LEARNING ENVIRONMENT AND ACADEMIC ACHIEVEMENT GOAL ORIENTATION OF THE STUDENTS

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Abstract: This study aimed to determine which domain of learning environment best influences academic achievement goal orientation of the students. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in one District of Davao Occidental Division, Philippines. The study was conducted on the second semester of school year 2021-2022. Research instruments on learning environment best influences academic achievement goal orientation of the students were used as source of data. Using mean, pearson-r, and regression as statistical tools to treat the data, the study showed the following results: the level of learning environment is very high, the level of academic achievement goal orientation of the students is very high, there is a significance on the relationship between learning environment and academic achievement goal orientation of the students, the domains of learning environment best influence academic achievement goal orientation of the students are Teaching for Understanding and Support Learning for Understanding.

Keywords: Learning Environment, Academic Achievement Goal Orientation, Educational Management, Quantitative Research, Philippines

1. Introduction

The students these days have encountered major adjustment in their studies. They have undergone a class which at first was so unfamiliar with them that they experience perplexities which lead others to perform poorly in their academics. Likewise, many students feel that the learning modality they have right now is never enough to help them master the competencies in their grade level. Truly, these students have trouble in navigating their academic journey which even others manifest lack of academic achievement goal orientation (Wu, Spreckelsen & Cohen, (2021).

The lack of students' drive to succeed academically has been linked to poor learning environment. Students do not perform in the best of their ability once their learning atmosphere does not motivate them to absorb their lessons. Hence, educators agree that the learning environment is a predictor of students' academic achievement goal orientation (Chiu, Lin & Lonka, 2021).

Despite teacher's effort in improving the academic goal orientation of the students, still some of them can note a few numbers of students in their chosen learning modality who cannot exhibit mastery of their lesson. Teacher noted that they have students who do not take their learning activity sheets seriously. Many of the students returned these learning worksheets incompletely answered or even untouched (Lu, Deng, Yao & Li, 2021).

Similarly, teachers single out that they have students who do not submit performance-based assessment either on time or delayed. As a result, teacher must deal with this issue and do home visitation to ensure that students are able to submit their basic requirements. Despite the efforts, teachers must deal with the reality of teaching students with low academic achievement drive (Ng'ang'a, Mwaura & Dinga, 2018).

In the pursuit of maximizing students' potential, teachers believe that they must help students in their school's requirement and in the submission of their performance tasks as a major component of the grading system. In the local context, there are teachers who patiently teach students to do their assignment and submit their requirements despite that they may take a little while than the schedule (Cheng, Armatas & Wang, 2020).

The problem-situations mentioned are the experiences of the students regarding low academic achievement goal orientation. As of today, the researcher rarely finds a study conducted in the time of the pandemic, that is focused on the learning environment and academic achievement goal orientation. Hence, the researcher is prompted to conduct this study to address the knowledge gap and help students and teachers contribute to the body of knowledge this research can contribute.

Research Objectives

This study aims to find out which domain of learning environment best influences academic achievement goal orientation of the students. Specifically, this study sought to answer the following objectives:
1. To describe the level of learning environment in terms of:
1.1. Sharing and Comparing Knowledge;
1.2. Relevance;
1.3. Teaching for Understanding;
1.4. Support Learning for Understanding, and
1.5. Problem-Solving Strategies.
2. To ascertain the level of academic achievement goal orientation of the students in terms of:
2.1 Mastery;
2.2 Performance Approach;
2.3 Performance Avoidant, and
2.4 Work Avoidant.
3. To determine the significant relationship between learning environment and academic achievement goal orientation of the students.
4. To determine which domains of learning environment best influences academic achievement goal orientation of the students

Hypothesis

The following hypothesis will be treated at 0.05 level of significance.

1. There is no significant relationship between learning environment and academic achievement goal orientation of the students.
2. No domains of learning environment best influences academic achievement goal orientation of the students.

