TEACHERS' PERCEPTION OF SCHOOL GOALS AND APPROACHES TO INSTRUCTION: EFFECTS ON STUDENTS' ACHIEVEMENT GOALS

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Abstract

Secondary school is considered to be the gateway for development of other sectors of education. It provides students the opportunity for quality education and a platform from which to proceed to higher education or vocational work. It has been a challenge for secondary schools to incorporate relevant skills, knowledge, and experience in the teaching-learning process as to address students' needs. Some students learn English better than others even if they are given the same opportunities. The present study intended to make contributions in clarifying the findings regarding effects of goal orientations on students' academic achievement in the subject of English. This study aimed to determine the effect of teachers' goals and approaches to instruction on student achievement goals in the subject of English at secondary level. Main objectives of the study were to Survey the teachers' perceptions of school goal structures for students, investigate the effects of teachers' perceptions of school goal structures and their approaches towards instruction on students' achievement goal orientation and to determine the kind of approaches teachers had towards instruction. It is a survey research and it was conducted in conventional classrooms in government Higher Secondary schools in district Peshawar. The sample consisted of 224 male and female teachers. The Patterns for Adaptive Learning Scale (PALS) developed and revised by Midgley et al, (2000) was used for the study. Descriptive statistics and correlation analysis were applied to identify teachers' goals and approaches to instruction and its relationship with students' achievement goal orientation. It was concluded that teachers' perception

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of school goal structure was not significantly correlated with students' achievement goal orientation. Teachers had low mastery approaches to instruction. Gender differences were found as more female teachers had high mastery approaches to instruction than male teachers.

Keywords: *English Learning, Achievement Goal Orientation, Mastery Goal Orientation, Performance Goal Orientation.*

Introduction

Education in the 21st century has changed due to knowledge and information explosion. Ideas like learning styles, new theories of learning and motivation, emerging technologies in education, and achievement goal orientation have been highlighted and explored. Researchers are emphasizing social psychological research in education. The idea that achievement goal orientation and student performance are related is highlighted by scholars from various disciplines and research on the topic has received much attention.

Secondary school is considered to be the gateway for development of other sectors of education. It provides students the opportunity for quality education and a platform from which to proceed to higher education or vocational work. The extent to which schools accomplish objectives of education determines its level of effectiveness (Banye, 2010). It is observed that students are not doing well in the Government High/Higher secondary schools in Pakistan and society is losing confidence in the educational system.

Learning specifically language learning and production is a complex process. The difficulties that adults face while learning a second language is different from those faced by children and requires greater effort, increased focus, and extra motivation (Sousa, 2006). Various factors relating to learning situations including materials, the teacher, teaching methods, and achievement goal orientation play their role in learning English.

Literature Review

Teachers play an important role in creating learning environments for students to become motivated learners and to enable them to reach their

achievement potential. Researchers have stressed on the teachers' role in developing students' goal orientation by using various pedagogical approaches and giving students opportunities for creative and critical thinking. It is argued that students' adoption of mastery or performance goals depends on their classroom experiences, and their perceptions of how teachers structure the classroom. Students might enter school with mastery goals but many become socialized into a performance orientation (Ames, 1990).

Teachers could affect student motivation in ways that facilitate or hamper learning (Svinicki, 2009) as they have different assumptions about themselves, about their students, and about the process of education (Goldstein & Brooks, 2007). Teachers' effects are the main factors affecting student academic achievement and "teachers make a difference" (Wright, Horn, & Sanders, 1997).

Teachers' efforts in the classroom influence students' self-perceptions, confidence, motivation, responsibility, and intent to persist more than by the students' background characteristics (Colbeck, Cabrera, and Terenzini, 2001, p.186). Various studies have reported relationship between teacher goal orientation and its effect on students' orientation. Patrick et al., (2001) found that teachers with mastery orientation viewed learning as an active process, required involvement from all students, emphasized effort, and encouraged student interaction; showing social and affective support and concern about students' learning. Teachers with high performance orientation emphasized formal assessments, grades, and students' relative performance. Meece (2003) found greater student academic motivation and engagement when they perceived that teachers were using learner-centred practices involving caring, honouring student voices, establishing higher order thinking, and adapting teaching to student's needs. Turner and Patrick (2004) found that teachers' expectations along with instructional and motivational support influenced students' beliefs and behaviours, and were associated with patterns of participation.

