GOAL ORIENTATION AND SELF-EFFICACY OF COLLEGE STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT

Mrs.KULDEEP BHULLAR*

ABSTRACT

The present study was an attempt to investigate goal orientation and self-efficacy of college students in relation to their academic achievement. A data was collected randomly from the sample of 200 students of IInd year from degree colleges of Amritsar district using tool MSLQ (Pintrich, 1991). The results revealed that goal orientation and self-efficacy are significantly co-related with academic achievement of college students. It was further found that high academic achievers are more goal oriented as well as self-efficated as compared to low academic achievers. No significant gender differences were found in goal orientation and self -efficacy of college students.

Quality of instruction in higher education is a matter of concern both to educational planners and practitioners. Teaching, learning and curriculum are three important pillars of any education system. If any among them weakens, the whole education system will be prone to be collapsed. The underlying principle of teaching and learning process is purely psychological dealing with learning and motivation (Pintrich and Schunk, 2002).

Pintrich (1999) described learning as an active, constructive process whereby learners set goals for their learning, plan actions and monitor, regulate and control their cognition, motivation, and behaviour. Researchers have suggested that motivation is related to students' initiation of the task, the amount of effort that they expand on the task and their persistence in completing the task (Brophy,1988; Maehr,1984;Pintrich, Marx& Boyle,1993;Wigfield,1994). Consequently, students' motivation has been proposed to affect their actions and academic achievement.

Bandura (1997) maintained that people's actions and behaviors are guided by their beliefs about how successful they can be in performing a task termed as self efficacy. Not only do people need to have the skills and knowledge to execute a task successfully, they also have to have a certain level of expectation for success before they take on the assignment. Researchers have found that individuals who believe that they can successfully complete a task tend to perform better as compared to those who lack such a belief (Jackson, 2002; Lane & Lane, 2001; Pajares,1996; Pajares, 2003).They also suggest that individuals self-efficacy beliefs may influence the types of goals they adopt for learning. Such reasons students learn or goals they have for learning are termed as goal orientation (Elliot & Harackiewicz,1996). 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

***Assistant Professor, Khalsa College of Education, Ranjit Avenue, Amritsar**

however, formed in vacuum. Motivation researchers particularly those taking the social cognitive perspective suggest that students' goals and beliefs are also shaped by their perception of the learning environment, Therefore, it is essential to examine how students' goals and beliefs are formed and maintained in different learning environment.

GOAL ORIENTATION

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).

Goal orientation represents a personal disposition to pursue learning or performance in achievement situations. In the present study we focus on intrinsic and extrinsic goal orientation a classical destination proposed by Heidar as early as in 1958.Intrinsic goal orientation indicates the degree to which students perceive themselves to be participating in a task for reasons such as challenge, curiosity and mastery. A student who is intrinsically motivated undertakes an activity for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes. Although student motivation is inherently affected by the intrinsic motivation of the individual, there are many extrinsic factors that can positively influence the development of students' motivation as well. Extrinsic goal orientation represents the degree to which the students participate in order to achieve a goal through the completion of the activity. Extrinsic goal orientation denotes that a student participates in a task for reasons such as grades, rewards.

SELF EFFICACY

Bandura (1997) defined self-efficacy as people's judgment of their capabilities to complete a designated task successfully. Self efficacy is a self-appraised belief concerning one's competence to succeed in a task .It is supported that high self-efficacy functions as incentive for the pursuing of a goal and low self-efficacy functions as barrier that urges to avoiding the goal (Hamilton and Ghatala,1994). Self-efficacy also represents student's confidence in their cognitive and learning skills in performing a task.

Thus understanding students' beliefs about their capabilities can help educators understand better how goals are adopted and retained, where students' motivation comes from, and how to help students sustain the motivation that they gradually develop. Students with strong senses of self-efficacy, willingly engage in challenging tasks, invest greater effort and persistence and show superior academic performance than those who lack such confidence. Self efficacy is not only a means for successful outcomes but also a product of successful learning experiences.

OBJECTIVES

- To study the goal orientation and self-efficacy of college students in relation to their academic achievement.
- To compare the goal orientation and self-efficacy of college students having low and high academic achievement.
- To study the gender differences on the measured variables.

HYPOTHESES

- There will be significant relationship between goal orientation and academic achievement of college students.
- There will be significant relationship between self-efficacy and academic achievement of college students.
- There will be no significant difference in goal orientation of college students having low and high academic achievement.
- There will be no significant difference in self efficacy of college students having low and high academic achievement.
- There will be no significant gender differences on the measured variables.

Methodology

Sample

A data was collected randomly from the sample of 200 students of IInd year from degree colleges of Amritsar district. Among 200 students, 100 were male students and 100 were female students.

Method

The descriptive survey method was used to conduct study of goal orientation and self efficacy of college students in relation to their academic achievement.

Tools Used

For collection of data following tools were used:

1. The Motivated Strategies for Learning Questionnaire (MSLQ) by Pintrich (1991).
2. Academic Achievement was calculated through percentage of marks scored by the students in the 1st year examination.

STATISTICAL TECHNIQUES USED

Statistical measures such as product moment coefficient of correlation, mean, SD, SE_M and t-tests were used to interpret the obtained data.

