



## **GOAL ORIENTATION ITS IMPACT AMONG THE STUDENTS**

**Dr. R. Anand**

Management Wing, DDE, Annamalai University, Annamalainagar

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### **ABSTRACT**

In the current study investigated the relationship of emotional intelligence among the information technology leaders. The purpose of this paper is to identify practical approaches to the application of emotional intelligence by IT professionals. These practical approaches are designed to instruct and aid decision makers in the utilization of emotional intelligence skills. The participants were 130 information technology leaders selected through convenient sampling method in Bangalore, India..

**Keywords:** : Emotional Intelligence and Information Technology.

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### **1. INTRODUCTION**

Goal orientation is a promising motivational construct that may explain why some individuals adapt to change better. Jobs are becoming more cognitively complex and require increased levels of coordination and communication among employees (Appelbaum & Berg, 1999; Tannenbaum, Beard, & Salas, 1992).

Over the past decades, the people focus on in achievement settings (i.e. goal orientation) is shown to be highly important for individual behaviour. Learning goals are characterized as the most positive approach, and generally include a desire to increase competence and continually improve oneself. A learning orientation results in the most adaptive responses, such as increased effort to solve a problem or more perseverance when confronted with a difficult situation (Roedel, et al., 1994). Conversely, a performance goal orientation is likely to reflect maladaptive responses, and is characterized by a focus on outcome and a desire to avoid negative feedback (goal orientation includes both the approach and avoidance orientation).

This current paper provides a critical analysis of the goal orientation focus among the MBA students. This approach should help organizations look and prepare for the future more

effectively; including better specifying the future requirements they will have for their leaders. By studying the goal orientation, the author aimed to contribute to the goal orientation literature and its applications among the MBA students.

### **HYPOTHESIS**

1. Age, length of service, educational qualification and gender of MBA students have a significant influence on their goal orientation.

### **2. METHOD**

The goal orientation inventory by David Zweig & Jane Webster along with personal data sheet were distributed to the distance education MBA Students. The students were instructed as follows: "This inventory consists of series of statements which follow five and seven response categories. Read each statement carefully and decide how it describes you in the given five-point scale & seven-point scale and indicate your choice by marking the corresponding number. There is no right or wrong answer and there is no time limit. Work rapidly and give your immediate response to each item." The questionnaire has returned back to the investigator. The fully completed 121 questionnaires have taken for the analysis.

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**Corresponding author: Dr.R. Anand,** Asst. Professor,  
Management Wing, DDE Annamalai University, Annamalainagar

## TOOLS

### 1. Goal Orientation Inventory

Goal Orientation Measure by Zweig & Webster (2004): This scale consists of 24 statements which explore the different dimensions of goal orientation such as performance approach, performance avoidance and learning orientation. There are seven response categories from strongly disagree to strongly agree. The measure comprised three sub scales, each contain seven items. The total score of all the 8 items in each sub scale is the indicator of respective goal orientation. The authors have established internal consistency reliability for three dimensions. For learning orientation is 0.85, performance approach orientation is 0.82, and performance avoidance orientation is 0.69. The test-retest reliability coefficients for the goal orientation scale at the time 1 and time 2 are as follows: learning orientation is 0.73, performance approach orientation is 0.84, and performance avoidance orientation is 0.78. These correlation co-efficient values suggest that goal orientation is stable over time. The authors ensured both content and construct validity. The convergent validity of the 3 scales are; learning orientation and learning, is 0.87, performance approach orientation and prove is 0.79, performance avoidance orientation and avoid is 0.81.

## R3.ESULTS AND DISCUSSION

The Scheffe – Post hoc and ‘t’ test and ‘F’ test is attempted to find out the significant difference between the means of demographic variables.

*Hypothesis: “Age of MBA students has a significant influence on their goal orientation.”*

Table – 1, shows the goal orientation of the MBA students with respect to their age. The ‘F’ values are significant all the dimensions. Hence the hypothesis is accepted for the goal orientation.

