Self-Efficacy and Achievement Goals of ASTS Graduates

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Abstract: This study was conducted to determine the self-efficacy and achievement goals of the 130 alumni of Agricultural Science and Technology School (ASTS). Achievement goals were assessed on four dimensions; mastery, performance, social and extrinsic goals. Results show that majority of the ASTS respondents manifest "high" level of self-efficacy. The results also showed that as agriculture students, they are motivated to develop their skills and abilities.

They possessed extremely high mastery goal. The overall mean for the performance goals of the respondents was 3.78 described as "often true". Data also showed that the ASTS graduates possessed a "high level" of social goals and the extrinsic goals of the respondents was 3.86 described as "often true".

 Three personal profile variables of the respondents were highly correlated with self-efficacy; sex (r=0.730), specialization (r=0.199), highest educational attainment (r=0.213) and occupational status (r=0.261). Sex showed highly significant but negative relationship with performance goals. Those with only significant but negative relationship are specialization and mastery goals with performance and extrinsic goals while specialization was significant but negatively related with mastery and performance goals. Highest educational attainment with extrinsic goals, while occupational status was positively correlated with performance and extrinsic goals.

Self-efficacy of the respondents influenced the respondent's achievement goals such as mastery, performance, social and extrinsic goal. Individual differences across these variables were related to the perceived motivation structure of the learning environment. Individuals with high self-efficacy tend to achieve more in life.

Keywords: Self-efficacy, achievement goals, academic achievement.

I.   INTRODUCTION

Self-efficacy refers to the abilities of the students for success in a given task (Bandura, 1997). It is a student's "I can" or "I can not" belief. Self-efficacy reflects how confident students are about performing a specific task. Self-efficacy beliefs affect behaviours of a student through how he or she feels, thinks, motivates himself/herself, and acts. Self-efficacy influences what activities students select, how much effort they put forth, how persistent they are in the face of difficulties, and the difficulties of the goals they set. It posits a mechanism of changing, continuing and generalizing behaviour in the basis of self-efficacy of individuals. Self-efficacy is a key element of Bandura's social learning theory and plays a role of connecting goals, performance and motivation. Motivation, on the other hand, is an inner drive that directs a student's behaviour toward the fulfilment of a goal (i.e., academic success). Motivation is a goal-directed behaviour and indicates the willingness of the students to exert high levels of effort toward achieving goals.

Motivation influences how and why people learn as well as their performance. Historically, teachers, trainers and academicians in any learning organization throughout the world have used self-efficacy beliefs of the students and motivation as techniques to encourage the tasks and duties of learning. Although self-efficacy has been found to be a significant factor in predicting academic achievement by enhancing motivation to achieve (Pietsch et al, 2003), still students' self-efficacy and motivation have been of great practical concern to the academic institutions and of great theoretical concern to researchers, educators, and practitioners.

The self-efficacy of the students alone will not insure success if the motivation is lacking. Achievement outcomes are considered to be the function of two characteristics," efficacy and "will." Self-efficacy beliefs are predictive of two measures of students' effort: rate of performance and expenditure of energy. For example, Schunk and colleagues found that perceived self-efficacy for learning correlates positively with students' rate of solution of arithmetic problems. Salomon (1984) has found that self-efficacy is positively related to self-rated mental effort and achievement during students' learning from text material that was perceived as difficult.

Given this scenario, the possible effects of perceived self-efficacy on achievement goals is hereby explored.

Objectives

1. describe the self-efficacy of the respondents and their achievement goals in terms of mastery, performance, social and extrinsic goals.

2. assess the relationship between the personal profile of the respondents and their self-efficacy and achievement goals.

3. find out the relationship between the self-efficacy and the achievement goals of the respondents.

Hypotheses of the Study

1. There is no significant relationship between the personal profile of the respondents and their self-efficacy and achievement goals

2. There is no significant relationship between the self-efficacy and achievement goals of the respondents.

II. LITERATURE REVIEW

Self-efficacy influences what activities students select, how much effort they put forth, how persistent they are in the face of difficulties, and the difficulties of the goals they set.

Bandura (1977) posits a mechanism of changing, continuing and generating behaviour in the basis of self-efficacy of individuals. Self-efficacy is a key element of Bandura's social learning theory and plays a role of connecting goals, performance and motivation. Motivation, on the other hand, is an inner drive that directs a student's behaviour toward the fulfilment of a goal (i.e., academic success).

