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RESEARCH ARTICLE

THE INFLUENCE OF GOAL ORIENTATION AND PERCEPTUAL LEARNING STYLES TO THE LEVEL OF LANGUAGE PERFORMANCE EFFICACY OF GRADE 10 LEARNERS

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Abstract

The study aimed to determine the influence of goal orientation factors and perceptual learning styles to the language performance efficacy of the Grade 10 learners of the public high school in San Ildefonso, Bulacan. Results show that the learners are moderately oriented with regard to their goals in performance and avoidance, while highly oriented with reference to mastery as their goals in learning. The respondents highly employed visual, auditory, tactile, kinesthetic, group and individual learning in facilitating their learning. Result obtained from linear regression run that the goal orientation factors and the perceptual learning styles did not influence significantly the language performance efficacy of the respondents. The null hypothesis that goal orientation does not influence significantly the language performance of Grade 10 learners is accepted. On the other hand, the null hypothesis that perceptual learning styles do not significantly influence the respondents' language performance efficacy is accepted.

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Introduction:-

The Problem and Its Background:

What motivates successful language learning has been the subject of various researches worldwide. Improving the skills of learners in language is always a paramount objective of every nation, for communicatively competent individuals can respond with success to the sweeping demands of the professional world. If a country wishes to prepare its learners for today's global competition, it must gear learners up with the necessary communicative competencies.

In the recent years, however, a decline in the language performance in the country has been observed (Leyaley, 2016). The pressing predicament has led the government to issue Executive Order No. 210 entitled "Establishing the Policy to Strengthen the Use of the English Language as the Medium of Instruction in the Education System" that mandates the use of the English language as a medium of instruction to specific subjects and the planning of remedial English classes for students in need. Also, the recent meeting organized by the British Council has necessitated the upgrading of the country's program in improving language performance as a human resource in order to keep up with the challenges of the ASEAN Integration (Magbanua, 2016). Also, Morallo (2018) reported that the proficiency level of college graduate students was lower than that of the target level of English proficiency of high school students in Thailand and of the required level of proficiency to cab drivers in Dubai. The data presented in the report raised an alarming condition of the deteriorating language performance in the country.

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In line with these, there are several facets of learning that can be explored to ensure that language education in the Philippines will continue to thrive and produce competent graduates capable of engaging to complex and essential professional tasks. Goal orientation and the preferred learning styles are some of the crucial topics that seem to spur researchers around the globe to conduct studies in relation to second language teaching and learning in general. Goal orientation refers to the deliberate achievement aims of learners that guide their behavior in the academic environment. Sadeghy and Mansouri (2014) cited that goals are pivotal and essential factors that describe how individuals “feel about, react to and cognitively process” their achievement or failure. In an era in which learner-centered approaches have dominated the learning atmosphere, there is a great deal to investigate the attitudes of the learners about their educational objectives.

On the other hand, learning styles are the specific sensory, cognitive, and social processes in which individuals prefer to operate and find learning easier and more meaningful (Jhaish&Keshta, 2010). Perceptual learning preferences are mainly based on how an individual utilizes or maximizes his or her perception of external stimuli. These are cognitive mechanisms in which pieces of information are processed and registered in the complex consciousness. The study of the students’ learning styles has been the focus of several studies globally. Goal orientation and perceptual learning styles are both posited to be significant research topics in accordance to language performance.

Given the abovementioned issues and inconsistencies in the findings on the influence of goal orientation and perceptual learning styles to the level of language performance efficacy, this paper tried to explore the goal orientation practices and the perceptual styles in learning by the Grade 10 learners in public high schools in San Ildefonso, Bulacan and investigated their possible influence to the level of language performance efficacy of the respondents. The findings of this paper hoped to help in teachers in improving the quality of language education in general. The goal of the study was to add resolution to the inconclusiveness of the researches about the topics at hand.

Significance of the Study:

The findings of the study were expected to help determine the apparent influence of goal orientation and perceptual learning styles to language performance efficacy. In line with the main task of the research, this paper might be beneficial to the following individuals:

Language Educators:

The study may provide additional knowledge to their already rich educational expertise. This may enlighten them of the importance of evaluating and considering the personal and active goals of the learners in relation to studying language. Also, educators may take advantage of the learners’ perceptual learning styles in making the most of their lessons.

Language Learners:

The findings of the study may help learners understand their own unique individualities in learning. This paper may provide them with a set of important learning goals to guide their objectives. Moreover, to help them discover and analyze their cognitive and metacognitive practices are also the aim of this study.

Curriculum Developers:

In deliberately investigating learners’ goal orientation and perceptual learning styles, the study is expected to provide relevant information to the development of educational curriculum especially in promoting strategies and means of delivering lessons substantially.

School Administrators:

This paper may help school heads and head teachers in providing meaningful and dynamic in-service trainings to teachers about the importance of considering and evaluating the goals of their learners as well as their learning styles. Also, how to deal with the diversity of learners’ individualities may also be addressed.

Future Researchers:

Aside from adding relevant findings in the existing pieces of literature about the topics that are yet inconclusive, this research paper aims to conduct a contextualized and localized analysis of the Filipino learners’ educational goals and their means of processing information which may be a source of inspiration to future research writers.

Theoretical/Conceptual Framework:

The study dispensed theoretical foundation on the Goal Theory that developed from the premises of social cognitive approach (Sadeghy&Mansouri, 2014). The theory underscores that certain cognitive elements, like how individuals perceive and interpret situations and events, and how they process information as stimulated by these situations are necessary in the formulation of personal goals. Through these goals, individuals are able to set consistent attitudes and behavior based on what they want to achieve and what they want as results.

Also, the paper was theoretically anchored on the theory of psychological types of Carl Jung that emphasizes the reason why learners are different from one another psychologically. Learning styles have been inspired from the concept of individual differences. It is argued that variegated learning is a result of individual and personal preferences in use of mental capabilities to process the inner consciousness and the outer world. The theory further explains that there are different psychological preferences in two sets: the perceptions and attitudes. Sensing, intuition, thinking, and feeling are perceiving functions in which an individual use to make sense out of his interaction with the environment. On the other hand, attitude functions are comprised of extraversion and introversion, referring to how one facilitates his perception. When the two sets of psychological types are combined eight essential psychological types will be created (Wong, 2015). Later, these components have become one of the bases in the formulation of the categories of perceptual learning styles.

In this study, only the perceptual learning styles were explored as indicated in the studies of Gürses and Bouvet (2016), Tao (2011), and Jowkar (2012), focusing on the six essential styles, namely: visual, auditory, kinesthetic, tactile, group learning, and individual learning.

Figure 1 presents the conceptual model of the study which were utilized in assessing the influence of goal orientation and strategies used on the level of language performance efficacy of Grade 10 learners.

As can be observed in the same Figure, goal orientation was described in terms of three essential subcomponents, namely: task goal orientation, ability-approach goal orientation, and ability-avoid goal orientation. On the other hand, perceptual learning styles were explored to describe the deliberate, natural, or preferred ways in which learners find information easy to process or comprehend. The sets of styles to be explored were visual, auditory, kinesthetic, tactile, group learning, and individual learning.

Goal Orientation:

1. mastery
2. performance
3. avoidance

Language Performance Efficacy:**Learning Styles:**

1. visual
2. auditory
3. kinesthetic
4. tactile
5. group learning
6. individual learning

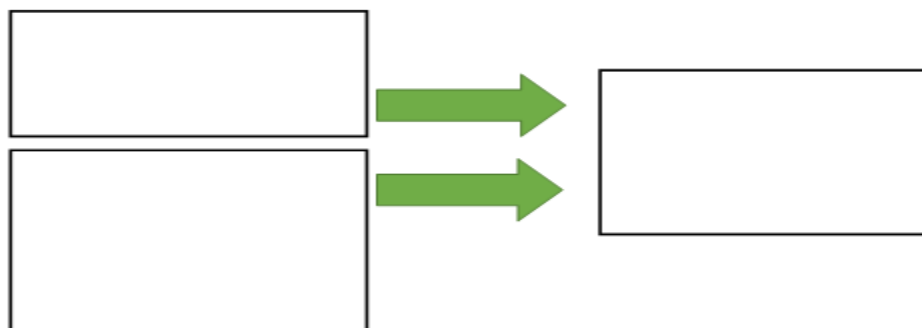


Figure 1:- Conceptual Model of the Study.

Statement of the Problem:

The general problem of this study was the exploration of the learners' goal orientation and perceptual learning styles and their influence to the language performance efficacy of the Grade 10 learners in the public high schools in San Ildefonso, Bulacan during the first quarter of the School Year 2018-2019.

Also, the study sought answers on the following specific problems:

How may the learners' goal orientation be described in terms of?

1. mastery goal orientation;
2. performance goal orientation; and
3. avoidance goal orientation?

How may the perceptual learning styles of the respondents be described in terms of:

1. visual;
2. auditory;
3. tactile;
4. kinesthetic;
5. group learning; and
6. individual learning?

What is the level of the learners' language performance efficacy in English?

Do goal orientation factors influence significantly the level of language performance efficacy of the respondents?

Do perceptual learning styles influence significantly the learners' level of language performance efficacy?

What pedagogical implications can be drawn from the findings of the study?

Hypothesis of the Study:

The null hypotheses below was tested at .05 level of significance:

“Goal orientation does not influence significantly the language performance efficacy of Grade 10 learners.”

“Perceptual learning styles do not significantly influence the respondents' language performance efficacy.”

Definition of Terms:

The following terms are defined conceptually and operationally for common understanding:

Auditory Learning Style:

This learning style is known to learners who find listening tasks as meaningful means of learning (Mohamad&Rajuddin, 2010). Operationally, this refers to the style of students in learning with the use of their auditory or listening skills.

Avoidance Goal Orientation:

This term refers to the inclination of learners to refrain from learning what is not needed and avoid incompetent performance (Sadeghy&Mansouri, 2014). Operationally, this pertains to the avoidance behavior of the students which aims to avoid the acquisition of unnecessary learning inputs and incompetence.

