

Influence of Goal Orientation on Academic Self-Actualization of Prospective Teachers

Dr. P. N. Lakshmi Shanmugam¹, R. Kayalvizhi^{2*}

ABSTRACT

Self-motivation is important for achieving success in work and personal life. A well accepted explanation of human behavior is that people have needs and motives propelling them toward achieving certain goals. The central idea behind need theory is that unsatisfied needs motivate us until they become satisfied. After satisfaction of one need, the person usually pursues satisfaction of another, higher need. The present study aimed to study the goal orientation and academic self-actualization of prospective teachers and the existing relationship between them. The Goal Orientation Questionnaire for Teachers developed by Button, Mathieu and Zajac, (1996) and Academic Self-Actualization Questionnaire developed by George Manning and Kent Curtis (2003) were used to collect data for the present study. The sample consists of 250 Prospective Teachers. On the whole, the findings of the present study revealed that there was significant and positive relationship between goal orientation and academic self-actualization of prospective teachers.

Keywords: *Influence, Goal Orientation, Academic Self-Actualization, Prospective Teachers*

Goal orientation refers to students' reasons for engaging in various achievement behaviors in a particular situation. These reasons may be to learn (a mastery orientation), to do better than others (a performance-approach orientation) or to avoid failure (a performance-avoidance orientation). While a combination of mastery and performance goals may be ideal for learning and achievement, the mastery goal orientation is typically associated with more desirable outcomes such as high engagement, intrinsic motivation, and persistence. Goals can be aimed at either learning or proving (performing). A learning-goal orientation means that an individual is focused on acquiring new skills and mastering new situations. A proving-goal orientation is aimed at wanting to demonstrate and validate the adequacy of your competence by seeking favorable judgments of competence.

Goal orientation refers to the interaction of motivational-convictions which embody diverse styles of participating in an activity and reacting to achievement. Goal-orientation is students

¹Assistant Professor, Department of Educational Psychology, TamilNadu Teachers Education University, Chennai.

²Research Scholar, Department of Educational Psychology, TamilNadu Teachers Education University, Chennai.

*Corresponding Author

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concentrate on leaning acquisition, mastery experience, effective learning engagement towards challenging tasks and see failure and achievement input as experiences or information to enhance their future academic performance and development. On the other hand, students who concentrate on a performance goal to show their capacities to accomplish tasks, compared well to their peers and receive positive feedbacks and evaluation from others around them, and they seek to perform effectively to demonstrate higher level of their abilities. Goal orientation stresses the reasons for which a person engages in an activity for his or her own sake. Accordingly, students hold personal goals which serve as reasons or factors for participating in the learning activity. According to, students who are centered on showing their abilities to others and define their efficiency in relation to others are thought to be holding a performance goal orientation, while those who want to abstain from looking as incomplete are thought to be holding a performance-avoidance goal orientation.

Abraham Maslow believed that much of human behaviour can be explained by the individual's tendency to seek personal goal states that make life rewarding and meaningful. **(H. M. Kasinath)**. Self-actualized people tend to have a number of characteristics that allow them to achieve their fullest state of being. In addition to those that were originally proposed by Maslow, modern researchers have expanded on these traits and suggested other personality traits that are also connected to self-actualization **(Kaufman SB, 2018)**. Maslow posited that each level of needs must be taken care of before the next one can be met. So, fulfilling one's physiological needs is a prerequisite to their safety needs being met; one's safety needs must be met before one's love needs take priority, and so on. Self-actualization is the highest level, meaning that it can only be fulfilled when one's physiological, safety, love, and esteem needs are already met.

REVIEW OF LITERATURE

Ahmet Akın & Serhat Arslan (2014) explored the relationships between achievement goal orientations and grit. The present study aims to investigate the associations of achievement goal orientations with grit. Participants were 509 university students who completed the 2X2 Achievement Goal Orientations Scale and Grit Scale. This relationship was investigated using correlation and multiple regression analysis. According to results learning-approach goal orientations positively related to grit. In contrary, learning-avoidance and performance-approach/avoidance goal orientations related negatively to grit. Students who adopt learning-approach goal orientation are more likely to have higher level of grit.

