

Goal Orientation As Determinant Of Academic Performance Of Under-Graduate Students

M.Venkatesan¹, Dr. S. Prabu Shankar^{2*}

¹Ph.D. (Full-time) Research Scholar Reg. No: PHDJU2018023 Institute of Advanced Study in Education (Autonomous) Saidapet, Chennai - 600 015 Affiliated to Tamilnadu Teachers Education University. E-mail: aaravamuthanv8@gmail.com

^{2*}Assistant Professor of Education Department of Education Institute of Advanced Study in Education (Autonomous) Saidapet, Chennai-15. E-mail: drsps.edn@gmail.com

*Corresponding Author: - Dr. S. Prabu Shankar

Abstract

This paper is aimed at studying the influence of goal orientation on academic performance of students studying at the undergraduate level. Goal orientation theory in the context of education has developed from explaining the behaviour and performance of individuals in academics (Dweck, 1986 & Nicholls, 1984). In the present day context goal setting has become one of the most widely researched theories in the field of education, psychology and management. In the context of the present study goal orientation has been defined as a, set of planned, systematic and well-coordinated efforts that an individual sets in order to achieve a goal by means of holding on to realistic objectives, methodical progress and sustained action. Based on the review of studies made by Colquitt & Simmering (1998), De Shon & Gillespie (2005), Farr et al. (1993), Ford et al. (1998), Gong et al. (2009) it has been observed that a majority of students at the undergraduate level, lack focus towards planning their future, lack determination in work towards achieving the goal, lack initiative to educate themselves and become aware of goal setting and achievement.

This study has been carried out with 210 students at the under-graduate level studying in 6 professional and 4 non-professional colleges in Chennai and Thiruvallur Districts of Tamil Nadu. Findings of the study indicate that there exists significant relationship between goal orientation and its dimensions namely positive self-motivation, realistic perception, personality integration and autonomy with academic performance of undergraduate students. Based on the findings of the study it has been recommended that one or more of the following courses / programmes namely bridge course, life-skill course, orientation programme, skill development programme, professional development programme etc., conducted periodically in the colleges hold significant impact in creating awareness among undergraduate students on goal orientation which in turn will help them become aware of goal realization and achievement.

Keywords: Goal orientation, Goal-setting behaviour, Academic Performance

Introduction

Goal orientation is a theory that originated primarily in the educational and social psychology fields, which has emerged in the past two decades as a prominent theory in education, psychology, sociology and in related fields. Goal orientation is the degree to which a person focuses on tasks and the end results of those tasks. Goal orientation advocates a focus on the ends that the tasks are made for instead of the tasks themselves and how those ends will affect either the person (Kanfer, 1990). Major studies in goal orientation include Bell & Kozlowski (2008), Button et al. (1996), Hirst et al. 2009, Kozlowski et al. (2001), Payne et al. (2007), Phillip & Gully (1997), and Vandewalle (1997).

Although goal orientation research has been focusing on education and related areas of study for more than three decades, there is still a great deal of significant notions of goal orientation that is

unaccounted yet. In the present study it has been aimed at establishing how goal orientation acts as a determining factor of academic performance of undergraduate students. Further this paper attempts to study the implications of goal orientation in the field of education and how its chosen factors namely positive self-motivation, realistic perception, personality integration and autonomy contributes as determinants towards goal achievement and improved academic performance and success.

Rationale of the study

Goal orientation play a vital role in determining the academic performance at the under-graduate level which further determines their future academic and career endeavors. In the context of academics (Kaplan, 2001) goal setting, goal determination, goal achievement are few significant aspects that widely contributes to notable academic achievement.

In an academic setting goals that students set have a profound effect on student's learning and performance (Vandewalle, 1997).

The focus of the study is substantial in addressing different aspects of goal orientation and its dimensions namely positive self-motivation, realistic perception, personality integration and autonomy. This study is designed to examine the factors related to students' goal orientation and academic performance which may contribute significantly to the organization and development of goal orientation framework for the students at the undergraduate level.

Research has demonstrated that individuals with a learning (mastery) orientation have increased motivation to learn and learn more than individuals who are performance oriented (Colquitt & Simmering, 1998; Phillips & Gully, 1997).

