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A Study on the Impact of Academic Self-efficacy and Academic Help-seeking Behaviour on Goal Orientation of Secondary School Students

Dr.GunjanNasa*

Prof. Hemant Lata Sharma**

Abstract

The purpose of this study was to investigate the impact of academic self-efficacy, academic help-seeking behaviour on goal orientation (mastery goal orientation and performance goal orientation). A random sample of 600 students from secondary schools of Faridabad district had been divided equally on the basis gender, locale and type of school. Descriptive survey method was used by adapting Goal Orientation questionnaire (Elliot and McGregor, 2001), Academic self-efficacy scale (Muris 2001) and Academic Help-seeking scale from Self-stigma of academic help seeking adapted by Winograd 2014. The findings of the study showed that academic self-efficacy and academic help-seeking behaviour had significant impact on mastery and performance goal orientations. The practical implications and future directions of the study are discussed.

Keywords: Goal Orientation, Academic Self-efficacy and Academic Help-seeking Behaviour

*Assistant Professor, Advanced Institute of Education, Palwal

**Department of Education, M.D. University, Rohtak

Introduction

Self-regulated learning is "a process in which individuals takes the inventiveness, with or without the help of others, in recognizing their learning needs, formulating goals, identifying human and material resources, selecting and executing appropriate learning strategies and evaluating learning outcomes" (Knowls 1975). It emerges mostly through students' self-generated thoughts, feelings, behaviours and strategies that are oriented towards attaining goals (Schunk and Zimmerman, 1998) and includes cognitive processes such as attention to instruction, processing and integration of knowledge, information, rehearsal and self-efficacy (Schunk, 1988). "Self-regulatory behaviours include goal setting, environment structuring, time management, help-seeking, self-evaluation, self-efficacy and metacognition. They are all equally important behaviours on the achievement and performance of learners".

Goal orientation is an important component of self-regulatory learning. It is a psychological drive that compels or reinforces an action toward a desired goal. Goals provide students with a direction and a purpose to engage in an activity (Pintrich & Schunk, 1996). The concept of goal orientation, developed to describe variability in dispositional or situational goal preferences that an individual implicitly sets for him/herself in achievement situations, assists in providing a motivational framework for how individuals perceive, interpret and judge reaction to achievement situations. Psychologists have identified two broad classes underlying goals that individuals pursue in achievement settings (a) **a mastery goal orientation** to develop competence by acquiring new skills and mastering new situations; and (b) **a performance goal orientation** to demonstrate and validate the adequacy of one's competence by seeking favourable judgments and avoiding negative judgments about one's competence.

Academic self-efficacy is gaining augmented credence as a determinant of goal orientation. During the past two decades, self-efficacy has come out as a highly effective interpreter of students' motivation and learning. Self-efficacy beliefs have been found to be sensitive to slight changes in students' performance context, to interact with self-regulated learning processes, and to mediate students' academic achievement. Academic self-efficacy is found to be significantly associated with students' learning, cognitive engagement, analytical thinking, academic commitment, strategy use, persistence, susceptibility to negative emotions and achievement (Linenbrink and Pintrich, 2003).

Help-seeking is a term usually refers to the behaviour of actively seeking help from other people to obtain help in terms of understanding, guidance, information, management and

general support to solve a problem. Help-seeking is a form of coping that mainly depends on other people and often based on social relationships and interpersonal skills among the individuals. Mastery goals give encouragement to the individuals for increasing their competence or help in achieving task mastery. Performance-approach goals give emphasis on demonstrating students' ability related to others or directs them in proving their self-worth.

Academic Self-Efficacy and Goal Orientation

Past research suggests that goal orientation may impact learning by means of its influence on self-efficacy. The potential association between goal orientation and self-efficacy can be understood by examining the conjectural sources of self-efficacy i.e. mastery, vicarious experience, verbal persuasion and physiological states (Bandura, 1997). Individuals have had more mastery experiences who usually approach tasks through the lens of a mastery goal because they persevere more in challenging activities, and when experiencing failure, they would be improbable to view it as an indication of lack of ability. For individuals with performance goals, any kind of failure is seen as an indication of having low ability which leads to more failure-related to anxiety than for those who are more likely to hold mastery goals and take failure as a natural part of learning. Students who are permissible to adopt their own goal experiences, have increased level of self-efficacy as they observe their progress and note the skills being gained.

