

Goal Orientation for Middle School Students

By

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Abstract

The aim of this research is to identify the target's orientation in middle school students. The current research is specific to preparatory students in Babylon governorate for morning study of both genders (male, female) and specialization (scientific, humanitarian) for the academic year (2021-2022). The sample of the research consisted of 400 students, selected in a random caste method of proportional distribution, and in order to achieve the objectives of this research, the researcher adopted a scale (Radi 2015) To aim for the target based on the theory (Pintrich) as well as presented to a group of arbitrator experts, moreover, the psychometric properties of it have been extracted, reaching the scale constant coefficient by the retest method to guide mastery/ approach 0.81), and for the orientation of mastery/avoidance reached the stability factor (0.79), and to the direction of performance/approach reached the stability factor (0.85), and for performance/avoidance orientation (0.85) For performance/avoidance (0.82), while the Alfa Cronbach fastening coefficient reached the test for mastery/approach orientation (0.86), and for the orientation of mastery/avoidance reached the stability factor (0.83), and to the direction of performance/approach reached the stability factor (0.89), performance/approach orientation (0.85) and after confirmation of the validity of the scale, it was applied in its final form (32) a paragraph to the final application sample. After the application has been completed, the researcher used appropriate statistical means to analyze the data using the statistical portfolio of social sciences. The results show the following Students in predatory stage have goals orientations in all their fields. And In view of these findings, the researcher made some recommendations and proposals as outlined in chapter IV.

keywords : Goal Orientation

Search Problem

Alexander & Onwuegbuzie noted that the delay in achieving the goals is a failure in success that stimulates students and encourages them to use new methods and appropriate strategies to achieve their goals even if it is under time pressure. This increases the need-to-know what kinds of behaviors are associated with the time factor by knowing the underlying motivation to procrastinate or not share it in a timely manner. The need-to-know procrastination is a multi-dimensional construction (Alexander & Onwuegbuzie, 2007, 1309).

According to Dienes & Perner, the numerical stage is where the numbers of students are made to confront working and scientific life and thus the ability to confront and overcome the difficulties and challenges, they face so that they can reach the goals and pursue success. To that end, there is an urgent need to rebuild students' motivation towards future goals, which they persevere and strive to achieve (Dienes & Perner, 2009, 220).

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Do university students have the motivation to guide the goals?***The importance of research***

Students' goal orientation leads to different adaptive and non-adaptive models of affect, cognition and behaviour. The focus of the goals of mastery or learning is on learning, mastery of the task, challenge, love of reconnaissance and development of personal competence by making effort, while the focus on performance objectives is on making comparisons between the ability of the learner and the abilities of others, competition and remuneration (Mcwhaw & Abrami, 2001, 314). The objectives of individuals depend to a high degree on the strength of their motivations, which have been directed towards achieving special types of goals. These motivations can be known as needs or motivations. (Wale and Mohammed, 192,2004).

Objectives of the research

To identify the target's orientation in middle school students.

Research Limits

The current research is determined by students in the preparatory cycle of Babylon City for Sex (male-female), specialization (scientific-humanitarian) and for the academic year (2021 2022).

Terminology: Target orientation: Defined by Pintrich 2010:

It is the performance of individuals in the learning process and their responses in academic achievement attitudes in the light of the learning individual's own basic goals that determine his/her causal beliefs about his/her learning in order to achieve competence and mastery in the performance of various tasks, which are divided into:

1. **Mastery Orientation/ approach:** These are goals set by learners who prepare the school as an opportunity to compete and challenge their abilities, focusing on the finest details and enjoying constant perseverance.
2. **Mastery Orientation /avoidance:** It refers to avoiding counting understanding or forgetting an idea or subject previously taught by an individual in order to achieve learning.
3. **Performance orientation/approach:** The individual focuses on external standards of efficiency, especially by comparing with others.
4. **Performance orientation/avoidance:** The negative judgments of efficiency are avoided for positive judgments in their performance (Pintrich, 2010, 70-72).

Theoretical definition

The two researchers adopt the definition (Pentrich, 2010) theoretical definition as being in line with the research objectives and current research procedures.

Procedural definition

The degree the student receives by answering the paragraphs of the scale.