Motivation is a goal-directed behaviour and indicates the willingness of the students to exert high levels of effort toward achieving goals. Motivation influences how and why people learn as well as their performance (Pintrich and Schunk, 1996). Historically, teachers, trainers and academicians in any learning organization throughout the world have used self-efficacy beliefs of the students and motivation as techniques to encourage the tasks and duties of learning. Although self-efficacy has been found to be a significant factor in predicting academic achievement by enhancing motivation to achieve (e.g., Pietsch et al, 2003, Bandura, 1997; Schunk, 1991; Schunk & Zimmerman, 1994), still students' self-efficacy and motivation have been of great practical concern to the academic institutions and of great theoretical concern to researchers, educators, and practitioners.

III. METHODOLOGY

This study used the descriptive normative survey to answer the problems posed in the study and to guide the analysis of this research. This method is considered the most appropriate since it can be used in providing facts on which professional judgement may be based. It is concerned with conditions, practices, structures, differences or relationships that exist, opinions held, processes that are going on or trends that are evident.

The respondents of the study were the 130 alumni of Agricultural Science and Technology School who graduated from school year 1996-2000 to 2014-2015.

A survey questionnaire consisting of three parts was prepared. Part I dealt on the personal profile of the ASTS graduate-respondents, Part II dealt on the self-efficacy and achievement goals of the graduates. Pretesting of questionnaire was done with 20 graduates of ASTS who were not included as part of the total respondents. Reliability coefficient was found to be 0.876 using Cronbach Alpha.

Descriptive analysis using frequency counts, percentages, weighted means, standard deviation and ranking were used to describe the respondents' socio-demographic characteristics, motivational perspectives and self-efficacy. Also, correlational statistics was employed to see the relationship of the socio-demographic characteristics with the respondents motivational perspectives as well as their self-efficacy. Data were analyzed using Microsoft Excel program and the Statistical Package for Social Sciences (SPSS) version 21.

The research was conducted on the service areas of Agricultural Science and Technology School. Mostly the graduate respondents came from the province of Nueva Ecija in the municipality of San Jose City, Science City of Munoz, Carranglan, Pantabangan, Rizal, Licab, Llanera, Talavera and Cabanatuan City; and Isabela, Nueva Viscaya and Tarlac.
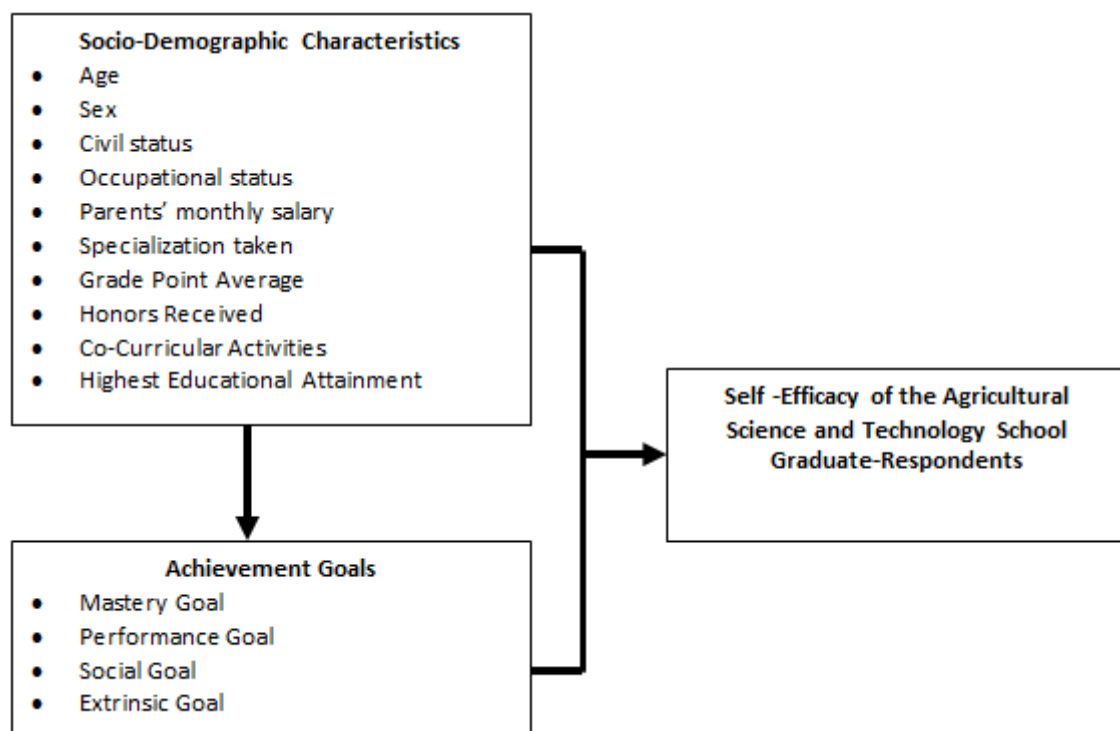

Figure 1: The conceptual model showing the hypothetical relationship between the independent and dependent variables.

