**FACTORS RELATED TO ACHIEVEMENT GOAL ORIENTATION AMONG GRADE 8 STUDENTS OF CAVITE NATIONAL HIGH SCHOOL**

Joald G. Calpo

Cavite National High School, Cavite City, Philippines 4100

Science is an integral part of every human affair and is incorporated in the personal, social, economic and ethical aspects of life. Developing interest in science among students is of great importance in providing them the competencies necessary in a knowledge-based society. The current K-12 Basic Education Curriculum of the Department of Education (DepEd) views science education as a way of molding scientifically literate students that will equip them to be informed and participative members of the society (DepEd, 2013). This new curriculum is designed to address the poor quality of basic education reflected in the low achievement scores of Filipino students (DepEd, 2010).

According to the 2003 Trends in International Mathematics and Science Study (TIMSS), Philippines ranked 34th among the 38 countries included in the survey. This ranking is based on the achievement test results in science and math of Grade 4 and second year high school students on the last international test the country participated (Martin *et al.*, 2004). Based from the national achievement test result for school year 2011-2012, high school students obtained a mean percentage score (MPS) of 40.53 in Science wherein 49.45% of the students is categorized to have average achievement level and 41.14% has low achievement level. Region IVA-CALABARZON ranked to be the lowest among the large-sized regions of the country. Reflected on this is the performance of the Division of Cavite City, where Cavite National High School is under, obtaining 44.53 MPS in Science described to be average and far below the mastery level of 96-100% (National Education Testing and Research Center, 2013). Clearly, there is a need to identify the reasons for this poor performance of the students so that applicable interventions will be able to develop leading to the increase in achievement level towards mastery.

Redesigning the basic education curriculum of the country is not the sole and most effective solution in addressing the problems on the poor quality education. Motivation of the students to learn have a great deal to do with the problem for it directly affects their current and future academic achievement (Mattern, 2005).

Understanding how and why students are motivated is critical. Motivation refers to the individual forces that account for the direction, level, and persistence of individual’s effort in a certain task (Schermerhorn *et al.*, 2010). An important framework that should be taken into consideration in managing motivation is the current goal or objective of an individual (Moorhead & Griffin, 1998). Studies in academic motivation cited the role of achievement goal in understanding the disposition of a student in learning (Harackiewicz *et al.*, 2000; Pintrich, 2000; Grant & Dweck, 2003; Wolters, 2004; Linnenbrink, 2005). According to the achievement goal theory, achievement goal of student pertains to the reasons they believe in while engaged in an academic setting (Ames & Archer, 1988). Students’ achievement goal orientation varies according to learning environment (Tapola & Niemivirta, 2008). Dweck & Leggett (1988) classified goal orientation of students into two—mastery and performance-approach goals. Students adopting mastery goals aim to develop his/her skills, advance learning, understand the topic or master a task (Elliot, 1999). On the other hand, performance-approach oriented students aim to show his/her abilities to other and get the highest grades (Sungur & Senler, 2010).

Mastery and performance-approach goals clearly describe the reasons of students’ behavior in an academic environment. There are many instances in a students’ academic experience in which the need to excel in a class is driven not by the satisfaction of improving ones knowledge and skills through mastery instead by the realization that the knowledge will be needed in the future (Greene *et al.*, 2004). Miller & Brickman (2004), conversely, pointed out that students’ achievement can also be grounded to their personally valued future goals, introducing a new goal—perceived instrumentality. Lau & Lee (2006) mentioned that perceived instrumentality provides a direction for helping the students with poor motivation by letting them internalize the future application of academic-based knowledge and skills.

Grounded with the presented goal orientations adopted by students in class and the current academic achievement status of Filipino students, this study will determine if the adoption of these achievement goals (mastery, performance-approach and perceived instrumentality) among students provide a positive impact to their performance in class. Most literatures that cite the consequences of goal orientation to achievement of students focused on the whole learning experience and not putting into focus a science classroom setting which is highly inquiry-based and contextual in nature. Knowledge that may be imparted by this study can serve as a basis for future intervention programs that can be adopted to further improve the competencies of the students under the new basic education curriculum of the country.

