



Mastery and Performance Goal Orientations Amongst Koch Adolescents of Meghalaya

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Abstract

The tribal student community of the Koch community of Meghalaya, India is still in nascent developing stage towards attaining the desired level of maturity in educational standard. Since majority of the Koch population are concentrated in interior regions of Garo Hills of Meghalaya, multiple returns are not in their favor. Besides being of minority culture, these secondary school students face innumerable stresses and storms of educational and territorial backwardness. These demotivates the Koch adolescents in development of competitive spirit and goal orientation. However, through the lens of international perspective, the identification of Koch Adolescents' Goal Orientation is imperative the global sustainable development.

Index Terms: Koch, adolescents, goal orientations, culture.

INTRODUCTION

Cultures as systems of ideas, interactions, institutions, guide the actions of individuals, while motivation is theorized as that which moves people to action and reach their goals. Motivation as "an internal state that arouses, directs, and maintains behavior" (Woolfolk Hoy & Hoy, 2006) directs learning, mastery or performance of the people. Motivation is shaped by the multiple intersecting cultures, those of national origin but also those of gender, race, ethnicity, class, religion, workplace, sexual orientation, etc. that people engage each day and across their lives (Markus, 2016). In recent years, the topic of influence of culture on motivation has been receiving special attention by education researchers (Farideh Chi-yue & Lai, 2001) and it revealed that members of different cultures are attracted to different goals. The present study identified the adolescents of Koch Community of Garo Hills, Meghalaya and their Mastery Goal Orientation and Performance Goal Orientation.

II. THE KOCH COMMUNITY OF GARO HILLS

The Koches of Garo Hills, Meghalaya are one of the oldest inhabitants of the district originated from Mongloid having a language Tibeto-Burman (Grierson, 1984). As backwardness of tribal community is one major concern of the present society (Behera & Samal, 2015) the Koch community of Garo Hills is not exceptional to this concept. As per the national concern on academic progress, they seem to be more backward and behind than expected (GOI, 2011). Besides, as the community falls under the category of 'tribes' and so declared as 'Scheduled Tribe' according to the constitutional provision Article 342, by the President of India in 1987, the people follow the old and traditional pattern of life, belief in supernaturalism, practices prejudices, pursue the subsistence economy and live in hilly and remote villages which are all the characteristics of a tribal people.

III. SOCIAL CUSTOM AND TRADITION OF THE KOCHES

The Koches have seven endogamous groups (Koch, 1984). Under the endogamous group, there are small exogamous group or sept called Nikini or jat. They cannot marry from within the sept from their mother's side. They have many duties and responsibilities to perform in the society. They bear the responsibilities to look after the welfare of the distressed members of the clan people such as the orphans, widowers, old and infirm people and the minors. The clan women are also required to make Chika Sora when anyone of their clan dies. They have a kind of clan friendship called Saru-Juku. The Saru juku is a sponsored relationship and from the day a clan becomes a saru-juku of another are treated as the members of the same clan as if they descended from the same ancestors. Their relationship is made by exchange of hind legs of a pig at the time of a Saru-juku making ceremony. Nokmaship (head of the land) also prevails among the Koch society. At present there are 8(eight) Koch Akhing Nokma in GaroHills. They have their own customary laws. As a headman of the village, the Gaonbura is empowered to maintain social rule and regulation. He settles disputes, conflicts, quarrels, or any incidents occurred in the village. According to the degree of offences, corporal punishment and fines are imposed to the offenders. The Koches of Garo Hills are matriarchal, and the daughter usually inherits the land property as per custom of the society. In case of no daughter, property goes to the relatives of mother. Property inherits from grandmother to mother and not to the son rather it goes to her mother's sister. There is custom that groom goes to the bride's house and both the traditional system prevailed. Marriage within the same clan is prohibited. Clan of the father's side has no restriction. Woman has a good position and honored by the society because they look after the household affairs. Nowadays, the society has considerably changed regarding the inheritance of property. Both son and daughter get share of the property which depends on the guardian or parents. The Koch womenfolk naturally becomes good weaver. They weave their own cloth i.e. traditional dress in the local handloom which is called Kami-takni or Bana. The traditional dress of Koch woman is comprised of three pieces of cloth worn in three parts of the body. They put on lufun or patek on the waist, kambang on the breast and paga on the head. They are proud of wearing traditional dress and ornaments. The name of ornaments is nakar kareya, benta, karangful, matukuri, chandrahah, sangkung, katabaju, lokbok and hachuli. The male folk wear turban, viza sokok (churiya) and shirt. They enjoy the rural life observing all the traditional puja or festival, marriage ceremony with drinking chokot (liquor) and then dance and sing their traditional song in Koch language. They are very simple, honest and open. However, the desire to know about the mastery and performance goal orientation of the adolescents of this community paved the way to this study.