IV. RESULTS AND DISCUSSION

Self-efficacy of the Respondents

Self-efficacy is the individual's expectancy of his or her capability to organize and execute the behavior needed to successfully complete a task. Self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations" (Bandura, 1994).

Self-efficacy reflects how confident students about performing a specific task. Hence, self-efficacy beliefs can affect behaviors of a student through how he or she feels, thinks, motivates himself/herself, and acts. Therefore self-efficacy influences what activities students select, how much effort they put forth, how persistent they are in the face of difficulties, and the difficulties of the goals they set.

Table 1 shows a pooled mean of 4.02 was obtained to describe the self-efficacy of the respondents whose means ranged from 1.91 to 4.34 respectively. This shows that the respondents possessed "often true" self-efficacy based on the five point Likert scale. The over-all mean revealed that the respondent's self-efficacy was "High". This meant that the respondents' belief in their ability to accomplish the specific tasks were high.

Their belief of themselves is high. This implies that they believe that they could understand the ideas taught in the whole course and they could learn a great deal about the subject as compared to traditional education which is not related to agriculture. Part of the training of ASTS students is rice production and other agriculture related activities which motivate them to face and overcome any difficulties.

Of the statements used to measure the respondents' self-efficacy, 11 were described as "always true". Six were described as "often" true. Meanwhile, one was "moderately true" and another was "sometimes true".

Table 1: Distribution of the ASTS Respondents' Self-efficacy

ITEM	(N=130)		
	M	**SD**	**Verbal Description**
1. When I am confronted with a problem,	4.22	.77	Always true
2. I can usually find several solutions			
3. I can easily regain my composure after encountering frustrating circumstances	4.17	.75	Often true
4. If someone opposes me, I can find the	4.05	.86	Often true
5. means and ways to get what I want			
6. If I am in trouble, I can usually think of a solution	4.28	.79	Always true
7. It is easy for me to stick to my aims and accomplish my goals	4.23	.76	Always true
8. I can remain calm when facing difficulties because I can rely on my coping abilities	4.22	.85	Always true
9. Thanks to my resourcefulness, I know how to handle unforeseen situations	4.21	.77	Always true
10. I can usually handle whatever comes in my way	4.20	.76	Always true
11. I am confident that I could deal efficiently	4.18	.85	Often true
12. with unexpected events			
13. I am confident and contented with my achievements	4.18	.82	Often true
14. I'm happy with my achievements in life	4.34	.92	Always true
15. I have a pleasant personality and easy to get along with	4.25	.76	Always true
16. I can accomplish a task at a given time	4.19	.83	Often true
17. My achievement is based on the efforts I exerted	4.22	.84	Always true
18. I feel helpless most of the time	2.80	1.22	Moderately true
19. I can remain calm even in times of difficulties	4.05	.78	Often true
20. I believe I can do best in my academics	4.23	.79	Always true
21. I can excel in my chosen career	4.28	.84	Always true
22. There are lots of things I would like	1.91	.92	Sometimes true
23. to change about myself if I could			
24. I am always in control of my mood in various situations	4.15	.80	Often true
Average Mean	**4.02**	**.48**	**Often true**

Legend: 1.0 – 1.79 Not at all true - Extremely low

1.8 – 2.59 Sometimes true - Low

2.6 – 3.39 Moderately true - Moderately high

3.4 – 4.19 Often true - High

4.2 – 5.0 Always true - Extremely high

Item 11 which states that "I'm happy with my achievements in life", got the highest mean of 4.34 followed by Item 4 which states "If I am in trouble, I can usually think of a solution ($\overline{x}$=4.28) and Item 18 "I can excel in my chosen career" ($\overline{x}$=4.28) described as "always true" or "extremely high" in terms of self-efficacy.

On the other hand, Item 19 which states "There are lots of things I would like to change about myself if I could" got the lowest mean with $\overline{x} = 1.91$ described as "sometimes true" or "low" self-efficacy. This was followed by Item 15 which states "I feel helpless most of the time" described as moderately true ($\overline{x} = 2.80$). Two negatively stated were claimed by the respondents as "sometimes true" or of "low" self-efficacy.

These results indicate that as students in an agricultural school, they are eager to solve each problem that may come their way. This could be associated to the fact that they live in the school dormitory and that they are away from their parents. As such, whenever difficulties come along, they have to trust themselves that they could handle those difficulties well since they have no one to turn to except themselves.

Meanwhile, feeling helpless is not an option for them. Since they find themselves efficacious, they find ways to come up with rational choices and decisions rather than feel bad about uncomfortable situations.