Goal Orientation:

This construct refers to the processes, reactions, or attitudes of individuals to their achievement or failure. This categorizes what and how learners try to achieve a result (Sadeghy&Mansouri, 2014). Operationally, it refers to the understanding of the goals of the students in terms of the learning process.

Group Learning Style:

This style refers to the inclination of individuals to find learning more meaningful if they are engaged in active and collaborative social interactions (Mohamad&Rajuddin, 2010). Operationally, it refers to the style of students in learning with the formation of study groups.

Individual Learning Style:

This is the preference to operate individually away from a collaborative set-up (Mohamad&Rajuddin, 2010). Operationally, it refers to the learning style of an individual student which may be different from the learning style of other students.

Kinesthetic Learning Style:

This style is known among learners who are active when lessons are coupled with physically stimulating activities (Mohamad&Rajuddin, 2010). Operationally, it refers to the style of the student to learn with the use of bodily movements or manipulatives.

Language Performance Efficacy:

In this study, this term pertains to the self-perceived efficacy in language performance of the respondents. Conceptually, this refers to the self-perceived and self-evaluated proficiency in language use (Khaleel, Chelliah, Kabir&Iftikhar, 2017)

Mastery Goal Orientation:

This goal orientation approach refers to the inclination of learners to successfully learn what is there to intellectually learn (Sadeghy&Mansouri, 2014). Operationally, this pertains to the propensity of an individual to focus on what is there to learn or what is within the goals of objectives of a study.

Perceptual Learning Styles.:

These styles or preferences are the specific and variegated cognitive processes in which stimuli are processed and comprehended in making learning more substantial or meaningful (Jowkar, 2012). Operationally, these characterize how the minds of the learners operate to process learning input through the employment of perceptual and social styles namely, visual, auditory, tactile, kinesthetic, group learning, and individual learning.

Performance Goal Orientation:

The orientation to this goal entails the competitive aim of learners to outperform their peers or counterparts (Sadeghy&Mansouri, 2014). Operationally, the term pertains to the inclination of the learners to perform better than their mates.

Tactile Learning Style:

This style refers to the inclination of certain students to actively learn from hands-on tasks (Mohamad&Rajuddin, 2010). Operationally, it refers to the preference of the students to process learning input through manual operations or tasks.

Visual Learning Style:

This style pertains to the sensory process enabling learners to gain learning inputs visually (Mohamad&Rajuddin, 2010). Operationally, it refers to the learning style of students in which they use the visual skills in the processing of learning.

Scope and Delimitation of the Study:

The focus of the study was the investigation of learners' goal orientation practices and perceptual learning styles and their influence to the language performance efficacy of the respondents. Goal orientation was explored by asking learners to respond to provided statements as indicators of its subcategories namely: mastery, performance, and avoidance. On the other hand, perceptual learning styles were determined in terms of the learners' perceived information processing mechanisms. Visual, auditory, kinesthetic, tactile, group learning, and individual learning were explored as main components.

The language performance efficacy of the respondents was measured based on the degree of their efficacy by responding to a standardized instrument. The respondents of the study were the Grade 10 learners at the public high school institutions in the Municipality of San Ildefonso, Bulacan.

Review of Related Literature:

This section of the study presents the review of related literature and studies from the local and foreign sources which added more relevance and depth on the topic of this research study.

Goal Orientation:

A clear set of perspectives in the course of fulfilling one's educational goals and aims is very indispensable, for it will serve as the guide post for the rest of an individual's endeavors. If one wishes to gain success in their educational pursuits, a student may well adopt positive and enabling attitudes to commit oneself to achievements. These practices may also serve as vanguards of defense against the fangs of immediate and short-lived failures. Thus, the importance of being oriented to one's goal is of paramount necessity if one envisions a certain destination in life.

Kadioglu and Kondakci (2014) argued that goal orientation explicates the reason why an individual engage or not engage to certain activities. Goals usually act as their intrinsic motivation with a specific means of checking if what needs to be accomplished or not to be accomplished are checked and evaluated. Cheng and Lam (2013) reasoned out that the realization of goals is socially motivated. Individuals upon acting to their objectives seek social approval, roles or responsibilities, affiliation, status, concern, and affirmation from authorities or their significant peers. Succinctly, these goals are the means of students to make sense or find social significance in the community where they belong.

Goal orientation has been the subject of several researchers worldwide due to its apparent effect to the process of learning (Jalalia, Zeinalib, & Nobakht, 2014). It has been considered one of the most important constructs to study since it embodies what an individual attempts to accomplish or achieve over a certain period of time. In order to make a more meaningful and purposive learning, learners have the inherent propensity to visualize a concrete result of their efforts. The vision of a learner of what needs to be achieved constitutes his or her ideas of what has to be done in order to arrive to that particular target.

To Tercanlioglu and Demiröz (2015), goal orientation plays a more vital role in improving the reading skills of first and second language learners. Aside from the visualization of the outcomes of learning, the construct extends to the self-regulation or control of the learners to direct their actions to the direction of that certain result. The ability or the inclination of an individual to change and modify his practices and beliefs is an essential aspect to realize short and long term goals. Goal orientation in other words entails an exercise of discretion to favor the consequences of one's vision.

Generally, goal orientation refers to the approaches of students to commit to learning tasks in order to achieve a target objective (Sakiz, 2011; Farsani, Beikmohammadi, & Mohebbi, 2014; Cheng & Lam, 2013; Zhang, 2014; Mouziraji & Birjandi, 2016). The complexity of how cognitive processes work to suit the realization of a goal poses the issue on its influence to the learning process. Orientation to goals is a broad abstraction of an individual's motivation to justify his or her resolution to respond to internal or external expectations. Sadeghy and Mansouri (2014) pointed out that goal orientation can be best understood by delving deeper to its specific and distinct components. In most researches, the construct has been discussed and explored dichotomously; whereas in recent studies, the tedious conflicting duality of mastery or task dimension versus performance dimension has been broken by the inclusion of avoidance as a valid component. Tercanlioglu and Demiröz (2015) cited that goal orientation was conceptualized dichotomously in past and recent studies. "Mastery versus performance goals, learning versus performance goals, task-involved versus ego-involved goals, and task-focused goals versus ability-focused goals" comprised the studies of learners' educational aims in a long or short term basis. However, inconsistencies between three essential subcategories of goal orientation resulted to a polychotomous investigation between and among mastery goal orientation, performance goal orientation, and avoidance goal orientation.

Sakiz (2011) pointed out that mastery goal orientation stems from the implicit motivation of a learner to accomplish classroom tasks. It refers to the inclination of learners to intellectually learn everything there is to learn. This factor expresses the personal intent of an individual about educational goals. Performance-oriented goals refer to the self-enhancing behavior or actions of a learner towards the realization of his general aims. This implies the intent of an individual to competently outperform their peers or counterpart. The determination of a student to make things possible and in motion is an essential property of this component. On the other hand, avoidance is self-moderating and is backwards or stagnant as shown in several researches. Learners who engage to avoidance goals try to refrain from learning lessons that need not to be learned or performing incompetently. This is the decision of learners to avoid or refrain from doing activities that are pith of a learning plan. Avoidance is an unhealthy resolution to tasks. For the purpose of further examining the effects of goal orientation, this paper will quantitatively describe and analyze the perception of the respondents on their goals.

Mastery goal orientation refers to students' inclination to learn what is there to intellectually learn. This approach entails actions that will enable one to acquire needed inputs for one to be effective academically (Maune, 2015). Performance approach, however, characterizes the desire of an individual to outperform their peers. This component brings out the competitive behavior of a person aiming to be the best in practical skills. Such motivation stems from a norm evaluation system in which learners are given the idea that they are not evaluated based on a set of objective standards but based on the performance of the best learner in class. On the other hand, avoidance goal orientation refers to the aim of an individual to avoid not learning what is there to learn or to avoid underperformance. This approach neglects the principle of competitive excellence but embraces a criterion responsibility to achieve goals. Avoidance is rooted on the idea that one must comply with a set of criteria and refrain from not achieving the indicators for commitment (Kadioglu&Kondakci, 2014). To Zhang (2014), "goal orientation is a kind of theory of learning motivation, which helps learners to develop their capability by emphasis on new techniques acquiring and environment adapting."

Senko, Hulleman, and Harackiewicz (2011) studied the historicity of achievement goal theory as the backbone of goal orientation approaches and found out the pressing issues on several points of development. While it could be perceived that goal orientation had progressed for more than two decades of improvement, researchers were perplexed and almost doubtful on the account that it could be studied unconventionally, that was to say non-dichotomously. The issue underscores the rigid point of view that learners are only able to see goals in two sides. Yet, the resolution favors a more holistic treatment to educational goal approaches. The multiple goal perspectives are products of more defining research about the construct.

Goal orientation has been related to several phenomena, facets, and dimensions of education. To Ali Zareil and Gilanian (2014), goal orientation, in a dichotomous perspective whether intrinsic or extrinsic, is the result of one's informed language learning strategy choices. Accordingly, one's attitude to achievement roots from the learning practices of an individual as an attempt to acquire or learn a certain language.

Likewise, Tercanlioglu and Demiröz (2015) discovered that learners practiced a variety of goal orientation approaches for certain academic goals. It was also claimed that the adoption of goal orientation was related to their use of reading strategies. The frequent use of reading strategies was more evident to those first and second language learners who utilized the performance goal orientation compared to the rest. Generally, in comprehending written texts, a learner who is more informed of performance approaches seeks to use more strategies than the one who is oriented by mastery goal and avoidance goal.

Goal orientation may also be significantly related to self-efficacy and self-evaluation (Double and Birney, 2017). The appraisal of learners' ability help modify their goals. A person's high self-regard results to the belief that he or she can greatly improve performance by revising goals. Inversely, low self-regard may lead to poor orientation to success or prospects and find themselves disinterested to essential academic tasks and activities. DeGeest and Brown (2011) believed that educators must address issues in self-efficacy, because it was viewed to affect greatly the exertion of effort in reaching informed goals. Failure to motivate learners may impact greatly on the performance and learning.

