



The Impact of Achievement Orientation on Goal Clarity

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Purpose: This study aims to enrich the scientific paradigm in Islamic education management and explore the effect of achievement-oriented leadership style on goal clarity, particularly in the study of organisational behaviour.

Study design/methodology/approach: This study employs a quantitative research approach using the survey method. The population consists of all teachers employed in Private Islamic Private High Schools in one of the provinces of Indonesia. The sample size was determined to be 120 in number, selected through the area sampling technique. Data collection utilised a questionnaire featuring a Likert scale as the primary instrument.

Findings: The study revealed that an achievement-oriented leadership style directly, positively, and significantly impacts goal clarity at an Islamic Private High School in one of Indonesia's provinces.

Originality/value: In light of these criteria, the observed t -value (11.11) surpasses the tabulated t -value (1.98), leading to the rejection of the null hypothesis (H_0) and acceptance of the alternative hypothesis (H_1). The research hypothesis asserts a direct influence of achievement-oriented heads of Islamic Private High School (X_1) on the goal clarity of Islamic Private High School (X_2), supported by the evidence.

Introduction

Achievement orientation is often conceptualised as a desire for success, and it is a core aspect of human behaviour that influences how individuals engage with tasks and establish goals (Boyatzis, 2017; McClelland, 1961). High achievement-oriented individuals exhibit persistence, a willingness to tackle challenges, and a focus on personal growth (Ching & Chen, 2021; Hassan et al., 2022; McClelland, 1961). In organisational contexts, achievement orientation is pivotal in shaping employee performance, job satisfaction, and overall organisational success (Cho & Kim, 2023; Kim & Yang, 2023; Mutonyi et al., 2022)

As a central aspect of human behaviour, achievement orientation significantly influences goal clarity, which denotes the extent to which individuals comprehend their objectives and the strategies to attain them (Gollwitzer, 1999). Gollwitzer's research findings emphasise the role of achievement orientation in shaping individuals' understanding of their goals. Furthermore, Locke & Latham (2020) and Locke & Latham (2019) highlight the critical role of clear goal understanding in efficacious goal pursuit. They suggest that a clear understanding of goals empowers individuals to prioritise tasks, distribute resources efficiently, and monitor their advancement towards desired results. Thus, the integration of Gollwitzer (1999), Locke & Latham (2020), and Locke & Latham (2019) in this context underscores the significance of achievement orientation and goal clarity in driving effective goal pursuit.

As Anderson and Stritch (2016) defined, goal clarity pertains to the meticulous description and precise definition of the end goal. This clarity defines the work to be undertaken and influences employee performance (Anderson & Stritch, 2016). It has been shown that clear organisational objectives positively impact employee performance. Employees are motivated to work more effectively and efficiently when they clearly understand their targets (Anderson & Stritch, 2016). Additionally, clear objectives allow for a coherent work program, facilitating the sequential execution of tasks and ensuring they are completed within the designated timeframe and budget. Moreover, when employees are clear about the objectives of a task, it motivates them to develop the relevant abilities and skills needed to accomplish it effectively (Anderson & Stritch, 2016).

Furthermore, goal clarity serves as a compass, guiding and concentrating the collective efforts of all employees towards achieving an institution's objectives (Gede & Huluka, 2023; Heine & Liden, 2023; Miller, 2023). This is crucial because individuals working towards well-defined objectives are shown to achieve greater success than those who operate without clear direction, motivated by the aim of performing their best (Kumari et al., 2021; Manzoor et al., 2021). Moreover, organisational goal clarity signifies the institution's commitment to realising its vision and demonstrates its proactive approach to securing its long-term sustainability and relevance in the future (Ahmed et al., 2022; van der Hoek et al., 2018).

Management, work design, and organisational commitment are crucial concepts that impact the success or failure of an organisation (Jabri & Ghazzawi, 2019; Khajuria & Khan, 2021). These three elements are interconnected within an organisational system and cannot be separated. Achieving organisational goals requires involving human resources aligned with the organisation's plans (Gede & Huluka, 2023; Ren et al., 2023). Furthermore, effectively utilising human resources necessitates creativity and constant exploration of opportunities (Popa, 2022; Visvizi et al., 2021). Good organisers must prioritise both work design and organisational commitment to effectively and efficiently achieve organisational goals (Aguilera et al., 2024; Idham et al., 2019).