Christopher A. Wolters & Shirley L. YuPaul R. Pintrich (1996) studies the relations between three goal orientations and students' motivational beliefs and self-regulated learning were examined in a correlational study of 434 seventh and eighth grade students. Data were collected over two time points (fall and spring) within one school year with self-report questionnaires. Regression analyses revealed that adopting a learning goal orientation and a relative ability goal orientation resulted in a generally positive pattern of motivational beliefs including adaptive levels of task value, self-efficacy and test anxiety, as well as cognition including higher levels of cognitive strategy use, self-regulation, and academic performance. Results showed that adopting an extrinsic goal orientation led to more maladaptive motivational and cognitive outcomes. These findings were replicated across three different academic subject areas of English, math, and social studies. Results are discussed in terms of the implications for goal theory.

Güven Ordun & F. Ashı Akün (2017) studied Self-Actualization, Self-Efficacy and Emotional Intelligence of Undergraduate Students. The purpose of the study is to investigate

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issues related with the identities, specifically self-related aspects such as self-actualization and self-efficacy and understand the emotional intelligence levels of undergraduate students in Turkey and analyze the relations of these aspects. The sample consists of 278 undergraduate students from Istanbul University Business Administration Faculty. Results reveal that emotional intelligence has significant and positive effect on self-actualization and self-efficacy. Self-actualization has also significant and positive effect on self-efficacy.

Prakash Chandra Jena & Rinzin Dorji (2016) analyzed self-actualization and value orientation among primary school teachers in Bhutan. The purpose of this study was to find out the difference between self-actualization and value orientation among primary school teachers. There exists no significant difference in self-actualization among primary school male and female teachers working in rural schools. It is because they are working in the government schools where the rules and regulations are same through the country. There exists no significant difference in self-actualization among primary school male and female teachers working in urban schools. It is due to their work experiences and their love of teaching. There exists no significant difference in value orientation among primary school male and female teachers working in rural schools. There exists no significant difference in value orientation among primary school male and female teachers working in urban schools.

Need and Significance of the Study

Goal orientation is the degree to which a person focuses on tasks and the end results of those tasks. Strong 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 the person. Goals are valuable because they focus effort in a consistent direction, improve your chances for success and improve motivation and satisfaction. One explanation for the contribution of goals is that they create a discrepancy between what individuals have and what they aspire to achieve. Self-dissatisfaction with this discrepancy serves as an incentive to achieve. Goals also create a state of arousal that readies people for accomplishment.

The attainment of self-actualization involves one's full involvement in life and the realization of that which one is capable of accomplishing. Self-actualization is based on leveraging one's abilities to reach their potential, it is an individual process and will probably vary significantly from person to person.

Key techniques of self-motivation include setting goals for yourself, engaging in intrinsically motivating work, getting feedback on your performance, applying behavior modification to yourself, improving your skills relevant to your job, raising your level of self-expectation and developing a strong work ethic. Achieving goals and staying motivated requires self-discipline. A model presented here for developing self-discipline consists of eight components: formulate a mission statement, develop role models, develop goals for each task, develop action plans, use visual and sensory stimulation, search for pleasure within the task, compartmentalize spheres of life and minimize excuse making. This assumption leads to clear insight to the investigator to do the study regarding the relationships between goal orientation and academic self-actualization.

Title of the Study

This study entitled as *“Relationship between Goal Orientation and Academic Self-Actualization of Prospective Teachers”*.

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Operational Definitions of the Terms

- **Goal Orientation:** According to Vandewalle, Don (1997), Goal orientation is an "individual disposition towards developing or validating one's ability in achievement settings".
- **Academic Self-Actualization:** Maslow (1962) has defined self-actualization as the ability of a person to act in particularly efficient and intensively enjoyable manner and also a stage where a person is more integrated and less split.

Objectives of the Study

The investigator were framed the following objectives;

1. To find out the level of goal orientation and academic self-actualization of prospective teachers.
2. To find out there is any significant difference between male and female prospective teachers in their goal orientation and academic self-actualization.
3. To find out there is any significant difference between undergraduate and post graduate prospective teachers in their goal orientation and academic self-actualization.
4. To find out there is any significant difference among language, science and arts pedagogy prospective teachers in their goal orientation and academic self-actualization.
5. To find out there is any significant difference among prospective teacher's goal orientation and academic self-actualization with regard to their parental annual income.
6. To find out there is any significant difference between rural and urban prospective teachers in their goal orientation and academic self-actualization.
7. To find out there is any significant relationship between goal orientation and academic self-actualization of the prospective teachers.