It emphasized the potential of teacher practices on development of student work habits. Siebert (2006) found significant relationship between teachers' self-efficacy and students' perceptions of classroom goal orientation. Students' ability rating was not a predictor of their perception of classroom goal orientation. Haselhuhn et al., (2007) found that teachers were familiar with behavioural and cognitive approaches to

motivation, and generally reported mastery-oriented beliefs, behaviours, and school goal structures. Elementary teachers rated school goal structures as more mastery-oriented and less performance-oriented than middle school teachers. Furthermore, teachers stated that their students held performance goal orientations. Beghetto (2007) reported carry-over effect of prospective teachers' past goal orientations on their beliefs about students. Teachers believed that their future students will pursue goal orientations similar to their own past goal orientations. Prospective teachers having past performance-approach goals viewed avoidance as a sign of laziness, while those with past performance-avoidant goals viewed avoidance as sign of lack of confidence and support. Patrick and Ryan (2008) reported teacher practices that students attend to when appraising their classroom's mastery goal structure including teachers' pedagogical and affective interactions with students, recognition, evaluation practices, and teachers' use of time. Hardre´ and Sullivan (2008) found that teacher perceptions of students' goals did not predict teachers motivating strategies. While Butler and Shibaz (2008) found that teachers' mastery and ability-avoidance goals predicted teacher support for and inhibition of question asking, help seeking, and cheating by students. Teacher mastery and ability-avoidance goals were connected with positive versus negative instructional practices. Teacher ability-avoidance goals were connected with student cheating, but teacher achievement goals did not predict students' help seeking. Eren (2009) found that teachers' conceptions about teaching and learning are predicted significantly by their achievement goals. While Barkoukis, Ntoumanis, and Thøgersen-Ntoumani (2009) found that decrease in adaptive motivation over time vary across students and may be tackled by promoting a task-involving teacher environment. Retelsdorf, Butler, Streblow, and Schiefele (2010) found mastery orientation as positive predictor of adaptive patterns of instruction and high interest in teaching while work avoidance was negative predictor of adaptive patterns of instruction and low interest in teaching. Deevers (2010) found that teacher endorsement of mastery goal was positively related to student mastery and performance-approach orientations, and negatively related to student performance-avoidance orientation.

Similarly teacher endorsement of performance goal was positively related to student performance-approach and performance-avoidance orientations. It is argued that teachers should endorse mastery goals to promote student mastery goal orientation and increased achievement. Knoel (2012) identified certain teacher characteristics that students

value. These included: a sense of humor; consistent help, high expectations; active listening; value for the group and the individual; inclusion of games for learning; and spoken and written encouragement. Students appreciated active listening and encouragement by teachers, and provision of supportive, interesting, and challenging learning environment. Students were more concerned with the behaviours and treatment from their teachers than with their physical appearance. Mucherah and Frazier (2013) found male teachers to be more supportive and innovative and that male teachers reported greater school and classroom performance goals. Students' personal goal orientations are related to their perceptions of their teachers' goals (Husman, Brem and Duggan, 2005). Teachers who give importance to grades and recognize students for outperforming others create a performance goal structure (Miller and Murdock, 2007). Teacher intrinsic motivation, reflective thinking, and teacher control-expectancy beliefs increase mastery goal orientation while task-irrelevant behaviour increases performance-approach and performance-avoidance goal orientation (Malmberg, 2008). Students adopt achievement goals according to the goals of their teachers. When students believe that their teachers focus on mastery and understanding of the material, they tend to adopt mastery goals; when students feel that teachers promote competition and reward better performance, they adopt performance approach or performance avoidance goals (Fadlelmula, 2010). Teachers could encourage mastery goal orientation by emphasizing student autonomy and ownership of the learning process, giving suitable assignments, and stressing learning over performance. Teachers' efforts to promote mastery goal orientation in classrooms may not diminish performance goal orientations but the two may work together to increase student learning. Therefore, teachers' encouragement of mastery goals may be desirable even if the overall curriculum and other academic structures promote other goal orientations (Canfield & Zastavker, 2010).