Based on the observation, the total number of private Islamic senior high schools in the province is currently 185 private Islamic senior high schools. Three of the 185 private Islamic senior high schools with accreditation are located in the province's central, west, and east. The accreditation of private Islamic senior high school achievements of around 98% of the total number still lacks quality. The fact aligns with the initial research conducted and the research object. The statement shows that the outstanding achievement has not yet been achieved. It must be efforts from the leadership to lead to clarity of the objectives of an institution.

In order to assess the clarity of objectives within private Islamic senior high schools in the provincial region, the researcher conducted a survey. The first survey targeted teachers from three representative schools: Al Hidayah, representing the central area; Al Anwar, representing the eastern area; and Dinniyah, representing the western area. Initial data from the survey at Dinniyah indicated a generally good clarity of goals within the school. However, certain indicators suggested a lack of clarity, notably regarding task goals and objectives, as evidenced by on-site interviews revealing suboptimal achievement of goals such as teacher quality improvement and library resource availability. Subsequent surveys at Al Anwar and Al Hidayah echoed similar findings, highlighting areas like computer facility utilisation and management consistency that are lacking in optimising goal achievement. While there is a baseline level of clarity regarding school goals, specific aspects require attention to ensure optimal attainment of objectives, as evidenced by the identified shortcomings across multiple surveyed schools.

Within the discourse surrounding leadership styles, notable gaps persist within the academic research regarding the precise influence of achievement-oriented leadership on the concept of

goal clarity within private Islamic senior high schools. These research gaps can be categorised as follows: *first*, a notable lacuna exists in comprehending the overarching scenario; *second*, a dearth of understanding prevails concerning the accreditation process and its ramifications on the educational quality; *third*, a deficiency exists in comprehending the interplay between achievement and quality; *fourth*, clarity is absent regarding the dependability and validity of the survey outcomes; *fifth*, a gap exists in recognising the specific areas of enhancement necessary within private Islamic senior high schools; *sixth*, an inadequacy exists in understanding the leadership's role in educational quality; *seventh*, a gap exists in understanding the correlation between teacher capability, resource abundance, and goal clarity (Ahmed et al., 2021). However, the study's research question is, to what extent does achievement-oriented leadership influence goal clarity?

Overall, the study underlines the significance of goal clarity in organisational and educational environments, particularly in private Islamic senior high schools. It emphasises the importance of competent management and dedication in achieving employee performance and organisational success. It identifies gaps in academic research on the impact of achievement-oriented leadership on goal clarification.

Literature Review

Goal Clarity

According to the Path-Goal Theory, a leader's primary task is to persuade subordinates to work toward or attain organisational objectives. Motivation comes from increasing personal rewards for subordinates to achieve objectives and explaining the road to that goal (Bans-Akutey, 2021; House, 2020; Wiyoto et al., 2020). The significance of the leadership style structure in this idea is in its ability to organise an employee's role in achieving organisational objectives (Deng et al., 2023; Hayat et al., 2022; Mazzetti & Schaufeli, 2022). Leaders must make detailed decisions about what has to be done and how, as well as develop clear lines of communication and an organised system. On the other hand, a low leader, in this sense, will only think about taking the lead in the group, offering advice only when asked, and letting the others do the tasks they find most interesting (Maupin et al., 2024). To achieve the goals they set, leaders who establish the structure have a substantial impact on employee performance expectations. Effective role clarity design provides support to employees.

The leadership style becomes more focused on subordinates and aims to clarify how to achieve employment goals. When the objectives of the action are crystal clear, a leader who employs multiple performance measures can achieve higher performance levels (Sholihin, 2013). Goal clarity impacts the consequences of behaving positively (Dreyfuss, 2009).