ANALYSIS AND INTERPRETATION OF DATA

Table I

Coefficient of correlation between goal orientation and academic achievement of college students

Variables	N	r	Significance
Goal-orientation	200	0.185**	Significant
Academic achievement	200		

***Significant at 0.01 level of confidence*

Table I shows the coefficient of correlation between goal orientation and academic achievement of college students i.e. 0.185, which is significant at 0.01 level of confidence. This indicates that there is significant relationship between goal orientation and academic achievement of college students. Hence the hypothesis stating, “there will be significant relationship between goal orientation and academic achievement of college students" stands not rejected.

Table II

Coefficient of correlation between self-efficacy and academic achievement of college students

Variable	N	r	Significance
Self-efficacy	200	.237**	Significant
Academic achievement	200		

***Significant at 0.01 level of confidence*

Table II shows the coefficient of correlation between self-efficacy and academic achievement of college students i.e. 0.237, which is significant at 0.01 level of confidence. This indicates that there is significant relationship between self-efficacy and academic achievement of college students. Hence, the hypothesis stating, “there will be significant relationship between self-efficacy and academic achievement of college students" stands not rejected.

Table III

Mean scores of goal orientation of college students having low and high academic achievement

Variables	Academic Achievement	N	Mean	SD	t-value	Significance
Goal Orientation	Low	50	37.7	5.22	8.38**	Significant
	High	50	46.82	5.84		

** Significant at 0.01 level

Table III shows the mean scores of goal orientation of college students having low and high academic achievement. The mean scores of goal orientation of students having low academic achievement are 37.7 with SD 5.22 and mean scores of goal orientation of college students having high academic achievement are 46.82 with SD 5.84. The calculated t-value is 8.38, which is more than table value 1.96 and 2.58 at 0.05 and 0.01 levels of confidence. This indicates that there is significant difference in mean scores of goal orientation of college students having low and high academic achievement. The mean scores of higher academic achievers are greater than low academic achievers. Hence the hypothesis stating, "there will be no significant difference in goal orientation of college students having low and high academic achievement" stands rejected.

Table IV

Mean scores of self-efficacy of college students having low and high academic achievement

Variables	Academic Achievement	N	Mean	SD	t-value	Significance
Goal Orientation	Low	50	37.6	5.75	7.48**	Significant
	High	50	46.58	6.29		

** Significant at 0.01 level

Table IV shows that mean scores of self-efficacy of college students having low and high academic achievement. The mean scores of self-efficacy of students having low academic achievement are 37.6 with SD 5.75 and mean scores of self-efficacy of students having high academic achievement are 46.58 with SD 6.29. The calculated t-value is 7.48 which is more than table value 1.96 and 2.58 at 0.05 and 0.01 levels of confidence. This indicates that there is significant difference in mean scores of self-efficacy at college students having low and high academic achievement. The mean scores of higher academic achievers are greater than low academic achievers. Hence the hypothesis stating, "there will be no significant difference in self efficacy of college students" stands rejected.

Table V (a)

Mean scores of goal orientation of male and female college students

Variables	Gender	N	Mean	SD	t-value	Significance
Goal Orientation	Male	100	45.07	7.031	0.296	Not significant
	Female	100	44.77	7.301		

Table v (a) shows the mean scores of goal orientation of male and female college students. The mean scores of goal orientation of male college students are 45.07 with SD 7.031 and mean scores of female college students are 44.77 with SD 7.301. The calculated t-value is 0.296, which is less than table value 1.96 and 2.58 at 0.05 and 0.01 levels of confidence respectively. This indicates that there is no significant difference in mean scores of goal orientation of male and female of college students. Hence, the hypothesis stating "there will be no significant gender difference in goal orientation of college students" stands not rejected.

Table V (b)

Mean scores of self efficacy of male and female college students

Variables	Gender	N	Mean	SD	t-value	Significance
Self efficacy	Male	100	44.35	7.341	0.257	Not significant
	Female	100	44.61	6.977		

Table v (b) shows the mean scores of self-efficacy of male and female college students. The mean scores of self-efficacy of male college students are 44.35 with SD 7.341 and mean scores of female college students are 44.61 with SD 6.977. The calculated t-value is .257, which is less than table value 1.96 and 2.58 at 0.05 and 0.01 levels of confidence. This indicates that there is no significant difference in mean scores of self-efficacy of male and female college students. Hence, the hypothesis stating, " there will be no significant difference in self-efficacy of male and female college students" stands not rejected.

FINDINGS AND CONCLUSIONS

- There is significant relationship between goal orientation and academic achievement of college students.
- There is significant relationship between self-efficacy and academic achievement of college students.
- There is significant difference in goal orientation of college students having low and high academic achievement. Higher academic achievers are more goal oriented as compared to low academic achievers.
- There is significant difference in self efficacy of college students having low and high academic achievement. Higher academic achievers are having high self efficacy beliefs as compared to low academic achievers.
- There are no significant gender differences in goal orientation of college students. Hence the gender differences do not affect goal orientation of college students.
- There are no significant gender differences in self-efficacy of college students. Hence the gender differences does not affect self efficacy of college students.

EDUCATIONAL IMPLICATIONS

The findings of this study provide practical implications and suggestions about how teachers can promote student learning, performance, and motivation. Knowing how self efficacy and goal orientation influences students' behaviors and achievement, finding ways to increase self efficacy and goal orientation is crucial. Teachers can increase students' self efficacy by conveying to student that they are competent to learn the material and by providing them with helpful learning strategies that can lead to success. While creating the learning environments, teachers should design tasks at which the students can succeed if they work diligently. Teachers should encourage students to adapt learning goals along with efforts to enhance self efficacy. The study suggests raising the level of goal orientation and self efficacy among students and advices to make these as integral part of teaching learning process for academic excellence.

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