Chapter II***Target orientation***

An important factor in achieving future success or failure is the drive towards achieving the Goals. So, there are very clear signs of success or failure in both intensity and motivation in individuals, so they feel a strong motivation towards success and achievement. And if they planned this success, they would inevitably be worried about accomplishment. Driven by all their efforts to avoid failure, motivation towards achievement is an essential ingredient in all propulsive theories. Where the individual develops confidence and self-reliance, effort and perseverance, and autonomy in action, excellence, mastering the task that he does, It stimulates man to achieve himself and his goals and guides him towards success (Al-Ta 'ab, 1986, 299).

Choi & Moran, 2009, notes that not all forms of postponement, procrastination and procrastination by some individuals in achieving goals are bad or reflect negative aspects. Because of differences in personality composition between individuals, they deliberately delay achieving the goal to achieve higher performance. It performs educational tasks in an atmosphere of emotion, mental vigilance, attention and time pressure, as a result, it makes him feel happy and pleasant in the misfortune of the pressure he deliberately created for himself. Therefore, knowing the reasons for procrastination is no less important than the student's degree of procrastination and the timely execution of the task. The current study therefore confirms that some individuals are slowing down to achieve excellence in performing tasks in a given task (Choi & Moran, 2009, 201).

Theories that explained the direction of the objective***Goal Orientation Theory pintrich 2010***

This theory is one of the propulsive theories that evolved as a result of the socio-cognitive trend of motivation interpretation and became the focus of studies in the field of achievement motivation during the last four years of the 21st century. It has become a major role in learning and achievement, with Pentrich stating that this theory has been developed by cognitive psychologists and pedagogical psychologists to explain how individuals learn to perform in academic missions and is the most appropriate theory of achievement goals, which is also applicable to improve and understand the learning and education process (Pintrich, 2006:28).

Pintrich & Lindsey, 2011, states that when studying or interpreting motivation, especially in general education, a desire alone is not enough to meet

an individual's expectations of achieving these goals. or achieving specific qualitative goals, but it is necessary to study the subjective goals of learners that determine an individual's beliefs of causality to learning and that goal-oriented theory is concerned with the perceived reason for trying to reach the target, i.e. the reason for the conduct of achievement (Pintrich & Lindsey, 2011:105).

Target orientation types

- 1- Mastery – Approach Goals
 - 2- Mastery – Avoidance Goals
 - 3- Performance - approach Goals
 - 4- Performance – Avoidance Goals
- (Pintrich, 2010: 72).

Objectives of mastery (ability)/approach (desire):

Empowerment and desire are the goals on which learners rely to challenge their abilities and compete among themselves. So, they seek to know the finest details and persevere and challenge difficult situations, and they use strategies that help them in self-regulation and learning, as well as having the ability to move from one strategy to another as required by the educational situation in order to reach out to aspirants. They also have a strong motivation towards achieving the Goals, and these Goals are described as approach impulse trends. The concept of approach means empowerment, success and superiority over others (Pintrich, 1999:460)

Objectives of mastery Orientation/avoidance

These individuals seek to avoid mental fatigue or forgetfulness, they always tend to be positive and they don't allow negative possibilities like not being able to learn the skill to affect them, they don't also accept being incompetent people. They believe that competence is achieved by applying the criteria required by the mission, or according to the subjective patterns of achievement such as past performance and focus and draw attention to the mission's mastery of its efficiency. An example is the student's endeavour and perseverance in studying to avoid failure or misunderstanding in learning academic content (Pintrich & Mesta, 2010).

Objectives of Performance /approach

These are the objectives in which an individual focuses on external standards of efficiency, especially comparing an individual's performance with that of others. (Pintrich & Utdan, 2011) in their empirical study that an individual's performance in experimental performance/a-based situations succeeds in achieving high levels of excellence and pleasure in performing the task compared to what individuals do in experimental situations in their performance/mastery targets (Pintrich & Urdan, 2011:80).

Objectives of Performance /avoidance

Through these goals, the individual seeks not to show the negative aspect of his competence and try to make positive judgements about it. And (Pintrich & Schunk, 2010) individuals seek to form a positive view of their performance and avoid showing recklessness and failure, and continuing to do the job without a challenge, because it leads to negative aspects like anxiety, stress, lack of self-confidence and a sense of inferiority. They therefore choose easy tasks that do not require further adventure or (Pintrich & Schunk, 2010:102).

