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Investigation the Relationship between Goal Orientation and Self-Regulated Learning among Sample Jordanian University Students

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Abstract
The primary purpose of this study was to examine the relationship between goal orientation and self-regulated learning among sample in Jordanian university students. Participants of the study consisted of 567 completed goal orientation questionnaire and self-regulated learning questionnaire. Means, standard deviations and correlation analysis were used for data. Results indicate that the performance- prove goal orientation positively related to the goal setting and planning, keeping records and monitoring, rehearsing and memorizing and seeking social assistance. Learning goal orientation positively related to the goal setting and planning, keeping records and monitoring, rehearsing and memorizing and seeking social assistance. And the performance-avoid goal orientation positively related to the seeking social assistance, and no significant relationship between performance-avoid goal orientation and goal setting and planning, keeping records and monitoring and rehearsing and memorizing.
Keywords: Goal orientation, Self-regulated learning, University students.

Introduction

The social cognitive theoretical perspectives of self-regulated learning and the achievement goal orientation theories of motivation guided this exploration. Self-regulated learning has been defined and modeled from a variety of theoretical perspectives and frameworks (Carver & Scheier, 1982; Pintrich, 2000a; Zimmerman, 1989).

Zimmerman (2000) defines self-regulation as "self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the attainment of personal goals". In this new definition of self-regulation Zimmerman believes in cyclical nature of self-generated learning. He believes the feedback from prior performance is used to make adjustments during current efforts (Zimmerman, 2000).

According to Zimmerman (2000, 2001), what characterizes self-regulating students is their active participation in learning from the meta cognitive, motivational, and behavioral point of view. Zimmerman (2000) believes that self-regulated learners are proactive in use of strategies to achieve self-set goals. Students with stronger levels of overall self-regulation, measured with tasks that necessitate integrating multiple component skills, specifically attention, working memory, and inhibitory control, generally achieve at higher levels compared to students with weaker overall self-regulation(Howse, Calkins, Anastopoulos, Keane, & Shelton, 2003; McClelland et al., 2007; Ponitz, McClelland, Matthews, & Morrison, 2009).

Self-regulated students are those who are meta-cognitively, motivationally and behaviorally active participants in their own learning process' (Zimmerman, 1986) and self-regulated students have been described as confident, autonomous, inquisitive learners who employ meta-cognitive strategies to facilitate their learning (Risemberg & Zimmerman 1992; Zimmerman & Martinez-Pons, 1988).

Goal theory has developed within a social cognitive approach to motivation that emphasizes cognitive factors, such as how individuals interpret situations, the events of situations, and how they process information about these situations (Dweck & Leggett, 1988; Dweck,1989). Goals are one of the major determinants of how people feel about, react to and cognitively process success or failure (Ames & Archer, 1988; Dweck,1989).

Goal orientation theory examines what motivates people to achieve in school and other settings (Ames, 1984; Dweck 1986; Elliot, 1999; Elliot & Dweck, 2005; Nicholls, 1984). Goal orientation theory (also known as "achievement goal theory") seeks to understand why some people are motivated to overcome obstacles, while others give up easily or avoid trying (Dweck, 1999). It explains these differences in motivation and behavior in terms of differences in goals (Ames & Archer, 1988; Kaplan & Maehr, 2007) and the views that underlie those goals (Dweck, 1999; Robins & Pals, 2002). The most common distinction made by goal orientation theorists is between *self-validation goals* and *learning goals* (Ames & Archer, 1988; Dweck, 1986; Dweck & Leggett, 1988; Kaplan & Maehr, 2007)**.**

Self-validation goals are focused on seeking to prove one's ability and to defend against judgments of incompetence or inadequacy. Self-validation goals are more commonly referred to as "performance" goals, but we adopt the former term because we believe it best conveys the phenomenon of interest, that is, seeking to *prove* one's abilities and self-worth (Baer, Grant, & Dweck, 2006; Crocker & Park, 2004; Dweck, 1999;