The quality and intensity of behaviour changes with changes in students' goals; teachers could change the reasons of students' learning by rewarding some goals and not others (Covington, 2000). Fostering proper achievement goals through student-centred activities could improve the professional development of students (Peer, 2007). Teachers create the social and physical environment for learning and affect conceptualization of the classroom goal structure. Goal orientations include the reasons for which teachers pursue their goals and the

standards they use to evaluate progress toward achieving those goals (Mucherah and Frazier, 2013).

Goal theory and social cognitive theory provided the theoretical framework of the study. According to goal theory, "students' goal orientations activate different thoughts, emotions, beliefs, and behavioural patterns in achievement settings" (Dweck, 1986). Goal orientation theory is a socio-cognitive theory that focuses on learners' goals in achievement situation and is interested in why learners engage in learning tasks (Middleton, Kaplan, & Midgley, 2004). It predicts that students' purposes for performing a task influence their task engagement (Greene, Miller, Crowson, Duke, & Akey, 2004), and presents perspective of students' academic motivations (James and Yates, 2007). It includes both situational and personal components. (Miller & Murdock, 2007) and provides a framework for examining the relationship between students' achievement goals and their success. The theory examines the goals that students pursue in an academic setting and focuses on how students think about themselves, their learning tasks, and their performance (Christensen, 2008).

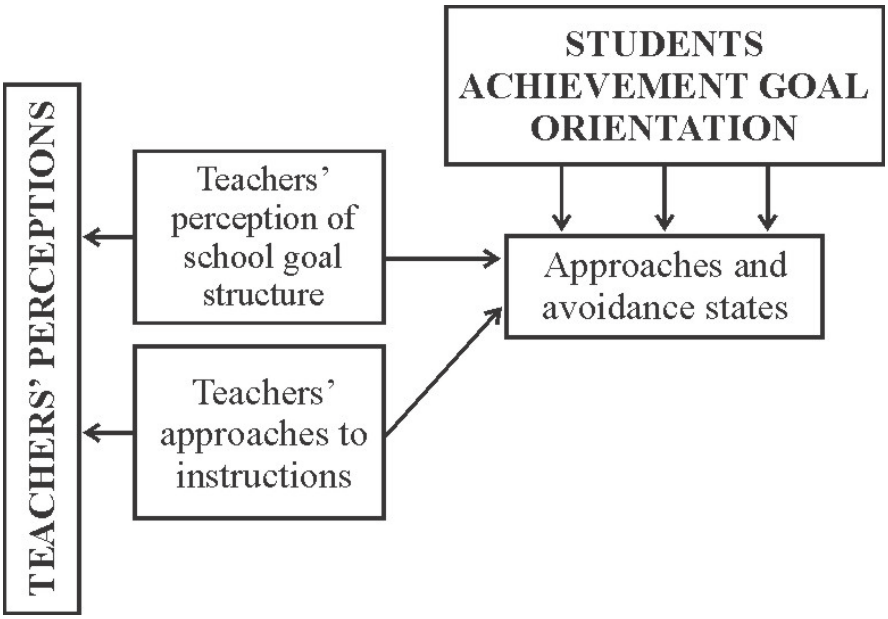

Figure 1 Conceptual framework of the study

Prevailing theories of motivation are based on cognitive perspective and provide insights into factors that create achievement motivation having key components like students' goals, values, and feelings about the task (Monzó and Rueda, 2001).

