



Measurement of Academic Goal Orientation in Home Science Undergraduate Students

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Authors' contributions

This work was carried out in collaboration between all authors. Author AP designed the study, performed the statistical analysis, wrote the protocol and wrote the first draft of the manuscript. Authors SLK and RNR managed the analyses of the study. Author PS managed the literature searches. All authors read and approved the final manuscript.

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ABSTRACT

The study is to measure the academic goal orientation of undergraduate Students of College of Home Science, Hyderabad. The purposive sampling method was used for selection of the sample. A Questionnaire developed by Was (2006) was used to measure the goal orientation among students to identify four types of goal orientations viz., Mastery orientation, Performance approach goal orientation, Performance avoidant goal orientation and Work avoidance goal orientation. Results showed that among four types of goal orientations in UG students, the majority rated themselves high in the work avoidant orientation (58.64%) followed by performance avoidant goal orientation (47.5%). It was also found that fourth year students' mastery orientation levels were high when compared to first, second and third year students. They were fixed more on attaining mastery of their skills and capabilities than performance approach orientation.

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1. INTRODUCTION

The global society of today needs a new education system; the one based on the concept of integrated education. Our modern education system is based on the faith that knowledge is power – that science and technology can solve all the world's problems. Over-specialization, lack of creativity and being smart but not good are its results [1]. Home Science education deals with all aspects of home and community management. It is both an Art and Science. It's an 'Art' because it helps you manage your resources in a skilful manner, and it's a 'Science' because it helps an individual to improve his/her family life by offering knowledge in the field. Integrated education aims to provide children with a caring and enhanced educational experience. Empowering them as individuals is a priority for teachers so that as they grow and mature, students will be able to affect positive change in the shared society we live in. Home Science education empowers with the skills to improve every facet of one's life such as Food, Clothing, Health, Childcare, Personal Finance, Religion, Culture, Arts, Home Beautification, etc. It enables a person to take better care of family leading to a more enriched society. It moulds one into a responsible person who can handle day to day challenges. It teaches the students their rights and duties as a consumer. In this fast-paced world, lifestyle and environmental factors are diluting personal relationships. Children are growing up in an ever-changing environment that can affect their psychology. Home Science equips one to tackle these difficult life situations. Home Science education works at a basic level by improving the outlook towards others. It inculcates values that help to become responsible towards one's family and community.

The woman of the 21st century is balancing more than the household chores. She has a full-time career besides managing her home and going towards the Community development. In such a scenario, Academic goal orientation encourages and helps to become not only jobs seekers but also as job providers. They also can build up confidence in themselves to face today's market within the diversified careers where ever they can fit. This is possible only when they can be motivated toward good achievement standards and improve their quality of knowledge for better rendering into the outside world. Today, it is necessary to remind that in India, Home Science

is rechristened as Community Science with a broader perspective as per V Dean's committee to cater to the needs of the developmental needs of the nation as a community as a whole.

Hence, Home Science students are incorporated with knowledge relevant to address and attain the millennium development goals and the present sustainable development goals by 2030 according to the United Nations member states agenda. The students need to be given equal opportunity and encouragement to reach quality education and innovativeness to become foundations for peaceful and strong institutions of any country.

Students need motivation for academic success. Over past decades many theorists have argued on goal orientation related to academic success. Gafoor and Kurukkan [2] conducted a study on the development of academic goal orientation on students of Kerala and found that students with mastery orientation retain their motivation till the end of the learning, those with performance approach fall short in learning and with avoidance orientation showed minimal enthusiasm even at the initial phase of learning. Achievement goal orientation is a general motivation theory, which refers to the fact that the type of goal towards which a person is working has a tremendous impact on how they pursue the goal. Goal orientation is one of the concepts that has emerged in educational psychology over the last few decades and is also one of the most important concepts regarding learning in any educational setting. Finding ways to predict and improve academic performance can help the unmotivated students to become motivated enough like other students and become successful in their academic career [2].