In the realm of organisational behaviour, goal clarity is fundamental to the successful pursuit of objectives. It involves establishing clear targets that individuals can identify and work towards achieving. According to Frank (2010), a leader's use of a considerate leadership style can significantly enhance employees' performance in terms of understanding and clarity of objectives. This implies that when leaders demonstrate consideration towards their subordinates, it positively influences the clarity of goals within the organisation. Furthermore, Neldawaty and Hernando (2021) suggest that reinforcement also plays a crucial role in this relationship, indicating that consistent support and encouragement from leaders contribute to clarifying organisational goals.

Humans should not give up on circumstances and uncertain futures but create that future. The future is the result of past circumstances. In this case, what kind of management will be applied?

In employees' eyes, goal clarity can lend considerable credence to organisational systems, such as pay-for-performance. Sawyer developed measuring goal clarity. There are five items included. They are duties and responsibilities, task goals and objectives, the relation between individual work and the objectives, expected work results, and aspects of work that lead to positive evaluations. Terborg in Derrick observes that individuals who work to achieve concrete goals tend to allocate more work time to specific micro tasks related to their goals. (Anderson & Stritch, 2016)

Moreover, goal clarity supports employees in knowing what is expected of them and what behaviour is appropriate for achieving goals, reducing role ambiguity (Davis & Stazyk, 2015). Fred Luthan's model states goal clarity as an outcome in Figure 1.1 below.

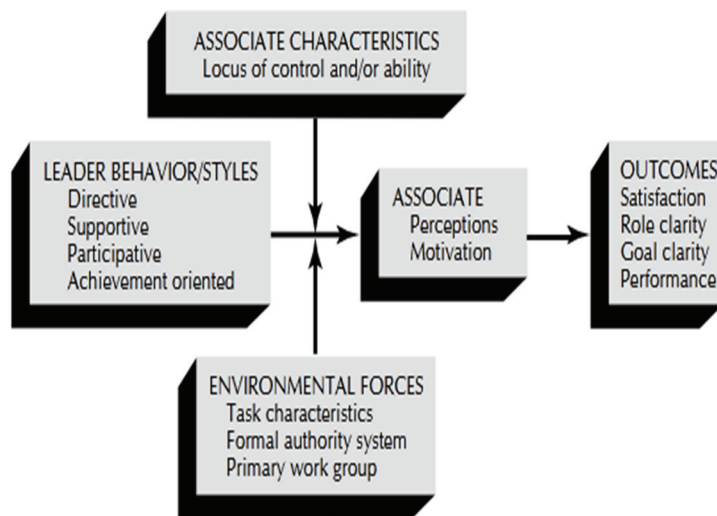


Figure 1 A Summary of Path-Goal Relationships (D. Joshi & Joshi, 2009)

Ten factors influence the organisation describing goal clarity (Anderson & Stritch, 2016; van der Hoek et al., 2018). Fred Luthan's theory model is leader behaviour (directive, supportive, participative, achievement-oriented), associate characteristics (locus of control or ability), environmental forces (task characteristics, formal authority system, and primary workgroup), associate (perceptions, motivation) and outcomes (satisfaction, role clarity, goal clarity and performance). Some variables have influenced goal clarity. In this study, the researcher will discuss some of the variables in this figure. They are achievement-oriented and goal clarity. The goal means the desired outcomes or performance that should be realised, whereas performance refers to what is accomplished. The theory is used at the personal and team levels: a team goal concerns the outcome goal for a team (Van Der Hoek et al., 2018) So, it can be concluded that the clarity of the goal can be at the individual or team level. The goal of clarity should be defined and realised.

Goal clarity shows the organisation's seriousness in achieving its vision for the sake of maintaining the organisation's existence in the future. Goal clarity in the organisation can be seen from the vision and mission-related organisations. When clear goals are not executed appropriately, the resulting financial statements are poorly quality. Goals are viewed as complex deals that sometimes reflect the need for individual and mutually personal goals that contradict the members of that organisation.

Achievement-Oriented

Leadership styles include directive, supportive, participatory, and achievement-oriented. To meet objectives, leaders expect performance that aligns with the organisation's aims.

The goal-oriented leader analyses employee performance goals. The leader requires high-performance standards from their team members and wants continuous improvement. This manager will show much confidence in the employees. When workers can easily accept orders from their leaders, have an external focus, and are not resistant to authority, achievement-oriented leadership is appropriate. It also functions well when there is high respect for authority, the task is easy to understand, and coworkers are highly dedicated to their jobs (Lussier, N. R., 2010).