Research has demonstrated that individuals with a learning (mastery) orientation have increased motivation to learn and learn more than individuals who are performance oriented (Colquitt & Simmering, 1998; Phillips & Gully, 1997).

Research has demonstrated that individuals with a learning (mastery) orientation have increased motivation to learn and learn more than individuals who are performance oriented (Colquitt & Simmering, 1998; Phillips & Gully, 1997).

Understanding Goal orientation

Goal-orientation involves a series of process that include reflection of involvement in the task, realistic goal-setting, holding onto positive self-motivation, personality integration and autonomy throughout the process of goal achievement. From the extensive review of studies it has been observed that educators have found, understanding of goal orientation results in better achievement and it proved very effective in giving students greater freedom to reflect upon their goals, motivation and goal achievement in terms of their involvement, commitment. Further understanding the process of goal orientation helps students in achieving better success in academics as well in other fields (Kathleen, 2004).

In the present study it has been observed that students are to be trained to act responsibly and effectively in the college system to set goals and orient them towards achievement through a stagewise process involving the dimensions of goal orientation as represented in fig.1. The goal orientation process lead students to achieve success, increase self-esteem, confidence and

ability. Studies show that understanding goals from a cognitive perspective lead to self-efficacy, motivated learning ability, meta-cognitive learning strategies (Nicholls, 1984). Goal-orientation helps students become aware of the need for achievement and strive to work, progress towards the goals set and achieve their goals finding solutions needed to meet future challenges (Duda, 1992).



Fig.1 Goal Orientation Process

Variables of the study

Goal orientation and its related terminologies spread across in the literature in its variedness however the following dimensions of the variable have been carefully selected to signify the operational meaning of the variable in terms of its application to suit the context of the present study. The terms have been preferred from the mental health study carried out by Srivatsava (1984) and the terms such as positive self-motivation, realistic perception, personality integration, and autonomy have been sternly studied to the context of Goal orientation.

The independent variable of the present study is Goal orientation and its positive self-motivation, realistic perception, personality integration, and autonomy.

The dependent variable of the study is Academic performance; the cumulative percentage scores acquired in the semester examinations. For the first year students the average of I and II semester scores and for the second year students the average of the I to IV semester scores were considered as the academic performance scores which were considered for data analysis after converting it to z-scores.

Objectives of the study

- to study the awareness of goal-orientation among under-graduate students.

- to find the influence of goal-orientation on academic performance of students studying at the under-graduate level.
- to analyze the need for goal orientation programmes to be offered at the under-graduate level especially at the beginning of the courses.
- to examine the difference among the sample subgroups in their goal orientation.
- to augment the findings and to arrive at the possible outcomes to signify the need for goal orientation for under-graduate students.

Hypotheses of the study

H.1. There is no significant relationship between goal-orientation and academic performance of under-graduate students.

H.1.1 Positive Self-motivation

H.1.2 Realistic Perception

H.1.3 Personality Integration

H.1.4 Autonomy

H.1.5 Overall Goal orientation

H.2. There is no significant difference among the sample subgroups with respect to Goal-Orientation.

H.2.1 Gender: (Male / Female)

H.2.2 Stream: (Professional / Non-Professional)

H.2.3 Type of Institution: (Government / Private)

H.2.4 Locality: (Rural / Urban)

H.2.5 Mode of study: (Self-motivated learning / Rely on external motivation)

H.2.6 Goal Setting Behaviour: Regular / Need-bound

H.2.7 Self-efficacy Belief: Inherent / Acquired

H.2.8 Parental Qualification: School level/College level

Methodology, Tool and Sample of the study

The methodology adopted for the present study is descriptive survey. The Goal Orientation scale used in the present study has been developed by the investigator. The scale consisted of fifty-six items with 4 point rating. The four dimensions considered for the study to understand goal-orientation are positive self-motivation, realistic perception, personality integration and autonomy. To understand the difference between the sample subgroups t-test has been applied and to assess the relationship correlation has been applied.