In stimulating mastery goal orientation, Maune (2015) asserted that English as a foreign language (EFL) students must engage in simulations. Using children stories as springboards for role play activities, a more knowledgeable person like a teacher or a parent may develop the propensity of the child to learn what needs to be learned as he or she adheres to the story line. From these activities, the pupil tries to grasp the basic and fundamental elements of a story to dynamically play the role assigned to him or her. Little by little, as pointed in the study, mastery goal orientation is acquired which may highly continue as the person goes up the educational ladder.

To answer the inquiry on whether or not goal orientation is gender motivated, Rashidi and Mardi (2012) answered the query by investigating the role of gender in the adoption of goal oriented practices. It was found out that there was no significant data that would show that male students used or utilized a single distinct approach to goals. On the other hand, female students evidently were endorsed to performance and avoidance goal orientation approaches. This means that female students are competitive and do not wish to be left behind by their peers. However, the findings of the study are yet to be confirmed and supporting researches must still be conducted.

According to Allahdadi, Jahedizadeh, Ghanizadeh, and Hosseini (2016), goal orientation had a significant impact to the demotivation of learners to engage in classroom activities. It was found out that avoidance approach was positively correlated to the lack of interest of learners. Additionally, a negative and positive relationship was observed between demotivation and mastery as well as performance goal orientation practices. The results of the study imply that avoidance perspectives on achievement breed disinterest to learning and commitment to task. While avoidance suggests a problematic stance, mastery and performance goal practices decrease the lack of interest of learners in terms of their learning tasks.

Baleghizadeh and Masoun (2014) investigated the influence of self-assessment on two groups of English-as-a-foreign-language (EFL) students' goal orientation. In a true experimental research design, the study concluded that among EFL learners their self-assessment practices were greatly related to their goal orientation choices. The findings of the study imply that learners must ^{know} first the essence of knowing and understanding ones' nature of learning in order to discover their priorities and attitudes in learning a language.

Based on the above cited pieces of literature about goal orientation, it may be concluded that the subject variable serves a vital and essential role in the field of education. For that reason, this paper will further explore the goal orientation in the context provided by this study.

Perceptual Learning Styles:

In the 21st century classroom, the diversity of learners is not anymore a mystery to fathom but a phenomenon that needs to be addressed. Gone were the days when learners were seen as passive receivers of instruction and as similar to one another, needing a single set of criteria or assessment to measure how much learning occurred. Truly, no two learners are the same since they come from differing cultural backgrounds, socioeconomic statuses, learning preferences, intelligences, and others. If an educator wishes to succeed in his or her everyday class, the diverse individualities of learners must be well-considered and understood. One of the substantial constructs that caught the scientific attention of researchers around the globe is the diversity of learning called perceptual learning styles.

Perceptual learning styles are specific and distinct sensory and social processes in which learners perceive, interact, and respond to the learning environment (Tabatabaiea&Mashayekhi, 2013; Bidabadi&Yamat, 2012; Jowkar, 2012). Preferences to learning may be the result of the immediate culture, tradition, practices, and family setup in which a learner is situated. How a learner processed information is very vital to learning since it serves as the filter in which learning inputs are comprehended and made more meaningful. Such differences in the styles of learning have been a challenge for teachers for they are required to devise or design lessons fit for the kinds of learners they are dealing with.

In order to better understand perceptual learning styles, individual components must be studied in relation to its degree of use. Jowkar (2012) cited that Reid, one of the major proponent of the construct, determined two sets of perceptual learning styles, the sensory and the social approaches. Sensory approaches to learning are cognitive processes facilitated by specific perceptions. Visual, auditory, kinesthetic, and tactile are sensory mechanisms used by individuals to register stimuli as they react or respond to them (Razawi, Muslim, CheRazali, Husin& Abdul Samad, 2011; Mohamad&Rajuddin, 2010). Visual learners gain more learning inputs if the information is processed visually or virtually. These learners find a lesson more meaningful if depictions or concrete examples are presented in class. Auditory-oriented students are more stimulated to listening activities. Tactile learners are described to have meaningful learning experience if they are hands-on to learning tasks. Kinesthetic learning style determines individuals who are active to learn if activities are physically stimulating.

On the other hand, social approaches are social preferences in which a learner wishes to operate. This component reflects personalities of introversion and extroversion. Learners may find learning meaningfully if social interaction becomes the learning sphere. Interpersonal abilities are active agents in the enjoyment and effectiveness of collaboration. Comparatively, there are individuals who are aloof and reserved whose preference is to operate intrapersonally. Individual learning takes advantage of a learners' independence, self-reliance, and self-sufficiency as self-enhancing, though never synonymous to anti-social tendencies (Vijaylakshmi, Kothari, &Choudhary 2016). Thus, group learning and individual learning are essential means of realizing the social approaches utilized by a certain group of learners.

Abidin, Ali Rezaee, Abdullah, and Singh (2011), after studying the learning styles choices of senior secondary learners, discovered that learners were more inclined to utilize auditory approaches. This may be due to the fact that learners may have been trained to absorb lessons from lectures and discussions. Comparatively, after involving different tertiary learners from different course programs, Bogamuwa (2015) concluded that young adult learners were more endorsed to kinesthetic learning styles and group learning approaches. Accordingly, the results were due to the fact that these learners were exposed to practical and physical activities rather than theoretical ones. Also, social skills became a necessity rather than a mere collaborative activity as they see their relevant importance in the workplace.

Zokae, Zaferanieh, and Naseri (2012) obtained a different set of learning styles to undergraduate students. Surprisingly, the study's participants made sense out of their educational endeavors using visual sensory processing. Kinesthetic and auditory ranked second and third respectively. Traditionally speaking, most individuals around the globe are said to be visual learners since the most dominant and most frequently used sensory mechanism was sight.

Accordingly, educators must not see the variegated learning styles of learners as predicaments in class but an effective means to reach out to them. Apparently, learning preferences are related to the interest of the learners. Having understood the diversity of students, teachers will be able to fashion activities suited to the inclination of their pupils. Also, such knowledge can be utilized by learners in choosing their strategies as a way to deal with classroom tasks. Balci (2017) argued that learning strategies were determined by the learning styles of individuals. The findings of the study revealed that learning preferences significantly affected the use of language learning strategies of learners.

One of the questions that may arise from the study of learning styles will be its impact to teaching preferences of educators. Moradkhan and Mirtaheri (2011) tried to explore if learning styles were significantly correlated with the teaching styles of educators. The study concluded that a substantial relationship existed between the learners' kinesthetic learning styles and educators' group teaching styles. The results of the paper imply that the more inclined the learners to physically engage themselves to lessons, the more the teachers facilitated their learning in collaborative atmospheres.

Perceptual learning styles are evidently considered as important constructs in determining what specifically motivates learning. To Ali Bangcola (2016), perceptual learning styles are predictors of academic performance. After engaging 304 nursing students from the City of Marawi in a study, the results concluded that this kind of learners were highly endorsed to the kinesthetic learning style. The course program having abundant practical application of knowledge raises a curious case of whether or not learners' preferences are inherent or product of deliberate discretion relative their career choices. Such inquiry necessitates a more comprehensive study about the matter.

Rani (2015) found out that female learners employed more defined learning preferences than their counterparts. Also, a strong positive relationship was assessed between perceptual learning styles and academic performance. It was observed that the utilization of proper learning styles could motivate high academic achievement. The conclusions of the study called for the attention of educators to facilitate the dissemination of awareness about learning styles not just to faculty members and colleagues but also to learners. Furthermore, male students should be informed greatly on the tendency and impact of their educational choices.

Griffiths (2012) confirmed that the awareness of learners on their learning styles choices may greatly increase the likelihood of accumulating learning. In general sense, to succeed academically means exploring and acknowledging one's identity and the aspects that entail from such. Comparatively, Zokae, et al. (2012) pointed out that there was no significant differences on the perceptual learning preferences of male and female students. Gender was discovered to favor or promote no singular or distinct preference. On the other hand, Liu and Shi (2015) concluded a significant relationship between gender and learning styles with the addition of discipline practices as an additional variable. Disciplined learners were able to utilize significant sets of learning styles which perhaps acted as an intervening variable to gender and preference in processing data. The studies on the relevance of gender to the choice of learning processes are still inconclusive and lacking.

To Tabatabaiea and Mashayekhi (2013), these preferences can be used to discuss topics related to language achievement. As was asserted, the acquisition and learning of language may be the result of a person's learning

choices or complex cognitive operations. Obralić and Akbarov (2012) claimed that the learning preference of learners were significant point of studies to understand second language learning. Every aspect of language education like vocabulary, listening, grammar, reading, and speaking, comprehension, strategy use and the like can be put in a spectrum in relation to the cognitive processes involved (Wong & Nunan, 2011; Gürses & Bouvet, 2016; Bidabadi & Yamat, 2012). There is an abundance of researches linking the formation of language to the way individuals perceive stimuli in the learning environment. Perceptual learning styles have been proven to be essential concepts in studying language learning thoroughly since they involve directly the complex cognitive operations or processes which facilitate the perception of the students of incoming data or information. Thus this paper will study further perceptual learning styles in relation to language performance.

Language Performance Efficacy:

Language performance has been considered one of the most, if not the most, reliable indicators of language learning. If a learner is able to answer to or perform necessary competencies vis-à-vis a set of criteria, a language educator may be able to assess the success of instruction. Continuous development on the collective performance of our learners in language is an indispensable component on the competence of our workers and professionals.

The Philippines, as a nation which second language is English, has been appraised for the language proficiency of its learners. As cited by Recca and Lasaten (2015), the country scored 7.0 and 7.95 respectively in the Business English Index (BEI), making it the world's best nation in the business language proficiency for two consecutive years, 2012 and 2013. Such recognition earned the country to be a commercial hub of investments of several Business Process Outsourcing (BPO) or call center companies.