Less than 24 years of age group are high in performance approach orientation than the other age group. The 36 years and above age group students are high in the performance avoidance orientation. The 25 to 28 years aged students are high in the learning orientation.

With a performance-approach goal, one seeks to demonstrate or prove competence in the presence of others. Most of the students belongs to less than 24 years of age are new entrant to their jobs which makes them very eager to create awareness towards the skill set and knowledge required for the work, that results in the high in performance approach orientation.

The 25 to 28 years students were high in the learning orientation. The technology-enhanced learning environment gives students the vital opportunity to research more information what is required for the job. Many times, this age group students may be in situations where problem-solving and decision-making is required, which gives them necessary exposure to the various situations.

Whereas students who are aged more than 36 years are high in performance avoidance orientation. In contrast, students with a performance-avoidance goal orientation act to avoid negative evaluations.

Though working environment creates challenges, there may also be positive impacts on students’ motivation when students work collaboratively in this environment such that the emphasis’s not on social comparison or competition, which may lead to a high in performance avoidance orientation.

*Hypothesis: “MBA students differ significantly in their goal orientation on the basis of their educational qualification.”*

From the table 2, it is found that the ‘F’ values are significant for the learning orientation for the goal orientation. Hence, it is concluded that hypothesis is rejected goal orientation.

It is observed from the table that students those who qualified themselves from the courses which fall under the arts stream have higher learning orientation than the other educational groups. It may be due to the rapid pace of organizational change places increased pressure internally among them. The internal pressure may be due to the stream studied by this group of people. Hence these groups of students were constantly updating their skills in order to adapt their behavior to new organizational realities.

It is concluded that there is no significant relationship between the educational qualification and goal orientation.

*Hypothesis: “MBA students differ in their Goal Orientation on the basis of length of service.”*

From the Table – 3, it is found that ‘F’ values are significant for all the dimensions of goal orientation. Hence, the hypothesis is accepted for goal orientation.

Less than 4 years of experience of students were high in the performance approach orientation. It may be due to their experience in handling different managerial issues arising on day to day affairs, which has made them to get exposure of the right approaches to solve the various situations in the organization.

Whereas students who have more than 16 years of work experience were high in performance avoidance orientation. Students, who are higher in the performance-avoidance, may be due to the monotony towards work which exhibits that individuals are avoiding demonstrations of incompetence and negative judgments, relative to others. The students who have 5 to 8 years of experience were high in the learning orientation. It may be due to the age factor as they are starting their career with lot of hopes and expectations which makes them to learn things in the organization to prove themselves.

It is concluded that there is a significant relationship between the length of service of the MBA students and goal orientation.

*Hypothesis: “MBA male and female students differ in their emotional intelligence and Goal Orientation”*

From the table – 4, it is found that the ‘t’ values are not significant for the goal orientation. Hence, the hypothesis for goal orientation is rejected.

**Table: 1 - GOAL ORIENTATION OF MBA STUDENTS ON THE BASIS OF THEIR AGE**

Goal Orientation Dimensions	Age					F value	Posthoc
	1 Mean (S.D)	2 Mean (S.D)	3 Mean (S.D)	4 Mean (S.D)	5 Mean (S.D)		
Performance Approach	48.75 (1.41)	45.84 (2.29)	45.41 (3.10)	46.67 (2.87)	45.63 (3.16)	6.175*	1 vs 4 vs 2 vs 5 vs 3
Performance Avoidance	31.05 (3.17)	32.14 (2.92)	33.24 (2.55)	33.33 (3.50)	33.38 (2.92)	4.210*	5 vs 4 vs 3 vs 2 vs 1
Learning Orientation	45.85 (2.25)	46.47 (3.10)	45.85 (2.64)	40.56 (4.36)	42.63 (2.70)	9.848*	2 vs 3, 1 vs 5 vs 4

1. Less than 24 years - 20 persons      \*Significant at 0.05% level  
 2. 25 to 28 years - 43 persons  
 3. 28 to 32 years - 41 persons  
 4. 33 to 36 years - 9 persons  
 5. Above 36 years - 8 persons