Dykman, 1998). In contrast, learning goals are focused on seeking to *improve* one's ability (Dweck, 1999). Learning goals are also commonly referred to as "mastery goals" (Kaplan & Maehr, 2007). Learning goals have consistently been found to be more adaptive, particularly following failure or other stressors (Kaplan & Maehr, 2007). Some goal orientation researchers (in particular, Dweck and colleagues) have provided evidence that goals are determined by a person's beliefs about whether their ability is fixed, referred to as "entity views," or changeable, referred to as "incremental views" (Dweck, 1999; Kaplan & Maehr, 2007). Entity views lead to self-validation goals (focus on proving one's ability), and incremental views lead to learning goals (focus on improving one's ability; Dweck, 1986, 1999; Dweck & Leggett, 1988**).**

Goal orientation theorists distinguish between different types of self-validation goals. Elliot emphasizes the distinction between approach and avoidant forms of performance (which we call self-validation) goals (Elliot, 2005, 2006). There is substantial evidence that performance-avoidance goals are particularly likely to lead to negative outcomes, including anxiety, self-handicapping strategies, lack of persistence, and poor performance (Kaplan & Maehr, 2007; Senko, Durik, & Harackiewicz, 2008). Performance approach goals lead to similar outcomes following prolonged failure and in other stressful situations, especially when people experience low perceived competence (Baer et al., 2006; Darnon, Harackiewicz, Butera, Mugny, & Quiamzade, 2007; Kaplan & Maehr, 2007).

Student's goal orientation also influences the types of self-regulated learning strategies they use which in turn influences outcomes. To illustrate, Pintrich (2000) explored the association of achievement goals

(mastery and performance), various motivation variables (e.g., self-efficacy, task value), affect, and various adaptive and maladaptive self-regulated learning strategies (cognitive and meta-cognitive) in 150 middle school students. Using a series of scales administered at the beginning and end of their eighth grade, and the beginning of their ninth grade it was discovered that students who assumed more mastery goal orientations had the highest likelihood of using adaptive self-regulated learning strategies and reported higher levels of self-efficacy than performance oriented students. Similarly, Kaplan and Midgley (1997) attempted to examine the extent to which perceived competence impacted the relationship between goal orientation and patterns of adaptive and maladaptive behavior in middle school students. Their results revealed that mastery goals were positively related to adaptive self-regulated learning strategies while performance goals were positively related to maladaptive self-regulated learning strategies**.**

The relationship between goal orientation and self-regulated learning:

In addition to the relationships between achievement goal orientation and motivation, numerous studies have also demonstrated relationships between achievement goal orientation and cognitive and self-regulated learning strategy use. Middleton and Midgley (1997) found that sixth grade students' self-reported self-regulated learning was positively correlated with a task goal orientation. Ablard and Lipshultz (1998) administered the Self-regulated Learning Interview Schedule (SRLIS; Zimmerman and Martinez-Pons, 1986) along with the Patterns of Adaptive Learning Survey (PALS; Midgley, Maehr, Hicks, Roeser, Urdan, Anderman, Kaplan, Arunkumar, & Middleton, 1997) to a group of seventh grade high- achieving students. Their results indicated that mastery goal orientation accounted for most of the variance in self-regulated learning.

Wolters et. al., (1996) investigated the achievement goal orientations of seventh and eighth grade students. These students completed an adapted version of the Motivated Strategies for Learning Questionnaire (MSLQ; Pintrich, Smith, Garcia, & McKeachie, 1991), which incorporated the subscales of task value, self-efficacy, test anxiety, cognitive strategy use, and self-regulated strategy use. Results of their study showed that a learning goal orientation was positively related to adaptive motivational beliefs and self-regulated learning. In contrast, an extrinsic goal orientation was negatively related to self-efficacy, task value, self-regulated learning and performance. Achievement goal orientation was the strongest predictor of students' cognitive and self-regulated learning strategies.

Radosevich, Vaidyanathan, Yeo, and Radosevich (2004) examined the relationship between goal orientation and self-regulatory processes in an achievement context. The results of their studies indicated that mastery goal orientation was positively related to how much resources participants allocated to their goals and the degree to which they engaged in cognitive self-regulation. They also found that performance-avoidance goal orientation was negatively related to cognitive self-regulation.

Dehghan (20005) investigated the relationship Between Iranian EFL learners' goal-oriented and self-regulated learning and their reading comprehension. The results of her study Showed that there was a Positive relationship between goal-oriented learning and reading comprehension, and there was a positive relationship between self-regulated and reading comprehension of language learners. Therefore, according to achievement goal research, students influence their own learning by adopting achievement goals that optimize self-regulatory processes (Schunk & Zimmerman, 1994).