Help-Seeking and Goal Orientation

Whether students are willing to seek help depends on motivational factors such as their interests in the subject material, their scholastic goal orientation, and their self-perception of aptitudes. A student's academic goals determine his or her orientation toward achievement. Students with a more intrinsic orientation tend to focus on learning and understanding; they are interested in their work and in mastery. In contrast, students with more extrinsic orientation tend to focus on performance and on showing their abilities. When both classroom and personal goals put emphasis on learning and mounting competence, students are more likely to seek help adaptively. In a classroom in which teachers contribute with the children his time, energy and nurturance, it is the liability of the students to be considerate, effortful, self-expressive and concerned with learning.

Mastery goals give encouragement to the individuals for increasing their competence or help in achieving task mastery. Performance-approach goals give emphasis on demonstrating students' ability related to others or directs them in proving their self-worth.

In terms of help-seeking, it emerges that the avoidance aspect of performance goal orientation may cause more damage to learning.

Objectives of the Study

1. To predict the mastery approach goal orientation on the basis of academic self-efficacy and demographic variables of secondary school students.
2. To predict the performance approach goal orientation on the basis of academic self-efficacy and demographic variables of secondary school students.
3. To predict the mastery approach goal orientation on the basis of academic help-seeking behaviour and demographic variables of secondary school students.
4. To predict the performance approach goal orientation on the basis of academic help-seeking behaviourand demographic variables of secondary school students.

Hypotheses of the Study

1. There exists no significant impact of academic self-efficacy and demographic variables on Mastery goal orientation approach of secondary school students.
2. There exists no significant impact ofacademic self-efficacy and demographic variables on Performance goal orientationapproach of secondary school students.
3. There exists no significant impact of academic help-seeking behaviour and demographic variables on Mastery goal orientation approach of secondary school students.
4. There exists no significant impact of academic help-seeking behaviour and demographic variables on Performance goal orientation approach of secondary school students.

Methodology

Participants

The simple random sampling technique was used to select the sample from the population. Sample of the study formed from the district Faridabad. Out of the list 16 secondary schools (08 from rural and 08 from urban) were selected purposively and 600 students were taken randomly in the present study. The total sample of 600 has been divided equally on the basis of gender, locale and type of school.

Instrumentation

Three instruments were used in the current study. The first instrument was Academic Self Efficacy scale developed by Muris 2001 consisting of 10 items rated on a five-point likert-type scale ranging from 1 (Not at all) to 5 (Very well). The second instrument was academic help-seeking behaviour consisting of 7 items rated on a five-point likert- type scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The third questionnaire

was Goal Orientation Questionnaire of Elliot and McGregor (2001) comprises 12 items and all items were scored ranging from 1(Not True) to 5 (Extremely True).

Procedure

The research instruments were administered on the subjects personally by the researcher herself. The respondents were informed that the information given by them would be kept confidential and would be used for research purpose only. They were asked to follow the instructions given on each questionnaire. They took about 30 minutes to fill the questionnaires.

Results

In order to find out the impact of dependent variable i.e. goal orientation (mastery and performance) on independent variable i.e. Academic self-efficacy, Academic Help-seeking behaviour and demographic variables, stepwise method of regression was used. The stepwise method adds predictor variables to the regression that best correlate with the dependent variable and exclude predictor variable that least correlate. In this way, a regression equation using only the predictor variables that make a significant contribution to the prediction is generated

Table1: Regression Model for studying the impact of Academic Self-Efficacy and Demographic Variables on Mastery Goal Orientation

Model	R	R^2	Adjusted R^2	Std Error	D-W
1	.600a	.361	.360	3.91500	
2	.609b	.371	.369	3.88615	1.232

a. Predictors: (constant), Locality

b. Predictors: (constant), Locality, ASE

c. Dependent variable: Mastery Goal Orientation

From the Table 1, it can be analyzed that locality is the determinant factor which has a significant impact on the variation in overall mastery goal orientation scores. In the table, the Durbin-Watson value is **1.232** which lies in the acceptable limit showing independence of errors in the model.