2. Methods

This study used a correlational approach to conduct non-experimental quantitative research. A major portion of quantitative educational research is non-experimental because many critical factors of interest are uncontrollable. Because non-experimental research is such an important strategy for many researchers, it is necessary to establish a classification system for non-experimental methods that is both highly descriptive of what we do and allows us to communicate effectively in an interdisciplinary research context. Correlational research designs determine the type and extent of a relationship between two naturally occurring variables.

3. Results

Level of Learning Environment

Presented in Table 1 is the level of *Learning Environment* with the overall mean of 4.26 with a descriptive equivalent of *high* indicating that all enumerated indicators were oftentimes manifested. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular

indicator which is appended in this study. Among the enumerated indicators, *Relevance* obtained the highest mean score of 4.32 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: The assignments in the book/ hand-out deal with examples from the professional world, we are given various assignments that are taken from the professional world, and Many of our assignments are linked to events from the news (radio, television, newspaper, annual reports)

Teaching for Understanding obtained the mean rating of 4.28 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: The teacher uses examples related to the topic, we learn what various concepts and ideas have in common and how they differ, and the teacher helps us understand the links between various components of the subject matter.

The indicator *Support Learning for Understanding* obtained the highest mean of 4.25 with a descriptive rating of very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: The teacher gives us a chance to recall what we already know about a certain topic, we are encouraged to describe the subject matter in our own words, and when solving a problem, we are encouraged to draw on our existing knowledge

Table 1. Level of Learning Environment

Indicator	SD	Mean	Descriptive Level
Sharing and Comparing Knowledge	0.81	4.24	Very High
Relevance	0.76	4.32	Very High
Teaching for Understanding	0.64	4.28	Very High
Support Learning for Understanding	0.98	4.25	Very High
Problem-Solving Strategies	0.62	4.21	Very High
Overall	**0.63**	**4.26**	**Very High**

Sharing and Comparing Knowledge obtained a mean score of 4.24 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: We are encouraged to review each other's work, we are encouraged to discuss with fellow students how we study Management & Organization, and We are encouraged to explain examples from the book to each other.

The indicator *Problem-Solving Strategies* obtained a mean score of 4.21 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: The teacher encourages us to clearly describe what exactly the assignment entails, the teacher helps us to approach an assignment step by step, and the teacher discusses how a problem can be approached.

Level of Academic Achievement Goal Orientation

Presented in Table 2 is the level of *Academic Achievement Goal Orientation*. Computations revealed an overall mean score of 4.48 or *very high,* indicating that all enumerated indicators were oftentimes manifested. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study.

Table 2. Level of Academic Achievement Goal Orientation

Indicator	SD	Mean	Descriptive Level
Mastery	0.94	4.46	Very High
Performance Approach	0.85	4.51	Very High
Performance Avoidant	0.65	4.73	Very High
Work Avoidant	0.91	4.25	Very High
Overall	**0.63**	**4.48**	**Very High**

Among the enumerated indicators, *Performance Avoidant* obtained a mean score of 4.73 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I am afraid that if I ask the instructor for help, they may not think I am very smart, When others as how I did on test or assignments in this course I often lie and say I did better than I did, and When test or assignments are returned in this course, I do not want others to know how I did.

Performance Approach obtained a mean score of 4.51 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I believe that if one does not try hard in a class, but still does well, they must be smart, it is important for me to do well compared to others in this class, and I believe that intelligence is something you are born with.

Mastery obtained a mean score of 4.46 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I challenge myself with goals for a test based on my past exam results, I am more concerned with improving form week to week than I am in doing better than others in the course, and even when I am doing well in this course, I continue to work hard to improve my understanding of the material.

Work Avoidant obtained a mean score of 4.25 or very high. As presented in the appended table, the mean ratings of the following items under this indicator were as follows: I want to do as little work as I have to in this class, If I know I am getting an A in a class without much effort I will slack off, and getting a good grade in this course is more important than understanding the material covered.