The study has been conducted on the sample of 210 undergraduate college students studying in government and private colleges in Chennai and Thiruvallur districts of Tamil Nadu. Students studying in 6 government colleges and 4 private colleges were chosen at random. The samples were stratified on the basis of fact that the sample has (i)

selected the course of study on their own choice (ii) aware of the goal orientation and (iii) had attended bridge course, life-skill course or orientation course conducted by the institution and further they are (iv) aware of the goal setting and achievement process.

Measurement of the research tool

The tool consists of 56 items which are indicative of goal orientation. Items that are indicative (positive) and non-indicative (negative) of goal orientation of undergraduate students has been presented in the tool. The items are categorized under four dimensions namely positive self-motivation, realistic perception, personality integration, and autonomy.

The classification of items based on its dimensions and positive and negative nature are presented in Table, 1.

Table 1 Description of items of Goal-orientation scale based on the dimensions and nature of items

Description / Dimensions	Items in each dimension	Positive items (item nos. & no. of items)	Negative items (item nos. & no. of items)
Positive self-motivation	11	Item nos: (1,9,17,21,25,33,37,41) No. of Items: 8	Item nos: (5,13,29) No. of items: 3
Realistic perception	16	(14,18,22,26,30,34,38,42,45,51,53,55) No. of items: 12	Item nos: (2,6,10,48) No. of items: 4
Personality integration	16	Item nos: (3,7,11,15,23,31,35,39,43,49,52) No. of items: 11	Item nos: (19,27,46,54,56) No. of items: 5
Autonomy	13	Item nos: (8,12,16,20,24,28,36,40,47,50) No. of items: 10	Item nos: (4,32,44) No. of items: 3

Data Analysis and Interpretation

This study on goal orientation examines student's awareness about their need for orientation in goal-setting, successes and failures. Further this study examines the influence of goal-orientation on academic performance of undergraduate students. Based on the following inferences the analysis has been carried out

- students studying at the undergraduate level who are aware of goal-orientation, focus on learning and strive to improve their academic performance
- goal orientation influences students' reasons for engaging in various achievement behaviours in an academic setting.
- the performance approach of goal-oriented students are better when compared with their counterparts.
- goal orientation is associated with improved academic performance based on desirable effect in the dimensions namely positive self-

motivation, realistic perception, personality integration and autonomy.

Table 2, represents the mean and standard deviation scores of the independent variable, Goal orientation based on the chosen subgroup of the samples.

Table: 2 Mean, standard deviation and t- value of goal orientation based on the sub groups

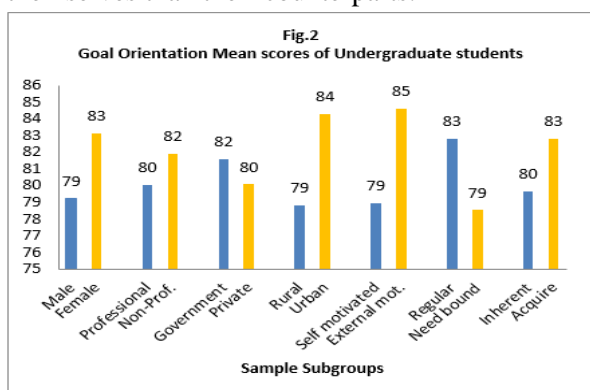
Sample	Subgroup	N	Mean	S.D.	t-value	Level of significance
Gender	Male	125	79.246	9.137	3.261**	0.01
	Female	085	83.125	7.968		
Stream	Non-professional	124	80.051	9.447	1.555	NS
	Professional	086	81.919	7.890		
Type of Institution	Government	102	81.591	9.116	1.230	NS
	Private	108	80.084	8.610		
Locality	Rural	133	78.806	10.025	5.353**	0.01.
	Urban	077	84.288	4.749		
Mode of the Study	Self motivated	141	78.938	9.892	5.842**	0.01
	Rely on external mot.	069	84.653	4.259		
Goal setting Behaviour	Regular	111	82.846	7.114	3.543**	0.01
	Need bound	099	78.539	10.054		
Self-efficacy belief	Inherent	127	79.664	9.613	2.489*	0.05
	Acquired	083	82.846	7.305		
Parental Qualification	School level	141	79.603	9.339	3.134**	0.01
	College level	069	83.294	7.280		