In the recent years, however, a decline in the language performance in the country has been observed (Leyaley, 2016). Morallo (2018) reported that the proficiency level of college graduate students was lower than that of the target level of English proficiency of high school students in Thailand and of the required level of proficiency to cab drivers in Dubai. The results were obtained from the preliminary investigation led by Rex Wallen Tan, general manager of Hopkins International Partners. Such data revealed an alarming issue which may cause varied impacts over time. Some of the expected aftermaths may be experienced as small scale predicaments in businesses and other institutions. However, the big scale impact, as the dilemma persists, may impale several industries in the country. The findings pose a grave threat to the employability and professional development of the Filipinos.

Khaki, Ganjabi, and Khodamoradi (2015) observed that language learners struggle in acquiring a certain degree of mastery in grammar. Young learners are able to obtain competitive skills in speaking, specifically in pronunciation, but grapples in applying the proper structural formation as conformity with the existing rules. On the other hand, Mohammadi and Talebinejad (2015) determined the hurdles of language learners in enhancing writing skills. Accordingly, learners found it hard to clarify and analyze their use and choice of words in writing essays due to issues in reading comprehension and content integration. Organization of thoughts is also a circumstance which may not be resolved for a short period of time. Since writing skills can hardly be developed overnight, it is strongly recommended to form an effective and engaging routine or habit in writing so that learners can address issues in writing competencies.

Jowkar (2012) underscored the paramount necessity of developing foundational listening skills among young learners, for these would lay the rudimentary steps in order for a learner to continue to a more complex set of skills. Failure to foster effective listening practices to an individual in his or her early years may impact greatly to the further acquisition of learning. Gürses and Bouvet (2016) raised an unusual and complicated finding about reading comprehension. As found out in the study, certain reading strategies were negatively correlated to the level of comprehension of learners. The paper warned educators to be cautious in choosing reading strategies by thoroughly considering and analyzing age, ethnical background, culture and tradition, learning styles, learning difficulties and others.

Succinctly, the educators of the present time face a Herculean task that is so detrimental not just to the future of education but at the same time of a nation. English is the language of commerce, science and technology, and law in the Philippines. Importantly, it is the medium of instruction in most of the course subjects from the primary up to the tertiary education. The challenge of promoting proficiency in English is not the sole responsibility of language educators but must be the commitment of every member of the community. Cabigon (2015) reported that the British Council Philippines, a major group of stakeholders in the country, strongly agreed that the nation must upgrade or step

up its effort in developing functional communication skills to the majority of learners. This need arose from the assumption that development in English proficiency index may not be able to reach the set target.

Tabatabaiea and Mashayekhi (2012) impressed the difficulty of the challenge set to teachers of a second language after pointing out that the primary task is to know how one learns a language. Another problem will be the diversity of the learners' intelligences and styles vis-à-vis their technological and social interests. These are but few of the prerequisite considerations that one may encounter in implementing a language curriculum.

A continuous and holistic investigation on how to equip our learners with skills in language as they go up the ladder of education is a necessity in order to keep up with the ever-changing demands in the global world. Schools must foster practical and functional approaches to learning rather than focusing on broad theoretical studies. If learners fail to answer to the challenges of community and intercommunity enterprises, the integrity of education might be at stake for it is a social institution entrusted to ensure the continuous flourish of success.

Provided the indispensability of ensuring that language performance meet or exceed the national and international standard, researchers play a vital role in eliminating obsolete and irrelevant practices in order to be closer to better approaches. Given the issues and trends, this paper will quantify and describe the status of language education based on the individual grade points of the respondents.

Goal Orientation and Language Performance Efficacy:

A rich reservoir of researches about the relevant relationship between goal orientation and language performance has been continuously utilized as bases of succeeding studies about the mentioned topics. In a bird's eye view, the pieces of literature will show the conflicting and inconclusive findings of these researches evident and conspicuous. As recommended by several studies, supplementary investigations about the variables must be comprehensibly conducted.

In a study about the motivational effect of goal orientation to language learning, Rachvelishvili (2017) found out diverse results as to how high level performing learners differed from low performing ones in terms of their goal orientation choices. As revealed by the study, learners who performed commendably in class tended to manifest inclination to mastery goal; that was to say, such students positively aimed to perform well intellectually. However, performance goal was exhibited by the general population of learners who performed poorly in language class. Furthermore, the findings of the study suggested that positive attitudes to learning showed an intervening influence over language productivity and the learners' performance of their goals.

McCabe, Yperen, Elliot, and Verbraak (2013) pointed out that not all goal orientation practices indicated positive impact on their relation to language performance. As exhibited in the study, avoidance goal orientation, as performing goals of avoiding incompetence, was negatively correlated to performance. This means that the higher the degree of inclination of the learners to refrain from performing poorly in class, but not aiming to perform excellently at the same time, will decrease the proficiency in language. Inversely, this may follow that learners must not engage to mediocre acts and must find alternative goal plans.

In their study of what motivated language proficiency among Iranian language learners, Nasrollahi-Mouziraji and Birjandi (2016) ceded that there was a significant relationship between avoidance goal orientation and listening achievement. Accordingly, since that listening skills require intensive engagement and application, avoiding underperformance will not help develop the learners' competence in accomplishing listening tasks. It is a paramount concern to address to learners that commitment in achieving desirable skills in listening is crucial because it is a prerequisite skill to further acquire other competencies. Also, no significant relationship was observed between performance goal and listening achievement by the study. However, mastery goal orientation manifested significant effect not just to the degree of listening success but also to the self-regulated strategies of the learners. The metacognitive and cognitive strategies were highly determined by mastery goal practices. However, in terms of academic writing performance, no significant effect was caused by goal orientation (Farsani, et al. 2014).

Nakayama, Heffernan, Matsumoto, and Hiromori (2012) studied the tendency of learners with varying goal practices in EFL settings in Japan. Their research found out that goal orientation significantly determined the beliefs, anxiety, and behaviors of learners in their experience of language. While there was a substantial prediction on essential

factors, it was revealed that language experience did not significantly affect the language performance of EFL learners in the university classroom vis-à-vis the ones who found application outside the classroom.

In order to understand the pedagogical component of reading, Tercanlioglu and Demiröz (2015) tried to investigate the role played by goal orientation in reading comprehension both in native and second or foreign languages qualitatively, and the reading strategy use in L1 and L2 of advanced language learners in Turkey. As found in the study, the goal orientation of the learners was variegated and pluralistic which explained their academic engagement. It was also revealed that mastery goal oriented pupils tended to utilize more reading strategies than performance and avoidance goal-oriented ones. Whenever they were faced to comprehend text, learners were found consistently in use of mastery goals. Subjectively, a significant number of participants believed that reading strategies were important in language learning and must be taught deliberately.

To Zhang (2014), goal orientation does not just interest researchers to study it in relation to language learning but also to language teaching. The findings of the study asserted that language teaching could be significantly improved by an inquiry model of goal orientation. Accordingly, most Chinese learners of English were performance-oriented, that was why teaching must also be oriented of performance approach to suit the needs of learners.

However, Jalalia, et al. (2014) concluded that goal orientation did not have a substantial relationship to language performance. After investigating comprehensively the influence of goal orientation on the performances of Iranian learners in computer based test (CBT) and paper-based tests (PBT), the study pointed out that goal oriented approaches hardly impacted on the productivity of the learners in English. Though it was also discovered that female learners outperformed male learners, this suggested that goal orientation did not have significant association to performance in language.

Plenty of researches have claimed that language learning strategies (LSS) significantly influenced language learning performance and proficiency (Muniandy&Shuib, 2016; Querol, 2010; Boroujeni, Roohani, &Sharifi, 2014; Meshkat&Saeb, 2012). Provided the relevant findings, Ali Zareil and Gilanian (2014) proved that LSSs were determined by the goal orientation approaches of the study's participants. As indicated in the study, intrinsically-oriented goals entailed metacognitive, compensation, and cognitive strategies, while extrinsic goal orientation was associated to effective strategies. Also, mastery goal orientation was determined a predictor of affective, metacognitive, and compensation strategies. Furthermore, performance goal orientation was predictive of social and compensation strategies. Only social strategies were found associated to avoidance goal orientation. Succinctly, it can be inferred that goal orientation approaches could be concluded as substantial and significant predictors of language learning strategies which in turn helped the respondents in acquiring or learning a foreign and second language. The same phenomena has been observed in the study of Kadioglu and Kondakci (2014) in which goal orientation significantly predict the language learning strategy use of language learners, with great emphasis on mastery goal orientation. Similarly, Shyr, Feng, Zeng, Hsieh, and Shih (2017) corroborated with the previously cited findings, but it highlighted the more substantial effects of both mastery and performance goal orientations to strategy use than avoidance.

Maune (2015) asserted that developing mastery goal approached among EFL students through engaging simulations might in turn enhance the communication skills of language learners. This technique in instilling mastery oriented behaviors to elementary students was done through a serious of role playing activities by which the learners tried to grasp the underlying elements of a simple story and played their roles correctly. As these learners adopted task oriented approaches, they were expected to enable these goal activities later in their future endeavors in language education.

Allahdadi, et al. (2016) claimed that goal orientation was related to the demotivation of Iranian learners of English. As indicated in the study, mastery as well as performance goal orientations were found negatively and strongly correlated to the lack of language learners' interest. Accordingly, the inclination of the learners to competently outperform their peers intellectually and practically might have contributed to the results of the study. Whereas, avoidance goal orientation, however, was observed to be positively and significantly related to the demotivation of the learners. Conversely, the attitudes characterized by avoiding incompetence relatively increased the likelihood of demotivation. Thus, it can be posited that the choice of goal approaches determines substantially the interest or disinterest of language learners. Both learners and educators must be aware of the possible implications of goal orientation factors in further studying English.

As can be implied from the diversity of research findings about the association of goal orientation to language performance, there is still an essential necessity to conduct further investigation as to how goal approaches relate to the productivity of learners in language. Hence this study will explore the possible influence of the predictor variable to the criterion variable, involving Grade 10 learners as the sole respondents from the public high schools in San Ildefonso, Bulacan in the school year 2018-2019.

Perceptual Learning Styles and Language Performance Efficacy:

Perceptual learning styles are some of the most utilized subjects in determining what motivates language learning. The intensive interest of researchers roots from the assumption that cognitive and sensory processes determine the amount of learning inputs a learner may gain. However, at first glance, the theory invites biased and premature conclusions. Surprisingly, the findings of the existing pieces of literature vary and are not conclusive.

