

## **ABSTRACT**

This study examined Dweck's model of achievement motivation at the collegiate level in Pakistan educational settings. The relationship between goal orientations and academic performance was examined on 175 postgraduate students of GCU, Lahore at the departments of Psychology, Economics, Chemistry, Physics, Mathematics, History, CASP, and Business studies. The Motivated Strategies for Learning Questionnaire was used to assess the learning and performance orientation of the students. Study strategies were measured using subscales of learning strategies questionnaire. Findings suggest that High goal orientation i.e. learning or performance was associated with higher CGPA. Self-efficacy beliefs were less associated with performance goals but more with learning goals as well as CGPA. Learning goal orientation alone did not relate with CGPA; conversely performance orientation in some subjects (chemistry and business studies) was associated with CGPA. Meaningfully, learning orientation appeared salient to the study strategies of 'organization' and 'critical thinking', where as performance orientation went well with 'rehearsal' strategy. However CGPA was not related to any of the goal orientation or study strategies for social or pure sciences. Further analysis indicated that the students of Psychology, Economics and Business studies had learning orientation, whereas those of Physics were more performance oriented. Interestingly, no study strategy was distinctly related to any discipline except the strategy of 'elaboration', which differentiated the pure and hard science subjects from the applied and soft discipline (social science) subjects. implications concerning inclusion of discipline specific goal orientation in the university admission criterion, use of appropriate learning strategies and balancing goal orientations between learning and performance motives are discussed to maximize academic performance.