Note: * denotes significance at 0.05 level

** denotes significance at 0.01 level

Results based on difference among the sample subgroups based on goal orientation scores

From the table 2 it is observed that the mean and standard deviation scores of female students (M=83.125; SD=7.968) are comparatively greater than their male counterparts (M=79.246; SD=9.137) respectively, $t(208) = 3.261, p < 0.01$. Female students are found to be better in their goal orientation than the male students. Hence null hypothesis H.2.1 is rejected at 0.01 level. This may be perhaps due to the fact that female students are comparatively sincere in getting oriented themselves than their counterparts.



The mean scores among the non-professional stream students (M=80.051; SD=9.447) and professional group students (M=81.919; SD=7.890) does not differ significantly in their goal orientation. Hence null hypothesis H.2.2 is accepted.

Likewise the mean scores among government college students (M=81.591; SD=9.116) and private college students (M=80.084; SD=8.610) does not differ significantly. There is no significant difference in the goal orientation scores between government and private college undergraduate students. Hence null hypothesis H.2.3 is accepted.

The mean scores based on locality of college with regard to urban area is greater than (M=84.288; SD=4.749) the rural area (M=78.806; SD=10.025) respectively, $t(208) = 5.353, p < 0.01$. There exists significant difference between rural and urban areas based on the goal orientation scores. Hence null hypothesis H.2.4 is rejected at 0.01 level. With regard to locality, urban students have the facility of library, internet usage and have the opportunity of learning together with peer students, but for rural students such opportunities are very rare, hence urban students are found better in their goal orientation.

The mean scores with respect to mode of study among the self-motivated are found to be less than (M=78.938; SD=9.892) the students rely on external motivation (M=84.653; SD=4.259), $t(208) = 5.842, p < 0.01$. There exists significant difference between students who are self-motivated and those rely on external motivation based on the goal orientation scores. Hence null hypothesis H.2.5 is rejected at 0.01 level. Self-motivated depend on other self-efficacy and beliefs and students rely on external motivation depend on special coaching, tuition, coaching classes and learn using online facilities; It is found that students who rely on external motivation are better in their goal orientation.

The mean scores of students with regular goal setting behaviour (M=82.846; SD=7.114) are found to be greater than students who set their goals based on 'need bound' (M=78.539; SD=10.054), $t(208) = 3.543, p < 0.01$. Hence null hypothesis H.2.6 is rejected at 0.01 level. Regular goal setting students have positive self-motivation and integrated personality, so they set goals on daily basis or as often as they start working and this helps them achieve more at the undergraduate level.

The mean scores of students with acquired self-efficacy belief (M=82.578; SD=7.305) are comparatively greater than inherent self-efficacy belief students (M=79.664; SD=9.613) respectively, $t(208) = 2.489, p < 0.05$. It may be interpreted that

students with acquired self-efficacy are found to be better in their goal orientation. Hence null hypothesis H.2.7 is rejected at 0.05 level.

The mean scores (M=83.294; SD=7.280) of students with their parental qualification till college level are found to be greater than their school level qualified counterparts (M=79.603; SD=9.339), $t(208) = 3.134, p < 0.01$. Students with their parental qualification till college level found to be better in their goal-orientation. Hence null hypothesis H.2.8 is rejected at 0.01 level.

Correlation of goal orientation and academic performance

There is no significant relationship between goal orientation and academic performance of students studying at the undergraduate level. Correlation between goal orientation, its dimensions and academic performance is presented in Table, 3

Table: 3 r-values representing correlation between goal orientation and academic performance based on the dimensions

Variables	Sub-variables of Goal orientation	Sample Nos. and df	r-value	Table value of r df = N-2 208	Level of correlation
Goal Orientation Vs Academic Performance	Positive self-motivation	N = 210 df = (N-2) = 208	(0.271)**	(.138 at 0.05 level and .181 at 0.01 level)	0.01
	Realistic perception		(0.184)**		0.01
	Personality integration		(0.131)		N.S
	Autonomy		(0.142)*		0.05
	Overall Goal Orientation		(0.327)**		0.01