Lemos (1999) believes that self-regulation is the individual's capacity to modulate behavior according to internal and external changing circumstances. While diverse forms of behavior regulation can accomplish

these processes, self-regulation necessitates the self-definition of a reference point for behavior modulation.

Furthermore, she asserts that this referent is the individual's personal goals, rather than the changing circumstances. She explains that circumstances are subjective and relational in nature, representing a particular state of relationships between individuals and their perceived environment. Since personal goals are products of relationships between individuals and their worlds, self-regulation encompasses changing the existing circumstances. Therefore, goal-setting is viewed as the effective initial component of self-regulated behavior. Accordingly Lemos (1999) believes SRL involves the individual's capacity to organize behavior according to one's purposes(goals).

Students who pursue a learning goal value learning itself and rely on effort to attain that goal. Their goal orientation is conducive to self-regulated behavior in the academic domain. In contrast, students who pursue performance goals value normative ability standards and avoid effort utilization. Attention is focused on evaluation of one's ability and directed away from the requirements of the task. This goal orientation makes self-regulation more difficult (Lemos, 1999).

Mohebi, Beykmohammadi and Farsani (2011) found that a significant relationship between the subscales of goal-oriented and self-regulated scales. Mastery-approach goal orientation showed a significant relationship with cognitive, meta-cognitive, and resource-management. Moreover, mastery-avoidance showed a high significant relationship with three subscales of self-regulation learning. Performance-approach further showed a relationship with three subscales of self-regulation learning.

Barzegar (2012) found that a positive effects of mastery and performance-approach goals on the use of meta-cognitive and deep cognitive strategies. Further, performance-approach goals positively affected the use of surface cognitive and resource management strategies. The use of meta-cognitive and resource management strategies had a positive and the use of surface cognitive strategies had a negative effect on academic achievement.

Study purpose and Questions

research shows that goal orientation also influences a student's use of self-regulated learning strategies, their ability to self-regulate their learning, and academic achievement (Alao & Guthrie, 1999; Somuncuoglu & Yildirim, 1999). Furthermore, the purpose of this study was to examine the relationship between goal orientation and self-regulated learning among the students at Al-Balaq'a Applied University in Jordan.

The specific study questions that guided this study were:

RQ1. What different goal orientation and self-regulated learning do students have?.

RQ2. Is there a significant relationship between the students goal orientation and self-regulated learning?.

Significance of the study

The purpose of the study is to determine the relationships between goal orientation and self-regulated learning.

In addition, this study is very important for many reasons:(1) Self regulated learning and goal-oriented learning have become important topics in educational psychology because of their influence on learners' achievement. (2)Thorough, reviewing the literature, the researchers hasn't encountered any study addressing in Jordan or an Arab counters.(3) It open the door for researcher to conduct studies in the fields and its relationships between other variables in different university.

Method

Participants

The sample of this study consisted of 567 undergraduate students who were enrolled in the faculties of Al-Balaqa Applied University in the academic year 2012/2013. Of these participants, 220 were male 39% and 347were female 61%. The participants were primarily grade 1st were (n=120, 21%) , and 2nd grade were (n=130, 23%), and 3rd were grade (n= 142, 25%) and 4th grade were (n= 175, 31%) who represent all levels of study at Al-Balaq'a Applied University. Therefore, participant's age ranged from 18 to 22 years.

Instruments

Participants completed measures of goal orientation and self-regulated learning. Each is described are following.

Goal Orientation Questionnaire (GOQ):

Goal orientation was measured with a scale adapted from Vande Walle's (1997). The wording of Vande Walle's work-specific scale was slightly modified in order to measure general goal orientation. The 13-item measure contains 3 subscales: (a) 4 items assessing performance-prove goal orientation, (b) 4 items assessing performance-avoid goal orientation, and (c) 5 items assessing learning goal orientation. Participants respond to each item on a 6-point Likert-type scale (1=strongly agree; 6=strongly disagree). Internal consistency estimates were .84 for the learning goal orientation scale, .78 for the performance-prove scale and .80 for the performance-avoid scale.