This section discusses achievement-oriented leadership styles: employee confidence, strategy execution, goal setting, and organisational commitment. When leaders give subordinates complex tasks, the employees are confident in their potential. (Griffin & Moorhead, 2014) When the employees achieve their duties, it enhances their belief in the organisation (Mwaisaka et al., 2019) When goal setting is done right, it improves employee satisfaction at work.

The achievement-oriented leadership style is most appropriate when duties are unclear and employees require increased motivation for success (H Kara, 2014) High achiever leaders have an impact on workers' job satisfaction. It will be better, and they will be motivated.

Achieving their goals is something that leaders are determined to do for both themselves and their employees. They also assume accountability for the accomplishment of the organisation's goals. These leaders consistently work to meet their established performance goals. With the organisation's objectives in mind, the leaders take appropriate risks. They actively ask employees for information and give continuous input.

Organisational commitment, or the extent to which employees identify and participate with their organisation's mission, values, and objectives, results from an achievement-oriented style (Robbins, 2013, p. 136). This section discusses the elements of achievement-oriented leadership styles, including setting objectives, execution of strategies, employee confidence, and organisational commitment (Van Der Hoek et al., 2018).

Leadership that emphasises achievement plays a role. They aim for improved performance, setting high goals, and developing confidence in their abilities (M. Joshi, 2012). It can be concluded that achievement-oriented leadership is the setting of a leader for challenging goals in associates, and it shows that it performs well.

Research Method

This research is quantitative, and the descriptive survey method is applied. Survey research collects quantitative data using questionnaires and statistically analyses the data to test research questions or hypotheses (Creswell, 2012). In this research, the researcher surveyed a sample or the entire population to describe the behaviour opinion of the population characteristic by sampling data from one population using a questionnaire as a primary data collection tool (Creswell, 2012). The population is a generalisation area. The researcher determines certain qualities and characteristics of the object and subject and then studies and draws conclusions (Sugiono, 2008, p. 117). The population in this study consisted of teachers who taught at private Islamic senior high schools in the province.

This study's population consisted of teachers from a private Islamic senior high school in the province. Gay (2012) stipulates that the sample size should be determined based on the appropriateness of the research design or method implemented by Sugiono (2011), defining

area sampling as being applied to scenarios where the object or data source is much larger, like a nation, province, or district. For this study, area sampling was utilised, with the sample drawn from the Central, East, and West areas to represent the population. Notably, the three selected schools in these regions possessed excellent accreditation. The sample consisted of 120 teachers, of whom 30 were allocated as trial participants and 90 as research participants.

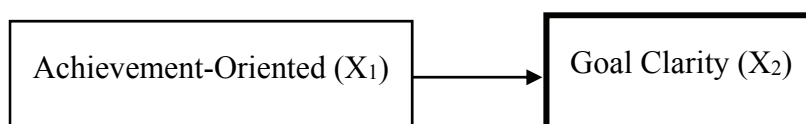
The researcher used a structured questionnaire in this study. This questionnaire was a closed-ended answer choice, so the respondents only gave a mark on the selected answer. The form of answers to the questionnaire is closed, meaning that each item has various alternative solutions available. The Likert Scale assesses an individual or group's attitudes, opinions, and perceptions about social issues (Sugiono, 2008). The researcher used the Likert scale because the measuring instrument is a test inventory. There is no right or wrong answer, and the inventory is usually used to measure a person's attitude. The questionnaire was given out twice: once during the trial run and after the researcher tested its reliability and validity. Eventually, the questionnaire has been given out for research purposes.

The validity of the questionnaire was assessed by comparing it to a recognised valid test. The instrument was analysed to determine the correlation between the statements. The researcher used the correlation of the product-moment formula by Pearson. The instrument's validity was assessed in the condition of the score of (r) calculated and compared with the (r) table by a significance level of 0.05. The item will be valid if the (r) calculated is higher than the (r) table.