Note: * Correlation is significant at the 0.05 level
 ** Correlation is significant at the 0.01 level
 N = 210, df = (N-2) = 208

Results based on correlation between goal orientation and academic performance

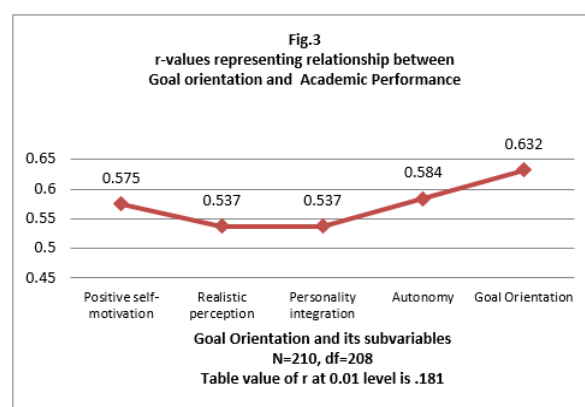
Table 3 represents the correlation between the goal orientation and its sub-variables with academic performance of students studying at the undergraduate level. It can be seen that there exists statistical relationship between goal orientation and academic performance among undergraduate students.

It is observed from table 3, that the calculated r-value for the goal orientation and its dimensions namely, positive self-motivation $r(208) = 0.271, p = .181, p < 0.01$, realistic perception, $r(208) = .184, p = .181, p < 0.01$, personality integration, $r(208) = 0.131, p = .181, p > 0.01$, autonomy, $r(208) = .142, p = .138, p < 0.05$ and overall goal orientation, $r(208) = 0.327, p = .181, p < 0.01$ respectively.

It is inferred that the dimensions of goal orientation namely positive self-motivation (H.1.1), realistic

perception (H.1.2) and overall goal orientation (H.1.5) holds statistical significance at 0.01 level indicating that the sub-variables influence academic performance to a larger extent. Hence null hypotheses H.1.1, H.1.2, H.1.5 are rejected at 0.01 level.

The dimension autonomy (H.1.4) holds significance at 0.05 level which implies considerable influence over academic performance. Hence null hypothesis H.1.4 is rejected at 0.05 level. The dimension personality integration (H.1.3) of goal orientation does not show significant influence over academic performance where the p-value is greater than the calculated r-value. Hence hypothesis (H.1.3) stands accepted.



This implies that goal orientation influences academic performance of students at the undergraduate level to a larger extent. Since four of the dimensions contribute significantly except for the dimension personality integration, it is interpreted that the null hypothesis (H.1) is rejected.

Discussion based on the results

Based on the descriptive and inferential analysis of data, it may be noted that from table 2 and table 3 the following discussions were made in order to substantiate, the difference among the subgroups of the sample with respect to the goal orientation, the relationship between goal orientation and academic performance of undergraduate students. The results of the present study that there exists significant correlation between goal orientation and academic performance are relatively coherent to the findings of the studies carried out by Harackiewicz (2000), Pintrich (2003), Elliot (2005), Schunk et al. (2007), Schiefele (2009), Lee et al. (2010), Byrne (2012), and Tuominen-Soini et al. (2012), that there is an existence of goal orientation also among undergraduate college students. This study also in line with the findings by Kozlowski et al. (2001), Locke & Latham

(2006), Deshon & Gillespie (2005), Payne et al. (2007), Gong et al. (2009).

Further the findings related to the significant difference between the sample subgroups namely gender, goal setting behaviour and self-efficacy belief are relevant with the findings of the study made by Elliot & Church (1997), Skaalvik (1997), Urdan (2004) which shows that certain sub-group of the sample differ significantly in their goal orientation.

The finding of the study that goal orientation and its subvariables hold positive correlation with academic performance is relevant with studies carried out by Zimmerman & Bandura (1992) wherein it has been found that goal setting behaviour and perceived efficacy to achieve, motivates academic attainment directly and indirectly by influencing personal goal setting; Suprayogi (2010) stated the relation of self-efficacy and goal orientation.