REFERENCES

Amer C. and J. Archer. (1988). Achievement goals in the classroom: students’ learning strategies and motivation processes. *Journal of Educational Psychology 80 (30): 26-267.*

Department of Education (DepEd). (2010) Discussion paper on the enhanced k+12 basic education program. Pasig City: Department of Education

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (2013). K to 12 Curriculum Guide- Science. Pasig City: Department of Education

Dweck, C.S. and E.L. Leggett. (1988). A social-cognitive approach to motivation and personality. *Psychological Review 95 (2): 256-273.*

Elliot, A.J. (1999). Approach and avoidance motivation and achievement goals. *Educational Psychologists 34 (3): 169-189.*

Grant, H. and C. Dweck. (2003). Clarifying achievement goals and their impacts. *Journal of Personality and Social Psychology 85 (3) 541-553.*

Greene, B. A., R.B. Miller, H.M. Crowson, B.L. Duke and K.L. Akey. (2004). Predicting high school students’ cognitive engagement and achievement: contributions of classroom perceptions and motivation. Contemporary *Educational Psychology 29: 462-482.*

Hammer, O., D.A.T. Harper, and P.D. Ryan. (2001). PAST: Paleontological statistics software package for education and data analysis. *Palaentologia Electronica 4(1): 1-9.*

Harackiewicz, J.M., K.E. Barron, J.M. Tauer, S.M. Carter and A.J. Elliot. (2000). Short-term and long-term consequences of achievement goals: predicting interest and performance over time. *Journal of Educational Psychology 92 (2): 316-330.*

Lau, K. and C.K.J. Lee. (2006, November). Perception of classroom environment, achievement goals, and strategy use among Hong Kong students. Paper presented at the APERA Conference, Hong Kong.

Linnenbrink, E.A. (2005). The dilemma of performance-approach goals: the use of multiple goal contexts to promote students’ motivation and learning. *Journal of Educational Psychology 97 (2): 197-213.*

Martin, M.O., I.V.S. Mullis, E.J. Gonzalez, S.J. Chrostowski. (2004). TIMSS 2003 International Science Report. Boston: TIMSS & PIRLS International Study Center.

Mattern, R.A. (2005). College students’ goal orientations and achievement. International *Journal of Teaching and Learning in Higher Education 17 (1): 27-32.*

Miller, R.B. and S. J. Brickman. (2004). A model of future-oriented motivation and self-regulation. *Educational Psychology Review 16(1): 9- 33.*

Moorhead, G. and R.W. Griffin. (1998). Organizational Behavior: Managing People and Organization (5th ed.). Boston, NY: Houghtom Mifflin Company.

National Education Testing and Research Center. (2013). NAT Overview and 2012 Test Results. Philippines: NETRC.

Pintrich, P.R. (2000). An achievement goal theory perspective on issues in motivation terminology, theory and research. *Contemporary Educational Psychology 25: 92-104.*

Schermerhorn, J.R., J.G. Hunt, R.N. Osborn, and M. Uhl-Bien. (2010). Organizational Behavior (11th ed.). Hoboken, NJ: John Wiley and Sons, Inc.

Sungur, S. and B. Senler. (2010). Students’ achievement goals in relation to academic motivation, competence expectancy, and classroom environment perceptions. *Educational Research and Evaluation 16(4): 303-324.*

Tapola, A. and M. Niemivirta. (2008). The role of achievement goal orientations in students’ perceptions of and preferences for classroom environment. *British Journal of Educational Psychology 78: 291-312.*

Wolters, C.A. (2004). Advancing achievement goal theory: using goal structures and goal orientations to predict students’ motivation, cognition, and achievement. Journal of *Educational Psychology 96 (2): 236-250.*