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Effect of student's age and interest on academic goal orientation of the undergraduate students

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Abstract
The purpose of the study was to investigate the student's age and interest on Academic Goal Orientation of the undergraduate students of College of Home Science. The purposive sampling method was used for selection of the sample. Data was collected through '5 point rated Academic Goal Orientation scale' developed by (Was, C. 2006) to measure four types of Academic Goal Orientations i.e., (mastery, performance approach, performance avoidant, and work avoidant) of the students. The statistical method used in the study was Pearson's r correlation. The SPSS analysis package was used for data analysis. Results indicated that significant relationship was found between student's age ($p<0.01$) and interest ($p<0.05$) on Academic Goal Orientation of the students. These findings suggested that students should be oriented towards mastery orientation which helps the quality of learning and also enhance the student performance.

Keywords: Academic goal orientation, undergraduate students, college of home science, age and interest

Introduction
Academic goal orientation is to engage the students in tasks in order to attain their academic success. Some of the students seem to be active and more motivated towards learning, while others were less motivated and have low achievement levels. These goal orientations were considered as very important factors in educational system to motivate and engage student to steer up them towards academic achievement. Home Science is not only the science of home it also includes all things that concern a person, family members, community concerns, humanistic values and resources. Home Science education helps to improve the person's standard of living. It educates the students to manage resources effectively combined with the scientific understanding. To channelize the students towards mastering their skills there is a need to measure the students' academic goal orientations i.e. mastery approach, mastery avoidance, performance approach, performance avoidance and work avoidance. There is also need to examine the relationship between student's age, interest and Academic Goal Orientation.

Operational definitions
Goal: A goal is what the individual is consciously trying to do (Lunenburg, F.C. 2011)

Goal orientation
Achievement goal orientation has been described as the set of purposes or reasons students may adopt for performing an academic task. - (Dweck, 1986; Pintrich, 2000) [3, 14].
Goal orientation is the degree to which a person or organization focuses on tasks and the end results of those tasks. - Tyler Lacoma Goal orientation is a disposition toward developing or demonstrating ability in achievement situation. - (Dweck, 1986) [3].

Academic goal orientation
Actions are given meaning, direction, and purpose by the goals that individuals seek out, and that the quality and intensity of behavior will change as these goals change" (Covington, V. M. 2000)

Mastery orientation
"Students with mastery goal orientation focus on learning the material and mastering the tasks at hand. When oriented toward mastery or learning goals, students see achievement (success) as learning something new or mastering the task at hand". (Was 2006) [16].

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Performance Approach orientation
Performance goals are based on measuring competence in comparison to others. (Was 2006) [16]

Performance avoidant orientation
It is grounded in one viewing themselves as lacking ability and therefore wishing to avoid public demonstrations of achievement that would confirm their lack of ability (Was 2006.) [16].

Work avoidant orientation
In which failure is avoided without hard work and achievement is viewed as completing the task with as little as efforts as possible. (Was, C. 2006) [16].

Background
Goals are targets where a person strives to achieve. Motivational process can be an important strategy towards achievement in education system; this process is represented as goal orientation. Most of students need motivation whether it is extrinsic or intrinsic motivation because it helps them to put their individual efforts to reach the goals.

There are several studies conducted to measure the student goal orientations and about academic achievement.

The main contributors to goal orientation theory are such as Dweck (1986) [3], Nicholls (1984) [13] and Ames (1992) [2] they tried to explain about the goal structure of a person which affects achievement. Goal Orientation theorists have viewed it in different ways. Fore mostly Dweck (1986) [3] and Nicholls (1984) [13] postulated two types of goal orientations which include learning orientation and performance orientation. Students with (a) learning goals, in which individuals seek to increase their competence, to understand or master something new, and if students with (b) performance goals, in which individuals seek to gain favorable judgments of their competence or avoid negative judgments of their competence.

Elliot and colleagues (Elliot and Harackeiwicz (1996) [4] Elliot and Church (1997) [6] and Elliot (1999) [8] proposed trichotomous model of goal orientation theory were identified; (a) mastery goal focused on the development of competences and task mastery (b) Performance approach goal oriented toward the attainment of positive judgments of competence, and (c) Performance avoidance goal focused avoiding negative judgments of competence.