IV. GOAL ORIENTATION

In the past decade, goal orientation has emerged as the predominant conceptualization of achievement motivation (Dweck & Leggett, 1988) underlying goals that individuals pursue in achievement settings; they initially identified two goal orientations: a learning goal orientation to develop competence by acquiring new skills and mastering new situations, and a performance goal orientation to gain positive judgments and avoid negative judgments about one's competence. They establish two types of goals: academic and social goals.

- A. **Academic Goal:** Academic goals refer to motives of an academic nature that students use for guiding their classroom behavior. As such, these goals can encourage the student to pursue different objectives in the academic or school situations and they are:
- i. **Learning, Mastery, Task or Task involved Goals:** These are referred to variously as task goals or mastery goals.
 - ii. **Performance Goals:** These are called ability-focused goals.
 - iii. **Ego-involved goals:** These refer to ideas, judgments, and perceptions of ability from a normative and comparative reference with respect to others.
- B. **Social Goals:** These goals refer to reasons that students may have for behaving in an academic situation to meet social ends such as gaining others' acceptance.

V. STATEMENT OF THE PROBLEM

The student communities of the Koch tribe are still in nascent developing stage towards attaining the desired level of maturity in educational standard like other neighboring tribes of Meghalaya such as the Garos and Khasis. Since majority of the Koch population are concentrated in interior regions of Garo Hills of Meghalaya, there is no modern facilities and advantages like regular supply of electricity, pucca approach roads, adequate schooling infrastructure etc. in their favor. These negatively affect the rural Koch students in development of competitive spirit to get good quality education, besides being a minority. However, in recent time, the literacy rate has improved (GOI, 2011). There is no doubt that the urge to excel in studies and life in general is much spirited among the Koch students than the earlier years and decades, factors like lack of cognitive and affective responses to knowledge growth and development, indistinct need achievement, fragile

goal orientation and undirected domestic guidance adversely affect them bitterly which drives them into a crossroad, not knowing what to do. The students studying in the secondary schools faces innumerable stresses and storms as “adolescents”. This adds fuel to the fire to their “backwardness”. However, identification of their Goal Orientation is imperative to open new horizons for the people of the Koch community of Garo Hills in Meghalaya as a whole.

VI. OPERATIONAL DEFINITION

Goal Orientation:

A tendency to develop or demonstrate ability in achievement including mastery and performance goal. Mastery goal orientations being focus of learning, mastering the task, developing skills, improving competencies and task accomplishment. Performance goal orientations are demonstrating competence or ability and how ability will be judged in relation to others.

Koch Community:

The Koch tribal community of Garo Hills as declared as ‘Scheduled Tribe’ according to the constitutional provision Article 342, by the President of India in 1987 (Koch, 1984).

VII. OBJECTIVES OF THE STUDY

1. To study the Mastery Goal Orientation (MGO) and Performance Goal Orientation (PGO) of the Koch Adolescents
2. To study the Dimensions of Goal Orientation (GO) of the Koch Adolescents
3. To study the Goal Orientation of the Koch Adolescents across culture, class, and gender

VIII. DELIMITATION

The study was delimited to:

- 1) Secondary schools affiliated to Meghalaya Board of School Education (MBOSE),
- 2) Secondary schools situated in Garo Hills with Classes IX and X,
- 3) Koch Adolescent students of Class IX and X.

IX. METHODOLOGY

a) Sample and its Selection

The population is also the sample of the study. It includes all Class IX and X students belonging to Koch Community and studying in the secondary schools of Garo Hills. They are all registered for the Secondary School Leaving Certificate (SSLC) examination under Meghalaya Board of School Education (MBOSE). The population and sample of the study is shown below.

Table 1.1: Showing the Population and Sample of the study

Districts	No of Secondary schools	No of students belonging to Koch community				Total
		Class IX		Class X		
		Male	Female	Male	Female	
West Garo Hills	52	110	113	113	105	441
East Garo Hills	2	2			1	3
South Garo Hills	2		2	2	2	6
Southwest Garo Hills	16	85	46	69	76	276
North Garo Hills	1	1		1		2
	73	198	161	185	184	728

Source: Meghalaya Board of School Education Tura (2019)

b) Description of the Tool

The tool used for the study is describe as under.