Further the significant influence of goal orientation with other dependent variables has been observed from the studies carried out by Bloom (2009) indicates that, student's self-efficacy is increased with mastery goals. Students become more self-motivated and work hard to achieve their goals. It has been concluded in the study that when students employ goals, they gain the ability to face challenges and achieve effectively. Bandura (1997) assert that, students often develop goals for learning through the examination and their understanding about themselves, the task, and their expectations of success.

This study also found to hold coherence in asserting that goal orientation and its influencing factors such as academic goal setting, self-efficacy belief and perceived competence. However, goal setting would have a substantial impact on academic performance only when students are relatively consistent in their self-motivation, realistic perception, personality integration and autonomy. This study showed that all effects on goal orientation and academic performance are positive and consistency was observed in the effects of predictor's across gender, stream, types of college, locality, mode of the study, goal setting, self-efficacy belief, and parental qualification level.

The present study advances the understanding of goal orientation in two ways. First the findings provide insight into the relationship between goal orientation and academic performance. Secondly the findings provide evidence regarding the ability of goal orientations to predict a collection of motivational, personality, cognitive, and achievement outcomes.

Implications of the study

Individuals with a goal orientation are interested in developing competencies. Educational implications suggest that positive self-motivation, self-efficacy beliefs and intrinsic motivation improving learning. Student success is more likely to take place when students believe that their individual effort matters. All successful students share certain common traits, including a positive attitude, effective learning and thinking skills, good time management and strategies for personal well-being. For a student, being successful means to achieve his goals and score good marks. Successful students get involved in their studies and take an active part in it. They manage their studies and recreation time in an effective way.

- Goal orientation corresponds to positive achievement behaviours in undergraduate students motivating them to hold sustained involvement in practice and optimal motivation to achieve goals regardless of the person's level of perceived ability (Duda, 1992, 2001).
- It helps in the formative accomplishments at each stage of academics at the undergraduate level thus enhancing individual's goal perspective which in turn influences how one thinks, feels, and acts in achievement situations
- Goal orientation aids perceived success based on improvement in componential skills and thus help in improved academic performance.
- In the present study it has been observed that moderate correlation that exists between each of the dimensions of goal orientation namely positive self-motivation, realistic perception, personality integration and autonomy with academic performance is indicative of the fact that,
 - setting goals
 - analysis of the task to be carried out
 - knowledge of the componential factors to be concentrated upon and working to achieve it
 - keeping track of the futuristic results improves academic performance
- Instilling awareness towards goal-setting and the need for better achievement plays a significant role among the undergraduate students in regulating their study habits and enhance their academic performance.
- In general it may be interpreted from the results of the present study that goal orientation develops intrinsic motivation among students to develop their competence resulting in their improved academic performance.
- Goal orientation develops productive goal setting behaviour and increases self-esteem, behavioral

responses towards improving academic achievement.

- It promotes effort, interest to study to achieve their goal.
- It stimulates the students to engage in productive academic activity thus instilling in them a positive feeling and further motivation to work towards better achievement.

Based on the results of the present study it has been observed that there are notable general characteristics that depict goal orientation among undergraduate students that influence their academic performance and relative aspects of achievement, it has been presented as follows:

- When faced with a challenge, the goal oriented students assess the various factors both the hurdling ones and the influencing factors of the goal and attempts to achieve the direct path to that goal.
- Goal oriented students feel comfortable when there is awareness about a goal and when they can work independently and competitively to achieve the goal with the perceived outcome.
- Recreational activities are exciting to the goal oriented students because there are innumerable opportunities for individual goal setting and achievement in a variety of challenging, complex modes.
- Students with awareness towards goal orientation may be self-aware of their own success as they attempt to achieve goals when compared with those who are not aware of the goal-orientation process.
- Personalized and individual assessments based on the achievement of goals are the best type of assessment to adjudge the effectiveness of goal orientation.

Conclusion

Goal orientation is an important aspect which is commonly misinterpreted with goal setting behaviour, goal cognizance, achievement of goals etc., In the context of the present study the need to instil an understanding among the undergraduate students on the significance of goal orientation as the primary process of developing an understanding to comprehend the various factors such as being ardent, determined, earnest, enthusiastic, energetic, resourceful and achieving that contributes to the success of an individual right from the initial stages of preparation to the ensuing stage.

