

RELATIONSHIP OF TEACHING STRATEGIES TO THE ACHIEVEMENT GOALS OF COLLEGE ALGEBRA STUDENTS

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This study used the descriptive method in order to get the relationship of the achievement goals of the students in the subject Algebra and the teaching strategies of their teachers. The achievement goals included performance-approach goal, performance-avoidance goal and mastery goal. The respondents were 305 students enrolled in the subject College Algebra for the 1st semester of AY 2012-2013. A survey questionnaire from Goal Theory: Elliot's AGQ Questionnaire and a self-made classroom teaching strategies were utilized. The different achievement goals were agreed upon by the students, signifying that the students were aware of their purpose of taking up the subject College Algebra. They also observed that their teachers used different strategies in teaching the subject which lead the students to achieve their different achievement goals.

After taking consideration of the results of the study, an enhancement program was formulated to further help the students concentrate on their achievement goals in Mathematics (including all other Math subjects that they will take up).