Social cognitive theory views students as active agents of learning. Students avoid tasks in which they see themselves as unable to succeed, but approach the task if they see themselves as able to succeed (Xiao, 2006). Social cognitive theories of motivation stress the importance of achievement goal orientation in determining students' achievement behaviour. (Salili, Lai, & Leung, 2004, p. 330). Social-cognitive approach has enabled the researchers to characterize and explain adaptive and maladaptive patterns of learning and has provided basis for intervention and practice (Dweck, 1986; Wolters, 2004).

The context of classrooms is competitive as teachers and students stress the need to achieve high scores while some teachers emphasize understanding of the course content. The classroom in secondary schools provides a relevant context in which students' achievement goal orientation could be studied in terms of teachers' goals and approaches to instruction in the subject of English.

Research Methodology

It is a survey research. This section deals with the research design, sample selection and the instrumentation for conducting the study.

Research Design

The design of the study was descriptive in nature. It was based on following objectives:

1. Survey the teachers' perceptions of school goal structures for students.
2. Investigate the effects of teachers' perceptions of school goal structures and their approaches towards instruction on students' achievement goal orientation.
3. Determine the kind of approaches teachers had towards instruction.

On the basis of above research objectives, the study framed the following research hypotheses:

1. Hypothesis 1: Teachers' perception of school goal structure has significant effect on students' achievement goal orientation
   H_0: Teachers' perception of school goal structure has no significant effect on students' achievement goal orientation

2. Hypothesis 2: Teachers' approaches to instruction has significant effect on students' achievement goal orientation
   H_0: Teachers approaches to instruction has no significant effect on students' achievement goal orientation

Participants: The participants consisted of 406 English teachers and 27,748 students enrolled in high/higher secondary schools. The population of teachers consisted of a heterogeneous group of teachers having educational qualification of B.A./B.Sc., and M.A./M.Sc., while their professional qualifications were C.T., B.Ed., M.Ed., and a few had M Phil and PhD qualification. The study used a multistage sampling technique.

An equal-sized stratified sample of male and female teachers was selected from both urban and rural schools. The equal-sized stratified sample was chosen, as according to Gay (2000) this sampling technique is preferable over others when subgroup comparisons are desired. Therefore equal-sized samples have been chosen, being the most useful. According to Gay (2000, p.11) "selecting a sample in such a way that the subgroups in the population represent relevant, equal sized subgroups". In other words, that in order to avoid the effects of variables such as population difference between urban and rural areas and other differentiating effects from the data collected, it is appropriate to select an equal-sized sample. Gay (2000) argues that for a population of about 500 individuals, a sample of 217 is sufficient. Therefore, a total of 224 teachers were selected as sample for the study, thus each stratum contained 56 teachers. Data was collected in the academic session of 2013-14. The sample was selected to balance accuracy against cost and feasibility and to get an adequate representation at reduced cost.

Instrumentation: The study used scales established by earlier research (Bong, 2001). The Patterns for Adaptive Learning Scale (PALS) developed and revised by Midgley, et al., (2000) was used for the study. PALS is based on achievement goal theory and includes both teacher and student measures. This study utilized the revised PALS using a five-point Likert scale. PALS had high concurrent construct and discriminant validity and was effective for use at different grade levels. PALS contained items that measure students' achievement goal orientation, their perceptions of classroom and parent goal structure, teachers' perception of school goal structure and their approaches to instruction. The scales for students' goal orientations, perceptions of teachers' goals,

and perceptions of the classroom goal structure included mastery and performance goals and distinguished between performance-approach and performance-avoid goal orientation (Midgley, et al., 2000). It is more appropriate to use domain-specific motivational measures to understand how students' goals operate in specific subjects (Magson, Craven, Nelson & Yeung, 2010). The PALS provides opportunity to empirically apply the multiple-goal perspective in studying students' perceptions of classroom goal structures (James & Yates, 2007).

Reliability and Validity: The PALS has been used widely in the literature to assess achievement goals, has good reliability and validity, and has been developed for use by students in schools and universities. Salili, Lai & Leung, 2004; Byrne, 2011; Siebert 2006), among many other researchers, also used PALS to conduct their studies.