The reliability test was conducted to determine whether the scale made on the questionnaire was internally consistent or not. The scale consistency test used a reliability test with an alpha coefficient between 0-1. The reliability index of valuable statement items to respondents was calculated using the internal consistency method, which was carried out by testing the instrument only once and then analysed by showing the value of the Cronbach Alpha (α).

The researcher used mean, median, mode, and standard deviation in this study. Normality testing determines whether the data is normal or close to a normal distribution. In this study, the researcher used the Chi-Square test. The researcher did homogeneity testing. It is to see whether the data are homogeneity in population and sample. The Bartlett test analysed the homogeneity. The researcher conducted a Linearity test. It was done using the regression coefficient and linearity of the regression line using the simple linear regression analysis of variance in the table.

A T-test can correlate the exogenous (achievement-oriented) variable with the endogen variable (goal clarity). Based on the testing category, H_0 is accepted if the observed is higher than the T -table. Still, if the observed value is lower than the critical value of the T -table, the null hypothesis is rejected.



Hypotheses: There is a significant effect of achievement-oriented (X_1) on goal clarity (X_2)

Figure 2 Model of The Study

Result and Discussion

The testing of hypotheses was conducted to show that achievement-oriented has an effect on goal clarity in the private Islamic High School environment of Jambi province. Testing the normality of the data is done through Chi-Square, starting with determining the significance level. Based on the chi-square table in the table, it shows that if $df = 5$ and the error is set = 5%,

then the price $X_{2\ Table} = 11.070$. Based on the table $X_{2\ Observed} = 7.31 < 11.070$. It means normal. Comparing prices, the chi-square obtained = 7.31. Next is this price compared to the chi-squared with df (degrees of freedom) $6 - 1 = 5$. Based on the chi-square table in the table, it shows that if $dk = 5$ and the error is set = 5%, then the price $X_{2\ Table} = 11.070$. Based on the table $X_{2\ Observed} = 7.31 < 11.070$. It means normal.

The results of the calculations used to check the homogeneity of variance of Goal Clarity (X_2) on Achievement-oriented (X_1) $X^2_{Observed} = 32,943$ with $dk = 65$ pada $\alpha = 0,05$ $X^2_{table} = 84,820$ because $X^2_{Observed} < X^2_{Table}$, Then H_0 is accepted, indicating that the variance of goal clarity (X_2) on achievement-oriented (X_1) is homogeneous. It can be said that the variable goal clarity (X_2) shows homogeneity concerning the achievement-oriented (X_1) variable.

Linearity calculation is $f_{-Table} = 1.72$ and $f_{-Observed} = -1.36$, then $f_{-observed} < f_{-table}$, it can be concluded that the relationship between variables (X_2) and (X_1) is linear. The first hypothesis states that an achievement-oriented head of an Islamic Private Senior High School (X_1) directly affects Goal Clarity (X_2). Criteria for testing the hypothesis H_0 is rejected if the value of $t\text{-count} > t\text{-table}$, and H_0 is accepted if the value of $t_{-Observed} < t_{-Table}$. Based on these criteria, the value of $t_{-Observed} (11.112) > t_{-Table} (1.98)$, so H_0 is rejected, and H_1 is accepted. This means that the research hypothesis, which states that achievement-oriented Islamic Private High School Heads (X_1) directly affect Islamic Private High School Goal Clarity (X_2), can be accepted because it has been proven true.

R12	R12 ²	Df	T-test	T-Table		Result
				0.05	0.01	
0.764	0.58	88	11.11	1.987	2.633	Significant

Table1 The result of the calculation of t-test X_1 toward X_2

Based on these criteria, the value of $t_{-Observed} (11.112) > t_{-Table} (1.98)$, so H_0 is rejected, and H_1 is accepted. This means that the research hypothesis, which states that achievement-oriented Islamic Private High School Heads (X_1) directly affect Islamic Private High School Goal Clarity (X_2), can be accepted because it has been proven true.

The findings of this study indicate that the importance of achievement-oriented contribution directly contributes to goal clarity by 58.4%; it is in line with (Chazan et al., 2022; Dare & Saleem, 2022; Northouse, 1998). This highlights the significant impact an achievement-oriented approach can have on enhancing goal clarity within an organisation. It suggests that the headmaster of a private Islamic senior higher school, being achievement-oriented, can play a crucial role in influencing goal clarity among faculty and staff (Lai et al., 2020; Tao et al., 2023; Wang et al., 2018).