In general, self-efficacy can enhance human accomplishments and influence the choices people make and the courses of action they pursue, how long they will endure when confronting obstacles and how resilient they will be in the face of adverse situation. Table 2, summarizes the self-efficacy of the respondents.

Table 2: Summary of level of self-efficacy of the respondents

	F	%
Low	1	0.8
Moderately high	11	8.5
High	61	46.9
Extremely high	57	43.8
Total	130	100

Legend: 1.0 – 1.79 Not at all true - Extremely low

1.8 – 2.59 Sometimes true - Low

2.6 – 3.39 Moderately true - Moderately high

3.4 – 4.19 Often true - High

4.2 – 5.0 Always true - Extremely high

The results show that majority of the ASTS respondents manifest that they have "high" level of self-efficacy. This means that the ASTS respondents have been trained to be more independent because of the school set-up providing them the skills they need to be ready in the real life situations. A strong sense of self-efficacy enhances accomplishment and personal well-being in part because of an individual's beliefs in their own potentials to influence the outcome. Individuals with a high sense of self-efficacy often exhibit an intrinsic interest and tend to be deeply engrossed in their activities. They set challenging goals and maintain a strong commitment to achieving these goals. Individuals with high sense of self-efficacy approach threatening situations with greater confidence, feeling they have at least some ability to exert an influence and/or a degree of control over the situation. That is, they recover quickly from setbacks and disappointments.

This result of the study was consistent with that of Gecas (2004) which states that people behave in the way that executes their initial beliefs; thus, self-efficacy functions as self-fulfilling prophecy. According to him, self-efficacy could influence over people's ability to learn, their motivation and their performances, as people will often attempt to learn and perform only those tasks for which they believe they could be successful.

Achievement Goals of the Respondents

Achievement goals were assessed on four dimensions; mastery, performance, social and extrinsic goals. Achievement goals reflect the purpose of an individual achievement pursuit (Machr, 1989; McInerney, 2003; Quicho 2014). Achievement goal theory posits that student' behaviour in an achievement setting is guided by the achievement goals they construe for learning, and these goals determine their approach to and engagement in school learning (Urdan, and Midgley, 2003).

A. Mastery Goals

Mastery goal is defined as the degree to which a student is motivated by intrinsic self-referenced goals and focus on the development of skills and abilities. Mastery goal includes two specific goals, the task goal and the effort goal (McInerney, et.al, 2001).

The results showed that as agriculture students, they are motivated to develop their skills and abilities. Giving up is not an option for them. In cases that problems arise and failed in resolving such concern, they have the tendency to ask for more chances in correcting or rectifying these difficulties. This clearly showed that the respondents have a high self-efficacy level.

This result showed that the respondents have already attained improvement in their respective careers. In terms of the occupational status of the respondents, majority of them have stable job, an indication that they have high self-efficacy and they have already mastered their job.

Table 21 shows the level of respondents' mastery goal. It discloses that the ASTS respondents possess "extremely high" to high mastery goals. The average mean of the 12 items was 4.16 described as "often true".

Table 3: Distribution of mastery goals of the respondents

ITEM	(N=130)		
	M	SD	Verbal Description
1. I like being given the chance to do something again, to make it better	4.42	.72	Always true
2. I try harder with interesting work inclined in agriculture	4.14	.89	Often true
3. I like to see that I am improving in my career in agriculture	4.06	.95	Often true
4. I need to know that I am getting somewhere with my work	4.07	.78	Often true
5. I don't mind working a long time at my job that I find interesting	4.15	.89	Often true
6. I try hard to make sure that I am good in my job	4.25	.79	Always true
7. When I am improving in my work I try even harder	4.28	.78	Always true
8. The harder the problem the harder I try in my job	4.07	.97	Often true
9. I try hard at workplace because I am interested in my job	4.12	.87	Often true
10. I work hard to try to understand new things on my job I am always trying to do better in	4.19	.90	Often true
11. I'm happy with my achievements in life	4.19	.90	Often true
12. I am always trying to do better in my work related to agriculture	4.01	1.03	Often true
Average Mean	**4.16**	**.62**	**Often true**

Legend: 1.0 – 1.79 Not at all true - Extremely low

1.8 – 2.59 Sometimes true - Low

2.6 – 3.39 Moderately true - Moderately high

3.4 – 4.19 Often true - High

4.2 – 5.0 Always true - Extremely high

The results revealed that most ASTS respondents possessed extremely high mastery goal. According to Van Yperen (2006), mastery goals entail striving to do better than one has done before. This means that the ASTS graduates having high mastery goals were more focused on the task given to them and have mastered the subject materials to increase their skills. Whatever problems arise along their way, they face it positively and look for solutions to resolve these problems. Furthermore, ASTS graduates have learned to become autonomous in their studies, a result of what the school taught them, to be independent.

