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Exploring Goal Orientation among Higher Secondary Commerce Students in Relation to their Gender

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Abstract

The present study examines the Goal Orientation among commerce students of higher secondary based on sub sample of gender. Sample of this study consist of 600 higher secondary students of Malappuram district. Goal orientation scale was prepared by self. Findings of the study was there is significant difference between girls ana boys for their performance goal but there is no significant difference between boys and girl for their mastery goal.

Introduction

The purpose of education in schools nowadays is always changing to keep up with the trends, and it is always evolving. As a result of globalisation, emerging trends in education have created new opportunities for young people to succeed and advance their careers especially its rapidly changes in commerce sector and also increase the commercial opportunities. That's why the scope of commerce education also increased

The primary goal of the educational process is to increase pupils' performance or learning. Students' learning outcomes are assessed using their performance achievement as a guide. Success The primary goal of the educational process is to increase pupils' performance or

learning. Students' learning outcomes are assessed using their performance achievement as a guide. Success can be enhanced through understanding of goal orienting and approaches to learning. In organisation research, goal orientation has become a key motivational construct that explains people's methods, motivations, and reasons for participating in achievement activities (AMES 1992). One of the fundamental patterns of goal orientation is that students goal as well class room and school goal structures can be enhanced.

When one reaches the ultimate goal of life the aim of education gets fulfilled. When preparing the student for this, the teacher can himself achieve his own goal by making himself of a goal-oriented personality. Goal orientation can lead an individual to right ways to living Different type of goal orientation have deferent effect on the lives of people some leads to more positive outcomes, some to the negative how achievement may arise because of lack of effective goal orientation it is impossible for a child who hasn't identified his abilities to set his goal.

Students' success in learning depends in past on the effort they put in their work. How students approach a leaning task is expected to determine the quality of learning out comes. Since an approach considers both the student and the context department, the learning has frequently been utilised as a gauge of learning. Depending on the characteristics of that setting and the student's understanding of it, a student may use one technique in one situation and a different approach in another. (BIGGS, 2001) Since learning techniques are a component of the teaching-learning system, they must be positioned centrally within the system.

Objective of the Study

To compare the mean scores of goal orientation (Mastery and Performance Goal

Separately) of higher secondary school students for the total and sub sample based on gender of students.

Hypothesis of the Study

There is significant difference in the mean scores of Goal orientation (Mastery and performance Goal separately) for the sub sample based on gender.

Methodology

Descriptive Survey method was used in the present study.

Sample

The study was conducted on higher secondary commerce student. Data was collected from a sample of 600 pupil of standard XII from Malappuram district. Sample for this study was selected by using stratified random sample techniques.

Tool used for the Study

The data necessary for the study is collected using the Goal Orientation Inventory (Usha & Silva, 2015)

Statistical Technique used for the Study

Analysis of data was done by using following technique such as preliminary analysis consisting of mean, standard deviation and the Test of significance of difference between means for large independent sample.

Results and Discussions

Group Difference Analysis of Components of Goal Orientation

Gender difference

The test of significance of difference between mean scores of Boys and Girls for Goal Orientation is presented in Table

Table 1

Result of Test of Significance of Difference between Mean Scores of Boys and Girls for the independent variable Goal Orientation

Variable	Gender	size	Mean	S.D	t- value	Level of significance
Mastery	Boys	292	50.66	6.14	1.22	N.S
goal	Girls	308	51.15	6.5		
Performance	Boys	292	57.34	6.06	3.60	0.01
goal	Girls	308	58.66	6.19		

For the mean difference test critical ratio exceeding 2.58 are treated as significant at 0.01 level and critical ratio exceeding 1.96 are treated as significant at 0.05 level. When the mean scores of Boys and Girls of Mastery and performance goal were compared, the critical ratio obtained for mastery is 1.22. So, it is clear that there is no significant difference between Boys and Girls for their mastery goal. In case of performance, the critical ratio obtained as 3.60 and it exceeds the value required for significance at 0.01 level. It is revealed that there is significant difference between Girls and Boys for their performance goal.

Conclusion

This study reveals that there is significant difference between girls and boys for their

performance goal and there is no significant difference between boys and girls for their Mastery goal.

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