Goal Orientation Scale

Goal Orientation Scale (GOS) as developed by (Srekala, 2013) designates two types of Goal Orientation, i.e Mastery Goal Orientation (MGO) and Performance Goal Orientation (PGO). MGO consists of six components as Focus on Learning, Mastery of the Task, Developing Skills, Improving Competency and Task Accomplishment and Gaining Insight. PGO consists of Extrinsic Goal, Relative Ability and Work Avoidance.

Reliability

The reliability of the scale was assessed by split-half method and the correlation between the two sets of scores is done separately for Mastery and Performance orientations. The coefficient of reliability for Mastery Goal Orientation was found to be 0.868 and that for Performance Goal Orientation 0.832 and is reliable to measure Goal orientation of secondary school students in terms of their Mastery Goal orientation and Performance Goal orientation.

Validity

As each item has been evaluated by several experts on the basis which the items in the scale were selected, the scale possesses a very high level of content validity.

Scoring

The scale is in the form of a self-report instrument that asks student to rate, on a Likert type scale (from 5 to 1), how much they agree or disagree with a particular description. A score of 5,4,3,2 and 1 is assigned to strongly agree (SA), agree (A), undecided (UD), disagree (DA) and strongly disagree (SDA), respectively. Sum of the scores of the relevant items, is the total score on the scale separately for Mastery Goal Orientation (MGO) and Performance Goal Orientation (PGO). This scale is used for students in the age group of 06 to 18 years.

c) Data Collection Procedure & Statistical Techniques

Adolescent Secondary School Students from the Koch Community of Garo Hills were identified from the registry of the Meghalaya Board of School Education (MBOSE). The Goal Orientation Scale (GOS) was administered after a permission from the school authority. The data processed through the above scoring procedure were compiled and transcribed on a master sheet. All the necessary calculations were done in descriptive statistics, as mean and standard deviation are projected in tabular forms. Percentages were used in the graphical presentation dimensions wise.

X. RESULT AND DISCUSSIONS

MASTERY GOAL ORIENTATION (MGO): In response to the objectives 1 & 2 of the study, MGO are types of goals that orients students toward a learning approach characterized by satisfaction upon mastery or completion of a task, with greater levels of efficacy, task value, interest, positive emotion, positive effort, greater persistence, greater use of cognitive and metacognitive strategies, and good conduct (Pintrich, 2000). MGO comprises of the dimensions as given in table 1.2. The mean for each dimension along with the standard deviations has been clearly depicted. From amongst the dimensions of Master Goal Orientation, Focus of Learning (M=19.67; N=K/531) has the highest mean while Developing Skills (M=14.62; N=K/531) had the least. The dimensions of MGO is explained in detail. **Focus on learning:** This describes about the ability of children to do work because of their liking to learn, finding out what they want to learn in each subject, trying to understand the things instead of memorizing them, continuing to work till they learn and taking responsibility in the classroom activities. **Mastery of the task:** This is the ability of children to work hard to master the whole subject matter, feeling successful when they think about the things they have learnt, putting more effort when they do work correctly, planning the tasks to be accomplished, and trying to master whatever is taught in the classroom. **Developing skills:** This is the liking of children to work on new tasks, overcoming mistakes by putting in more effort, feeling successful when they want to find out more after learning and overcoming difficulties while learning a subject matter. **Improving competency:** It is the ability of children to consider mistakes as an opportunity to learn, finding their ability increasing when they learn something, performing to the best of their abilities and attempting to relate what they have learnt in everyday life. **Task accomplishment:** It is the interest of the children to increase their achievement. Realizing that hard work makes them successful in learning the material which are challenging, they feel happy to work hard and realize that the work is more important than the score they get. **Gaining insight:** It may be described as the liking for the subject matter when it makes the children to think; feeling successful when they get a new idea and learn something interesting; liking to work on a subject matter which is meaningful; and devoting extra time and effort to understand difficult subject matter.

ii. **PERFORMANCE GOAL ORIENTATION (PGO)** is orientation towards ability-focused goals (Thorkildsen, T. A. & Nicholls, J. G , 1998). They orient students toward a greater concern with their ability, and to noticing others' performance, seeming to focus them on goals of doing tasks better than others. From amongst the dimensions of Performance Goal Orientation (PGO), Extrinsic Goal Orientation (M=18.69; N=K/531) has the highest mean, while Relative Ability (M= 15.41; N=K/531) has the lowest mean. The dimensions of Performance Goal Orientation are **Extrinsic Goal Orientation**: The focus is on getting grades, doing school work to get rewards, special privileges, or to avoid getting into trouble. **Relative Ability**: Students would be concerned about ability, doing better than others and trying to show that they are smarter than all the other students. **Work Avoidance**: There are those students who try only to complete the work as quickly as possible without exerting too much.