Table 4: Summary of mastery goals of the respondents

	F	%
Low	1	0.8
Moderately high	17	13.1
High	43	33.1
Extremely high	69	53.1
Total	130	100

Legend: 1.0 – 1.79 Not at all true - Extremely low

1.8 – 2.59 Sometimes true - Low

2.6 – 3.39 Moderately true - Moderately high

3.4 – 4.19 Often true - High

4.2 – 5.0 Always true - Extremely high

B. Performance Goals

Table 5 shows that the overall mean for the performance goals of the respondents was 3.78 described as "often true". The statement, "I work harder if I'm trying to be better than others" got the highest mean of 4.23 described as "always true" in the five-point Likert scale. The item "I like to compete with others at my work place" got the lowest mean $\bar{x}$ = 3.55 but described as "often true". As students staying in the dormitory, they have to be kind with other students because they are living as a group like a real family.

Performance goal is the degree to which a student is motivated by competitive other-referenced goals. As cited by Ames and Archer (1988) a student's purpose is to demonstrate competence relative to others because they and are motivated to perform in class for two very different reasons: to increase their competence by learning as much as they can, and to gain favorable "judgment of their competence by performing better than others".

Table 5: Distribution of performance goals of the respondents

ITEM	(N=130)		
	M	SD	Verbal Description
1. Coming first is very important to me	4.09	.89	Often true
2. I like to compete with others at my work place	3.55	1.15	Often true
3. I work harder if I'm trying to be better than others	4.23	.68	Always true
4. I want to do well at work to be better than my co-workers	3.91	1.05	Often true
Average Mean	**3.78**	**.85**	**Often true**

Legend: 1.0 – 1.79 Not at all true - Extremely low

1.8 – 2.59 Sometimes true - Low

2.6 – 3.39 Moderately true - Moderately high

3.4 – 4.19 Often true - High

4.2 – 5.0 Always true - Extremely high

Table 6 shows, 39.2 percent of the ASTS respondents possess "extremely high" performance goal while 27.7 percent were high in performance goal; 21.5 percent were moderately high; and 15 belonged to low and extremely low in terms of performance goal.

Table 6: Summary of Performance Goals of the Respondents

	F	%
Extremely low	2	1.5
Low	13	10
Moderately high	28	21.5
High	36	27.7
Extremely high	51	39.2
Total	130	100

Legend: 1.0 – 1.79 Not at all true - Extremely low

1.8 – 2.59 Sometimes true - Low

2.6 – 3.39 Moderately true - Moderately high

3.4 – 4.19 Often true - High

4.2 – 5.0 Always true - Extremely high

This suggests that these ASTS graduates with low and extremely low performance goals are not competitive. This means they are not so keen in playing leadership role, as they are working as a team to attain a certain goal.

C. Social Goals

Table 7 shows that the overall mean of the social goals was $\bar{x}$ = 4.12 described as "often true". "I care about other people at my workplace" got the highest mean $\bar{x}$ = 4.33 described as "always true". On the other hand, the item "I work hard at my company because I want my superiors to notice me" got the lowest mean of $\bar{x}$ = 3.59 described as "often true".

The data shown in Table 7 reflects that the ASTS graduates could have possessed a "high level" of social goals. This means that their social concern for other students and willingness to help are high.

This means further that the respondents value social relationships. Since they are away from their parents and they live with their classmates in the dormitory so they have tocare for one another, have good social relationships, help each one in times of difficulties or consult their classmates for some school or personal related concerns. Meanwhile, the respondents have to work hard so that they could successfully achieve a desired goal but not for them to be noticed by other people such as their superiors.

Social goal of the students can be manifested by observing similar others succeed. This can raise the observers' social goals and motivate them to perform the task if they believe that they, too, would be successful (Schunk, 1987). Conversely, observing others fail can lead students to believe that they lack the competence to succeed and dissuade them from attempting the task.

Table 7: Social goals of the respondents

ITEM	(N=130)		
	M	**SD**	**Verbal Description**
1. I am only happy when I am one of the best in my work place	3.70	1.24	Often true
2. I work hard so that I will be put in charge and lead my co-workers	3.78	1.10	Often true
3. I want to feel important in front of my co-workers	3.79	1.14	Often true
4. It is very important for me to be a group leader	3.73	1.16	Often true
5. I do my best in my company when I am working with others	4.12	.88	Often true
6. I work hard at my company because I want my superiors notice	3.59	1.20	Often true
7. I try to work with friends as much as possible at my workplace	4.08	.98	Often true
8. I prefer to work with other people at the office rather than alone	4.01	.98	Often true
9. I care about other people at my workplace	4.33	.76	Always true
10. It makes me unhappy if my friends aren't doing well at their job	4.07	.93	Often true
Average Mean	**4.12**	**.67**	**Often true**

Legend: 1.0 – 1.79 Not at all true - Extremely low

1.8 – 2.59 Sometimes true - Low

2.6 – 3.39 Moderately true - Moderately high

3.4 – 4.19 Often true - High

4.2 – 5.0 Always true - Extremely high

Table 8 shows that majority of the ASTS graduate respondents are generally extremely high in terms of social goal with f = 70 or 53.8%. Some were high 35.6%; were moderately high 7.7%; were low 2.3% and extremely low 0.8% in social goal.