Elliot and McGregor (2001) [7] developed four factor models by adding avoidance to mastery/performance orientation which consists of Mastery approach orientation, Mastery avoidance orientation, Performance approach orientation, and Performance avoidance orientation.

Momanyi et al. (2015) [12] conducted a study on "Effect of Students' Age on Academic Motivation and Academic Performance among High School Students in Kenya". A sample of 489 students selected for this study and data collected using a students' questionnaire and the academic performance scores were obtained from the school records of the previous year. The results revealed that student's age had significant effect on student's academic performance, but there was no significant effect on the academic motivation.

Poondej and Lerdpornkulrat (2016) [15] investigated the relationship between students' motivational goal orientation, their perceptions of the general education classroom learning environment and deep approaches to learning strategies. Results showed positive associations between the 'mastery-approach goal' and the level of taking deep approaches to learning. Students who endorse a mastery goal (the purpose was to improve their competence, acquire new knowledge or skills) were found to engage in deeper learning strategies.

Gafoor and Kurukkan (2015) [9] conducted a study on development of academic goal orientation inventory for identifying four goal orientations in adolescent students and the data were collected from 832 higher secondary school students of Kerala. They found that students with mastery orientation retain their motivation till end of the learning, those with performance approach fall short in learning and with avoidance orientation showed minimal enthusiasm even at the initial phase of learning.

Materials and Methods
The purposive sampling procedure was followed for this study. The samples for this study were purposively selected from the undergraduates in College of Home Science, PJTSAU. The data was collected with the help of (Was, C. 2006) [16] standardized Academic Goal Orientation scale (AGO). The questionnaire consisting of 33 statements based on a 5-point Likert Scale ranging from (1) Strongly agree; (2) Agree; (3) Undecided; (4)Disagree; (5) Strongly disagree measuring different goal orientations. The main aim of this paper is to investigate the student's age and interest on academic performance of undergraduate students.

Results and Discussion

Table 1: General profile of the respondents N=162

Personal Profile	UG	
	Frequency	Percentages
Age		
17-19 years	87	53.7
20-22 years	72	44.4
23 year and above	03	1.9
Interest		
Listening music	98	60.4
Travelling and exploring new places	108	66.7
Writing diary	37	22.8
Watching cartoons	80	49.4
Enjoy thinking up or seeking new solution	42	25.9
Reading novels/ autobiographies/ story books	89	59.4
Learning new things	50	30.8
Indulging in adventurous sports	57	35.2
Taking calculated risks	57	35.2
Reading / Writing poems	36	22.2

From the above table 3.1 it is seen that majority of the undergraduate students (53.7%) fall under the age group between 17-19 years followed by (44.4%) students were in age group between 20-23 years. Only (1.9%) students were in age group between 23 years and above. So, it can be said that more or less it was a homogenous group.

Looking into the interests of the students it revealed that majority of the students (66.7%) were interested in travelling and exploring new places and listening music (60.4%). Nearly half of the students were interested in reading novels or autobiography or story books (59.4%) and some of them were watching cartoons (49.4%). Some of the students were interested in both (35.2%) indulging adventures sports and (35.2%) taking calculated risks followed by (30.8%) learning new things. Only few of students were interested in activities such as (25.9%) enjoying things and seeking new solutions,

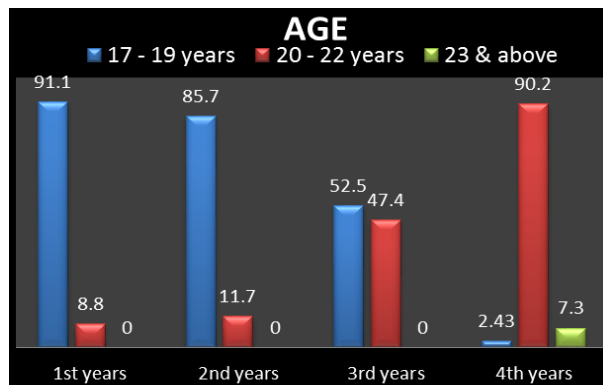(22.2%) reading or writing poems and writing dairy (22.8%).