Sakiz [3] investigated achievement in two major goal orientations in College students in Turkey and the results revealed that mastery approach goal orientation was positively associated with student's academic self-efficacy beliefs and help seeking behavior. Performance approach goal orientation was negatively related to student's academic help seeking behavior but was not associated with their academic self-efficacy beliefs.

Mirzaei [4] revealed that the mastery goals modestly correlated positively with academic success, whereas performance goals had less

correlation with CGPA. This proved that students with strong mastery goals will also obtain good CGPAs. The mastery goals have large positive correlation with metacognition while performance goals have a medium positive correlation with metacognition. AL-Baddareen et al. [5] revealed that mastery goals and metacognition have a significant joint effect on the academic motivation of university students; that is, mastery goals and metacognition have the capacity to predict academic motivation and students with performance goals had weak relationships with academic motivation and self-efficacy of university students.

Hence, this study was conducted to measure the academic goal orientations in Home Science students' of the state of Telangana. Professor Jayasankar Telangana State Agricultural University offers a 4 year B.Sc.(Hons) Home Science/ Community Science professional programme which has student READY programme in the final year. To channelize the students towards mastering their skills there is a need to measure the students' academic goal orientations i.e. mastery approach, mastery avoidance, performance approach, performance avoidance and work avoidance and to compare among the students from different academic years and their motivation towards their learning.

2. THEORETICAL FRAMEWORK

2.1 Goal Orientation

The dichotomous model of goal orientation was identified: (a) learning goals in which individual seek to increase their competences, to understand or master something new and (b) performance goals in which individuals seek to gain favourable judgements of their competence [6]. Later on, the modification of the goal orientation was addition goal orientation, i.e. work avoidance; it is negatively related to a measure of students' active cognitive engagement in classroom learning activities [7]. The trichotomous model of goal orientation was identified: (a) mastery goal focused on the development of competence and task mastery (b) performance-approach goal directed toward the attainment of favorable judgments of competence, (c) performance-avoidance goal focused on avoiding unfavorable judgments of competence [8]. Finally, after a decade, Elliot and McGregor [9] developed four factor model by adding avoidance to mastery/performance orientation i.e. avoiding demonstrations of

incompetence and negative judgments, relative to other. It consists of Mastery approach, Mastery avoidance, Performance approach and Performance avoidance.

3. MATERIALS AND METHODS

The study was carried out at College of Home Science, PJTSAU, Hyderabad. All the undergraduate students of College of Home Science were purposively selected. Data were collected through 5 points rated Standardized Academic Goal Orientation scale developed by Was C [10] to measure four types of Academic Goal Orientations (i.e., mastery, performance approach, performance avoidant, and work avoidant) of the students. The instrument was a questionnaire consisting of 33 statements based on a 5-point Likert Scale ranging from (1) Strongly agree; (2) Agree; (3) Unsure; (4) Disagree; (5) Strongly disagree measuring different goal orientations. In addition, 2 more items were added to the questionnaire. Of these 33 items, 13 items measured mastery goal orientation, 8 items measured performance approach, 7 items measured performance avoidant and 5 items measured work avoidant with 2 more items were added in work avoidant orientation. The information was statistically analysed by using percentages and frequencies.

4. RESULTS AND DISCUSSION

The data was gathered for statistical analysis through the questionnaire on academic goal orientation of Undergraduate student's year wise i.e. first year, second year, third year and fourth years students.

Fig. 1 shows the goal orientations of the first year students. It shows that majority of the students had high work avoidant orientation (85.29%) and performance avoidant orientation (70.58%) Nearly two thirds (67.6%) had mastery orientation followed by low performance approach (52.9%). It was observed that there two statements scored more than the others i.e. (when tests or assignments are returned in a course, I do not want others to know how I have done and I worry more about getting a bad grade than understanding the material). This shows that the students are not confident with themselves and were not focused on their achievement levels. Since it is their first year of their course work and as they are new to the curriculum, it can be understood that they were less confident in their orientations.