Table 8: Summary of social goals of the respondents

	F	**%**
Extremely low	1	0.8
Low	3	2.3
Moderately high	10	7.7
High	46	35.4
Extremely high	70	53.8
Total	130	100

Legend: 1.0 – 1.79 Not at all true - Extremely low

1.8 – 2.59 Sometimes true - Low

2.6 – 3.39 Moderately true - Moderately high

3.4 – 4.19 Often true - High

4.2 – 5.0 Always true - Extremely high

Having high social goals, the ASTS graduates could have performed better if had good relationships with other people. They have a high regard on relationship.

Social goal similarity is potent among students and adolescents because peers are similar in many ways and students at developmental levels are unfamiliar with many tasks. Discussions between friends can influence their choices of activities and friends often make similar choices (Berndt and Keefe, 1992). Also, groups promote motivational socialization. Peer pressure rises during childhood and peaks around junior high school but then declines through senior high school.

D. Extrinsic Goals

Table 9 shows that the overall mean of the extrinsic goals of the respondents was 3.86. described as "often true". Data showed that the respondents were somewhat pursuing extrinsic goals.

Table 9: Extrinsic goals of the respondents

ITEM	(N=130)		
	M	SD	Verbal Description
Praise from my superior for my good work is important to me	3.88	1.06	Often true
At the office, I work best when I am praised	3.88	1.10	Often true
I want to be praised for my good work	3.9	1.12	Often true
I work hard in my job for rewards from my superior	3.72	1.20	Often true
Getting a reward for my good work is important to me	3.87	1.18	Often true
Average Mean	**3.86**	**0.97**	**Often true**

Legend: 1.0 – 1.79 Not at all true - Extremely low

1.8 – 2.59 Sometimes true - Low

2.6 – 3.39 Moderately true - Moderately high

3.4 – 4.19 Often true - High

4.2 – 5.0 Always true - Extremely high

The ASTS graduate respondent possessed high level of extrinsic goal. This means that praises, recognition and other form of rewards can boost the drive of the students to accomplish the tasks. For praise goal, the respondents showed that a reflection of the satisfaction was revealed and some exposed that recognition in the form of praise gave them satisfaction in performing their roles. All of the parameters were described as "often true" in the Likert scale.

Table 10 shows the extrinsic goal of the ASTS respondents. Majority possess an extremely high extrinsic goal (*f* = 62 or 47.7%); *f* = 31 or 23.8 percent were high; while 16.9% were moderately high, 9.2 percent were low and 2.3 percent were extremely low in extrinsic goal.

Table 10: Summary of Extrinsic Goals of the Respondents

	F	%
Extremely low	3	2.3
Low	12	9.2
Moderately high	22	16.9
High	31	23.8
Extremely high	62	47.7
Total	130	100

Legend: 1.0 – 1.79 Not at all true - Extremely low

1.8 – 2.59 Sometimes true - Low

2.6 – 3.39 Moderately true - Moderately high

3.4 – 4.19 Often true - High

4.2 – 5.0 Always true - Extremely high

The results imply that the extrinsic goal of the ASTS respondents were mostly extremely high. This means praise and rewards are good motivation for them to accomplish the tasks that they are doing. According to Quicho (2013), praises, recognitions, and other form of rewards can boost the drive of the students to perform well in tasks assigned to them.

Relationship of Personal Profile of the Respondents and their Self-Efficacy and Achievement Goals

According to Maxwell (1990) the behavior of a person is affected by various factors. A person reacts because of what he/she thinks and feels at the moment. Some relevant factors antecedents to that reaction must be looked into to gear the reaction to positive outcome. As conceptualized in this study, the respondents' socio-demographic characteristics were related with their self-efficacy and achievement goals.

The relationship of specific factors of profile and respondents' self-efficacy and achievement goals were determined through the Pearson moment coefficient or Pearson *r* analysis. (Table 10).

Relationship of the Personal Profile Variables of the Respondents with their Self-efficacy

Table 10 shows the degree of relationship of personal profile of the respondents and self-efficacy. Based on the results, four variables were identified as the correlates of self-efficacy, namely, sex, specialization, highest educational attainment and occupational status.