Hypotheses of the Study

The following hypotheses were framed by the investigator to analysis the relationship on goal orientation and academic self-actualization of the prospective teachers;

1. There is no significant difference between male and female prospective teachers in their goal orientation and academic self-actualization.
2. There is no significant difference between undergraduate and post graduate prospective teachers in their goal orientation and academic self-actualization.
3. There is no significant difference among language, science and arts pedagogy prospective teachers in their goal orientation and academic self-actualization.
4. To find out there is any significant difference among prospective teacher's goal orientation and academic self-actualization with regard to their parental annual income.
5. There is no significant difference between rural and urban prospective teachers in their goal orientation and academic self-actualization.
6. There is no significant relationship between goal orientation and academic self-actualization of the prospective teachers.

METHODOLOGY

The area of the present study was Dindigul District of Tamil Nadu State, India. The population of the present study consists of the prospective teachers those who are studying in 3 colleges of education. The Researcher has taken on the survey method of research to study the "Goal Orientation and Academic Self-Actualization of Prospective Teachers". The

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Investigator used stratified random sampling technique for collecting the data from the population. The sample consists of 250 Prospective Teachers.

Tools Used for the Study

The Investigator used the following questionnaire for assessing the prospective teacher's goal orientation and academic self-actualization.

1. Goal Orientation Questionnaire developed by **Button, Mathieu and Zajac, (1996)**.
2. Academic Self-Actualization Questionnaire developed by **George Manning and Kent Curtis (2003)**.

Analysis

Level of Frequencies

The following Table shows the clear picture about the level of prospective teachers in their goal orientation and academic self-actualizations.

Table 1 *Level of Goal Orientation and Academic Self-Actualization of Prospective Teachers*

Variables	Low		Moderate		High	
	N	%	N	%	N	%
Goal Orientation	40	16	168	67.2	42	16.8
Academic Self-Actualization	30	12	179	71.6	41	16.4

The Table 1 displayed that 16% of prospective teachers reported low, 67.2% of them moderate and 16.8% of them high level of goal orientation. Further the Table inferred that 12% of Prospective teachers reported low, 71.6% of them moderate and 16.4% of them high level of academic self-actualization.

Analysis of Variance

Null Hypothesis 1

There is no significant difference between male and female prospective teachers in their goal orientation and academic self-actualization.

Table 2 *Mean Score Difference between Male and Female Prospective Teachers in their Goal Orientation and Academic Self-Actualization*

Variables	Gender	Mean	SD	't' value	Remarks
Goal Orientation	Male (108)	97.61	8.23	2.49	S
	Female (142)	100.89	9.13		
Academic Self-Actualization	Male (108)	99.13	8.21	3.14	S
	Female (142)	101.41	10.47		

(At 5% level of significance, the table value is 1.96)

The above Table 2 inferred that there was significant difference between male and female prospective teachers in their goal orientation and academic self-actualization, as calculated 't' values of 2.49 and 3.14 were higher than the tabulated value of 1.96 at 5% level of significance. Hence the stated hypothesis 1 was rejected.

Null Hypothesis 2

There is no significant difference between undergraduate and post graduate prospective teachers in their goal orientation and academic self-actualization.

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Table 3 Mean Score Difference between Undergraduate and Postgraduate Prospective Teachers in their Goal Orientation and Academic Self-Actualization

Variables	Degree of Study	Mean	SD	't' value	Remarks
Goal Orientation	Undergraduate (182)	103.28	8.24	2.06	S
	Postgraduate (68)	106.14	9.82		
Academic Self-Actualization	Undergraduate (182)	102.61	8.01	3.81	S
	Postgraduate (68)	106.72	9.19		

(At 5% level of significance, the table value is 1.96)

The above Table 3 displayed that there was significant difference between undergraduate and postgraduate prospective teachers in their goal orientation and academic self-actualization, as calculated 't' values of 2.06 and 3.81 were higher than the tabulated value of 1.96 at 5% level of significance. Hence the stated hypothesis 2 was rejected.

Null Hypothesis 3

There is no significant difference among language, science and arts pedagogy prospective teachers in their goal orientation and academic self-actualization.

Table 4 Mean Score Difference among Language, Science and Arts Pedagogy Prospective Teachers in their Goal Orientation and Academic Self-Actualization

Variables	Source of Variation	Sum of Square	Mean Square	df	Calculated 'F' Value	Remarks
Goal Orientation	Between Group	9145	2286.25	3	8.83	S
	Within Group	371984	2175.34	248		
Academic Self-Actualization	Between Group	5449	1362.25	3	9.17	S
	Within Group	337145	2175.34	248		

(At 5% level of significance, the table value is 3.00)

The above Table - 4 showed that there was significant difference among language, science and arts pedagogy prospective teachers in their goal orientation, as the calculated 'F' value is 8.83 was higher than the table value of 3.00 at 5% level of significance. Further the above table indicated that that there was significant difference among language, science and arts pedagogyprospective teachers in their academic self-actualization, as the calculated 'F' value is 9.17 was higher than the table value of 3.00 at 5% level of significance. Hence the null hypothesis 3 was rejected.

