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MODEL OF ACHIEVEMENT GOAL INFLUENCING ACADEMIC ACHIEVEMENT : MODERATED BY PERCEIVED TEACHER INSTRUCTIONAL PRACTICES

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ABSTRACT

Among the many factors contributing to the students' competency in learning are students' goal and teacher instructional practices. Goal is concerned of the end result that is centered on competence. Four dimensions of achievement goal were being investigated; performance approach, mastery approach, mastery avoidance and performance avoidance. On the other hand, four constructs of perceived teacher instructional practices were identified which were mastery oriented, performance oriented, differentiated instruction, and cognitive stimulation and autonomy. The sample comprised of 400 secondary school students from ordinary high school in Selangor state and responded to a set of questionnaires after their final year examination. The regression analysis shows that performance avoidance only predicted achievement in English subject. Meanwhile, mastery avoidance predicted students' academic achievement for all three subjects. To test moderator variable which was perceived teacher instructional practices, hierarchical regression was used. Based on the hierarchical regression, mastery approach was directly predicted students' achievement for English subject through the moderation of perceived teacher instructional practices. Meanwhile, cognitive stimulation and autonomy moderated the relationship between mastery avoidance and academic achievement for Mathematics and Science subjects. Besides that, differentiated instruction only moderated the relationship achievement goal with academic achievement for Science subject. It can be concluded that the relationship between mastery avoidance and performance avoidance with academic achievement could be moderated by perceived teacher instructional practice (differentiated instruction, and cognitive stimulation and autonomy). This indicated that teacher instructional practices that were perceived by students have influenced on students' purpose in learning and directly affect their academic achievement.

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CHAPTER ONE
INTRODUCTION

Education is a learning process involving interactions between students and educators. Real learning ensues when the learning process is conducted efficiently. In every learning process, students are tested by measuring their understanding of the subjects learned through multiple ways of evaluation. Teachers will normally grade the students by evaluating the students from the context of their knowledge demonstration, presentation delivery, homework submission, and class participation including discussions (Oko, 2014). Students need to have good academic achievements, especially during secondary school as it will provide opportunities for students to further their study at tertiary level.

Academic achievement of students has often been measured through their performance in examinations and is a significant measure of success in the field of education (Sharifah Muzlia, 2015). An examination is an important aspect of the education system to measure students' achievement at school (Rasul & Bukhsh, 2011). The Ministry of Education in Malaysia has continuously monitored the performance of students through important examinations, namely Ujian *Penilaian Sekolah Rendah* (UPSR), *Pentaksiran Tingkatan 3* (PT3), and *Sijil Pelajaran Malaysia* (SPM). These important examinations become evidence of students' performance at school. The results obtained from those examinations are considered as a determinant of their future journey in education. Throughout all levels of the Malaysian education system, English, Mathematics and Science are the subjects that have been students' main focus. The Ministry of Education has made several plans for English, Mathematics and Science subjects. Based on the Malaysia Education Blueprint (2013-2015) (MEB), the Ministry has planned to improve in the quality English, Mathematics and Science by strengthening the implementation of Science, Technology, Engineering, and Mathematics (STEM) education. Furthermore, the MEB also emphasized on upholding Bahasa Malaysia whilst strengthening the English language proficiency. Hence, the Malaysian government aspires to produce students who are capable of STEM and proficient in the English language.

The Ministry has implemented various initiatives to ensure students' competency in those subjects. Concerted efforts have been continuously initiated to