**Table: 2 - GOAL ORIENTATION OF MBA STUDENTS ON THE BASIS OF THEIR EDUCATIONAL QUALIFICATION**

Goal Orientation Dimensions	Educational Qualification				F value	Posthoc
	1 Mean (S.D)	2 Mean (S.D)	3 Mean (S.D)	4 Mean (S.D)		
Performance Approach	46.83 (2.77)	40.41 (2.41)	45.76 (3.23)	46.00 (2.73)	-	----
Performance Avoidance	31.77 (3.37)	32.69 (2.73)	32.59 (2.92)	33.37 (3.34)	-	----
Learning Orientation	47.34 (1.93)	45.13 (3.76)	45.22 (3.42)	43.68 (2.75)	5.742	1 vs 3 vs 2 vs 4

1. Degree in Arts - 29 persons      \*Significant at 0.05 level  
 2. Degree in Science - 32 persons  
 3. Professional Degree - 41 persons  
 4. Others - 19 persons

**Table: 3 - GOAL ORIENTATION OF MBA STUDENTS ON THE BASIS OF THEIR LENGTH OF SERVICE**

Goal Orientation Dimensions	Length of Service				F value	Posthoc
	1 Mean (S.D)	2 Mean (S.D)	3 Mean (S.D)	4 Mean (S.D)		
Performance Approach	47.50 (2.44)	45.79 (2.46)	45.49 (2.98)	46.43 (3.23)	3.615	1 vs 4 vs 2 vs 3
Performance Avoidance	30.88 (2.77)	32.47 (2.68)	33.68 (2.75)	34.36 (3.41)	7.650	4 vs 3 vs 2 vs 1
Learning	45.66 (2.55)	46.61 (2.40)	45.30 (3.98)	42.36 (3.34)	6.453	2 vs 1 vs 3 vs 4

1. Less than 4 years - 32 persons      \*Significant at 0.05% level  
 2. 5 to 8 years - 38 persons  
 3. 9 to 12 years - 37 persons  
 4. Above 16 years - 14 persons

**Table: 4 - GOAL ORIENTATION OF MBA STUDENTS ON THE BASIS OF THE GENDER**

Goal Orientation Dimensions	Gender		t value
	Male Mean (S.D)	Female Mean (S.D)	
Performance Approach	46.22 (2.79)	46.22 (2.86)	0.002
Performance Avoidance	32.71 (3.11)	32.51 (2.94)	0.781
Learning	45.53 (3.06)	45.36 (3.73)	1.435

Male - 76 persons

\*Significant at 0.05% level

Female - 45 persons

### 3.CONCLUSION

Goal orientation of students is vital from time to time to bring out their potential and improve their efficiency. It is the duty of the higher authorities in the organization to identify the needs of their employees and adopt proper methods which will make them perform better. By identifying the behavior pattern of the people inside the organization such as performance-approach goal orientations focus on positive outcomes that facilitate the successful completion of a task and the demonstration of competency. The results of the study clearly point out the important role of goal orientation is influencing the distance education MBA students.

Individuals with strong performance–approach orientation try to utilize all the opportunities, develop knowledge and skills, and regulate themselves. Higher in performance-approach incorporates attributes like commitment, involvement, and responsibility etc., which will be growing with experience.

An avoidance orientation, on the other hand, is grounded in fear of failure. Learning goal orientation, are excitement, concentration, task absorption, and sensitivity to success-relevant information, all mastery patterns of achievement outcomes. This helps the employees to alter or adjust or modify their behavior to ensure the effective achievement of the targets / goal assigned to them.

At a broader level the findings of the current study highlight the need for the uniform motivation practices, individual career grooming at all levels. From the findings of the study it is suggested that goal orientation and emotional intelligence training to be conducted for the distance education MBA students in order to develop their skills & abilities. So that individuals will develop their capacity to succeed in coping with environmental demands and pressures.

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