

## RELATIONSHIP BETWEEN GOAL ORIENTATION AND ACADEMIC STRESS OF HIGHER SECONDARY SCHOOL STUDENTS

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### Abstract

*This study focused on the relationship between goal orientation and academic stress of higher secondary school students. The Goal Orientation Scale (GOS) constructed and validated by the investigator in 2020 and Academic Stress Scale (ASS) developed by M. Anandan and Dr.S.Andal,2016 were used to collect the data from a sample of 600 higher secondary school students studying in Villupram District of Tamilnadu. The survey method had been followed and simple random sampling technique was used in administration of the research tools. The result of the analysis reveals that the high level of goal orientation and academic stress, there is significant difference between the male and female higher secondary school students in their goal orientation and academic stress, there is significant difference between the Tamil medium and English medium higher secondary school students in their goal orientation and academic stress, there is significant and negative relationship between goal orientation and academic stress of higher secondary school students.*

**Key Words:** *Goal Orientation, Academic Stress and Higher Secondary School Students*

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### 1. Introduction

One of the variables that may play a role in the use of Self Regulated Learning strategies for students is goal orientation. Goal Orientation is a comprehensive, individual-specific variable described as "an integrated pattern of beliefs that leads to different ways of approaching, engaging in and responding to achievement situations" (Ames, 1992, p. 261); "an individual's general schema or theory for approaching the task, doing the task" (Pintrich, 2000). It might be interpreted that achievement goals are tantamount to the individuals' discernments about their achievement behaviours. They indicate the meaning that "individuals assign to an achievement situation, providing a cognitive structure for organizing how individuals define success and failure, their affective reactions, and their subsequent behaviours" (Urduan, 1997).

For many students the pursuit of higher education is a time of transition marked by a set of demands germane to the setting. Academic stress is the product of a combination of academic related demands that exceed the adaptive resources available to an individual. If a student is unable to cope effectively with academic stress, then serious psycho-social-emotional health consequences may result. (Samter, & Gillikan, 2005).

## **2. Need and Importance of the Study**

In today's complex and competitive world, the students are the basics of the society because they are our future; they lead the path to change and in turn a successful future, in their hands. Therefore, it is the society's bound duty to provide them, a complete education that makes them fit for the society.

Keeping the broad framework and parameters of goal orientation and academic stress in view, it looks plausible that they have great bearing on learning and the process of schooling. Their impact can be very useful in the case of adolescent boys and girls studying in secondary schools.

## **3. Review of Literature**

**Kavitha and Jasmine Suthanthiradevi (2020)** conducted a study on the relationship between Goal Orientation and Academic Achievement of the Higher Secondary School Students. This study was conducted on 750 higher secondary school students. This study also found that the higher secondary school students have average level of Goal Orientation and Academic Achievement.

**Neeta and Divya Rani Singh (2020)** conducted a study on academic stress among higher secondary school students. Descriptive research design was adopted and stratified random sampling was chosen for study. A total sample of 110 students participated in this study were obtained from 10 higher secondary schools at Gorakhpur district. The study revealed that there exist high significant differences between the academic stress of male and female participants of higher secondary school students. It was also found that there was no significant difference between academic stress of government aided & self finance school students and rural & urban area school students.

## **4. Operational Definitions of the Study**

### **Goal Orientation**

Goal orientation scale conducted by the investigator among higher secondary school students.

## **Academic Stress**

Academic stress scale conducted by the investigator among higher secondary school students.

## **5. Objectives of the Study**

1. To find out level of goal orientation of higher secondary school students.
2. To find out the level of academic stress of higher secondary school students.
3. To find out whether there is any significant difference between the male and female higher secondary school students in their goal orientation.
4. To find out whether there is any significant difference between the Tamil medium and English medium higher secondary school students in their goal orientation.
5. To find out whether there is any significant difference between the male and female higher secondary school students in their academic stress.
6. To find out whether there is any significant difference between the Tamil medium and English medium higher secondary school students in their academic stress.
7. To find out whether there is any significant relationship between goal orientation and academic stress of higher secondary school students.

## **6. Hypotheses of the Study**

1. The level of goal orientation of higher secondary school students is low.
2. The level of academic stress of higher secondary school students is low.
3. There is no significant difference between the male and female higher secondary school students in their goal orientation.
4. There is no significant difference between the Tamil medium and English medium higher secondary school students in their goal orientation.
5. There is no significant difference between the male and female higher secondary school students in their academic stress.
6. There is no significant difference between the Tamil medium and English medium higher secondary school students in their academic stress.
7. There is no significant relationship between goal orientation and academic stress of higher secondary school students.

## **7. Method of the Study**

The normative survey method was adopted in the present study.

## **8. Sample of the Study**

The present study was using Simple random sampling technique has been employed to collect the data from 600 higher secondary school students studying in government, aided and private schools of Villupuram district.



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## 9. Analysis of Data and Interpretation

The data collected were descriptively analyzed by employing the following statistical techniques:

1. Descriptive Analyses
  - i. Measures of central tendency (Mean)
  - ii. Measures of variability (Standard Deviation)
2. Differential Analyses ('t' test and 'F' test) and
3. Co-relational Analyses (Karl Pearson Product Moment Correlation)

### Descriptive Analysis

#### Result of Hypothesis 1

The level of goal orientation of higher secondary school students is low.

**Table 1**  
**Mean and Standard Deviation for the Goal Orientation Scores of Higher Secondary School Students**

Variable	N	Mean	SD
Goal Orientation	600	236.66	24.16

From table-1, it is observed that the calculated mean and standard deviation for the goal orientation scores of the entire sample were found to be 236.66 and 24.16 respectively. One can get a maximum score of 275 on goal orientation scale. The academic stress score the high value (221 and above), so the framed hypothesis 1 is rejected and it is concluded that the goal orientation of higher secondary school students is high.