In this study, the reliability coefficient was calculated using test–retest and was found to be (0.85, 0.82, and 0.83) for challenge, independent learning goal orientation, and performance-prove orientation and performance-avoid orientation subscales respectively. In this study, to clarify the validity of the instrument, the researcher translated the items into Arabic language and then a specialist in educational psychology was asked to translate the Arabic items into English language to ensure acceptable validity indices and validated translation. The items were then given to another specialist who is proficient in both languages to compare the Arabic translation with the original.

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Self-regulated learning questionnaire(SRLQ):

The instrument used in this study was developed by the Algarrah (2010). The instrument consisted of (28) items that relate to self-regulated learning four dimensions: goal setting and planning (7) items, keeping records and monitoring (7) items, rehearsing and memorizing (7) items, Seeking social assistance (7) items. Participants rated each item on a 5 point Likert scale ranging from totally disagree (1) to totally agree (5).

A cronbach alpha of (0.70) was reported for the self-regulated learning. In terms of the self-regulated learning dimension, a reliability estimate of (0.73) was reported for the goal setting and planning , and a (0.64) was reported for the keeping records and monitoring, and a (0.65) was reported for the rehearsing and memorizing , and a (0.78) was reported for the Seeking social assistance .

Also, the reliability coefficient was calculated using test-retest and was found be (0.83, 0.78, 0.84, 0.79) for goal setting and planning, Keeping records and monitoring, Rehearsing and memorizing and Seeking social assistance respectively.

Procedures

The instruments were administered to the participants in their regular classrooms by the researcher. The researcher explained to the participants the purpose and the importance of their participation in this study. In addition, the researcher assured the participants of the confidentiality of their response and that their response would be used only for research purposes.

Then, the question booklets were distributed and instructions were given to the participants on how to answer them. The participants' responses were scored by the researcher and were entered into the computer for statistical analysis. The data were analyzed using the SPSS(V:17) package**.**

Results

To facilitate understanding the results of this study, questions of this study are divided into two questions**.**

Results related to study question (1): What different goal orientation and self-regulated learning do students have?.

To answer this question, the student's means and stander deviations were calculated and reported in Table 1.

Table 1: mean and standard deviations of goal orientation and self-regulated learning.

variables	Mean	SD
Self-regulated learning		
Goal setting and planning	3.66	0.65
Keeping records and monitoring	3.62	0.56
Rehearsing and memorizing	4.15	0.58
Seeking social assistance	3.69	0.80
Goal orientation		
performance-prove goal	3.90	0.82
learning goal orientation	4.35	0.53
performance-avoid goal	3.62	0.85

As table 1 show, that the scores obtained from all sub-scales of the self-regulated learning and goal orientation inventory indicate a positive situation. From sub-scales of the self-regulated learning represent higher level of rehearsing and memorizing (M=4.15), seeking social assistance (M= 3.69), goal setting and planning (3.66) and keeping records and monitoring (3.62).

Also table 1 show, that From sub-scales of the goal orientation represent higher level of learning goal orientation (M=4.35), performance-prove goal (M= 3.90) and performance-avoid goal (3.62).

Results related to study question (2): Is there a significant relationship between students goal orientation and self-regulated learning?.

To answer this question, the correlation coefficients between goal orientation and self-regulated

learning are presented in table 2.

Table 2: correlation between goal orientation and self-regulated learning

variables	Self-regulated learning			
Goal orientation	Goal setting and planning	Keeping records and monitoring	Rehearsing and memorizing	Seeking social assistance
performance-prove goal	0.23*	0.19*	0.26*	0.26*
learning goal orientation	0.36*	0.43*	0.35*	0.20*
performance-avoid goal	0.03	0.02	0.04	0.10**

*($p<0.01$)
**($p<0.05$)

Table 2 shows that the performance- prove goal orientation positively related to the goal setting and planning, keeping records and monitoring, rehearsing and memorizing and seeking social assistance ($p\leq0.01$). Learning goal orientation positively related to the goal setting and planning, keeping records and monitoring, rehearsing and memorizing and seeking social assistance ($p\leq0.01$). And the performance-avoid goal orientation positively related to the seeking social assistance ($p\leq0.05$), and no significant relationship between performance-avoid goal orientation and goal setting and planning, keeping records and monitoring and rehearsing and memorizing.