Table 11: Correlation between Socio-Demographic Characteristics Variables of the Respondents and their Self-efficacy

Personal Profile Variables	Self-Efficacy
Sex	.730**
Specialization	.199*
Highest Educational Attainment	.213**
Occupational Status	.261**

Legend: * significant (p≤.05)

       ** highly significant (p≤.01)

Sex was found as having high significant correlation with the respondent's self-efficacy. Most of the respondents were female (52.3%). The female respondents believe they can control what they learn and perform and are more apt to initiate and sustain behaviors directed toward those ends than are individuals who hold a low sense of control over their capabilities (Bandura, 1997). Perceived control of female respondents is generic; thus, it is meaningful to speak of perceived control over learning or performing and over outcomes. Possibly, parents of the female respondents were concerned over their child's scholastic performance and their future after they finish their studies.

Highest educational attainment and occupational status were highly significant in their correlation to self-efficacy. This means that having good education means better job placement. Self-efficacy can enhance human accomplishments and influence the choices people make and the courses of action they pursue. Self-efficacy beliefs are the strongest, predictor of human motivation and behavior. A strong sense of self-efficacy enhances accomplishment and personal well-being in part because of the individual's beliefs in their own potentials to influence the outcome.

These results rejected the null hypothesis stating that "there is no significant relationship between the personal profile and the respondents' self-efficacy". This means the socio-demographic characteristics variables tested in this study could influence the self-efficacy of the respondents.

Relationship of Personal Profile Variables of the Respondents and their Achievement Goals

Table 11 shows that sex was the only variable that showed highly significant but negative, relationship was performance and extrinsic goals. Highest educational attainment was negatively related with extrinsic goals while occupational status was positively correlated with performance and extrinsic goals.

Table 12: Correlation of Personal Profile Variables of the Respondents and their Achievement Goals

PERSONAL PROFILE VARIABLES	ACHIEVEMENT GOALS			
	Mastery Goal	Performance Goal	Social Goal	Extrinsic Goal
Sex	-.150	-.242[**]	-.119	-.192[*]
Specialization	-.225[*]	-.176[*]	-.064	-.080
Highest Educational Attainment	.029	-.171	-.076	-.175[*]
Occupational Status	.133	.206[*]	.100	.198[*]

Legend: * significant (p≤.05)

　　　　** highly significant (p≤.01)

The results showed similarity with those of Pajares (1994) who claimed that men tend to be more confident than girls in the areas related to agriculture while home making arts and home technology are areas for women despite the claims that achievement differences in these areas have diminished or disappeared. Conversely, in areas related to language arts, male and female students exhibit similar confidence although the achievement goals of girls are claimed to be typically higher.

Meanwhile, specializations were negatively correlated to mastery goal (r=-0.225) and performance goal (r=-0.176). This implies that agriculture and homemaking arts as different specializations could influence the mastery and performance goals of the respondents.

On the other hand, highest educational attainment of the respondents shows negative but significant related to extrinsic goal (r=-0.175). This means that the higher the educational attainment of the respondents is the lower the extrinsic goals they manifest.

Finally, the occupational status of the respondents showed significant relationship with performance goal (r=0.206) and extrinsic goal (r=0.198). These results imply that the occupational status of the respondents like employment significantly influenced higher performance and extrinsic goal.

Relationship of Self-efficacy and Achievement Goals of the Respondents

This part presents the level of relationship of self-efficacy of the respondents to achievement goals. Achievement goals include mastery, performance, social and extrinsic goals.

Table 13: Correlation between self-efficacy and achievement goals of the respondents

Achievement Goals	Self-Efficacy
Mastery	.700**
Performance	.464**
Social	.490**
Extrinsic	.433**

Legend: * significant (p≤.05)

　　　　** highly significant (p≤.01)

As shown in Table 13 all the achievement goals were highly correlated with self-efficacy. These were mastery goal (r=0.700), performance goal (r=0.464), social goal (r=0.490) and extrinsic goal (r=0.433). This result revealed that self-efficacy and achievement goals are highly related to each other.

The results showed that self-efficacy influenced the achievement goals of the respondents. Individuals with a high sense of self-efficacy often achieve more in their goals in life. Because of higher self-efficacy, they tend to be deeply engrossed in their activities; they set challenging goals and maintain a strong commitment to achieve these goals.

Furthermore, individuals with high sense of self-efficacy approach threatening situations with greater confidence, feeling they have at least some ability to exert an influence and/or a degree of control over the situation.

Achievement goals are focused on identifying different types of goal orientations among students, the motivational processes that are associated with these different goals, and the conditions that elicit them. These goal orientations have been contrasted as task involved in mastery, performance, social and extrinsic goals.

