

Primary Student-Teachers' Mastery Goal Orientation in Relation with Their Gender, Academic Stream and Area of Residence

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Abstract

This study was conducted to answer if there was any difference in the level of mastery goal orientation of primary–student teacher on the grounds of their differences in gender, area of residence and academic stream. Mastery goal orientation scale (MGOS), containing 10 items was used to collect the data .Cluster sampling method was used to select the sampling. 310 final year primary student- teacher were included in the study .from primary teacher training institute of Ghaziabad and Meerut district of Utter Pradesh. The results of the study revealed that the level of mastery goal orientation of female primary student-teachers was significantly high than male primary student–teacher. There was no significant difference in the level of mastery goal orientation of primary student – teacher on the grounds of their area of residence and academic stream differences.

Key words: Goal orientation, Mastery, Goal, Orientation

Goal orientation is emerging as a most important motivational construct which influences teaching learning process .Goal orientation theory in based on the assumption that human behaviour is purposeful and regulated by his goals. The definition of goal orientation drawn from Dweck and Leggett's (1988) classifies two types of goals –Mastery Goal and Performance Goal., which most individuals pursue in learning context. Goal orientation refers to the psychological disposition towards achieving one's objective (Ahmad, 2008). In learning process, goal – orientation can be defined as a student's unique characteristic which describes why and how he / she adopts a goal of a certain learning task and how much he/ she is eager to accomplish it.

Mastery goal orientation represents attention toward self- determined levels of performance. Individuals having mastery goal orientation focus on improving skills and acquiring new knowledge, and are less concerned with making mistakes. Taking this type of goals orientation, learner shows more persistence towards accomplishing the task. Mastery goal orientation is related to students' internal motivation to achieve new knowledge and skills for self – improvement (Brett& Vande Walle 1999). Individuals that highly predisposed

towards mastery oriented goals are concerned with increasing their competence and improving mastering whatever they are dealing with at that time. Hence those goals are focused learning and mastering certain skills. These individuals are likely to evaluate their performance relative to their own previous achievements and measure success in terms of personal progress. Individuals with strong mastery goal orientation consider efforts as the means to success, and are therefore likely to be persistent when facing obstacle on their of way of achievement. They tend to perceive negative feedbacks as valuable information on how to improve and treat failures as a learning experience, not as a sign of insufficient ability (Dweck, 1989, Dweck and Leggett (1998).

Significance of the study

The area of goal orientation is relatively a new dimension in the field of teaching learning process. Several studies have been done to explore the construct of goal orientation and its relation with other variables. In these studies, a strong positive relationship revealed between mastery goal orientation and self regulation, self efficacy (Middleton and Midgley, 1997), academic achievement (Mattern ;2005,Coutinho;1997). Janssen & Yperen (referred to by Moss, 2008) revealed that

individuals who report a performance orientation were less inclined to work in creativity than those individuals who reported a mastery goal orientation. Mastery goal oriented students took challenging task as an opportunity and tend to acquire new knowledge and skills. Therefore, to make our teacher training programmes more qualitative and meaningful, student- teachers should be motivated to adopting mastery goals to help motivate their students for this type of learning. To serve this purpose proper awareness and training programs are necessary. Before organization any training program, certain basic question were needed to be solved by some research work. So, this study was conducted to answer whether there was any difference in the mastery goal orientation of primary student-teacher on the ground of their gender, area of residence and differences in their academic streams.

Objectives of the study

The following objectives were of this study.

1. To find out the differences in the level of Mastery goal – orientation of primary student-teachers concerning their gender differences.
2. To find out the differences in the level of Mastery goal- orientation of primary student- teacher in relation to their academic streams differences.
3. To find out the differences in the level of Mastery goal –orientation of primary student-teacher concerning their area of residence.

Hypothesis of the study

Three hypothesis were framed for this study

1. There was no significant differences between the male and female primary student-teachers' obtained average scores on Mastery goal orientation scale.
2. There was no significant differences between the general and science stream primary student-teachers' obtained average scores on Mastery goal-orientation scale.
3. There was no significant difference between the urban and rural primary student-teachers' who obtained average scores on Mastery goal – orientation scale

Methodology of the study

The present study belonged to the domain of Descriptive Study. Therefore, Survey Method was used for this study.