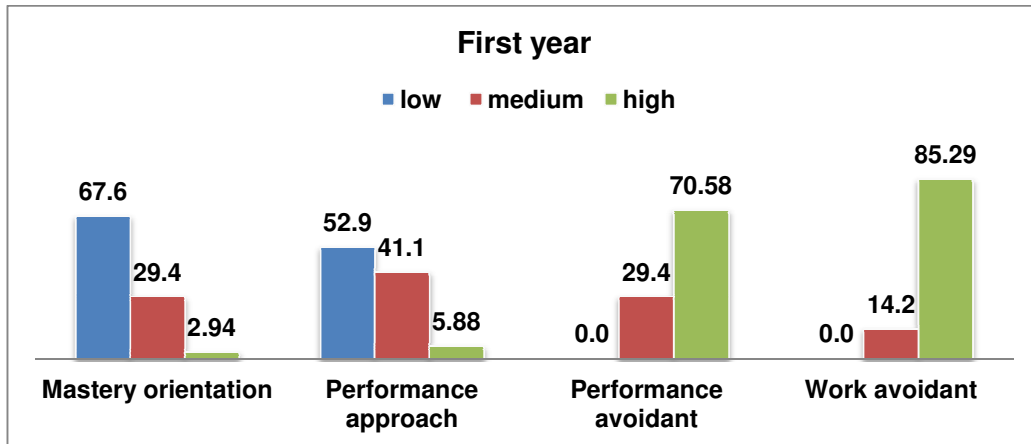


Fig. 1. Percentage of Goal orientation in 1st year students

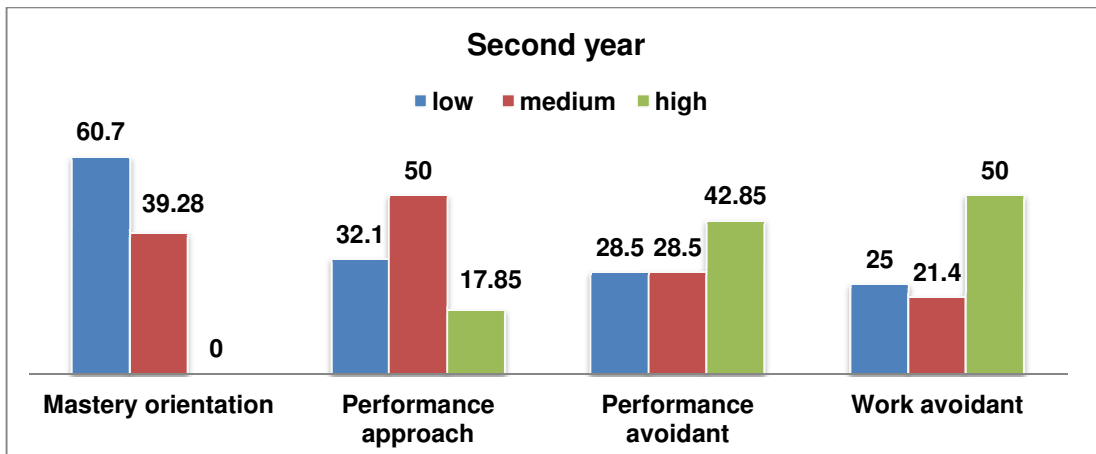


Fig. 2. Percentage of Goal orientation in 1st year students

Among second year students, the majority of the students had low mastery orientation (60.0%) and average performance approach orientation (50%). Nearly half of the students had high work avoidant orientation (50%) followed by performance avoidant orientation (42.85%). It was observed that there was a statement in performance approach which scored more than the others i.e. (It is important for me to do well in comparison to others in the class). This shows that students were more concern about comparing grades and works with others. Performance approach orientation behaviour was observed in these students as they may be feeling the need for efforts and improves their competencies to get better grades.

