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GRT GOAL ORIENTATION OF HIGH SCHOOL STUDENTS IN KANYAKUMARI DISTRICT

Y. Sophia and S. Sreelatha

Ph.D.,Scholar , N.V.K.S.D College of Education, Attoor, Tamil Nadu, India.
Assistant Professor in Early Childhood Education , N.V.K.S.D College of Education, Attoor, Tamil Nadu, India.

Abstract:-The present investigation was intended to find out the goal orientation of high school students of various schools in kanyakumari district. Random Sampling Technique was used to select a sample of 200 high school students from kanyakumari district .Mean,Standard Deviation and t value were calculated for the analysis of data. The result revealed that there is significant difference between male and female, rural and urban, Tamil and English medium high school students in their dimensions of mastery goal orientation. There is no significant difference between high school students studying in CBSE and state syllabus schools in their dimensions of mastery goal orientation. No significant difference was noted between male and female, rural and urban, Tamil and English medium, CBSE and state syllabus followed in schools of high school students in their dimensions of mastery goal orientation, performance approach goal orientation, and performance avoidance goal orientation.

Keywords: Goal orientation , Random Sampling Technique , analysis , dimensions of mastery .

INTRODUCTION:

The goals that human being possess can be considered being arranged in a hierarchy, such that higher order goals are more abstract than lower order goals. For instance, a person may have a goal to become an educated person. Individuals continuously monitor whether goals have been achieved through a process called goal orientation. Goal orientation is a disposition towards developing or demonstrating ability in achievement situations. Goal orientation as a motivation variable is useful for recruitment, performance appraisal and selection. Goal orientation has shown non trivial effects on a broad range of outcomes such as self efficacy, learning styles, learning strategies, feedback seeking and state anxiety etc. Goal orientation can impact a wide variety of training outcomes and subsequent performance, to include training, adaptability, leadership styles, general performance and team building effects.

NEED AND SIGNIFICANCE OF THE STUDY

Students' goal orientation, the purposes that they have for completing an academic task, has received much attention due to its influential role on students' performances (Ames, 1992;Dweck, 1986). Over the past two decades, researchers have been increasingly interested in understanding students' motivation and finding ways to predict and improve academic performance. Researchers have suggested that motivation is related to students' initiation of the task, the amount of effort that they expend on the task, and their persistence in completing the task (Brophy, 1988; Maehr, 1984; Pintrich, Marx, & Boyle, 1993; Wigfield, 1994). It is the goals that individuals set that influence their actions, reactions, and motivation for learning (Shim & Ryan, 2005). These goals and beliefs are not, however, formed in vacuum. This study attempts to examine goal orientation the high school students.

STATEMENT OF THE PROBLEM

The problem selected for the present study is stated as follows, "Goal orientation of high school student in Kanyakumari district.

OBJECTIVES OF THE STUDY

1. To study the level of Goal orientation and its dimensions (mastery, performance and performance avoidance) of high school students.
2. To study whether there is any significant difference in the goal orientation and its dimensions of high school students with respect to the back ground variables namely 1)sex 2)locale3)medium of instruction 4)type of scheme followed in schools

HYPOTHESES OF THE STUDY

1. The level of Goal orientation and its dimensions (mastery, performance and performance avoidance) of high school students is moderate
2. There exists no significant difference in the mean scores goal orientation and its dimensions of high school students with respect to the back ground variables namely 1)sex 2)locale3)medium of instruction 4)type of scheme followed in schools

METHOD OF THE STUDY

The investigator used normative survey method for the present study

SAMPLE OF THE STUDY

The investigator selected a sample of 200 high school students from various schools in kanyakumari district using simple random sampling technique.

TOOL USED

For the present study the investigator used the followed tools.

1.Goal orientation scale prepared and validated by investigator

The tool consisted of the three dimensions namely mastery goal orientation, performance approach goal orientation, and performance avoidance goal orientation.

2.personal data sheet

Statistical techniques used

The following statistical techniques have been used in the present study for the analysis of collected data.

Arithamatic mean,S.D,t-test

RESULTS AND DISCUSSION

The results of the analysis are presented in the following tables

1.Level of goal orientation and its dimensions of high school students

Table 1
Percentage wise analysis goal orientation and its dimensions of high school students

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Goal orientation	30	15	137	68	33	16
Mastery goal orientation	32	16	148	74	20	10
Performance approach goal orientation	22	11	146	73	32	16
Performance avoidance goal orientation	58	29	122	61	20	10

Goal Orientation Of High School Students In Kanyakumari District

It is inferred from the above table that nearly 68 % high school students have moderate level of goal orientation,30% had low level of goal orientation and 16% had high level of goal orientation. 74%,73% and 61% high school students have moderate level of mastery goal orientation, performance approach goal orientation and performance avoidance approach goal orientation in total respectively

2. Comparison of goal orientation and its dimension of high school students.

Table 2
Sex wise comparison of scores of goal orientation and its dimension of high school students.