Table 2: ANOVA Summary of Regression Model for Predicting Total Mastery Goal Orientation on the basis of Academic Self-Efficacy and Demographic variables

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5168.535	1	5168.535	337.213	.000[a]
Residual	9165.663	598	15.327		
Total	14334.198	599			

Regression	5318.225	2	2659.113	176.075	.000[b]
Residual	9015.973	597	15.102		
Total	14334.198	599			

a. Predictors: (Constant), Locality

b. Predictors: (Constant), Locality, ASE

c. Dependent Variable: Mastery Goal Orientation

From the ANOVA table, it can be analyzed that F-values for all the three models are significant(F=337.213, 176.075, p=.000) which states that variance in the dependent variable (MGO) due to independent variable (Gender, Type Locale and ASE) is not due to chance factor but it really exists. Hence from this we can say that there exists a significant relationship between gender, type, locale, ASE and MGO

Table 3: Coefficients Summary for Predicting Total MGO on the basis of Academic self-efficacy and Demographic variables

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	5.543	.505	.600	10.968	.000		
	Locality	5.870	.320		18.363	.000	1.000	1.000
2	(Constant)	3.893	.726		5.366	.000		
	Locality	5.894	.317	.603	18.571	.000	.999	1.001
	ASE	.078	.025	.102	3.148	.002	.999	1.001

Dependent Variable: Mastery Goal Orientation

From this table, it can be analyzed that in mastery goal orientation, locality comes out be major contributor and is being followed by academic self-efficacy.

Table 4: Regression Model for studying the impact of Performance Goal Orientation and its approaches on Academic Self-Efficacy

Model	R	R^2	Adjusted R^2	Std Error	D-W
1	.504a	.254	.253	3.50008	1.227
2	.539b	.291	.288	3.41649	
3	.544c	.296	.292	3.40729	

a. Predictors: (constant), Locality

b. Predictors: (constant), Locality, ASE

c. Predictors: (constant), Locality, ASE, Type

d. Dependent variable: Performance Goal Orientation

From the table, it can be analyzed that locality is the determinant factor which has a significant impact on the variation in overall performance goal orientation scores. In the

table, the Durbin-Watson value is **1.227** which lies in the acceptable limit showing independence of errors in the model.

Table 5: ANOVA Summary of Regression Model for Predicting Total Performance Goal Orientation on the basis of Academic Self-Efficacy and Demographic variables

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2496.960	1	2496.960	203.824	.000[a]
Residual	7325.833	598	12.251		
Total	9822.793	599			
Regression	2854.350	2	1427.175	122.269	.000[b]
Residual	6968.443	597	11.672		
Total	9822.793	599			
Regression	2903.449	3	967.816	83.363	.000[c]
Residual	6919.345	596	11.610		
Total	9822.793	599			

a. Predictors: (Constant), Locality

b. Predictors: (Constant), Locality, ASE

c. Predictors: (constant), Locality, ASE, Type

d. Dependent Variable: Performance Goal Orientation

From the ANOVA table, it can be analyzed that F-values for all the three models are significant(F= 203.824, 122.269, 83.363 p=.000) which states that variance in the dependent variable (PGO) due to independent variable (Gender, Type, Locale and ASE) is not due to chance factor but it really exists. Hence from this we can say that there exists a significant relationship between Gender, Type, Locale and PGO.

TABLE 4.21: Coefficients Summary for Predicting Total Performance Goal Orientation on the basis of Academic Self-Efficacy and Demographic variables

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	8.183	.452	.504	18.110	.000		
	Locality	4.080	.286		14.277	.000	1.000	1.000
2	(Constant)	5.634	.638		8.833	.000		
	Locality	4.118	.279	.509	14.756	.000	.999	1.001
	ASE	.120	.022	.191	5.533	.002	.999	1.001
3	(Constant)	4.756	.766		6.208	.000		
	Locality	4.118	.278	.509	14.797	.000	.999	1.001
	ASE	.121	.022	.192	5.590	.000	.999	1.001
	Type	.572	.278	.071	2.056	.040	1.000	1.000

Dependent Variable: Performance Goal Orientation

From this table it can be analyzed that in performance goal orientation, locality comes out be major contributor and is being followed by type of school and academic self-efficacy.

Table 6: Regression Model for studying the impact of Mastery Goal Orientation and its approaches on Academic Help-seeking Behaviour

Model	R	R^2	Adjusted R^2	Std Error	D-W
1	.600a	.361	.360	3.91500	
2	.611b	.374	.372	3.87751	1.238

a. Predictors: (constant), Locality

b. Predictors: (constant), Locality, AHS

c. Dependent variable: Mastery Goal Orientation

From the table, it can be analyzed that locality is the determinant factor which has a significant impact on the variation in overall mastery goal orientation scores. In the table, the Durbin-Watson value is **1.238** which lies in the acceptable limit showing independence of errors in the model.