Population and Sampling method of the Study

All the final year trainees completing primary teacher certificate (PTC) from the colleges / institutions of the Ghaziabad and Meerut district of Uttar Pradesh were the sample chosen for the present study. Cluster sampling method was used to select the sample. 310 final year primary student-teachers' were included in the study from seven randomly selected primary teacher-training institutes of Ghaziabad and Meerut district of Uttar Pradesh .There were 164 female and 146 male student- teachers respectively in the sample . Out of 310 participants, 242 were from general and 68 from science stream of primary student –teachers selected for the sample. In all there were 182 primary student-teachers from urban and 128 form rural areas.

Tools

To know the primary student-teachers' Mastery goal orientation , Mastery Goal Orientation scale (MGO) , a subscale of self-Directed Learning Ability Test(SDLA) constructed and validated by Dixit (2011) as his doctoral research work, was used . There were ten items in the MGO scale .The split-half reliability of the scale was .62 and the Cronback Alpha reliability value was .63. To establish its face validity, Mastery Goal Orientation scale was given to the experts in order to ascertain its face validity. The experts agreed that the items in the scale were relevant to measure the Mastery Goal Orientation and worthwhile for collecting the data from the sample .The item consistency index of the scale was .52.

Collection and Analysis of the Data

After explaining the purpose of the study, the final year primary student-teachers were requested to respond to the scale .Responded scale sheets were collected and arranged by the researcher. The researcher used the descriptive and inferential statistical technique to analyze the data. Mean and S.D., were calculated in descriptive statistic. T-ratio was used to examine the hypotheses of the study. All calculations were conducted with the help of MS-Excel and SPSS computer programs. There were three hypotheses to be tested for the study

Significance of the difference was tested at .05 level.

Result

Detail description of data analysis is given below in table -1

Mean, SD, and t- ratio in reference to Gender, Academic Streams and Area of Residence (Table-1)

| Variables | No. Of Primary student -teacher | Mean | S.D. | t- value |
|-----------|---------------------------------|-------|------|----------|
| Female | 164 | 20.26 | 3.06 | 6.05 |
| Male | 146 | 18.11 | 3.18 | |
| General | 242 | 19.16 | 3.33 | 0.85 |
| Science | 68 | 19.54 | 3.17 | |
| Urban | 182 | 19.25 | 3.22 | 0.05 |
| Rural | 128 | 19.23 | 3.40 | |

1. The analysis of the data revealed that the mean score (mean=20.26, S.D.=3.06) of female primary student-teachers on MGOS was significantly ($t=6.05, p<0.01$) higher than male primary student-teachers' mean score (mean=18.11, S.D.=3.18) on MGOS. It was found that there was significant difference in the level of Mastery goal orientation of female and male primary student-teachers. Female primary student-teachers possessed significantly higher level of Mastery goal orientation than the male primary student-teachers. Ablard and Lipschultz (1998) also reported that female student showed better (more) orientation towards Mastery goals than male students.

2. To test difference between general and science stream's primary student-teachers' level of Mastery goal orientation, t-test was calculated. The analysis of the data revealed that there was no significant difference ($t=0.85, p>0.05$) between the mean score of

general (mean=19.16, S.D.=3.33) and science (mean=19.54, S.D.=3.17) streams' primary student-teachers on MGOS. So, the null hypothesis 2 was accepted. It was found that there was no significant difference between the level of Mastery goal orientation of general and science streams' primary student-teachers.

3. To test the difference between urban and rural primary student-teachers' level of Mastery goal orientation, t-test was calculated. The analysis of data revealed that there was no significant difference ($t=0.05, p>0.05$) between the mean score of urban (mean = 19.25, S.D. =3.22) rural (mean=19.23 S.D. =3.40) primary student-teacher on MGO. So null hypothesis -3 was accepted

Conclusion of the Study

In the relation to the objective of the study, result showed that there was significant difference in the level of Mastery goal orientation of primary student-teachers on the ground of their gender differences. According to the result of the study the female primary student-teachers were better oriented towards the Mastery goals in their learning process than the male primary student-teachers. As for as the second objective of the study was concerned, the result showed that there was no significant difference in the level of Mastery goal orientation of primary student-teachers on ground of their academic streams and area of residence.

Result also showed that the male primary student-teachers were less oriented towards their learning goals than the female primary student-teachers. So, special attention is needed for male primary student-teachers' in training and awareness programs to make them Mastery goal oriented.

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