Fig. 3 shows goal orientation of third year students. It shows that majority of the students had high performance approach orientation (55.9%), performance avoidant orientation

(50.8%) and work avoidant orientation (50.8%). Nearly half of the students had average mastery orientation (50.8%). The result shows that there was an increase in the mastery and performance approach orientation. It was observed that there were two statements which scored high when compared to others i.e. (I want to do well in the class so that my friends, family, instructor, and others can recognize my ability and getting a good grade in the course is more important than understanding the material covered). This shows that students were seeking for appreciation or rewards from others and were also more focused on grades instead on the subject concerned.

Fig. 4 shows the goal orientation of final year students. It shows that the students (95.1%) were high in mastery orientation. They also showed an (61.0%) increased performance approach orientation. But, there was still average tendency in the students (78.0%) with regard to

performance avoidant orientation which was followed by work avoidant orientation (46.3%). The results revealed that the more number of students were with mastery orientation and

average in performance avoidant orientation. The students had the tendency for mastery through improving their capabilities and skills in the outside environment after their academic regime.

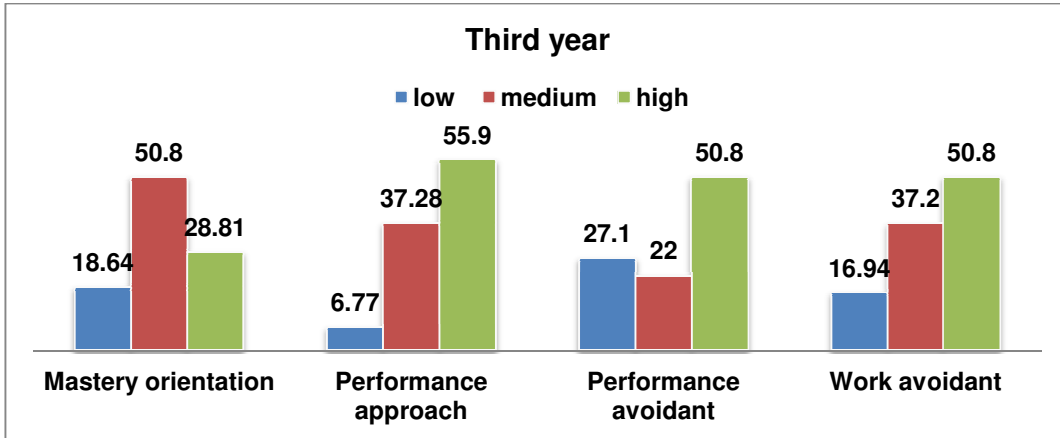


Fig. 3. Percentage of Goal orientation in 3rd year students

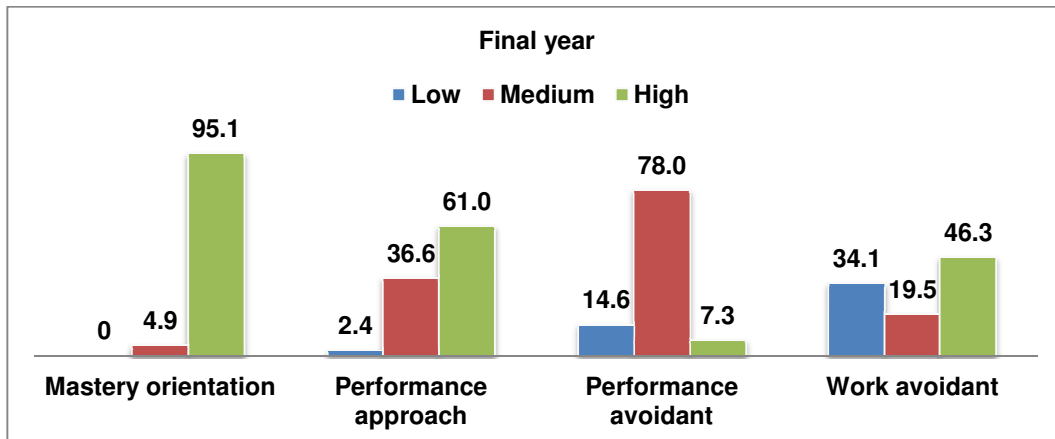


Fig. 4. Percentage of Goal orientation in 4th year students

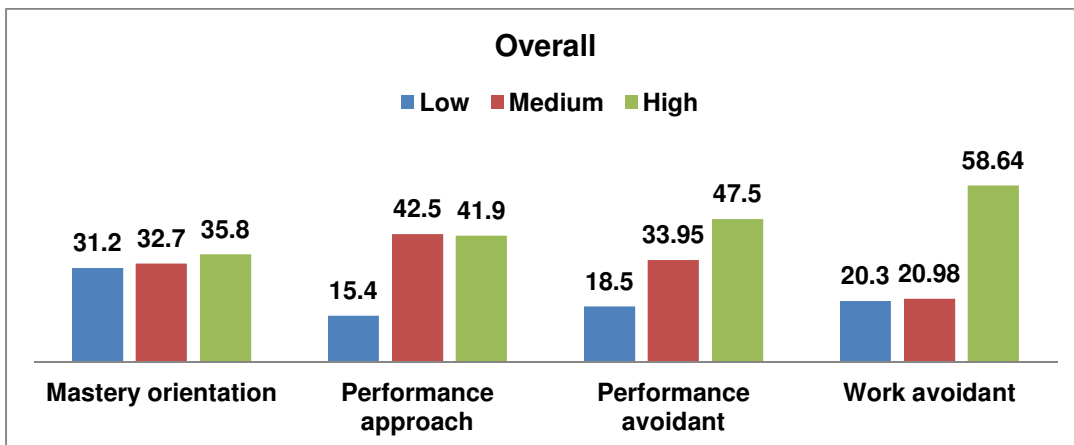


Fig. 5. Percentage of Goal orientation among all UG students

Fig. 5 shows the goal orientation of UG students of College of Home Science, Hyderabad. It shows that more than half (58.64%) of the students were high in work avoidant followed by performance avoidant (47.5%). In contrast to performance avoidant and work avoidant orientations, mastery and performance orientation were slightly low. Generally, the students with mastery and performance avoidant orientation do not try hard to get good grades instead they expect grades without hard work. It was evident that