According to Jowkar (2012), perceptual learning styles make the difference or similarities between low performing and high performing learners in listening comprehension. As indicated in the study, visual and kinesthetic styles were the dominant learning mechanisms utilized by both groups of respondents, with the exemption of group learning which was significant to low performing learners. Significant difference existed in the adherence of the respondents to collaborative and cooperative approaches. Accordingly, poor listening performance may be attributed to the dependency of learners to others when working in groups. Relying to the comprehension of others is disadvantageous and is bound for subjective and misleading interpretation. Hence, in enhancing listening comprehension, educators are encouraged to employ individual or small group learning tasks. Similarly, Bidabadi and Yamat (2012) found a significant relationship between learning styles and listening performance. Communicative learning preferences are essential factors in developing listening proficiency.

Administering a more comprehensive tool to quantify the magnitude of influence of learning styles to language achievement, Tao (2011) found out that seating plan, responsibility, authority orientation, kinesthetic, and mobility were substantial factors that caused significant effects to the English achievement of a group respondents. The findings of the study imply that learning environments must be organized or designed in such a way that it will encourage positive rapport to every learner. Prudent placement of learners based on the complex relationship that existed in unique social climates is wanting in every school. Also, responsibility-oriented and authority-oriented learning styles help individuals to religiously commit to tasks and activities. Conversely, to engage and immerse learners in class, the integration of responsibility-based learning instructions must suit their sense of compliance. On the other hand, kinesthetic and mobility prove the importance of physical exercises and practices in keeping students active and alert. Physical responses and practical activities do not just dynamically involve learners but also underscore the function and use of their learning.

In order to critically determine the direct impact of learning styles to the respondents' way of thinking and writing performance in a web learning environment, Mohammadi and Talebinejad (2015) divided the experimental group into two based on their dominant learning styles, either active or reflective. As concluded by the study, both learning styles projected significant impact on the perspectives and writing performance of the experimental group. However, it can be gleaned from the paper that active learners outperformed their counterpart. Reflective learners, who tend to work individually, were observed to show the propensity to focus deeply on the theoretical aspects of a topic less than its applicability (Van-Waes, Van-Weijen, &Leijten, 2014). Whereas, active learners, who asked for feedbacks, additional lessons, and learning tips, were collaborative and were able to demonstrate excellent and appropriate writing styles (Umar &Rathakrishnan, 2010).

Zokae, et al. (2012) studied the relationship of perceptive learning styles and vocabulary strategies, which were considered factors in second language vocabulary. It was found out that the respondents mostly employed visual learning styles. Auditory and kinesthetic ranked second and third most utilized styles. Furthermore, a substantial association was observed between the use of learning styles and vocabulary strategies. As implied in the study, vocabulary building was a significant and essential learning outcome that rooted from visually stimulating activities. Hence, in enriching the vocabulary of learners, depiction and representation might be effective strategies.

Writing skills may also find relevance to the preference of learning styles. Sahragarda and Mallahi (2014) discovered that highly proficient learners in writing were found to utilize communicative learning strategies. Establishing communicative stances among other learners were considered a positive decision for it might widen the

perspectives of an individual. Additionally, the study underscored that high performing students in writing underestimated their abilities, while the poor performing pupils overestimated their writing competence.

Learning styles may cause varied influence on the second language achievement of second language learners. The circumstance was raised in the study of Moenikiaa and Zahed-Babelan (2010). From the randomly selected 112 respondents, the study revealed means scores in reading, listening, structure, grammar, and writing as indicators of language performance. It was discovered in the study that these diverse levels of scores in these aspects displayed significant differences with learning styles. In support of the mentioned findings, Gogokhia and Imedadze (2011) also emphasized that varieties of cognitive and learning preferences were evident among successful learners. It may be safe to conclude that there is no single dominant learning styles when considering the discrepancies in the levels of learners in terms of success in English.

With the aim to explicate the characteristics of good language learners, Behabadi and Behfrouz (2013) investigated the correlation of perceptual learning styles and self-recognition in the respondents' language proficiency test. Utilizing both qualitative and quantitative data gathering techniques, the findings of the study revealed that employing suitable styles in learning help them absorb vocabulary words and activate them when needed. Also, significant correlation was inferred between high performances in proficiency examination and kinesthetic, visual, individual, and tactile learning styles. As suggested by the study, learning styles must be understood by both learners and educators to maximize learning opportunities in language education.

Similarly, Wong and Nunan (2011) tried to pin down the qualities that separated the more effective and less effective learners when it came to the learning styles, preferred strategies, and practices they possessed or utilized. After determining and categorizing the more effective and the less effective language learners, the study raised a variety of possibilities. Using a different set of learning styles, it was found out that more effective learners were inclined to use communicative style dominantly and was followed by analytical and authority-oriented. On the other hand, less effective learners were split between authority-oriented and communicative styles. As concluded in the study, the chi-square analyses revealed that significant differences existed in the use of learning styles between more effective and less effective learners. Though, it must be noted, that the same learning styles were employed by both groups of learners but different in degrees or frequency.

Breckler, Teoh, and Role (2011) raised the question if the academic performance of language learners could self-predict their learning styles or preferences. As discovered in the study, learners were multimodal in their use of styles as evidenced by the 72% share from the total score. Multimodal learners were described to employ every kind of learning styles. The general findings of the paper pointed out that the highest score grades or academic performance might self-predict the learning preferences of learners.

Chermahini, Ghanbari, and GhanbariTalab (2013) investigated the relationship of learning styles and the academic performance of Iranian second language (L2) learners. As exhibited in the study, there was a substantial association between the L2 academic performance and their learning styles. However, the effects varied depending on the dominantly preferred learning style. Using a different set of learning styles, it was found out that L2 learners with assimilating style outperformed their peers who utilized other styles. Diverging learners were second and followed by converging-oriented pupils. Accommodating style was found with least effect to L2 learners' academic performance but still significant.

To Razawi, et al. (2011), learning styles are variables that determine the success of language learners. The study investigated the learning styles utilized in language class. As shown in the study, global, impulsive, perceiving, extroverted, introverted, ambiguity tolerant, sociological, auditory, visual, and active learners were the distinct learning styles that learners employed. The findings of the study revealed a myriad of learning preferences. Accordingly, it was a necessity for language teachers to work out the predicaments brought out by the differences of learners. As concluded by the study, teachers of English must explicably improve the planning of everyday lessons in order to cater the needs of diverse learners. Zhou (2011) seconded the policy of considering the learning preferences of learners by determining the appropriate teaching styles suitable for the unique individualities of all kinds of learners. Since learners learn differently—seeing, hearing, reflecting, reasoning, visualizing, doing, and others—teachers must also teach differently. How much a student may learn highly depends on the compatibility of their learning styles and of the teachers' styles in delivering lessons.

However, the pieces of literature were not one or in corroboration with their findings. Ababneh (2015) claimed that learning styles did not relate significantly to the language performance of learners. After dividing the study's respondents into good and poor groups, the study determined their learning preferences. As exhibited in the study, poor and good learners' performances in English did not display a substantial association to their learning styles. Positive but weak relationship was determined in the conduct of the study. Also, after determining the proficiency levels and learning preferences of Iranian pre-university EFL learners, Tabatabaiea and Mashayekhi (2013) observed that there was no significant difference in the learning styles and language achievement of the respondents across different levels of proficiency.

Khaki, et al. (2014) asserted that perceptual learning styles and grammar learning were very crucial subjects in language learning which necessitated substantial researches. The study investigated the role of learning preferences and a grammar class that focused mainly on "preemptive focus-on-form instruction" to language performance. As indicated by the findings of the study, styles in learning and grammar-based instruction were related to language performance but not to a significant extent. The paper recommended that further investigations be conducted about the topics.

Based on the conflicting findings of the previous studies, it is evident that further researches must still be conducted to determine objectively the relationship of learning styles and language performance. Given the issues raised, this paper will investigate the perceptual learning styles utilized by Grade 10 learners in the public high schools in San Ildefonso, Bulacan and their influence to their learning achievement in English 10.

Methodology of the Study:-

This chapter presents the method and techniques, population and sample of the study, instrument of the study, and the data processing and statistical treatment which were applied in the conduct of research.

Methods and Techniques Used:

The study utilized the descriptive correlational method of research to assess the influence of goal orientation and perceptual learning styles to language performance efficacy. A descriptive research design characterizes or describes given variables using quantitative means or measurements. In this research, the frequency goal orientation, perceptual learning styles, and the language learning efficacy were quantified using weighted mean procedures and were interpreted using a set of descriptors. To evaluate the influence of the predictor variables to the criterion, a correlational study was employed in which the relationship between or among variables was assessed and determined (Joseph, 2014).

Succinctly, the main tasks of this paper was to correlate goal orientation and perceptual learning styles to the language performance efficacy of the respondents. To accomplish this, the study utilized a quantitative research approach by deliberately measuring and analyzing quantitatively the subject variables. A quantitative study investigates specific phenomena by obtaining numerical data to objectively and effectively characterize the nature, relationship, and difference between and among variables.

A set of standardized questionnaire on goal orientation, perceptual learning styles and language learning efficacy was used as primary data gathering tools.

Respondents of the Study:

The respondents of the study were the 98 Grade 10 learners in all the public high schools at the Municipality of San Ildefonso, Bulacan who specifically described their orientation to learning goals and their means of processing meaningful information by responding to the set of standardized instruments. Table 1 shows the distribution of respondents for each individual schools. As can be gleaned from Table 1, there are five public high schools in the Municipality of San Ildefonso, Bulacan. Nineteen (19) respondents come from Schools A, C, and D, twenty (20) from School B, and twenty-one from School E.

Table 1:- Respondents of the Study.

