

GOAL ACHIEVING BEHAVIOR OF HIGHER SECONDARY SCHOOL STUDENTS

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ABSTRACT

The present study attempts to find out goal achieving behavior of higher secondary school students. The investigator has used survey method for collection of data. Goal achieving behavior scale is the research tool used in the present study. The investigator random sampling technique used for selecting the sample. The sample consists of 200 higher secondary school students in Thiruvarur District of Tamilnadu, India. The data collected from the respondent were analysed using mean, standard deviation and 't' value. But the level of goal achieving behavior is identity in high. The female students, English medium student are identified with high level goal achieving behavior.

Keywords: Emotional maturity and B.ED students.

INTRODUCTION

One of the dimensions of personal experience is the emotional or affective dimension. Emotional process is not an isolated phenomena but components of general experience, constantly influencing and influenced by other process going on at the same time. Emotional competence is greatly dependent upon overall maturity. Every one of us develop consistent emotional pattern. They are changing them forever. If we find that our emotional patterns are immature and disruptive, we can take steps to improve them not by fighting our emotions but by understanding, accepting them learning to function with them, express them constructively and accentuating those that are positive rather than negative. The present study is a humble attempt in this direction. Like all major concept of maladjustment and mental health, a concept of emotional maturity also happens to be a by-product of the therapeutic intervention in the psychiatric setting. It goes without saying that all psychological tests are culturally loaded and as such are most wholly applicable to a different culture. The need for developing test is therefore obvious. The present study is an attempt to meet this need. The purpose of the present study is to know the emotional maturity of the professional course students.

NEED AND SIGNIFICANCE OF THE STUDY

school environment plays a vital role in teaching and learning process as well as in the goal setting process of the students with this back drop, the investigator of the study has selected to do research in the variable such as school environment and Goal Achieving Behavior.

STATEMENT OF THE PROBLEM

The present study is entitled as school Environment and goal achieving behavior among higher secondary school students.

RESEARCH TOOLS

To test the hypotheses framed, the following tools have been used.

- ✓ Goal achieving behaviour developed and validated by Susan Bark man and Krisanna Machtmes, purdue University.

SAMPLE OF THE STUDY

- ✓ The sample population in consisting of 200 higher secondary students. The sample was taken from there type of school in thiruvarur district.

OBJECTIVES OF THE STUDY

The following objectives have been sent in the present study.

- ✓ To find out the level of goal achieving behaviour of higher secondary school students based on gender, medium of instruction,
- ✓ To find out significant difference in goal achieving behaviour among higher secondary school students with respect to their.
 - Gender
 - Medium of instruction

HYPOTHESIS OF THE STUDY

The following hypotheses have been set in the present study.

- ✓ The level of goal achieving behaviour of higher secondary school students based on gender, medium of instruction.
- ✓ There is no significant difference of goal achieving behaviour among higher secondary school students based on
 - Gender
 - Medium of instruction

DESCRIPTIVE ANALYSIS – ANALYSIS OF HIGHER SECONDARY SCHOOL STUDENTS GOAL ACHIEVING BEHAVIOUR.

Hypothesis:

To find out the level of goal achieving behaviour of the higher secondary school students, the mean and standard deviation have been calculated for the entire sample and sub sample.

**Table
Goal achieving behavior**

| S. No | Subsample | | N | Mean | S.D |
|-------|-----------------------|---------|-----|-------|-------|
| 1. | Entire sample | | 200 | 50.43 | 8.175 |
| 2. | Gender | Male | 68 | 49.66 | 6.592 |
| | | Female | 132 | 50.82 | 8.879 |
| 3. | Medium of instruction | Tamil | 168 | 49.43 | 7.982 |
| | | English | 32 | 55.66 | 7.218 |

DIFFERENTIAL ANALYSIS – ANALYSIS OF HIGHER SECONDARY SCHOOL STUDENTS GOAL ACHIEVING BEHAVIOUR.

There is no significant difference in goal achieving behaviour among higher secondary school students in based on gender.

Table Showing mean, standard deviation, ‘t’ value of goal achieving behaviour among higher secondary school students in based on gender.

| Variable | Gender | N | Mean | Standard Deviation | ‘t’ value | Significant |
|--------------------------|--------|-----|--------|--------------------|-----------|-------------|
| Goal Achieving behaviour | Male | 68 | 49.66 | 6.592 | 0.947 | N.S |
| | Female | 132 | 50.182 | 8.879 | | |

Inference

From the above table it is clear that the obtained value 0.947 less than the table value (1.96) is no significant at 0.05 level of significance therefore

Therefore is significant difference in goal achieving behaviour among higher secondary school students based on gender. Hence the hypothesis accepted.

Hypothesis

There is no significant difference in Goal achieving behaviour among higher secondary school students the based on Medium of instruction.

Table Showing mean, standard deviation, ‘t’ value of Goal achieving behaviour among higher secondary school students in based on Medium of instruction.

| Variable | Medium of instruction | N | Mean | Standard Deviation | ‘t’ Value | Significant |
|--------------------------|-----------------------|-----|-------|--------------------|-----------|-------------|
| Goal achieving behaviour | Tamil | 168 | 49.43 | 7.982 | 4.104 | S |
| | English | 32 | 55.66 | 7.218 | | |

Inference

From the above table it is clear that the obtained value (4.104) is greater than the table value (1.96) is significant at 0.05 level of significance.

There is significant difference in Goal achieving behaviour among higher secondary school students based on Medium of instruction. Hence the hypothesis rejected.

Findings of descriptive analysis

It is found that the levels of goal achieving behavior are identity in high. The female students,’ English medium student are identified with high level goal achieving behavior.

Findings of differential analysis

Findings regarding Goal achieving behaviour.

It is found that there is a no significant difference in the goal achieving behaviour with respect to their Gender.

There is significant difference in Goal achieving behaviour among higher secondary school students based on Medium of instruction.

CONCLUSION

In a rapid changing word, the cultivation of an all-round personality, sensitive to problems in motivation is important, vital and necessary. A special care and personalized support system is therefore, impetrative to nourish the potentialities of students. Hence, for positive goal achieving behavior development among students, it is suggested that during adolescence, classroom motivation is being crystallized. The findings of the present study highlight the importance of promoting a positive goal achieving behavior in every aspect in various

psychological contexts. In nutshell, it may be said that to nurture adolescents potential, intervention efforts need to be made not only in enhancing their, but also in promoting goal achieving behavior.

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