Chapter III

First, research curriculum

The two researchers used the descriptive approach in the current research.

Second: The Research Community

The research community is intended for all individuals who seek to disseminate the results of their studies to them (Olive 2005:138). The current research society is determined by the 2021. 2022 students in the preparatory cycle of the Babylon Governorate Centre for the academic year, where the number of male (10921) and female (4702) is 6219 for male (43%) for female (57%) and a table (1) shows this.

Table (1) Research Community

Scientific specialization				Literary specialization				Percentage	Total
Male	Percentage	Female	Percentage	Male	Percentage	Female	Percentage		
4372	%40	5676	%52	330	%3	543	%5		
		10048				873		100%	10921
Total									

Third: Sample Research

They are part of the original community units that are withdrawn in an appropriate systematic manner (Harris, 2003.45). The research sample consisted of 400 students from the original research community and reached the number of males for scientific specialization (160) (40%) and (208) and (52%) The number of males for literary specialization was 12. (3%) for females (20) and (5%) and table (2) shows this.

Table (2) research sample

Scientific specialization				Literary specialization				Percentage	Total
Male	Percentage	Female	Percentage	Male	Percentage	Female	Percentage		
160	%40	208	%52	12	%3	20	%5		
		368				32		100%	400
Total									

Second: Target orientation measure

After examining foreign studies that touched on the concept of target orientation, the researcher adopted a scale prepared by (Radi, 2015) being on the same adopted theory and the same sample of current research.

Metric description as preliminary

The scale consists of (32) poverty spread over four separate areas, namely

the objectives of mastery/approach and consisting of (10) paragraphs, and objectives of mastery/sizes consist of (11) Poverty, performance/approach goals and consists of (6) Poverty, performance targets/sizes consists of (5) Poverty, and three alternatives to estimate responses to the scales' grades: (Apply to me always, apply to me very much, apply to me sometimes) It is therefore the highest measure of target orientation in its initial form.

Validity of measurement paragraphs guiding the objective:

To verify the validity of the target-orientation metric paragraphs as drafted, which consists of (32) Paragraph Supplement (2) Presentation of a group of specialists in educational and psychological sciences, measurement and evaluation to indicate the suitability of paragraphs to measure what is prepared to measure and modify what they deem appropriate and the appropriateness of alternatives. In order to analyze the opinions of the arbitrators, the Kai box was approved for good conformity and percentage and all paragraphs were valid at the value of the Kai box calculated statistically at the level of its indications (0.05) And free degree (1)

Instructions of measurement guiding the target:

The metric instructions serve as a guide to how to answer the paragraphs, so the researcher ensured that the metric instructions were clear. He asked the respondent to be genuine and objective and not to leave any poverty unanswered. The answers are confidential and for scientific research purposes only. There is no need to mention the name with an example of how to answer.

Experience clarity of instructions and paragraphs

In order to test the clarity of the instructions and paragraphs of the scale, the scale applied to the sample consisting of (40) students. After the test procedure, it became clear and understandable in the sample, whether for the paragraphs, alternatives or answer instructions. The time taken to answer the scale varied and the average time taken (7) minutes.

Statistical analysis of metric paragraphs for target orientation objective:

Discriminatory force has been extracted in the discriminatory manner using the two-party groups: -

The researcher extracted the discriminatory force of a target orientation metric by extracting the overall degree of each orientation independently and applied to the same statistical analysis sample in the previous metric.

Internal consistency method

Internal consistency of target-oriented scale paragraphs was verified by:

The subparagraph relates to the overall degree of the indicator of objectives of achievement and the degree of the area to which it belongs. The researcher used the Person Correlation coefficient to extract the correlation between the

degree of each poverty from the paragraphs of the scale and the degree of each area with the other areas of the concept at the level (0.05 and 398) as shown in the table.