With performance goal orientation, there is a concern with being just able, and one shows evidence of ability by being successful, by outperforming others, or by achieving success with little effort. A performance goal reflects valuing of ability and normatively high outcomes.

With a mastery goal, importance is attached to developing new skills. The process of learning itself is valued, and the attainment of mastery is seen as dependent on effort.

With social goal, the respondents' involvement and participation in school depend in part on how much the school environment contributes to their perceptions of autonomy and relatedness, which in turn influence self-efficacy and academic achievement. Although parents and teachers contribute to feelings of autonomy and relatedness, peers become highly significant during adolescence. The peer group context enhances or diminishes students' feelings of belongingness and affiliation.

The extrinsic goal of the respondents, has revealed that external rewards like money, praise and recognition serve as driving force for the respondents to accomplish a particular task and get motivated while doing the task.

"There is no significant relationship between the graduate-respondent's self-efficacy and achievement goals." is rejected. This rejection means the presence of highly significant relationship between self-efficacy of the respondents and their achievement goals.

Inter-correlation of Achievement Goals

Table 14 shows Pearson-r analysis values on the relationship of mastery goal with performance goal (r=563), social goal (r=.615) and extrinsic goal (r=.500). These were found to be highly significant predictors of achievement goals. Mastery goals were positively related with performance goals. This means, students who strongly endorse mastery goals also reported high endorsement of performance goals.

Table 14: Inter-correlation of Achievement Goals

Achievement Goal	Mastery	Performance	Social	Extrinsic
Mastery				
Performance	.563**			
Social	.615**	.618**		
Extrinsic	.500**	.797**	.649**	

Legend: * significant (p≤.05)

** highly significant (p≤.01

Individual differences across these variables were related to the perceived motivation structure of the learning environment. The respondents' scores on mastery and performance goals were correlated with social goals and extrinsic goals. The respondents who strongly endorsed mastery goals also reported high endorsement of performance goals, social goals and extrinsic goals. That is when respondents perceived an emphasis on mastery goals, they reported using more learning strategies, preferred tasks that offered challenges and had a more positive attitude towards their class.

This pattern of relationship is consistent with theoretical assumptions about the consequences of the mastery achievement goals (Dweck 1988; Nicholls 1984) that provide field-based evidence of relations that which have been demonstrated in experimental setting (Bandura & Dweck 1981).

In addition, perceived mastery goals orientation was strongly related to a tendency for the respondents to credit the teacher when they performed well and not blame the teacher when they performed poorly. With the mastery goals they attained, they would learn to share others the learning skills they acquired (social goals) and may expect for extrinsic motivation (extrinsic goals) coming from significant others through praises and recognition (Quicho, 2013).

A mastery goal refers to striving to learn, understanding and improving skills based on an intrapersonal evaluative standard. Meanwhile, a performance goal is seen as striving to outperform others and appear competent based on an interpersonal standard.

Performance goals are also related with the why's of students' learning. They are based on students' beliefs about what is important in an achievement situation (Ames, 1992). Performance goals orient students to define and evaluate competence relative to others, to attribute outcomes to ability and consider difficulty as diagnostic of low ability.

Summary of the Results of Correlation Analysis on the Relationship of Personal Profile of the Respondents with their Self-efficacy and Achievement Goals

Pearson-r correlation analysis was employed to determine the personal profile variables that can influence the respondent's self-efficacy and achievement goals. Four variables of respondents were found to be predictors of self-efficacy of the respondents. These were sex, specialization, highest educational attainment and occupation status. Results also revealed that self-efficacy can influence the respondent's achievement goals in terms of mastery goal, performance goal, social goal and extrinsic goal.

V. CONCLUSIONS

The following conclusions were derived from the findings:

a. Students in an agricultural school are eager to solve each problem that may come their way. This could be associated to the fact that they live in a school dormitory and that they are away from their parents. As such, whenever difficulties come along, they have to trust themselves that they could handle those difficulties well since they have no one to turn to except themselves.

b. ASTS respondents have been trained to be more independent because of the school set-up providing them the skills they need to be ready in the real life situations. A strong sense of self-efficacy enhances accomplishment and personal well-being in part because of an individual's beliefs in their own potentials to influence the outcome.

c. Sex was found as having high significant correlation with the respondent's self-efficacy.

d. Having good education means better job placement. Self-efficacy can enhance human accomplishments and influence the choices people make and the courses of action they pursue.

e. Agriculture and homemaking arts as different specializations could influence the mastery and performance goals of the respondents.

f. Individuals with a high sense of self-efficacy often achieve more in their goals in life. Because of higher self-efficacy, they tend to be deeply engrossed in their activities; they set challenging goals and maintain a strong commitment to achieve these goals.

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