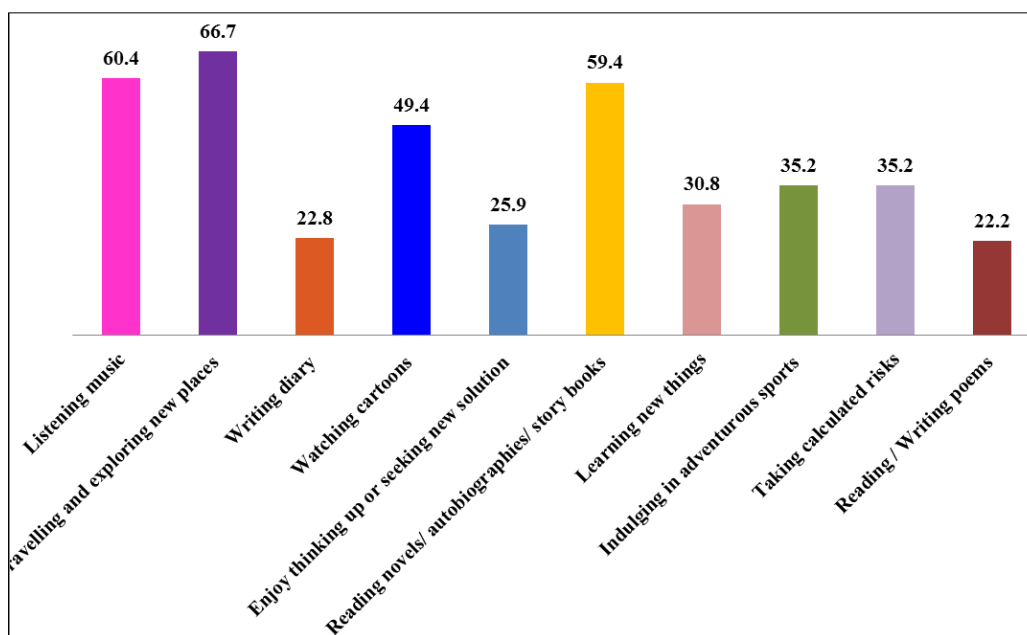**Fig 1:** Distribution of student's Age n=162

Fig 2: Distribution of student's Interest n=162

Table 2: Correlation between Age and Interest on Academic Goal Orientation

S. No.	Personal profile variables	Academic Goal Orientation (AGO) - (r value)
1.	Age	.353**
2.	Interests	.168*

**significant at 0.01% level of significant *significant at 0.05% level of significant

From the table, it indicated the correlation between student's age and interest on academic goal orientation of undergraduate students. It can be seen that there was a significant relationship between students' age and academic goal orientation as dependent variable at 1% level ($p<0.01$) and 5% level ($p<0.05$) for interest.

It can be explained from the results that as age increases their academic goal orientation also increases. The theory which emerged to explain age variable relation to academic goal orientation was given by Akin (2012) which stated that younger students had tendency to adopt more performance-avoidance goal orientations and less learning-avoidance goal orientations while older student students had tendency to adopt more learning-approach goal orientations and less performance-avoidance goal orientations. This means that as

the student age progresses, the learning goal orientation also increases.

An inference can be drawn from the above table that there was a significant association between interest and Academic Goal Orientation. Moreover, interest had a positive significant relationship with Academic Goal Orientation at 5% level ($p<0.05$). Similar results were observed with the study of Harackiewicz *et al.* (2008) [10] clearly stated interest promotes the adoption of mastery goals and mastery goals promote the development of interest. This indicated that, if the interest was more in the students then they have academically high goal orientation.

Conclusion

This study investigated the student profile such as age and interest and whether they are correlated with academic goal orientation (AGO). The findings of the study showed that age and interest had significant on T study investigated the student profile such as age and interest and whether they are correlated with academic goal orientation (AGO). The findings of the study showed that age and interest had significant on academic goal orientation. It explained that as age increases their academic goal orientation also increases and interest helps to adopt the mastery orientation behaviour

among the students. It is necessary to influence and motivate the students to enhance their learning, changing their behavior, mastering their life skills and also bringing an insight within themselves to excel in their studies. This study recommends using this type of methods in educational institutes, organizations and colleges to motivate and improve the quality of education.

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