Table (4) *Linkages between each paragraph and the factor to which it belongs to the target's orientation measure*

Orientation	Paragraph	Its relationship to the field	Its relation to the total degree	Indication
Mastery goals/ approach	F1	.419**	.367**	Significant
	F2	.557**	.506**	Significant
	F3	.590**	.514**	Significant
	F4	.569**	.367**	Significant
	F5	.585**	.394**	Significant
	F6	.587**	.444**	Significant
	F7	.570**	.489**	Significant
	F8	.496**	.417**	Significant
	F9	.485**	.407**	Significant
	F10	.560**	.493**	Significant
Mastery goals / avoidance	F11	.623**	.493**	Significant
	F12	.672**	.482**	Significant
	F13	.684**	.466**	Significant
	F14	.345**	.264**	Significant
	F15	.564**	.476**	Significant
	F16	.686**	.537**	Significant
	F17	.719**	.506**	Significant
	F18	.401**	.388**	Significant
	F19	.617**	.524**	Significant
	F20	.467**	.258**	Significant
Performance goals / approach	F21	.637**	.537**	Significant
	F22	.577**	.494**	Significant
	F23	.407**	.343**	Significant
	F24	.650**	.543**	Significant
	F25	.617**	.452**	Significant
	F26	.566**	.447**	Significant
	F27	.653**	.480**	Significant
Performance goals / avoidance	F28	.537**	.378**	Significant
	F29	.566**	.407**	Significant
	F30	.612**	.513**	Significant
	F31	.606**	.401**	Significant
	F32	.680**	.550**	Significant

The correlation of the field score with other fields and with the overall degree of the scale:

Table (5) *The relationship of the domain to the field and the field to the total degree of directions*

Orientation	Mastery/approach	Mastery/avoidance	Performance/approach	Performance/avoidance	Achievement Objectives
Mastery /approach	1	.134**	.351**	.120*	.514**
Mastery / avoidance	.134**	1	.375**	.283**	.803**
Approach performance	.351**	.375**	1	.494**	.689**
Avoidance performance	.120**	.283**	.494**	1	.594**
Achievement Objectives	.514**	.803**	.689**	.594**	1

Psychometric characteristics of the scale

Scale Authenticity

The types of truthfulness of the current scale have been verified in the following ways:

Virtua-l honesty

This type of honesty has been achieved by presenting the measure of goal

orientation to a group of arbitrators in the educational, psychological and psychometric sciences Appendix (1) as explained in the validity of the target orientation paragraphs.

Construct validity

The sincerity of the construction was verified by conducting the analysis of the paragraphs through the discriminatory force, and the correlation of the scores of the paragraphs with the total degree of orientation and the degree of orientation with the total degree of orientations to which they belong (internal consistency) as shown in tables (5,4).

Reliability Scale

The researcher followed the following methods to find the coefficient of stability of the scale:

A. Re-test method

This method shows the stability of the results when the test is applied to a sample of individuals more than once over a specified period of time, and the scale was applied and then reapplied to a sample of (60) students, and in the same period of time the stability of the scale as shown in table (6) and this stability is appropriate if compared to the standard set by the literature on psychometrics

Table (6) Coefficient of Stability of Testing and Retesting

Orientation	Re test
Mastery/ approach	0.81
Mastery / avoidance	0.79
Performance/ approach	0.85
Performance/ avoidance	0.82

B. Vacrobach coefficient (internal consistency)

The coefficient of internal consistency was extracted using the Vacroinbach equation as the coefficient of consistency extracted in this way gives us a good estimate of the stability in the most situations and was tested on all the forms of the examiners of the sample of statistical analysis and the number of (400) forms of his form and then the equation of Vacron Bach was used and the coefficient of stability of the alpha of the scale as shown in Table (6) and the scale is internally consistent because this equation reflects the consistency of the paragraphs of the scale internally.

Table (7) Coefficient of Stability of Vacronbach

Orientation	The value of of Vacronbach
Mastery/ approach	0.86
Mastery / avoidance	0.83
Performance/ approach	0.89
Performance/ avoidance	0.85

Statistical indicators of target orientation measure

Scientific literature has shown that one statistical indicator that should be characterized by any measure is the identification of the moderate nature of the

distribution that can be identified by some statistical indicators that show us the nature of the measure as shown in Table 8.