Islam places a high value on leadership, as evidenced by the numerous discussions in the verses and hadiths of the Prophet (Alqhaiwi et al., 2023; Rafiki, 2020; Rizaldy & Hidayatullah, 2021). The teachings of Islam emphasise the significance of leadership in guiding individuals and communities towards righteousness and prosperity (Rafiki, 2020; Rahman, 2022). One of the elements that profoundly affects how people live is the leader (Ahmed et al., 2021). Leadership is considered a personal trait that significantly influences a person's surroundings, shaping the environment and impacting the lives of those around them (Ahmed et al., 2021). The importance of achievement-oriented leadership in fostering goal clarity and organisational success can be analysed. It also highlights Islam's value on leadership and its profound impact on individuals and communities, aligning with the study's findings.

Leaders apply the goal-clarity leadership style within the organisational environment and broader contexts (Ahmed et al., 2021). They identify the leadership approach that best evaluates the capacity to meet the school's objectives (Popa, 2022; Visvizi et al., 2021). Leadership that prioritises success can significantly contribute to schools achieving their goals and objectives (Mincu, 2022).

The study findings reveal a consistent trend of centralised authority across all three research locations within the province, corroborating the findings of the previous study by Altamimi and Liu (2023). This centralised authority structure suggests a uniform approach to decision-making and leadership within the studied context.

Moreover, the implementation of various activities aimed at fostering innovation, diligence, and professionalism among subordinates underscores the organisational emphasis on cultivating these qualities among employees, as evidenced by the research conducted by Wang et al. (2018). This emphasis is likely intended to enhance overall organisational performance and productivity.

An illustrative example of such efforts is establishing a specific component at the Private Islamic Senior High School of Dinniyah to promote Internet networking. This initiative, conceived by the school head, serves as a creative mechanism to stimulate intellectual engagement among students and staff, as highlighted in the work of Chazan et al. (2022) and Dare & Saleem (2022). This example demonstrates a proactive approach to fostering a culture of innovation and intellectual growth within the educational institution.

Overall, the study's findings suggest a centralised authority structure across the research locations, coupled with organisational efforts to promote innovation, diligence, and professionalism, as evidenced by the specific example of the Internet networking initiative at the Private Islamic Senior High School of Dinniyah, which exemplifies the practical application of these efforts in stimulating intellectual engagement within the organisation.

This analysis emphasises the multifaceted nature of goal-clarity leadership and its applicability beyond organisational settings, highlighting how individuals with an achievement orientation leverage clarity to set ambitious goals, stay motivated, measure their progress, and adapt as needed, thus offering valuable insights into strategies for enhancing goal clarity and informing goal-setting practices in both personal and professional contexts.

Conclusion

As outlined in the preceding section, the analysis and discussion of the research findings lead to the following inference: the presence of achievement-oriented behaviour has a positive and significant effect on goal clarity. According to the statistical analysis, with the observed t-value (11.112) surpassing the critical t-value (1.98), the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This indicates that the evidence supports the research hypothesis, which posits a direct impact of achievement-oriented Islamic Private High School Heads (X_1) on Islamic Private High School Goal Clarity (X_2).

The findings suggest that leadership with an achievement-oriented approach influences the clarity of organisational goals. This underscores the importance of employing an achievement-oriented leadership style to enhance organisational goal clarity. Leaders who adopt this style typically prioritise goal attainment and tangible outcomes. The ramifications of such leadership can significantly shape goal clarity within the organisation. It is important to note that no single leadership model universally suits all situations or organisations. While achievement-oriented leadership may be advantageous in certain contexts, particularly where clear goals and

outcomes are paramount, leadership approaches should be tailored to the specific characteristics and requirements of the organisation.

Overall, the study contributes to a deeper understanding of effective leadership practices within Islamic educational settings and provides valuable insights for practitioners seeking to enhance goal clarity and organisational performance. In contrast, practical implications for educational leaders and administrators highlight the significance of adopting an achievement-oriented leadership style to enhance goal clarity and improve organisational performance.

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