student who have work/performance avoidant orientation experience anxiety, low interest resulting in low achievement of academic goals. Solan [11] argued that if students who are work avoidant in nature are not engaged in classroom work, their achievement may be impacted and it is important to understand goals because of their relation to behaviour.

5. CONCLUSION

The result of this study concludes that majority of undergraduate students of Home Science were high in work avoidant orientation followed by performance avoidant orientation. Final year students were more mastery oriented than the students of first, second and third academic years. Roebken [12] argued that college seniors may be willing to invest more effort for obtaining abilities and job related skills rather than focusing on the external evaluation and younger students may value good grades and the social experience of their undergraduate studies more highly and adopt a work avoidance and performance avoidance orientation.

The Final year students, since they were outgoing and needed to pursue their careers when they go out were fixed more on mastering their skills and improving their capabilities when compared to first, second and third academic years. This shows that their perspective towards their goal orientation changes as the years passes by towards the end of their graduate study. The tendency to develop their expertise and skills was demanding in their last stage of graduation. But they displayed performance avoidant and work avoidant behavior at high levels. Hence, there has a need for a strategy to combat the work avoidant behaviour among Home Science students for developing academic goal orientation and to make them focused on their achievements. An effort is necessary to alter the negative attitude of the students. Here, information technology can play a great role for

intensive academic goal orientation mingled with infotainment if organised in addition to the regular personality development activities usually done in every college. This can be through audio and video streaming of student radio, campus radio and community radio programmes to influence and bring behaviour changes in them.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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