Some of the original items were modified for this study because of particular learning context and age of students and the term "class" was replaced with "English class" and the term "teacher" was replaced with "English teacher" to measure students' goal orientation toward English. In the teacher scales, the words like "honour roll" were replaced with "honour board" and the word "honour assemblies" were replaced with "assemblies". The method was derived from Hsieh, et al., (2009) who did similar practice while conducting their study.

As the instructional language in the schools in which the study was conducted was Urdu, all items from PALS were translated from English to Urdu and adapted accordingly. The grammatical structure of Urdu uses gender specific words for boys and girls, therefore, the scales were modified accordingly to suit the language context. Experts of English and Urdu examined the items, assessed their applicability and accuracy, and provided feedback. Necessary adjustments were made based on their suggestions, which were then validated with the help of supervisor and experts for use in Pakistani context.

Face validity and content validity were determined by a panel of experts and teachers as done by Roberts and Dyer (2005). The items were discussed with expert teachers who examined the items and pointed out terms that might confuse students. Certain terms were, thus, identified that could confuse students on the PALS. These teachers were not included in the sample to control any possible biases.

Procedure: The instruments were personally administered to the samples to ensure maximum return rate. Administration of instruments to female students was carried out with the help of school teachers as the researcher could not approach them directly due to cultural issues. For this purpose teachers were briefed about the objective of the study and administration of instruments.

Data Analysis: Descriptive statistics was used for interpretations of data. Students' responses to personal goal orientation statements were added to get their mastery, performance-approach, and performance-avoid goal scores. Median splits were then used to categorize students into achievement goal groups. The same procedure had also been used by Mattern (2005).

Correlation analysis was performed to examine how teachers' goals and approaches to instruction were related to students' achievement goal orientations. Correlation coefficient (r) is a commonly used statistics that shows the strength of the association between variables. Features in computer software programs like Microsoft Excel XP 2007 professional and IBM SPSS Statistics version 21.0 for windows were used for analysis of data.

Results

The research results are discussed below:

Table 1
Teachers' perceptions of school goal structure for students

		Male teachers (N=112)					Female teachers (N=112)				
	Group	f	%	M	Md	SD	f	%	M	Md	SD
Perception of school Mastery Goal Structure for students	High	51	46	29.6	29	2.4	69	62	27.7	27	1.9
	Low	61	54	22.9	24	3.1	43	38	23.0	23	1.8
Perception of school Performance Goal Structure for students	High	59	53	26.6	26	1.4	54	48	25.4	25	1.2
	Low	53	47	20.0	20	3.2	58	52	19.9	20	2.9

The table 1 presented that 46% male teachers perceived that school had high mastery goal structure for students (Mean=29.6, SD=2.4) while 54% male teachers considered them to have low mastery goal structure (Mean=22.9, SD=3.1). Furthermore, 53% male teachers perceived that schools had high performance goal structure for students (Mean=26.6, SD=1.4) as compared to 47% male teachers who considered it to have

low performance goal structure (Mean=20.0, SD=3.2). It also revealed that 62% female teachers perceived that school had high mastery goal structure for students (Mean=27.7, SD=1.9) while 38% female teachers considered them to have low mastery goal structure (Mean=23.0, SD=1.8). Furthermore, 48% female teachers perceived that schools had high performance goal structure for students (Mean=25.4, SD=1.2) as compared to 52% female teachers who considered it to have low performance goal structure (Mean=19.9, SD=2.9).

Table 2
Teachers' Perceptions of School Goal Structure for Students (N=224)

	Group	f	%	M	Md	SD	*t*	*df*
Perception of school Mastery Goal Structure for students	High	94	42	29.2	29	2.2	14.5*	93
	Low	130	584	23.6	24	2.6		
Perception of school Performance Goal Structure for students	High	122	54	25.9	26	1.5	19.9*	101
	Low	102	46	19.6	20	2.9		

*Difference is significant at p<0.05 level

The table 2 showed that 42% teachers perceived that school had high mastery goal structure for students (Mean=29.2, SD=2.2) while 58% teachers considered them to have low mastery goal structure (Mean=23.6, SD=2.6). The difference between high and low mastery goal groups was significant (t=14.5, df=93, p<0.05). Furthermore, 54% teachers perceived that schools had high performance goal structure for students (Mean=25.9, SD=1.5) as compared to 46% teachers who considered it to have low performance goal structure (Mean=19.6, SD=2.9). The difference between high and low performance goal groups was significant (t=19.9, df=101, p<0.05).