Multiple Regression Analysis:
Table 3 shows the results of multiple regression analysis using goal orientation as predicted to self-regulated learning.

Table 3: Results of regression analyses predicting scores of goal orientation of self-regulated learning.

Self-regulated learning	Goal orientation	R	R^2	F	β	T
Goal setting and planning	performance-prove goal	.417	.174	36.361	.229	5.581
	learning goal orientation				.332	8.595
	performance-avoid goal				-.121	-2.964
Keeping records and monitoring	performance-prove goal	.456	.208	49.226	.172	4.285
	learning goal orientation				.409	10.791
	performance-avoid goal				-.100	-2.522
Rehearsing and memorizing	performance-prove goal	.414	.171	38.510	.235	5.722
	learning goal orientation				.323	8.323
	performance-avoid goal				-.057	-1.407
Seeking social assistance	performance-prove goal	.308	.095	19.630	.231	5.394
	learning goal orientation				.173	4.283
	performance-avoid goal				.008	.193

Results given in table 3 show that the performance-prove goal, learning goal orientation and performance-avoid goal is a significant predictor of goal setting and planning (R^2= 0.174, F= 36.361, p=0.05). This results was supported by the close moderate correlation between the third variables (r= 0.417). Approximated 17.4% of the variance of the student's goal setting and planning was accounted by goal orientation. Performance-prove goal, learning goal orientation and performance-avoid goal is a significant predictor of keeping records and monitoring (R^2= 0.208, F= 49.226, p=0.05). This results was supported by the close moderate correlation between the third variables (r= 0.456). Approximate 20.8% of the variance of the student's keeping records and monitoring was accounted by goal orientation. Performance-prove goal, learning goal orientation and performance-avoid goal is a significant predictor of rehearsing and memorizing (R^2= 0.171, F= 38.510, p=0.05). This results was supported by the close moderate correlation between the third variables (r= 0.414). Approximate 17.1% of the variance of the student's Rehearsing and memorizing was accounted by goal orientation. Performance-prove goal, learning goal orientation and performance-avoid goal is a significant predictor of seeking social assistance (R^2= 0.095, F= 19.630, p=0.05). This results was supported by the close moderate correlation between the third variables (r= 0.308). Approximate 9% of the variance of the student's seeking social assistance was accounted by goal orientation.

Discussion
self-regulation involves the individual's capacity to organize behavior according to one's purposes (goals). It also

involves the self-management of various regulatory processes, triggered and connected by goal settings (Lemose, 1999). This paper illustrates interesting dimensions of the relationship between goal orientation and self-regulated learning in the faculties at Al-Balaq'a Applied University in Jordan. A sample of 567 students participated in the study by responding to the goal orientation questionnaire and self-regulated learning questionnaire. As indicated in the results section, performance- prove goal orientation positively related to the goal setting and planning, keeping records and monitoring, rehearsing and memorizing and seeking social assistance . Learning goal orientation positively related to the goal setting and planning, keeping records and monitoring, rehearsing and memorizing and seeking social assistance . And the performance-avoid goal orientation positively related to the seeking social assistance, and no significant relationship between performance-avoid goal orientation and goal setting and planning, keeping records and monitoring and rehearsing and memorizing. Goals are required so that strategic learners have a reference point to use for continued self-evaluation. The types of goals they set also may impact the kinds of strategies they select and the way they implement them. These findings are in line with the studies done by Radosevich, Vaidyanathan, Yeo, and Radosevich (2004) and Dehghani (2005) who found a positive relationship between goal orientation and self-regulation learning. This may purport that inspired by achievement goal research; students influence their own learning by adopting achievement goals that optimize self-regulatory processes. Nevertheless, Zimmerman (2000) believes that self-regulated learners are proactive in use of strategies to achieve self-set goals. Zimmerman (2000) also believes that self-regulated students are familiar with and know how to use a series of cognitive strategies, which help them to attend to, transform, organize, elaborate and recover information. They also know how to plan, control and direct their mental processes toward the achievement of personal goals (meta cognition). As a result, teachers should focus on how they can create a classroom environment that promotes the use of goal-oriented and self-regulated strategies among the students, Teachers should also make the learners aware of the role of self-regulation and goal orientation on their achievement.

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