The results of this study present the empirical evidence of the relationship between goal orientation and academic performance of undergraduate students. Further from the results it is observed that

the dimensions of goal orientation serve as a determining factor for academic performance. Specifically it was found that goal orientation could account for variances in student's academic performance. T

The relationship between goal orientation and academic performance is also understood closely in terms of its dimensions positive self-motivation, realistic perception, personality integration and autonomy which contribute to predict students' academic performance to help clarify the nature of goal orientation in undergraduate students. It is in vogue that goal orientation is provided to the under-graduate students at the entry stage of the course, irrespective of the disciplines, as bridge course or foundation course or orientation course to provide with specific information and motivation about achievement of tasks applying their competence and ability to the fullest extent.

References

- [1]. Ames, C., Archer, J. (1988). Achievement goals in the classroom: students' learning strategies and motivation processes. *Journal of Educational Psychology*, 80(3), 260- 267.
- [2]. Aristigueta, M. P., Nahavandi, A., & Denhardt, R. B. (2015). *Organizational behaviour*, Sage Publication.
- [3]. Bandura, A. (1982). Self-efficacy mechanisms in human agency. *American Psychologist*, 37, 122-147.
- [4]. Charles S. Carver, & Michael F, Scheier. (2017). *Perspectives on personality* (8thed), Pearson India Education Services Pvt Ltd.
- [5]. Church, M. A., Elliot, A. J., & Gable, S. L. (2001). Perceptions of classroom environment, achievement goals, and achievement outcomes. *Journal of Educational Psychology*, 93, 43-54.
- [6]. Colquitt, J. A., & Simmering, M. J. (1998). Conscientiousness, goal orientation, and motivation to learn during the learning process: a longitudinal study. *Journal of Applied Psychology*, 83, 654-65.
- [7]. DeShon, R. P., & Gillespie, J. Z. (2005). A motivated action theory account of goal orientation. *Journal of Applied Psychology*, 90, 1096-1127.
- [8]. Dweck, C.S. (1986). Motivational process affecting learning, *American Psychologist*, 41, 1040-1048.
- [9]. Duda, J. L. (2001). "Achievement goal research in sport: pushing the boundaries and clarifying some misunderstandings," in *Advances in Motivation in Sport and Exercise*,

