and female senior secondary school students” is accepted, which means that these students did not differ significantly in their goal orientation’s Learning Avoidance Domain scores.

(iii). With t-value is -1.996, H01 “there is no significant difference between mean scores of goal orientation (Performance Approach Domain) of male and female senior secondary school students” is rejected, which means that male & female students differ significantly in their goal orientation’s Performance Approach Domain scores.

(iv). With a t-value of 1.379, the H01 “there is no significant difference between mean scores of goal orientation (Performance Avoidance Domain) of male and female senior secondary school students” is accepted, and depicted that male & female students didn’t differ significantly in their goal orientation’s Performance Avoidance Domain scores.

(v). With t-value 4.811, the H01 “there is no significant difference between mean scores of Total Goal Orientation Score Domain of both male and female senior secondary school students” is rejected, with the meaning that male & female students differ significantly in their ‘Total Goal Orientation Scores’.

In simple words, Table 01 compares Goal-Orientation domains between male & female senior secondary school students and expresses that females show stronger learning



orientation and scored much higher in Learning Approach and overall goal orientation. Performance Approach also differs: Females scored higher, though the difference is smaller. No gender difference in avoidance domains: Both Learning Avoidance and Performance Avoidance scores are statistically similar. Female students demonstrate more positive goal orientation compared to males, especially in domains that emphasize active learning and achievement.

Table 02 - Comparison of Mean Scores, SD, 't' Scores and 'p' Value of all domains of Goal Orientation among Senior Secondary School Students in Relation to Type of Schools

Domains	Mean		SD		't' Value	
	Private Schools	Government Schools	Private Schools	Government Schools	Students from both type of schools	Value of p
(a) Learning Approach	17.51	24.73	5.55	6.91	5.380	0.00-Ho Rejected
(b) Learning Avoidance	15.96	15.31	5.02	4.51	0.685	0.495-Ho Accepted
(c) Performance Approach	17.30	18.26	5.10	5.17	0.911	0.364-Ho Accepted
(d) Performance Avoidance	15.75	13.62	6.15	3.83	2.28	0.024-Ho Rejected
(e) Total Goal Orientation Score	66.54	71.94	6.96	15.44	1.93	0.056-Ho Accepted

**Here, N=121 (students from private schools=33 and students from government schools=88). *Remarks: p=0.00 (Null Hypothesis rejected or accepted). For all interpretations Significance at 0.05 Level with df = 121.*

From Table 02, the interpretations for all domains are as follows:

(a). With a t-value of 5.380, the Ho1 "there is no significant difference between mean scores of goal orientation (Learning Approach Domain) of students studying in

government and private senior secondary school students” is rejected, indicating that government and private schools students differ significantly in their goal orientation’s Learning Approach Domain scores.

(b). With a t-value of 0.685, the Ho1 “there is no significant difference between mean scores of goal orientation (Learning Avoidance Domain) of students studying in government and private senior secondary school students” is accepted, which means that students studying in government and private schools do not differ significantly in their goal orientation’s Learning Avoidance Domain scores.

(c). With a t-value of 0.911, the Ho1 “there is no significant difference between mean scores of goal orientation (Performance Approach Domain) of students studying in government and private senior secondary school students” is accepted, which means that students studying in government and private schools do not differ significantly in their goal orientation’s Performance Approach Domain scores.

(d). With a t-value of 2.28, the Ho1 “there is no significant difference between mean scores of goal orientation (Performance Avoidance Domain) of students studying in government and private senior secondary school students” is rejected, and elaborated that students studying in government and private schools differ significantly in their goal orientation’s Performance Avoidance Domain scores.

(e). With a t-value of 1.93, the Ho1 “there is no significant difference between the mean scores of goal orientation of students studying in government and private senior secondary school students” is accepted. Which means that government and private school students do not differ significantly in their total goal orientation scores.

In simple words, Table 02 compares all domains of Goal Orientation between private schools and government schools and states that government school students excel in Learning Approach and show stronger motivation to actively learn compared to private school students. Private school students show higher Performance Avoidance: They are more likely to avoid situations where they might perform not appropriately good, suggesting greater anxiety concerning failure. No difference in avoidance of learning or performance approach: Both groups are similar in these domains. Overall goal orientation



scores are not significantly different: Despite differences in specific domains, the total orientation is statistically similar between private and government school students.

Conclusion of the study

This study suggests that female senior secondary students are more motivated towards learning and performing well compared to males. They adopt stronger learning approaches and show higher overall goal orientation. Female students demonstrated more positive goal orientation, emphasized active learning, and achievement. However, when it comes to avoidance behaviors (avoiding failure or avoiding learning tasks), both genders are similar. This study also suggests that government school students are more positively oriented toward active learning, while private school students are more concerned about avoiding poor performance and have higher anxiety about failure. Both groups are similar in the avoidance and performance domains. However, in all combined domains, the overall goal orientation between the two groups is not significantly different, and the total orientation is statistically similar between private and government school students.

Results Discussion

This study compared mean scores of Goal Orientation's five domains, i.e., Learning-Approach Domain, Learning-Avoidance Domain, Performance-Approach Domain, Performance-Avoidance Domain, and Total Goal Orientation Score Domain, based on gender and type of schools among 11th and 12th class senior secondary school students of Jind district. When the framed hypotheses based on objectives were tested with a t-test, they found no significant differences and claimed all hypotheses were accepted.

Demographics

Initially, it was planned to gather data from 200 male and female students, but it was found that 79 students had failed to provide accurate information or left their scale blank to some extent. Hence, the study was comprised of 121 students, out of which 71 (58.67%) were male and 50 (41.33%) were female students from sample studying in private and government schools of Jind, Haryana have provided the complete data. It was revealed that male and female students differ significantly in their goal orientation scores in different domains, with demographic variables' representations. In conclusion, it can

be stated that male & female senior secondary school students from different types of schools in different domains have a comparable level of goal orientation.

Research Limitations

The limitations of the present research can be reflected through its Descriptive Research Design and data collected from 121 male and female senior secondary school students from Jind district studying in 11th and 12th classes through the Goal Orientation Scale by Kaur and Sareen (2021). Data was computed on the basis of five domains of goal orientation with reference to gender and type of schools.

Future Prospects

As future prospects, interestingly more researches may be conducted on larger samples, wide areas, at different levels, in different streams, in various institutions, and with different variables to see the effects and relationships with those variables in different dimensions.

The future research may be conducted with variables like organizational climate, experience, occupational stress, mental health, home environment, parenting style, social conformity, etc.

Practical Implications

The study involves practical implications for education, psychology, and society at large. It promises to offer valuable insights into the intricate web of factors influencing goal orientation (with different domains) among students of senior secondary schools in relation to their gender and type of schools. This comprehensive understanding has the potential to inform educators, policymakers, researchers, and other stakeholders, allowing for the development of tailored educational strategies and support mechanisms to address the diverse needs of student populations. Moreover, intervention programmes may be led by the educational professionals in the area of education and/or educational administration to work with adolescents to guide and rehabilitate them. Methodologically, the research stands to contribute a robust framework for future inquiries in related fields, potentially setting a precedent for comprehensive investigations. Ultimately, the anticipated findings may facilitate the cultivation of



responsible, goal-oriented citizens equipped for academic and personal success, thereby fostering positive societal impacts.

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