#### Result of Hypothesis 2

The level of academic stress of higher secondary school students is low.

**Table 2**  
**Mean and Standard Deviation for the Academic Stress Scores of Higher Secondary School Students**

Variable	N	Mean	SD
Academic Stress	600	114.01	12.82

From table-2, it is observed that the calculated mean and standard deviation for the academic stress scores of the entire sample were found to be 114.01 and 12.82 respectively.

One can get a maximum score of 200 on academic stress scale. The academic stress score the high value is (107 and above), so the framed hypothesis 2 is rejected and it is concluded that the academic stress of higher secondary school students is high.

### Differential Analysis

#### Result of Hypothesis 3

There is no significant difference between the male and female higher secondary school students in their goal orientation.

**Table-3**

**Mean Difference of Goal Orientation Scores of Higher Secondary School Students  
Based on Gender**

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Goal Orientation	Male	321	232.94	23.47	3.42	Significant
	Female	279	237.78	25.50		

Table-3, shows that the computed 't' value for the mean goal orientation scores between male and female higher secondary school students [ $t_{(600)} = 3.42 > p$ ] is significant. Hence, the framed null hypothesis 3 is rejected and it is concluded that there is significant difference between the male and female higher secondary school students in their goal orientation.

#### Result of Hypothesis 4

There is no significant difference between the Tamil medium and English medium higher secondary school students in their goal orientation.

**Table-4**

**Mean Difference of Goal Orientation Scores of Higher Secondary School Students  
Based on Medium of Instruction**

Variable	Medium of Instruction	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Goal Orientation	Tamil Medium	311	233.34	22.31	3.08	Significant
	English Medium	289	238.52	24.76		

Table- 4, shows that the computed ‘t’ value for the mean goal orientation scores between Tamil medium and English medium higher secondary school students [ $t_{(600)} = 3.08 > p$ ] is significant. Hence, the framed null hypothesis 4 is rejected and it is concluded that there is significant difference between the Tamil medium and English medium higher secondary school students in their goal orientation.

### Result of Hypothesis 5

There is no significant difference between the male and female higher secondary school students in their academic stress.

**Table-5**  
**Mean Difference of Academic Stress Scores of Higher Secondary School Students Based on Gender**

Variable	Gender	N	Mean	SD	‘t’ Value	Level of Significance at 0.05 Level
Academic Stress	Male	321	110.61	13.44	2.50	Significant
	Female	279	105.18	11.96		

Table -5, shows that the computed ‘t’ value for the mean academic stress scores between male and female higher secondary school students [ $t_{(600)} = 2.50 > p$ ] is significant. Hence, the framed null hypothesis 5 is rejected and it is concluded that there is significant difference between the male and female higher secondary school students in their academic stress.

### Result of Hypothesis 6

There is no significant difference between the Tamil medium and English medium higher secondary school students in their academic stress.

**Table-6**  
**Mean Difference of Academic Stress Scores of Higher Secondary School Students Based on Medium of Instruction**

Variable	Medium of Instruction	N	Mean	SD	‘t’ Value	Level of Significance at 0.05 Level
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Academic Stress	Tamil Medium	311	122.26	14.17	2.41	Significant
	English Medium	289	119.59	13.01		

Table-6, shows that the computed 't' value for the mean academic stress scores between Tamil medium and English medium higher secondary school students [ $t_{(600)} = 2.41 > p$ ] is significant. Hence, the framed null hypothesis 6 is rejected and it is concluded that there is significant difference between the Tamil medium and English medium higher secondary school students in their academic stress.

### Correlation Analysis

#### Result of Hypothesis 7

There is no significant relationship between goal orientation and academic stress of higher secondary school students.

**Table – 7**  
**Showing the Correlation Values between Goal Orientation and Academic Stress of Higher Secondary School Students based on Entire Sample**

Variable	N	'r' value	Level of Significance
Goal Orientation and Academic Stress	600	-.451**	Significant

\* Correlation is significant at the 0.05 level (2-tailed).

\*\* Correlation is significant at the 0.01 level (2-tailed).

Table-7 shows that, the co-efficient of correlation between goal orientation and academic stress of higher secondary school students is found to be [N=600,  $r = -.451$  at 0.01 level] which indicates that there is a negative correlation between goal orientation and academic stress. Therefore, hypothesis 7 is rejected and it is concluded that there is significant and negative relationship between goal orientation and academic stress of higher secondary school students.

### 10. Findings of the Study

1. The goal orientation of higher secondary school students is high.
2. The academic stress of higher secondary school students is high.
3. There is significant difference between the male and female higher secondary school students in their goal orientation.

4. There is significant difference between the Tamil medium and English medium higher secondary school students in their goal orientation.
5. There is significant difference between the male and female higher secondary school students in their academic stress.
6. There is significant difference between the Tamil medium and English medium higher secondary school students in their academic stress.
7. There is significant and negative relationship between goal orientation and academic stress of higher secondary school students.

## **11. Conclusion**

In the present study of the relationship between goal orientation and academic stress of higher secondary school students, findings revealed that the high level of goal orientation and academic stress, there is significant difference between the male and female higher secondary school students in their goal orientation and academic stress, there is significant difference between the Tamil medium and English medium higher secondary school students in their goal orientation and academic stress, there is significant and negative relationship between goal orientation and academic stress of higher secondary school students.

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