

Comparison of goal orientation, academic self-efficacy and test anxiety in secondary and secondary students of secondary schools in Rasht city

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Abstract Today, any research on how to foster individuals who can spontaneously and autonomously increase their learning is crucial. The purpose of the present study was to compare the goal orientation, academic self-efficacy and test anxiety among ordinary and gifted students of Rasht city. The statistical population included all secondary school girl students in the second district of Rasht city in the academic year of 96-95. The sample size of this study was 200 people (100 gifted students and 100 normal students) who were selected by random sampling and were evaluated using Elliott goal orientation questionnaire, academic self-efficacy and Zarzouk's anxiety questionnaire. Data analysis was performed using descriptive statistics (mean and standard deviation) and inferential statistics (one-variable and multivariate analysis of variance). All data analysis was done using SPSS-ver20 software. The results showed that there was a difference between the two groups in the types of target orientation in the goals of the dominant tendency ($P = 0.0001$), and the avoidance performance goals ($P = 0.0001$), and the comparison of the meanings indicated that the goal of dominant tendency was higher in Students were sharp in intelligence and the purpose of avoidance was in ordinary students. Comparing the dimensions of self-efficacy, academic self-esteem also showed that students with sharp self-esteem self-assured in doing class assignments ($P = 0.0001$), outside the class ($P = 0.0001$) and management ($P = 0.0001$) and total self-efficacy score ($P = 0.0001$) more than normal students, and only the average self-confidence level in interacting with other students was more than that of high school students At the end, the comparison of test anxiety in the two groups showed that the average gifted students in the test

anxiety were more than normal students ($P = 0.0001$). these results it can be concluded that gifted school students have a tendency orientation orientation, academic self-efficacy and anxiety test more than ordinary students, which should be taken into consideration by teachers and other ordinary education providers And extraordinary students.

Keywords : Key words: goal orientation, academic self-efficacy, test anxiety, sharpness

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