Schools	Respondents
A	19
B	20
C	19

D	19
E	21
Total	98

Instruments of the Study:

The study utilized the 18-item Goal Orientation Scale designed by Midgley, et al. in 1998. The instrument was used to measure the attitudes, processing, and reactions of individuals to their goals, achievement, or failure. Goal orientation has three essential subcategories namely task goal orientation (items 1-6), ability-approach goal orientation (items 7-12), and ability-avoid goal orientation (13-18). Using the 5-point Likert type scale, goal orientation was assessed based on the responses of the respondents to the provided indicator for each components. The responses of the respondents were based on the given options: “almost always” (5), “most of the time” (4), “sometimes” (3), “hardly ever” (2) and “almost never” (1). The instrument was specifically used for second language learners in relation to their language performance. The scale is reliable as evidenced by the estimated reliability coefficient of .79 (Sadeghy and Mansouri, 2013).

Also, this paper utilized the Perceptual Learning Style Preference Questionnaire (PLSPQ) which was developed by Joy Reid in 1995. It was a 5-point Likert Scale with 30 randomly-arranged indicators which measure the perceived six sensory and social learning styles of the respondents that they elicit in class. This instrument was used to deliberately analyze the learning styles of second language learners. Visual (items 6, 10, 12, 24 and 29), auditory (items 1, 7, 9, 17 and 20), kinesthetic (items 2, 8, 15, 19 and 26) and tactile (items 11, 14, 16, 22 and 25) were the sensory style components of the instrument; while, social learning style components were comprised of group (items 3, 4, 5, 21 and 23) and individual learning (items 13, 18, 27, 28 and 30). The responses of the respondents were based on the given options specifying the intensity of use in terms of their degree of agreement or disagreement: “strongly agree” (5), “agree” (4), “neutral” (3), “disagree” (4), and “strongly disagree” (5). The instrument has been utilized by several researches around the globe as proof of its validity and reliability. The Cronbach’s Alpha of the Perceptual Learning Style Preference Questionnaire (PLSPQ) is determined to be .78 (Muniandy&Shuib, 2016, Jowkar, 2012; Alireza& Abdullah, 2010).

In measuring the language performance efficacy of the respondents, the Questionnaire of English Self-Efficacy (Appendix B), which was designed by Wang (year), as cited in Acikel (2011), was utilized in order to measure the efficacy of the respondents with regard to their capabilities in utilizing English. The self-report instrument was a 32-item Likert scale in which the respondents were requested to respond using the provided responses based on the given options specifying the intensity of use in terms of their degree of ability: “I can’t do it at all” (1), “I can’t do it”(2), “ Maybe I can’t do it”(3), “Maybe I can do it” (4), “Basically I can do it”(5), “I can do it” (6), and “I can do it well” (7). The instrument was reliable as evidenced by the internal consistency coefficient of .96 (Açikel, 2011).

Data Gathering Procedure:

The mode of data gathering was the survey questionnaire method. Each of the respondents were given a well-structured, well-instructed, and standardized set of questions to describe quantitatively their goal orientation practices, perceptual learning styles, and language performance efficacy in the second quarter grading period, school year 2018-2019.

In gathering the data, the researcher carried out the following procedure:

A letter was sent to the Schools Division Superintendent of Bulacan to seek permission for the distribution of the standardized instrument that was used in the study. The set of instruments comprised of three (3) Likert scale questionnaires for goal orientation, perceptual learning styles, and language performance efficacy.

With the endorsement, the researcher sought permission from the school heads of the respective participating schools for the distribution of the instruments. With the approval, the researcher distributed the questionnaires to the respondents personally.

The researcher collected the questionnaires from the respondents. The researcher checked if all the items were answered religiously for the conduct of the study.

Data Processing and Statistical Treatment:

The data collected were tabulated and processed using Statistical Packages for Social Sciences (SPSS). The findings were presented using the necessary tables and figures. In order to analyze and interpret the data gathered, the following statistical measures were used:

The goal orientation of the respondents was quantified and described using the rating scale, range of scoring, and descriptors suggested in the 18-item Goal Orientation Scale (GOS) developed by Midgley, et al.(1998). The instrument was a 5-point Likert scale in which the respondents' responses for the given indicators may range from "almost always" (5), "most of the time" (4), "sometimes" (3), "hardly ever" (2) and "almost never" (1). The scale is as follows.

Rating Scale	Range	Descriptive Evaluation
5	4.50-5.00	Almost Always/ Very High
4	3.50-4.49	Most of the Time/ High
3	2.50-3.49	Sometimes/ Moderate
2	1.50-2.49	Hardly Never/ Low
1	1.00-1.49	Almost Never/ Very Low

The respondents' perceptual learning styles were quantified and described using the rating scale, range of scoring, and descriptors suggested in the 30-item Perceptual Learning Style Preference Questionnaire (PLSPQ) which was developed by Joy Reid (1995). The instrument was a 5-point Likert Scale in which the respondents expressed their degree of agreement or disagreement on given indicators using the following responses: "strongly agree" (5), "agree" (4), "neutral" (3), "disagree" (2), and "strongly disagree" (1). The scale for scoring the response of the participants was as follows:

Rating Scale	Range	Descriptive Evaluation
5	4.50-5.00	Strongly Agree/ Very High
4	3.50-4.49	Agree/ High
3	2.50-3.49	Neutral/ Moderate
2	1.50-2.49	Disagree/ Low
1	1.00-1.49	Strongly Disagree/ Very Low

In measuring the language performance efficacy of the respondents, the Questionnaire of English Self-Efficacy, which was designed by Wang (nd) as cited in Acikel (2011), was utilized in order to measure the efficacy of the respondents with regard to their capabilities in utilizing English. The self-report instrument was a 32-item Likert scale in which the respondents were requested to respond using the provided responses based on the given options specifying the intensity of use in terms of their degree of ability: "I can't do it at all" (1), "I can't do it" (2), "Maybe I can't do it"(3), "Maybe I can do it" (4), "Basically I can do it" (5), "I can do it" (6), and "I can do it well" (7). The scale for scoring the response of the participants was as follows:

Rating Scale	Range	Descriptive Evaluation
7	6.50-7.00	I can do it well
6	5.50-6.49	I can do it
5	4.50-5.49	Basically I can do it
4	3.50-4.49	Maybe I can do it
3	2.50-3.49	Maybe I can't do it
2	1.50-2.49	I can't do it
1	1.00-1.49	I can't do it at all

After describing the goal orientation and perceptual learning styles of the respondents and their language performance, the variables were subjected to two (2) regression analyses to quantitatively assess the influence of goal orientation to language performance efficacy, as well as, the influence of perceptual learning styles to language

performance efficacy. The regression analysis procedure statistically quantifies the degree or the magnitude of effect an independent variable cause to a dependent variable (Joseph, 2014).

Presentation, Analysis, and Interpretation of Data:

This chapter presents, analyses, and interprets the data collected in the study. For an organized presentation and consistent discussion, the data are presented following the order or sequence of the questions raised in Chapter 1, to wit: (1) the goal orientation of the respondents, (2) the perceptual learning styles of the respondents, (3) the respondents' language performance efficacy, (4) the influence of goal orientation to language performance efficacy, (5) the influence of perceptual learning styles to language performance efficacy, and (6) the pedagogical implications drawn from the findings of the study.

The Goal Orientation of the Respondents:

Learning goals are indispensable and essential measures that one formulates in order to deliberately determine achievement. A learner's orientation to his goals may entail a myriad of implications which may affect most of his other endeavors, reactions, attitudes, feelings and the likes towards success and failures. Accordingly, every individual adopts a particular approach to facilitate his or her way of learning.

Goal orientation has been subjected to several studies concerning several concepts in learning (Jalalia, Zeinalib, & Nobakht, 2014). It has been considered one of the most important constructs to study since it embodies what an individual attempts to accomplish or achieve over a certain period of time. To several researches, goal orientation practices are those approaches to learning that regulate the behavior or responses of the learners to the learning content, performances, or avoidances (Tercanlioglu & Demiröz, 2015; Beikmohammadi, & Mohebbi, 2014; Mouziraji & Birjandi, 2016).

Several researchers have explored the goal orientation practices of learners around the globe. Results were found diverse and inconsistent which inferred a range of implications in education. For this reason, this paper explored the goal orientation of the Grade 10 learners in the public high schools of the Municipality of San Ildefonso, Bulacan in terms of mastery goal orientation, performance goal orientation, and avoidance goal orientation.

Mastery Goal Orientation:

As can be gleaned from Table 2, goal orientation in terms of mastery goal orientation is high as evidenced by the average of 4.03. Mastery goal orientation is "high" when the learners like to learn new things as an important reason for doing school work (4.47), when the learners want to get better at work as an important reason for doing their work in school (4.19), when they do their school work because they are interested in it (4.10), when enjoyment is an important reason for doing school work (4.06), when they like school work best when it really makes them think (3.78) and when they like school work that they will learn from, even if they make a lot of mistakes (3.57). Generally, the results imply that the learners value highly the mastery they need to achieve or learn in order to excel in class. Stated differently, they are oriented to highly learn what is there to learn in the academic sphere.

Table 2:- Learners' Goal Orientation in terms of Mastery Goal Orientation.

Indicators	Mean	Interpretation
I like school work that I'll learn from, even if I make a lot of mistakes.	3.57	High
An important reason why I do my school work is because I like to learn new things.	4.47	High
I like school work best when it really makes me think.	3.78	High
An important reason why I do my work in school is because I want to get better at it.	4.19	High
I do my school work because I'm interested in it.	4.10	High
An important reason I do my school work is because I enjoy it.	4.06	High
Average	4.03	High

Performance Goal Orientation:

As can be observed from the computed data in Table 3, the goal orientation of the respondents with regard to performance goal orientation is generally "moderate" as indicated by the average of 3.40. This implies that the learners averagely compete with other students and are moderately convinced that they must outperform others in

class. The performance goal orientation of the learners are deemed “moderate” when the learners would feel good if they were the ones who could answer the teacher’s question in class (3.44); when doing better than other students in school is important to them (3.31); and when they like to show to their teachers that they are smarter than the other students in their classes. However, performance goal orientation of the learners is “high” when the thought of other students in their classes that they are good at work is important (3.69); when they would feel successful in school if they did better than most of the other students (3.60); and when they want to do better than other students in their class (3.52).