Table 3
Effect of teachers' perception of school goal structure on students' achievement goal orientation

	1	2	3	4	5
Teacher perception of school mastery goal structure for students		.554**	-.005	.029	.026
Teachers' perception of school performance goal structure for students			-.045	-.084	-.007
Students' mastery goal orientation				.327**	.279**
Students' performance-approach goal orientation					.434**

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations were calculated using bivariate analysis to find out the effect of teachers' perception of school goal structure on students' achievement goal orientation. From the analysis of the data it was revealed that teachers perception of school mastery goal structure for students was significantly correlated with teachers' perception of school performance goal structure for students ($r=0.554$, $p<0.01$), but teachers' perception of school goal structure was not significantly correlated with students' achievement goal orientation.

The research hypothesis that teachers' perception of school goal structure had significant effect on students' achievement goal orientation was, therefore, rejected and the null hypothesis was accepted.

Table 4
Teachers' approaches to instruction

		Male teachers (N=112)					Female teachers (N=112)				
	Group	F	%	M	Md	SD	f	%	M	Md	SD
Teachers' Mastery Approach	High	56	50	18.2	19	0.9	66	59	17.0	16	1.4
to Instruction	Low	56	50	13.6	15	3.2	46	41	12.7	14	2.3
Teachers performance	High	48	43	24.1	24	0.6	42	38	22.8	23	1.5
approach to instruction	Low	64	57	19.3	21	3.2	70	63	17.8	20	3.2

The table 4 showed that 50% male teachers had high mastery approaches to instruction (Mean=18.2, SD=0.9) and 50% male teachers had low mastery approaches to instruction (Mean=13.6, SD=3.2). Furthermore, 43% male teachers had high performance approach to instruction (Mean=24.1, SD=0.6) as compared to 57% male teachers who had low performance approach to instruction (Mean=19.3, SD=3.2).

It also revealed that 59% female teachers had high mastery approaches to instruction (Mean=17.0, SD=1.4) while 41% female teachers had low mastery approaches to instruction (Mean=12.7, SD=2.3). Furthermore, 38% female teachers had high performance approach to instruction (Mean=22.8, SD=1.5) as compared to 63% female teachers who had low performance approach to instruction (Mean=17.8, SD=3.2).

Table 5
Teachers' approaches to instruction (All teachers, N=224)

	Group	f	%	M	Md	SD	*t*	*df*
Teachers' Mastery Approach to	High	84	38	18.2	18	1.0	12.0*	83
Instruction	Low	140	63	14.0	15	2.7		
Teachers performance approach to	High	123	55	23.0	23	1.4	15.8*	100
instruction	Low	101	45	17.5	19	3.2		

*Difference is significant at $p<0.05$ level

The table 5 revealed approaches to instruction of all the teachers. It showed that 38% teachers had high mastery approaches to instruction (Mean=18.2, SD=1.0) while 63% teachers had low mastery approaches to instruction (Mean=14.0, SD=2.7). The difference between high and low mastery goal groups was significant (t=12.0, df =83, $p<0.05$). Furthermore, 55% teachers had high performance approach to instruction (Mean=23.0, SD=1.4) as compared to 45% teachers who had low performance approach to instruction (Mean=17.5, SD=3.2). The difference between high and low performance goal groups was significant (t=15.8, df =100, $p<0.05$).