Table 1.2: Mastery & Performance Goal Orientations and dimensions of Koch adolescents

Types	Dimensions	Koch Adolescents (N= 531)		Class X (N= 359)		Class IX (N= 172)		Male (N= 234)		Female (N= 297)	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Mastery Goal Orientation	Focus of Learning	19.67	2.97	19.59	2.97	19.82	2.96	19.86	2.94	19.51	2.98
	Mastery of Task	19.19	3.34	19.12	3.32	19.35	3.38	19.16	3.34	19.22	3.34
	Developing Skills	14.62	2.81	14.59	2.82	14.69	2.77	14.56	2.86	14.66	2.77
	Improving Competency	15.37	2.61	15.39	2.59	15.37	2.62	15.37	2.62	19.62	3.35
	Task Accomplishment	19.60	3.07	19.58	2.92	15.37	2.62	19.48	3.26	19.67	2.91
	Gaining Insight	19.63	3.02	19.64	3.00	19.62	3.35	19.60	3.14	19.65	2.92
Performance Goal Orientation	Relative Ability	15.41	2.89	15.43	2.79	15.36	3.76	15.16	3.15	15.60	2.65
	Extrinsic Goal Orientation	18.69	3.40	18.78	3.30	18.51	3.62	18.56	3.50	18.79	3.33
	Work Avoidance	16.22	3.77	15.92	3.66	16.83	3.94	16.29	3.66	16.16	3.85

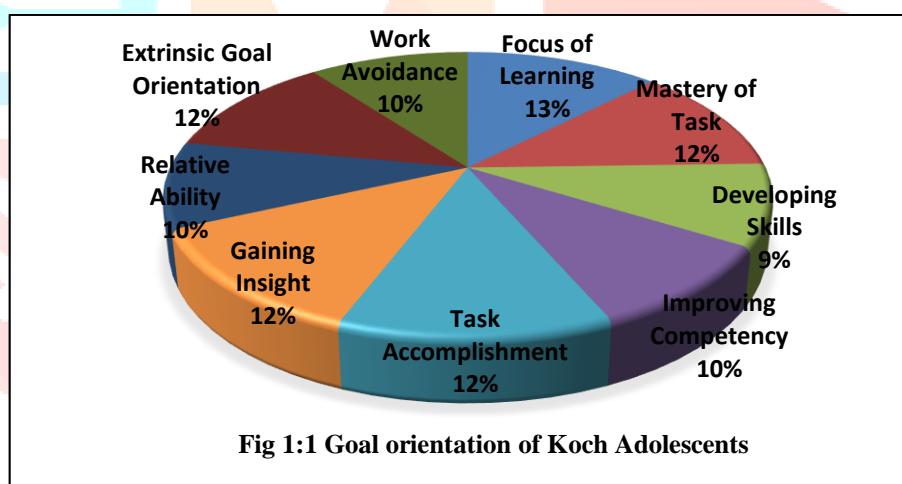


Fig 1:1 Goal orientation of Koch Adolescents

Figure 1.1 depicts the detailed percentages of scores of the Koch Adolescents on each dimension of the Goal Orientation. 13% of score in Focus of Learning, 12 % in Mastery of Task, Task Accomplishment, Gaining Insight, Extrinsic Goal Orientation, followed by 10% in Improving Competency, Relative Ability and Work Avoidance. The least percentage of 9% in Developing Skills indicated the ability of orientations, these Adolescents have towards their goal in life as secondary school students.