Correlations between Measures

Illustrated in Table 3 were the results of the test of relationship between the variables involved in the study. The overall correlation had a computed r- value of 0.**298** with a probability value of 0.0**01** which is significant at 0.05 level. Doing an in-depth analysis, it could be gleaned that the indicators of *Learning Environment* and *Academic Achievement Goal Orientation* revealed a computed r-values ranging from .170 to .418 with probability values of 0.01 which is lesser than .05 level of significance. The significant relationship between the two variables is an indication that the increase in the level of *Learning Environment* led to the increase in *Academic Achievement Goal Orientation.*

Table 3. Significance of the Relationship between Learning Environment and Academic Achievement Goal Orientation

Learning Environment	**Academic Achievement Goal Orientation**		
	R	**p-value**	**Remarks**
Sharing and Comparing Knowledge	.170	.005	Significant
Relevance	.286	.018	Significant
Teaching for Understanding	.418	.003	Significant
Support Learning for Understanding	.286	.001	Significant
Problem-Solving Strategies	.271	.010	Significant
Overall	**.298**	**.001**	**Significant**

*Significant at 0.05 significance level.

Significance of the Influence of the Domain of Learning Environment on Academic Achievement Goal Orientation

Presented in Table 4 is the regression analysis showing the predictive ability of *Learning Environment* on *Academic Achievement Goal Orientation*. The analysis shows that when *Learning Environment* was regressed on *Academic Achievement Goal Orientation*, it generated an F-value of 38.93 with 0.01. The value of this regression is 38.93 with 0.01. It can be stated that *Learning Environment* influenced *Academic Achievement Goal Orientation*. Among the indicators of *Learning Environment* only two gave significant influence on *Academic Achievement Goal Orientation*, which are *Teaching for Understanding*, t=1.61, P=0.546 and *Support Learning for Understanding*, t=1.12, P=0.001.

Table 4. Regression Analysis Showing the Extent of the Influence of Predictor Variables on Academic Achievement Goal Orientation

Academic Achievement Goal Orientation

Learning Environment	**β (Standardized Coefficients)**	**B (Unstandardized Coefficients)**	**t**	**Sig.**
Constant	1.5268	0.5372	1.26	0.000
Sharing and Comparing Knowledge	-0.08257	0.06278	0.04	0.385

Relevance	0.78239	0.09869	-2.68	0.001
Teaching for Understanding	0.09276	0.03426	1.61	0.546
Support Learning for Understanding	0.82541	0.07282	1.12	0.001
Problem-Solving Strategies	0.08393	0.03861	0.05	0.658
R	0.287			
R^2	0.926			
F	38.93			
p	0.000			

CONCLUSION

With considerations on the findings of the study, conclusions are drawn in this section. The level of learning environment is very high, the level of academic achievement goal orientation of the students is very high, there is a significance on the relationship between learning environment and academic achievement goal orientation of the students, the domains of learning environment best influence academic achievement goal orientation of the students are Teaching for Understanding and Support Learning for Understanding.

The results of this study revealed that the level of learning environment is very high. The researcher recommends that the district where the study is conducted in Schools Division Office of Davao Occidental may conduct training that will help improve the aspects of Problem-Solving Strategies.

Meanwhile, the study revealed a very high level of academic achievement goal orientation. The researcher recommends that the district office may provide Learning Action Cell among the teachers on the topic Work Avoidant.

The study found a significant relationship between learning environment and academic achievement goal orientation of the students. The researcher therefore recommends that the District Office may consider the provision of trainings or activities relative to the variables under study to help the school heads and teachers enhance on the indicators which are among the lowest in the indicators of the variables under study.

The study found that the domains of learning environment best influence academic achievement goal orientation of the students are Teaching for Understanding and Support Learning for Understanding. The researcher recommends that school heads may provide sessions in Learning Action Cell among teachers for improvement.

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