Table 6
Effect of teachers' approaches to instruction on students' achievement goal orientation

	1	2	3	4	5
Teachers' mastery approach to instruction		.367**	-.052	-.066	-.006
Teachers' performance approach to instruction			-.141*	-.133*	-.013
Students' Mastery goal orientation				.327**	.279**
Students' performance-approach goal orientation					.434**
Students' performance-avoid goal orientation					

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Correlations were calculated using bivariate analysis to find out the effect of teachers' approaches to instruction on students' achievement goal orientation. From the analysis of the data it was revealed that although teachers' mastery approach to instruction was highly and significantly correlated with teachers performance approach to instruction ($r=0.367$, $p<0.01$) but it was not significantly related to students' goal orientation. The data also showed that teachers' performance approach to instruction was significantly but negatively correlated to students' mastery goal orientation ($r= -0.141$, $p<0.05$). Similarly teachers' performance approach to instruction was significantly but negatively related to students' performance-approach goal orientation ($r=-0.133$, $p<0.05$).

The research hypothesis that teachers' approaches to instruction had significant effect on their achievement goal orientation was, therefore, accepted and the null hypothesis was rejected.

Discussion

Relatively higher number of teachers considered that schools had high performance goal structure for students. Moreover, relatively large number of male teachers considered schools to have high performance goal structure for students than female teachers. It was concluded that teachers' perception of school goal structure was not significantly correlated with students' achievement goal orientation. Teachers had low mastery approaches to instruction. Gender differences were found as more female teachers had high mastery approaches to instruction than male teachers.

Teachers had high performance approach to instruction and majority of them (43%) were male. Teachers' mastery approach to instruction was not significantly correlated to students' goal orientation while teachers' performance approach to instruction was significantly but negatively correlated to students' mastery goal orientation ($r= -0.141$, $p<0.05$). Similarly teachers' performance approach to instruction was significantly but negatively correlated to students performance-approach goal orientation ($r=-0.133$, $p<0.05$).

It has been a challenge for secondary schools to incorporate relevant skills, knowledge, and experience in the teaching-learning process as to address students' needs. Some students learn English better than others even if they are given the same opportunities. The present study intended to make contributions in clarifying the findings regarding effects of goal orientations on students' academic achievement in the subject of English. Teachers are responsible to administer and interpret tests, ensure that all students have access to product of learning, including special students, students from different linguistic and cultural settings, students from poor and lower class families, and students learning English as a second language (Thousand, Villa, & Nevin, 2007, p. 800). It reflects more than just the teachers' policies and practices.

Achievement goal orientations may contribute to students' learning and performance along with other factors such as methods of instruction, age, aptitude, intelligence, motivation, and environmental at classroom, school, home and community. Students' achievement goal orientation and academic performance may not be taken irrespective of school, society, parenting styles, and the wider context of education in Pakistan.

The present study found that teachers' mastery approach to instruction was not significantly correlated to students' goal orientation, while teachers' performance approach to instruction was significantly but negatively correlated to students' mastery and performance-approach goal orientation. The finding was in contrast to Deevers (2010) who had reported that teachers' endorsement of mastery goals was positively related to students' mastery and performance approach goals and negatively related to students' performance-avoid goals.

A number of limitations may be considered while interpreting the findings of this study. The study included only the students from Government High/Higher Secondary schools in district Peshawar. It may be noted that achievement goal orientation, beliefs, motives, and achievement might be different in a single-sex setting of government schools of district Peshawar than in schools where co-education is practiced. Furthermore, students motivated for learning by achievement orientation might be different from students who are motivated by factors like peer pressure or escape from stress.

Another limitation of the study was that the instruments were administered in a context in which personal consequences for students were not involved. According to Thelk, Sundre, Horst, and Finney (2009) in testing situations for which there are no personal consequences, low level of student motivation may cause test performance that does not show the ability of students. It presented a threat to validity of score interpretations. Students' low motivation is a possible form of test bias and is a type of systematic error that negatively influences students test performance.

Conclusion

The study concluded that majority of teacher perceived school goal structure for students as more performance oriented than mastery oriented. Similarly teachers' approaches to instruction were more performance oriented than mastery oriented. Teachers considered that school had low mastery goal structure for students. Gender differences were observed as a large number of female teachers considered that school had high mastery goal structure for students as compared to male teachers.

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