Table 7: ANOVA Summary of Regression Model for Predicting Total Mastery Goal Orientation on the basis of Academic Help-seeking behaviour and Demographic variables

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	5168.535	1	5168.535	337.213	.000[a]
Residual	9165.663	598	15.327		
Total	14334.198	599			
Regression	5358.251	2	2679.126	178.192	.000[b]
Residual	8975.947	597	15.035		
Total	14334.198	599			

a. Predictors: (Constant), Locality

b. Predictors: (Constant), Locality, AHS

c. Dependent Variable: Mastery Goal Orientation

From the ANOVA table, it can be analyzed that F-values for all the three models are significant(F= 337.213, 178.192, p=.000) which states that variance in the dependent variable (MGO) due to independent variable (Gender, Type, Locale and AHS) is not due to chance factor but it really exists. Hence from this we can say that there exists a significant relationship between Gender, Type, Locale and MGO.

TABLE 8: Coefficients Summary for Predicting Total Mastery Goal Orientation on the basis of Academic Help-seeking behaviour and Demographic variables

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	5.543	.505	.600	10.968	.000		
	Locality	5.870	.320		18.363	.000	1.000	1.000
2	(Constant)	3.536	.755		4.685	.000		
	Locality	5.924	.317	.606	18.690	.000	.998	1.002
	AHS	.135	.038	.115	3.552	.000	.998	1.002

Dependent Variable: Mastery Goal Orientation

From this table it can be analyzed that in mastery goal orientation, locality comes out be major contributor and is being followed by academic help-seeking behaviour.

Table 9: Regression Model for studying the impact of Performance Goal Orientation and its approaches on Academic Help-seeking Behaviour

Model	R	R^2	Adjusted R^2	Std Error	D-W
1	.504a	.254	.253	3.50008	1.151

a. Predictors: (constant), Locality

b. Dependent variable: Performance Goal Orientation

From the table, it can be analyzed that locality is the determinant factor which has a significant impact on the variation in overall mastery goal orientation scores. In the table, the Durbin-Watson value is **1.151** which lies in the acceptable limit showing independence of errors in the model.

Table 10: ANOVA Summary of Regression Model for Predicting Total Performance Goal Orientation on the basis of Academic Help-seeking behaviour and Demographic variables

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2496.960	1	2496.960	203.824	.000[a]
Residual	7325.833	598	12.251		
Total	9822.793	599			

a. Predictors: (Constant), Locality

b. Dependent Variable: Performance Goal Orientation

From the ANOVA table, it is analyzed that F-values for all the three models are significant(F= 203.824, p=.000) which states that variance in the dependent variable (PGO) due to independent variable (Gender, Type, Locale and AHS) is not due to chance

factor but it really exists. Hence from this we can say that there exists a significant relationship between Gender, Type, Locale and PGO.

Table 11: Coefficients Summary for Predicting Total Performance Goal Orientation on the basis of Academic Help-seeking behaviour and Demographic variables

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	8.183	.452	.504	18.110	.000		
	Locality	4.080	.286		14.277	.000	1.000	1.000

Dependent Variable: Performance Goal Orientation

From this table it can be analyzed that in performance goal orientation, locality comes out be major contributor.

Discussion

The results of the study revealed that Locality caused 36% of variance on mastery goal orientation on the basis of academic self-efficacy and academic help-seeking behaviour. Whereas academic self-efficacy contributed to 36.9% on mastery goal orientation and academic help-seeking behaviour jointly contributed to 37.2% of variance on mastery goal orientation. Again, Locality alone caused 25.3% variance on performance goal orientation. Further, academic self-efficacy and locality contributed to 28.8% and academic self-efficacy, locality and type of school jointly contributed to 29.2% of variance on performance goal orientation. These findings suggest that locality, academic self-efficacy and academic help-seeking behaviour have an important role in predicting goal orientation. A positively self-efficient individual is more prone towards his goals and attains mastery to the level of perfection whereas negatively efficient person always tries to run away from his goals and achievements. Further, individual with positive feeling of seeking help attains mastery and perfection in his task where individual with negativity feels hesitation in seeking help which push him back and stop him achieving his goals.

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