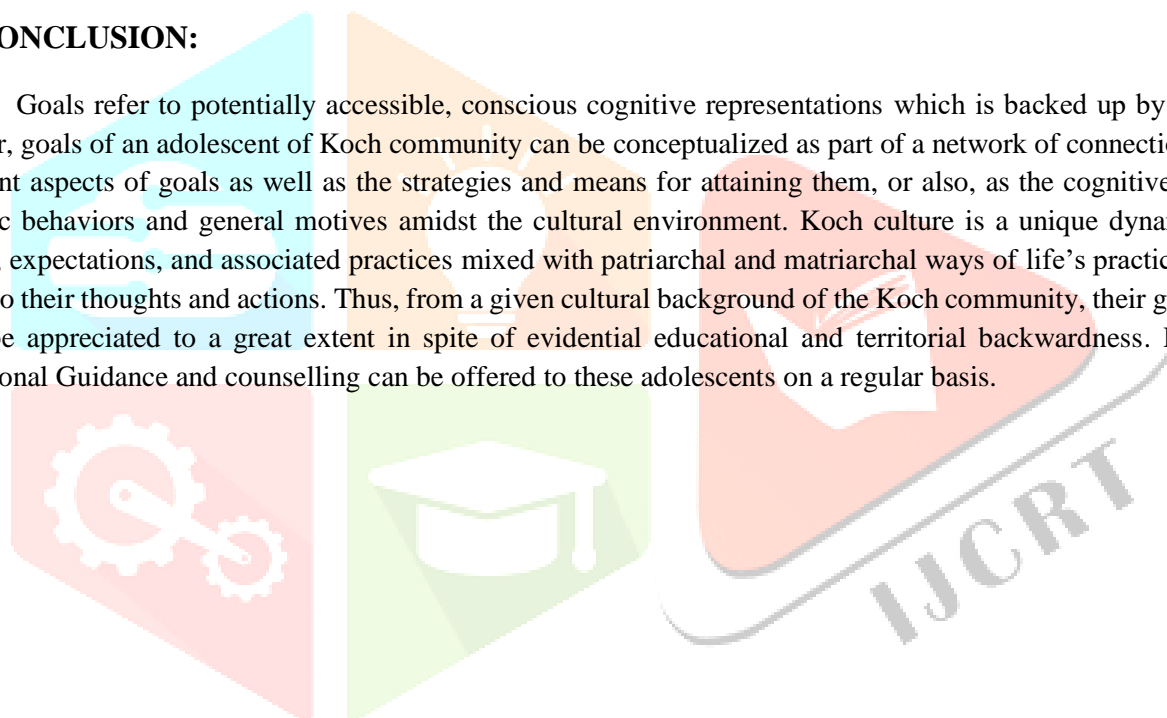
iii. **GOAL ORIENTATION**: Goals are an important part of human motivation. Goals guide young people's cognition and affect, and instigate, direct, and maintain their behavior particularly as they become involved in academic work (Oettingen et.al, 2008). Goal orientations refer to the reasons why young people engage in learning as linked to their goals for the future. Setting goals for the future is an integral part of identity formation, a key developmental task during the period of adolescence, thus on the bases of the z-score and interpretation of the means as per the manual of the tool, all the 5 (five) categories of Secondary School Students belonging to Koch Community (N= 531) across classes and gender has High Level of Goal Orientation in the MGO, Above Average Level of Goal Orientation in the PGO and Goal Orientation (GO) (Table 3).

Table 3: Goal Orientation of Koch Adolescents

Group of Secondary School Students	Goal Orientation	Mean	Z-Score	Level Of Goal Orientation
Koch Adolescents (N= 531)	Mastery Goal Orientation	108.16	+1.37	High
	Performance Goal Orientation	50.32	+0.66	Above Average
	Goal Orientation	158.48	+ 1.12	Above Average
Class X Koch Adolescents (N= 359)	Mastery Goal Orientation	107.16	+1.29	High
	Performance Goal Orientation	50.13	+0.66	Above Average
	Goal Orientation	157.29	+1.07	Above Average
Class IX Koch Adolescents (N= 172)	Mastery Goal Orientation	108.80	+1.37	High
	Performance Goal Orientation	50.70	+0.66	Above Average
	Goal Orientation	159.50	+ 1.17	Above Average
Male Koch Adolescents (N= 234)	Mastery Goal Orientation	108.17	+1.37	High
	Performance Goal Orientation	50.02	+0.66	Above Average
	Goal Orientation	158.19	+ 1.12	Above Average
Female Koch Adolescents (N= 297)	Mastery Goal Orientation	108.16	+1.37	High
	Performance Goal Orientation	50.55	+0.81	Above Average
	Goal Orientation	158.71	+ 1.12	Above Average

XI. CONCLUSION:

Goals refer to potentially accessible, conscious cognitive representations which is backed up by one's culture. Further, goals of an adolescent of Koch community can be conceptualized as part of a network of connections among the different aspects of goals as well as the strategies and means for attaining them, or also, as the cognitive link between specific behaviors and general motives amidst the cultural environment. Koch culture is a unique dynamic system of values, expectations, and associated practices mixed with patriarchal and matriarchal ways of life's practices percolating down to their thoughts and actions. Thus, from a given cultural background of the Koch community, their goal orientation is to be appreciated to a great extent in spite of evidential educational and territorial backwardness. Education and Vocational Guidance and counselling can be offered to these adolescents on a regular basis.



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