Dimensions	Sex	N	Mean	SD	Calculated		
					t - value	P value	Remark
Goal orientation	Male	83	89.51	7.15	1.23	0.022	NS
	Female	117	88.27	6.86			
Mastery goal orientation	Male	83	33.29	3.44	1.99	0.04	Sig.at 0.05 level
	Female	117	32.32	3.35			
Performance approach goal orientation	Male	83	31.59	3.69	0.32	0.75	NS
	Female	117	31.42	3.65			
Performance avoidance goal orientation	Male	83	24.63	3.62	0.20	0.84	NS
	Female	117	24.53	3.43			

It is inferred from the above table that there existed significant difference male and female in their mastery goal orientation, but there is no significant difference in the goal orientation and its dimensions of performance approach goal orientation and performance avoidance goal orientation in total respectively of male and female high school students

Table 3
Locale wise comparison of scores of goal orientation and its dimension of high school students.

Dimensions	locale	N	Mean	SD	Calculated		
					t - value	P value	Remark
Goal orientation	rural	125	89.51	7.15	1.23	0.24	NS
	urban	75	88.27	6.86			
Mastery goal orientation	rural	125	33.12	3.50	2.18	0.03	Sig.at 0.05 level
	urban	75	32.07	3.16			
Performance approach goal orientation	rural	125	31.54	3.65	0.24	0.81	NS
	urban	75	31.41	3.71			
Performance avoidance goal orientation	rural	125	24.58	3.15	0.04	0.97	NS
	urban	75	24.56	3.51			

It is inferred from the above table that there existed significant difference in the dimension of mastery goal orientation of rural and urban high school students, but there is no significant difference in the goal orientation and its dimensions of performance approach goal orientation and performance avoidance goal orientation in total respectively of rural and urban high school students

Table 4
Medium of instruction wise comparison of scores of goal orientation and its dimension of high school students.

Dimensions	Medium of instruction	N	Mean	SD	Calculated		
					t - value	P value	Remark
Goal orientation	Tamil	114	89.95	6.95	0.56	0.57	NS
	English	86	88.47	7.08			
Mastery goal orientation	Tamil	114	33.19	3.46	2.28	0.024	Sig.at 0.05 level
	English	86	32.10	3.26			
Performance approach goal orientation	Tamil	114	31.33	3.61	0.70	0.48	NS
	English	86	31.59	3.74			
Performance avoidance goal orientation	Tamil	114	24.50	3.51	0.32	0.75	NS
	English	86	24.66	3.50			

It is inferred from the above table that there existed significant difference in the dimension of mastery goal orientation of Tamil and English high school students, but there is no significant difference in the goal orientation and its dimensions of performance approach goal orientation and performance avoidance goal orientation in total respectively of English and Tamil medium high school students

Table 5
Type of scheme followed in schools wise comparison of scores of goal orientation and its dimension of high school students.

Dimensions	type of scheme followed in schools	N	Mean	SD	Calculated		
					t - value	P value	Remark
Goal orientation	CBSE	61	88.95	7.35	0.22	0.83	NS
	State	139	88.71	6.86			
Mastery goal orientation	CBSE	61	33.31	3.77	1.51	0.13	NS
	State	139	32.47	3.22			
Performance approach goal orientation	CBSE	61	31.26	3.64	0.59	0.56	NS
	State	139	31.59	3.68			
Performance avoidance goal orientation	CBSE	61	24.38	3.61	0.49	0.62	NS
	State	139	24.65	3.46			

It is inferred from the above table that there existed no significant difference in the goal orientation and its dimensions of mastery goal orientation, performance approach goal orientation and performance avoidance goal orientation in total respectively of CBCE, state high school students

CONCLUSION

Most of the high school students seem to have moderate level of goal orientation. In the dimensions mastery goal orientation, performance approach goal orientation, performance avoidance goal orientation also high school students

possessed moderate level.

The study revealed that sex, locale, medium of instruction had impact of mastery goal orientation of high school students, but type of scheme followed by the school had influence of mastery goal orientation of high school students. No significant difference was noted in the goal orientation and its dimension of performance approach goal orientation, performance avoidance goal orientation of high school students based on sex, locale, medium of instruction, syllabus followed in schools.

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Y. Sophia

Ph.D., Scholar , N.V.K.S.D College of Education, Attoor, Tamil Nadu, India.

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