Table 3:- Learners’ Goal Orientation in terms of Performance Goal Orientation.

Indicators	Mean	Interpretation
I would feel really good if I were the only one who could answer the teachers’ questions in class.	3.44	Moderate
It’s important to me that the other students in my classes think that I am good at my work.	3.69	High
I want to do better than other students in my classes.	3.52	High
I would feel successful in school if I did better than most of the other students.	3.60	High
I’d like to show my teachers that I’m smarter than the other students in my classes.	2.86	Moderate
Doing better than other students in school is important to me.	3.31	Moderate
Average	3.40	Moderate

Avoidance Goal Orientation:

As presented in Table 4, the learners’ goal orientation in terms of avoidance is “moderate” as evidenced by the average score of 3.41. Avoidance is moderate when the learners do their school work by reason of making their teachers not to think that they know less than others (3.34) and avoid to be thought dumb by others (3.34). Also, the tendency of the learners to not participate in class to avoid looking stupid indicates a moderate frequency (2.71). Corollary, the learners averagely avoid the inputs they need not learn, as well as, prevent being outperformed by the other learners in class. On the other hand, avoidance of the students is “high” when it is very important to them that they don’t look stupid in the class (3.86), not to be embarrassed by themselves (3.72), and don’t seem to be not doing their work (3.50).

Table 4:- Learners’ Goal Orientation in terms of Avoidance Goal Orientation.

Indicators	Mean	Interpretation
It’s very important to me that I don’t look stupid in my classes.	3.86	High
An important reason I do my school work is so that I don’t embarrass myself.	3.72	High
The reason I do my school work is so my teachers don’t think I know less than others.	3.34	Moderate
The reason I do my work is so others won’t think I’m dumb.	3.34	Moderate
One reason I would not participate in class is to avoid looking stupid.	2.71	Moderate
One of my main goals is to avoid looking like I can’t do my work.	3.50	High
Average	3.41	Moderate

Summarily, mastery goal orientation, as shown by the average score of 4.03, gains the priority of learners with regard to their substantial endeavor in class over performance goal orientation with weighted mean of 3.40 and avoidance goal orientation with weighted mean of 3.41. The results signify that the respondents focus more on what they need to learn or acquire from the provided lessons against the impulse of outperforming others or fear of being outperformed.

The Perceptual Learning Styles of the Respondents:

Understanding how every individual learn is of great importance not just to educators but to all persons involved and engaged in education. If one desires to ensure the success of an institution’s mission, vision, and goals, he or she must construe the mystery befogging the unique individualities of every learner. No two learners are presumably the same. How one perceives a learning input may be different from how another will be able to make sense out of it. To see every individual similarly is so detrimental to the development of each, for such act disregard the very nature in which every learner operates in his or her immediate environment.

Several studies have been conducted to comprehensively reveal and explore the diversity of learning styles that learners possess. The individualities of learners are evident and exigent for consideration, especially in learning. Truly, as the generally recognized maxim goes, you cannot judge a fish by its ability to climb a tree. All the concerned authorities in the learning process must possess the appropriate enacting principles to assure that learners are given due course to develop not through a single set of criterion but through a differentiated set of learning opportunities. This may help learners not just to improve their perceived talents and possibilities but also discover other potentialities they may be possessing. Moreover, such learning practices underscoring the use of multiple strategies and techniques germane to their known learning styles will invite the elusive interest of today's learners in class.

Researchers have discovered that learners utilized variegated perceptual learning styles in their course to learning (Gürses& Bouvet, 2016; Bidabadi&Yamat, 2012; Ali Bangcola, 2016; Zokaee, Zaferanieh, &Naseri, 2012). Learners are found to utilize not a single distinct learning style but a variety of the same. In line with the aim of this study to understand its respondents, the researcher quantitatively assessed the perceptual learning styles employed by the Grade 10 learners in the public high schools in the Municipality of San Ildefonso, Bulacan at the end of the first quarter of the school year 2018-2019.

Visual Learning:

As can be gleaned from Table 5, perceptual learning styles in terms of visual learning is “high” as exhibited by the average score of 3.59. Visual learning is “high” when the respondent understands better when instructions are read (3.99), remember instructions better if they are read (3.75), and learn better by reading what the teacher writes on the chalkboard (3.69). Relatively, the data reveal that visual learning is highly employed by learners or that their learning is facilitated by visual guides, aids or stimuli. On the other hand, visual learning is only “moderate” when the learners learn better by reading as compared to listening (3.39) and learn more by reading textbooks in contrast to listening to a lecture (3.11).

Table 5:- Perceptual Learning Styles in terms of Visual.

Indicators	Mean	Interpretation
I learn better by reading what the teacher writes on the chalkboard.	3.69	High
When I read instructions, I remember them better	3.75	High
I understand better when I read instructions.	3.99	High
I learn better by reading than listening to someone.	3.39	Moderate
I learn more by reading textbooks than by listening to a lecture.	3.11	Moderate
Average	3.59	High

Auditory Learning:

Analysis of the data tabulated in Table 6 shows that perceptual learning styles in terms of auditory learning is “high” as indicated by the value of 3.75. The learners expressed high regard to auditory when they understand the instructions better when the teachers tell them (4.20), remember things that they have learned in class than things they have read (3.81), learn something better when someone tells them how to do it in class (3.68), and learn better in class when the teacher gives lectures. Moderate inclination to auditory learning is obtained as shown when they learn better in class when they listen to someone (3.40). Succinctly, the results also indicate that the respondents are inclined to highly employ listening in order to comprehend or make sense out of the essential stimuli or input for learning.

Table 6:- Perceptual Learning Styles in terms of Auditory.

Indicators	Mean	Interpretation
When the teacher tells me the, instructions I understand better.	4.20	High
When someone tells me how to do something in class, I learn it better.	3.68	High
I remember things I have learned in class better than things I have read.	3.81	High
I learn better in class when the teacher gives a lecture.	3.68	High
I learn better in class when I listen to someone.	3.40	Moderate
Average	3.75	High

Tactile Learning:

.As can be observed in Table 7, tactile learning is “high” as indicated by the computed value of 3.57. Perceptual learning is “high” in terms of tactile learning when the learners enjoy making something for a class project (3.67), remember what they learn when building something (3.64), learn more when they make something for a class project (3.70), and learn more when they make a model of something (3.60). A moderate tactile inclination is observed when they learn better when they make drawings as they study. Accordingly, the values generally connote that learners are highly tactile learners, meaning to say, learning is most effective when lessons are put into models or projects, which they can directly manipulate and organize through hands-on applications or activities.

Table 7:- Perceptual Learning Styles in terms of Tactile.

Indicators	Mean	Interpretation
I learn more when I can make a model of something.	3.60	High
I learn more when I make something for a class project.	3.70	High
I learn better when I make drawings as I study.	3.25	Moderate
When I build something, I remember what I learned better.	3.64	High
I enjoy making something for a class project.	3.67	High
Average	3.57	High

Kinesthetic Learning Style:

Perceptual learning styles in terms of kinesthetic is shown to be “high” as presented in Table 8. Kinesthetic learning style is perceived high when the respondents learn better when they do things in class (3.97), prefer to learn by doing something in class (3.90), learn best in class when they participate in related activities (3.83), enjoy learning in class by doing experiments (3.78), and understand things better in class when they participate in role-playing (3.72). As can be inferred from the data computed, the learners are highly inclined to kinesthetic activities, which means that they are highly motivated to learn when lessons are put into functional, simulated or situational practice.

Table 8:- Perceptual Learning Styles in terms of Kinesthetic.

Indicators	Mean	Interpretation
I prefer to learn by doing something in class.	3.90	High
When I do things in class, I learn better.	3.97	High
I enjoy learning in class by doing experiments.	3.78	High
I understand things better in class when I participate in role-playing.	3.72	High
I learn best in class when I participate in related activities.	3.83	High
Average	3.84	High

Group Learning Style:

As can be observed from the data tabulated in Table 9, group learning style as a perceptual learning style is highly employed by the respondents as exhibited by the average value of 3.72. Group learning style is “high” when the respondents learn more when they study with a group (3.99), get more work done when they work with others (3.76), learn best when they work with others in class (3.70), enjoy working on an assignment together with two or three classmates (3.59), and prefer to study with others (3.56). A high regard to group learning is indicative that these learners are socially inclined in dealing with the task brought before them. These may imply that they benefit well to the interpersonal interactions, cooperation and collaborations which are incidental to a social learning environment. This does not mean dependency but an act of interaction and dynamism with human relations.

Table 9:- Perceptual Learning Styles in terms of Group Learning.

Indicators	Mean	Interpretation
I get more work done when I work with others.	3.76	High
I learn more when I study with a group.	3.99	High
In class, I learn best when I work with others.	3.70	High
I enjoy working on an assignment with two or three classmates.	3.59	High
I prefer to study with others.	3.56	High
Average	3.72	High

Individual Learning Style:

As can be perceived from the data presented in Table 10, individual learning preference is “high” as indicated by the average value of 3.68. Individual learning inclinations are “high” when the respondents remember things better when they study alone (3.89), prefer to do the work by themselves (3.72), prefer working on projects by their own accord (3.64), learn better when working alone (3.60), and work better when they work alone in class (3.57). As can be deduced from the data computed, the learners highly preferred individual learning styles as a learning mechanism to make sense out of lessons. The results are not outright a slippery slope to unsocial or anti-social behaviors but inclination to self-reflection and meditation.

Table 10:- Perceptual Learning Styles in terms of Individual Learning.

Indicators	Mean	Interpretation
When I study alone, I remember things better.	3.89	High
When I work alone, I learn better.	3.60	High
In class, I work better when I work alone.	3.57	High
I prefer working on projects by myself.	3.64	High
I prefer to work by myself.	3.72	High
Average	3.68	High

Perceptual Learning Styles:

A summary of the results obtained from the sub-variables of perceptual learning styles in Table 11 shows that all learning styles are highly employed by the respondents as indicated by the average scores. It can be perceived that kinesthetic learning preference receives the highest score as evidenced by 3.84, though not that far from the rest. Accordingly, the small differences among the scores connote that the respondents are highly adept in the use of learning styles. They do not prefer a single or isolated preference in learning. These may be the result of the holistic learning approach utilize in the 21st century classroom in which diverse fields of study are more often integrated in lessons. Surprisingly, the learners are both generally inclined to group and individual learning conditions. The results imply that the subject learners are adaptive or flexible learners who can work in circumstances where interpersonal and intrapersonal skills are highly needed.