Null Hypothesis 4

There is no significant difference among prospective teachers parental annual income of below 15000, 15000-25000 and 25000 and above in their goal orientation and academic self-actualization.

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Table 5 Mean Score Difference among Teachers Parental Annual Income of Below 15000, 15000-25000 and 25000 and Above in Their Goal Orientation and Academic Self-Actualization

Variables	Source of Variation	Sum of Square	Mean Square	df	Calculated 'F' Value	Remarks
Goal Orientation	Between Group	8560	2140	3	10.13	S
	Within Group	441599	2582.45	248		
Academic Self-Actualization	Between Group	4663	2331	3	12.51	S
	Within Group	52324	2616.17	248		

(At 5% level of significance, the table value is 3.00)

The above Table 5 concluded that there was significant difference among teachers parental annual income of below 15000, 15000-25000 and 25000 and above in their goal orientation and academic self-actualization of prospective teachers in their goal orientation and academic self-actualization, as calculated 't' values of 10.13 and 12.51 were higher than the tabulated value of 3.00 at 5% level of significance. Hence the stated hypothesis 4 was rejected.

Null Hypothesis 5

There is no significant difference between rural and urban prospective teachers in their goal orientation and academic self-actualization.

Table 6 Mean Score Difference between Rural and Urban Prospective Teachers in their Goal Orientation and Academic Self-Actualization

Variables	Locality	Mean	SD	't' value	Remarks
Goal Orientation	Rural (96)	104.42	9.88	2.18	S
	Urban (154)	101.70	10.04		
Academic Self-Actualization	Rural (96)	109.07	9.31	3.10	S
	Urban (154)	108.75	10.05		

(At 5% level of significance, the table value is 1.96)

The above Table 6 inferred that there was significant difference between rural and urban prospective teachers in their goal orientation and academic self-actualization, as calculated 't' values of 2.18 and 3.10 were higher than the tabulated value of 1.96 at 5% level of significance. Hence the stated hypothesis 5 was rejected.

Analysis of Correlation

Null Hypothesis 6

There is no significant relationship between goal orientation and academic self-actualization of the prospective teachers.

Table 7 Relationship between Goal Orientation and Academic Self-Actualization of the Prospective Teachers

	' γ ' value	Table Value	Nature of Correlation
Goal Orientation	0.750	0.249	Substantial
Academic Self-Actualization			

(At 1% level of significance the table value of ' γ ' is 0.249)

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From the above Table it was concluded that there was significant positive relationship between the goal orientation and academic self-actualization of prospective teachers as the calculated ' γ ' value 0.750 were greater than the table value 0.249 at 1% level of significance.

Major Findings

1. There was significant difference between male and female prospective teachers in their goal orientation and academic self-actualization.
2. There was significant difference between undergraduate and postgraduate prospective teachers in their goal orientation and academic self-actualization.
3. There was significant difference among language, science and arts pedagogy prospective teachers in their goal orientation and academic self-actualization.
4. There was significant difference among prospective teachers parental annual income of below 15000, 15000-25000 and 25000 and above in their goal orientation and academic self-actualization.
5. There was significant difference between rural and urban prospective teachers in their goal orientation and academic self-actualization.
6. There was significant positive correlation between goal orientation and academic self-actualization of prospective teachers.

CONCLUSION

Goal orientation is a stable disposition toward enhancing potentials in situational learning. It refers to the desire in developing one's self in three core features namely acquisition of new skills, mastering cognitive-based knowledge and enlightening proficiency. Nevertheless, the performance of goal orientation constructs distinguishes between a desire to demonstrate competence and a desire to avoid negative judgments, defined performance prove goal orientation as the desire to prove individual's competence and to avoid negative evaluations about it, while he defined performance avoid goal orientation as the desire to avoid the disproving of individual's competence as well as to avoid negative evaluations about it. Goal setting in personal life can contribute to life satisfaction. For maximum advantage, personal goals should be integrated with career goals. Areas of life in which personal goals may be set include social and family, hobbies and interests, physical and mental health, career and financial. To increase their effectiveness, goals should be supported with action plans.

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Conflict of Interest

The author(s) declared no conflict of interest.

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