- ed. G. C. Roberts (Champaign, IL: Human Kinetics), 129–182.
- [10]. Elliot, A.J., & Sheldon. (1997). Approach and avoidance motivation and achievement goals. *Educational Psychologist*, *34*(3), 169-189.
- [11]. Fan, J., Meng, H., Billings, R. S., Litchfield, R. C., & Kaplan, I. (2008). On the role of goal orientation traits and self-efficacy in the goal-setting process: Distinctions that make a difference. *Human Performance*, *21*, 354-382.
- [12]. Farr, J. L., Hofmann, D. A., & Ringenbach, K. L. (1993). Goal orientation and action control theory: implications for industrial and organizational psychology, *Journal of Organizational Psychology*, *8*, 193-232.
- [13]. Ford, J.K., Smith, E.M., Weissbein, D.A., Gully, S.M. & Salas, E. (1998). Relationships of Goal Orientation, Metacognitive Activity, and Practice Strategies with Learning Outcomes and Transfer. *Journal of Applied Psychology*, *83*, 218-233.
- [14]. Gong, Y., Huang, J. C., & Farh, J. L. (2009). Employee learning orientation, transformational leadership, and employee creativity: the mediating role of employee creative self-efficacy. *Journal of Academic Management*, *52*, 765-78.
- [15]. Harackiewicz, J. M., & Linnenbrink, E. A. (2005). Multiple achievement goals and multiple pathways for learning: The agenda and impact of Paul R. Pintrich. *Educational Psychologist*, *40*(2), 75-84.
- [16]. Hirst, G., Van Knippenberg, D., & Zhou, J. (2009). A cross-level perspective on employee creativity: goal orientation, team learning behavior, and individual creativity. *Journal of Academic Management*, *52*, 280-93.
- [17]. ICMR. (2004). *Organizational behaviour*. ICFAI centre for the management research, Banjara hills.
- [18]. Kanfer, R. (1990). Motivation theory and industrial and organizational psychology. In *Handbook of Industrial and Organizational Psychology*, (2nd ed), MD Dunnette: LM Hough, pp. 75–170.
- [19]. Kathleen, M. Galotti. (2004). *Cognitive psychology in and out of laboratory* (5th ed), Sage publications, Inc.
- [20]. Koopman, M., Bakx, A., & Beiijaard, D. (2014). Students' goal orientations and learning strategies in a powerful learning environment: A case study. *Studies in Educational Evaluation*, *43*, 186-196. doi:10.1016/j.stueduc.2014.07.003.
- [21]. Kozlowski, S. W. J., Gully, S.M., Brown, KG, Salas, E., Smith, E. M., & Nason, E. R. (2001). Effects of training goals and goal orientation traits on multidimensional training outcomes and performance adaptability. *Journal of Organizational Behaviour*, *85*, 1-31.
- [22]. Lee, J.Q., McInerney, D.M., & Liem, G.A. (2010). The relationship between future goals and achievement goal orientations: An intrinsic-extrinsic motivation perspective. *Contemporary Educational Psychology*, *35* (4), 264-279.
- [23]. Locke, E.A., & Latham, G.P. (2006). New directions in goal-setting theory, *Current Directions in Psychological Science*, *15*, 265-268.
- [24]. Midgley, C., Kaplan, A., & Middleton, M. (2001). Performance-approach goals: Good for what, for whom, under what circumstances, and at what cost? *Journal of Educational Psychology*, *93*, 77-86. doi:10.1037/0022-0663.93.1.77.
- [25]. Nicholls, J. G. (1984). Achievement motivation- Concepts of ability, subjective experience, task choice and performance, *Psychological Review*, *91* (3), 328-346.
- [26]. Nicholls, J. G. (1989). *The Competitive Ethos and Democratic Education*. Cambridge, MA: Harvard University Press.
- [27]. Payne, S.C., Young court, S. S., & Beaubien, J. M. (2007). A meta-analytic examination of the goal orientation nomological net. *Journal of Applied Psychology*, *92*, 128-50.
- [28]. Phillip D. Tomporowski. (2003). *The psychology of skill: A life-span approach*, Green Wood Publishing Group, inc.
- [29]. Phillips, J.M., Gully, S. M. (1997). Role of goal orientation, ability, need for achievement, and locus 44 of control in the self-efficacy and goal-setting process. *Journal of Applied Psychology*, *82*, 792-802.
- [30]. Pintrich, P. R., Conley, A. M., & Kempler, T. M. (2003). Current issues in achievement goal theory and research. *International Journal of Educational Research*, *39*, 319-337. doi:10.1016/j.ijer.2004.06.002.
- [31]. Rita K. Baltus. (2012). *Personal psychology for life & work*, (5th ed), Tata McGraw Hill Education Pvt Ltd.
- [32]. Schunk, D. H. (2007). Self-efficacy and academic motivation. *Educational Psychologist*, *26*, 207-231.
- [33]. Sideridis, G. D. (2005a). Goal orientations, academic achievement, and depression: Evidence in favor of revised goal theory. *Journal of Educational Psychology*, *97*, 366–375.

- [34]. Thomas J. Tighe. (1982). *Modern learning theory: Foundations and fundamental issues*, Oxford University press, Inc.
- [35]. Thrash, T., & Elliot, A. (2001). Delimiting and integrating achievement motive and goal constructs. In A. Efklides, J. Kuhl, & M. Sorrentino (Eds.), *Trends and Prospects in Motivation Research* (pp. 3-21). Kluwer Academic.
- [36]. Vandewalle, D. (1997). Development and validation of a work domain goal orientation instrument. *Educational and Psychological Measurement*, 8, 995-1015.
- [37]. Wang, M.T., & Holcombe, R. (2010). Adolescents' perceptions of school environment, engagement, and academic achievement in middle school. *American Educational Research Journal*, 47(3), 633-662.