

ACADEMIC GOAL STRUCTURE IN RELATION TO ACADEMIC ACHIEVEMENT OF STUDENTS AT THE HIGHER SECONDARY LEVEL

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Abstract

This article explains the academic goal structure and academic achievement of students at the higher secondary level. The sample of the study consists of 166 students of higher secondary level who are studying in Government and Private schools from Urban and Rural areas in Kanchipuram district of Tamil Nadu. Random sampling method was used to select the sample. In the present study goal structure scale was developed by the investigator with reference to the tool developed by Srivastava. Descriptive statistical techniques used for the study. The studies reveal that there is a significant difference in academic goal structure in relation to academic achievement of higher secondary school students.

Keywords: Academic goal structure, Academic Achievement

Introduction

Educators and psychologists have found it most useful to give students more freedom to set their own goals learn at their own pace, and monitor their own progress. (Goodwin & Coates, 1976). However, students can set their own goals only after they have been trained to work responsibly and effectively, and to set goals that correspond to those of the school system. These procedures provide motivation impart a feeling of success, and increase self-esteem, confidence and competence. Theorists have also identified self-schemata as critical in influencing adoption of goal orientations (Pintrich, 1994). Individuals have specific ideas about their cognitive and affective processes; these ideas are essentially beliefs that emerge as schemata, which in turn, influence the goal orientation that individuals adopt, prompting them to think, feel, and act in specific ways for certain achievement situations. Theorists have proposed and tested different perspectives on self-schemata as they relate to the nature of goal orientations. For instance, Dweck and colleagues (see Dweck, 1986; Dweck Chiu, & Hong, 1995a; Dweck & Legget, 1988). According to Dweck and colleagues, these beliefs may stem directly from the way parents and teachers evaluate children's learning processes.

Need for the study

Goals play a very important role in an individual's life and direct all their endeavors. In an academic setting, goals that students possess have a profound effect on student's learning and achievement. The focus of the study is a substantial body of research that addresses different aspects of academic goal structure. This study will contribute significantly to the organization of motivational

knowledge by examining student's goal setting. This study is designed to examine the factors related to students' academic goal setting and academic achievement.

Objectives

- to study the academic goal structure in relation to academic achievement of higher secondary students.
- to find out whether there is difference in academic goal structure among the subgroups gender, stream, types of school, locality, mode of the study, goal setting, self-efficacy, and parental qualification.

Hypotheses

- H.1 There is no significant relationship between academic goal structure and academic achievement of students studying at the higher secondary level.
- H.2 There is no significant relationship between in academic goal structure with respect to the subgroups of the sample.
 - H.2.1 Gender (Boys/Girls)
 - H.2.2 Stream (Arts & Commerce / Science)
 - H.2.3 Types of school (Government & Aided / Private)
 - H.2.4 Locality (Rural /Urban)
 - H.2.5 Mode of the study (Self/Others)
 - H.2.6 Goal setting (Regularly / Need bound)
 - H.2.7 Self-efficacy (Inherent /Acquire)
 - H.2.8 Parental qualification (School level / College level)

Methodology

Sample

The study was conducted on a sample of 166 higher secondary school students from Kanchipuram district of tamilnadu. The sample was selected by simple random sampling technique.

Tools Used

The present study academic goal structure scale was developed by the investigator with reference to Srivastava A.K 1984 was used. The tool consisted of 56 items on 4 point rating scale.

Statistical Analysis

For analyzing data statistic techniques namely Mean, Standard Deviation, t-test, and ANOVA were applied.

Table-1 Mean, SD and t-test were computed to know the significant difference between the means of the different sub-groups

Variables	Group	N	Mean	S.D	t-Value	Level of significance
a)Gender	Male	090	61.96	6.57	4.277**	S
	Female	072	67.62	9.83		
b)Stream	Arts	081	66.90	8.70	0.416	NS
	Science	086	67.48	9.28		
c)Types of School	Govt	082	66.79	8.57	0.218	NS
	Private	084	67.09	9.09		
d)Locality	Rural	096	60.73	6.40	5.130**	S
	Urban	070	67.26	9.12		
e)Mode of the Study	Self	097	61.11	6.58	4.557**	S
	Others	069	66.92	9.02		
f)Goal setting	Regularly	098	67.13	8.97	4.277**	S
	Need bound	068	62.10	6.18		
g)Self-efficacy	Inherent	101	63.27	6.72	2.727*	S
	Acquire	065	66.79	8.90		
h)Parental Qualification	School	102	62.03	6.04	4.085**	S
	College	064	67.33	9.21		

Note * denotes significance at 0.05 level

** denotes significance at 0.01 level

From the above table 1, there was observed that there calculated t-value was greater than table value. It was found that, there is significant difference at both $p < 0.05$ and $p < 0.01$ level table values for (1.96). Gender (4.277), locality (5.130), mode of the study (4.557), goal setting (4.227), self-efficacy (2.727) and parental qualification (4.085) among the higher secondary school students based on t-values, hypothesis is rejected.

From the above table 1, there was observed that there calculated value was less than table value. It was found that, there is no significant difference stream (0.416) and types of school (0.218) among the higher secondary school students based on t-values, hypothesis is accepted.

Table-2 Correlation between Academic goal structure and Academic achievement r-values representing

Variables	Sample	r-value	Level of correlation
Academic goal structure	166	(0.553)**	S
Academic achievement	166	(0.503)**	S

Note * Correlation is significant at the 0.05 level

** Correlation is significant at the 0.01 level

N = 166

df = (N-2) =164

As shown in Table 2, there is statistically relationship between academic goal structure and academic achievement among higher secondary school students. It is inferred from the above table that the calculated r-value for the academic goal structure, $r(166) = .553, p < 0.01$, and academic achievement, $r(166) = .503, p < 0.01$, respectively. It exist an average positive correlation between the academic goal structure and academic achievement.

Results & Discussions

This implies that, as academic goal structure increases, there was an increase in academic achievement. Based on these findings, the null hypothesis was thus rejected and alternate hypothesis is accepted. It is concluded that, different levels of goal setting is significantly related to students’ academic achievement.

The present study advances the understanding of goal theory in two ways. (i) the findings provide insight into the relations among and between academic goal structure and academic achievement. (ii) the findings provide evidence regarding the ability of goal structures and goal orientations to predict a collection of motivational, cognitive, and achievement outcomes.

Conclusion

The results of this study presented empirical evidence of the relationship between academic goal structure and academic achievement. Overall, when the four dimensions of academic goal structure were analysed, it was found out that academic goal structure could account for variances in students’ academic achievement. The relation between academic goal structure and academic achievement is also understood tenuously. In the current study, positive self-motivation, realistic perception, personality integration and autonomy were used to predict students’ classroom performance to help clarify the nature of these relations among higher secondary school students. Finally the findings reveal that there is a

significant difference in academic goal structure in relation to academic achievement of higher secondary school students.

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