Table (8) *Statistical Indicators for the Measure of Trends of Achievement Goals*

Goals orientation Statistical indicators	Mastery / approach	Mastery / avoidance	Performance/approach	Performance/ avoidance	Total degree
SMA	21.29	24.01	14.12	11.53	70.95
standard error of the mean	.158	.247	.128	.107	.431
Mediator	22.00	24.00	14.00	12.00	71.00
Mode	23	22	14	13	74
Standard deviation	3.167	4.933	2.555	2.147	8.624
Contrast	10.029	24.331	6.529	4.610	74.368
Torsion	-.540	.035	-.497	-.547	-.402
Standard error of torsion	.122	.122	.122	.122	.122
Flattening	.007	-.836	-.218	-.057	.397
The standard error of flattening	.243	.243	.243	.243	.243
Extent	18	21	12	10	52
Minimum degree	10	12	6	5	39
Highest degree	28	33	18	15	91
Total	8514	9604	5649	4613	28380

Description and correction of target orientation measure as finalized

After verifying the psychometric properties of the scale, the final version of the scale was made up of (32) Poverty divided into four areas, the first area includes the orientations of the goals of mastery/approach and consists of (10) paragraphs and in a hypothetical medium (20), the second orientation includes the objectives of mastery/sizes and consists of (11) Poverty and Central Hypothetical (20). The third orientation includes performance/approach objectives and consists of (6) Poverty and a hypothetical medium (20). The fourth orientation includes performance objectives/sizes and consists of (5) poverty and hypothetical medium (20), and three alternatives to estimate responses on the scale paragraphs were (Always apply to me, sometimes, never apply to me) So it's the highest theoretical degree of scale (96) and the lowest possible degree of scale. (32) degree, and the metric's hypothesis as a whole directs target (64) and appendix (2) contains the metric in its final form.

Chapter IV

Identifying the directions of achievement goals among middle school students:

To identify this target, apply a target orientation metric to the adult search sample. (400) Student and student, and the calculation average for the direction of mastery/approach reached (23.04) and standard deviations of (3.278) degrees, while the hypothetical average of the scale was (20) degree, the computational average of the mastery orientation/avoidance reached (24.97) and standard deviations of (5.265) degrees, while the hypothetical average of the scale was (22) Degree, the average arithmetic of performance/approach orientation reached (14.65) and standard deviations of (2.671) degrees, while the hypothetical average of the scale was (12) Degree, the computational average of performance

orientation/avoidance pprreached (11.88) and standard deviations of (2.398) degrees, while the hypothetical average of the scale (10) degrees,

The average calculation of the target's orientation was 70.95 and with standard deviations reached (8.624) and average rejection (64) and in order to identify the significance of the statistical differences between them, the T test was used for one sample (One Sample T Test) and a statistically different D was found between them where the T value calculated at an indicative level (0.05) and degree of freedom (399) in favor of computational averages indicating that the study sample has a good degree of target orientation. Table 9 shows this.

Table (9) *Arithmetic Average, Standard Deviation, Hypothetical Mean and Values (T) for Achievement Goal Orientations*

Target orientation	Freedom degree	SMA	Standard deviation	Hypothetical mean	T value		Indication level
					Calculated	Tabular	
Mastery/ approach		23.04	3.278	20	18.548		
Mastery / avoidance		24.97	5.265	22	11.282		
Performance/ approach	399	14.65	2.671	12	19.841	1.96	Significant
Performance/ avoidance		11.88	2.398	10	15.657		
Targets orientation		70.95	8.624	64	16.118		

According to the table above, the search sample has the highest average orientation of mastery/avoidance where the average calculation has reached (24.97), and the solution is a second mastery/approach orientation and averages computational (23.04), and the solution guides the performance of approach third for having the search sample, where we find its average arithmetic. (14.65) and finally directed performance/avoidance averaging 11.88) while averaging the overall score for goal directions (70.95).

These results may be interpreted according to a target-oriented theory of the Nitrich ((Pintrich, 2006), which was adopted by the researcher that middle school students had tendencies towards different goals. The tendencies of the goals of mastery/avoidance were the highest, because the majority of students sought not to hesitate in understanding, mental fatigue or forgetting and not to allow negative possibilities such as inability to learn skill or be incompetent. They also tended to apply the criteria required by the task, they draw attention to the mastery of the task and therefore their endeavour and perseverance in studying to avoid failure or misunderstanding in learning the content of the study, (Pintrich & Schunk, 2010:102). The results of the current research are also consistent with the results of the Rashwan, 2005, Zaghoul, 2006, Salimon, 2014, Rashwan, 2005, Rashwan, 2005 and Rashwan, 2005, as well as the 2006, Mecce et el and Wolters and 2007 studies.

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