Table 11:- Summary of Perceptual Learning Styles Subcomponents.

Sub-variables	Average	Interpretation
Visual	3.59	High
Auditory	3.75	High
Tactile	3.57	High
Kinesthetic	3.84	High
Group	3.72	High
Individual	3.68	High

The Respondents’ Language Performance Efficacy|:

The ultimate goal of a learning institution is to ensure that all learning objectives are met and realized through a systematic, effective, and efficient methods employed in and out the classroom environment. The accumulation of learning is the very essence of education that, in theory, will enable a person to perform within the dictates of excellence and precision and be functional in the society in which he or she belongs. In language education, every language learner is not just expected to successfully acquire the basic and the complex skills in language but to also discover the opportunities in which their skills may be applied.

Accordingly, a necessity to continuously find ways to keep pace with the drastic changes in global demands to every industry entails likewise to language education. Educators must be updated to the issues faced by present community and find opportunity to the technological trends of today’s world. To develop greatly the learning performance of learners will mean equipping them to the challenges of the field of commerce, business, and employment. Such may be the assurance of the community that every member has the ability to effectively communicate in writing and in speaking which are requisites in almost all enterprises.

One of the tasks of this study was to quantitatively evaluate the language performance of the Grade 10 learners of the public high schools in the Municipality of San Ildefonso, Bulacan. The study opted to utilize the individual grade

points of the learners in the first quarter of the school year 2018-2019 to holistically show their academic achievement in English 10.

Language Performance Efficacy:

As can be observed from the data tabulated in Table 12, the learners' language performance efficacy is described as "basically I can do it" which means that the learners exerted moderately high efficacy in language performance as evidenced by the average score of 4.80. The learners have responded "basically I can do it" when asked if they can: introduce themselves in English (5.34), understand English songs (5.25), read English short novels (5.17), understand new lessons in their English book (5.16), read English newspapers (5.07), find the meaning of new words by using English-English dictionaries (5.02), answer their teachers' questions in English (4.78), understand numbers spoken in English (4.78), release news on the internet if they have the access (4.55), ask questions to their teachers in English (4.64), make sentences with English phrases (4.80), introduce their teacher in English (4.89), discuss in English with your classmates some topics in which all you are interested (4.65), understand English movies without subtitles (4.89), understand stories told in English (5.00), finish their homework of English reading independently (5.09).

Table 12:- Level of the Learners' Language Performance Efficacy.

Indicators	Mean	Interpretation
Can you understand stories told in English?	5.00	Basically I can do it
Can you finish your homework of English reading independently?	5.09	Basically I can do it
Can you understand American English TV programs?	4.58	Basically I can do it
Can you introduce your school in English?	4.84	Basically I can do it
Can you write diaries in English?	4.37	Maybe I can do it
Can you give directions from your classroom to your home in English?	4.58	Basically I can do it
Can you write English compositions assigned by your teachers?	4.65	Basically I can do it
Can you tell a story in English?	4.53	Basically I can do it
Can you understand radio programs in English speaking countries?	4.66	Basically I can do it
Can you understand English TV programs made in your country?	5.04	Basically I can do it
Can you leave a message to your classmates in English?	4.94	Basically I can do it
When you read English articles, can you guess the meaning of unknown words?	4.35	Maybe I can do it
Can you make new sentences with the words just learned?	4.58	Basically I can do it
Can you write email messages in English?	4.75	Basically I can do it
If your teacher gives you a tape-recorded English dialogue about school life, can you understand it?	4.64	Basically I can do it
Can you understand the English news on the Internet?	4.85	Basically I can do it

Moreover, they understand American English TV programs (4.58), introduce their school in English (4.84), write email messages in English (4.75), understand a tape recorded English dialogue given by the teacher about school life (4.64), understand the English news on the Internet (4.85), write compositions assigned by their teacher (4.58), tell a story in English (4.53), understand radio programs in English speaking countries (4.66), understand English TV programs made in their country (5.04), leave a message to their classmates in English (4.94), guess the meaning of unknown words when they read English articles (4.35), make new sentences with words just learned (4.58), discuss in English with their classmates some topics in which all of you are interested (4.65), and give directions from their classroom to their home in English (4.58).

Table 12:- (continued).

Indicators	Mean	Interpretation
Can you ask questions to your teachers in English?	4.64	Basically I can do it
Can you make sentences with English phrases?	4.80	Basically I can do it
Can you introduce your English teacher in English?	4.89	Basically I can do it
Can you discuss in English with your classmates some topics in which all of you are interested?	4.65	Basically I can do it
Can you read English short novels?	5.17	Basically I can do it
Can you understand English movies without subtitles?	4.89	Basically I can do it

Can you answer your teachers' questions in English?	4.78	Basically I can do it
Can you understand English songs?	5.25	Basically I can do it
Can you read English newspapers?	5.07	Basically I can do it
Can you find the meaning of new words by using English-English dictionaries?	5.02	Basically I can do it
Can you understand numbers spoken in English?	4.78	Basically I can do it
If you have access to internet, can you release news on the Internet	4.55	Basically I can do it
Can you understand English articles about Chinese culture?	4.34	Maybe I can do it
Can you introduce yourself in English?	5.34	Basically I can do it
Can you understand new lessons in your English book?	5.16	Basically I can do it
Average	4.80	Basically I can do it

On the other hand, the respondents believed that if they write diaries in English (4.37) and understand English articles about Chinese culture (4.34) they can do it maybe, expressing moderate efficacy in language performance. The overall results presented indicate that the language performance efficacy of the respondents are moderately high. This connotes that they can perform tasks and activities which require skills in English with moderately high efficacy.

The Influence of Goal Orientation to Language Performance:

As can be gleaned from the results, the obtained Beta coefficients of .005 (mastery goal orientation), .085 (performance goal orientation), and .180 (avoidance goal orientation) contribute to the degree of language performance efficacy of the respondents but not to a significant extent. The B coefficient results indicate that in every unit increase in the extent of inclination to mastery, performance and avoidance goal orientation will mean .006, .087, and .194 increase respectively to the language performance efficacy of the respondents.

Further analysis of Table 13 reveals an F-value of .718 with the associated p-value of .543. Since that the associated probability does not exceed .05 alpha, it is safe to conclude that the combined effect of the goal orientation factors namely mastery, performance, and avoidance do not form a set of significant predictors on the language performance efficacy of the respondents.

Hence, the decision is to accept the null hypothesis which states that goal orientation factors do not impact significantly on the language performance of the learners. The findings are also observed in the study of Jalalia, Zeinalib, and Nobakht (2014) and partly in the study of Nasrollahi-Mouziraju and Birjandi (2016).

To Jalalia, et al. (2014), the insignificance of goal orientation in affecting performance is surprising considering the rich literature stating otherwise. This is due to the fact that there may be intervening factors which may affect the direct impact of goal orientation such as the practices, norms, and context of the place or school. Another consideration is the insufficiency of perspectives when not coupled with practice in the real life. Stated differently, the respondents may have been motivated by their goals in the classroom but such does not reflect their efficacy in language use when they fail to apply such in practice.

Table 13:- Regression analysis of Learners' Goal Orientation on Learners' Language Performance.

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
(Constant)	5.192	0.619		8.392	0
Mastery	0.006	0.155	0.005	0.042	0.967
Performance	0.087	0.133	0.085	0.653	0.515
Avoidance	0.194	0.134	0.18	1.446	0.152
R-squared = .022					
F-value = .718					
p-value = .543					
alpha = 0.05					

The Influence of Perceptual Learning Styles to Language Performance Efficacy:

Results of the regression analysis in Table 14 reveal that perceptual learning styles in terms of visual, auditory, tactile, kinesthetic, group learning, and individual learning styles contribute to the language performance efficacy of the Grade 10 students but not to a significant extent as evidenced by the Beta coefficients of .153, .016, .048, .042, .207, and .044 respectively with p-values which exceed the .05 alpha. Though insignificant, the B coefficient values signify that in ever unit increase in the employment of perceptual learning styles in terms of visual, auditory, tactile, kinesthetic, group learning, and individual learning will mean .199, .022, .062, .010, .164 and .055 respective increase in the language performance efficacy of the respondents.

However, the obtained F-ratio of .521 is not found significant since the associated probability of .669 greatly exceeds .05 alpha. The results suggest that the utilized sets of perceptual learning styles of the respondents are not substantial predictors of the language performance efficacy of the Grade 10 learners in the public high schools situated in the Municipality of San Ildefonso, Bulacan.

Thus, the study accepted the null hypothesis which states that perceptual learning styles do not significantly influence the respondents' language performance efficacy of the learners. The results of the present study corroborated those of Ababneh (2015) and Tabatabaieia and Mashayekhi (2013).

To Ababneh (2015), the result which debunks the insignificant impact of learning styles to language performance is reasonable. Culture and context affect significantly the performance of the learners. There are students who do not engage in easy tasks but chooses to do easier ones. Also, the resources or supports are not available to learners, which may also affect their efficacy on performance. That is why no matter how high their learning style inclination, it will be rendered not substantial if intervened by other factors.

To Tabatabaieia and Mashayekhi (2013), learning styles are not the only factors that greatly improve language performance and efficacy. Simply put, the "knowledge of learning styles cannot be used to remove all difficulties in understanding the learning process". The classroom must be considered a melting pot of holistic factors and approaches for the human person aspects are not static nor mediocre.

Table 14:- Regression analysis of Perceptual Learning styles on Learners' Language performance.

Variables	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	4.818	0.593		8.122	0
Visual	0.199	0.265	0.153	0.748	0.456
Auditory	0.022	0.294	0.016	0.076	0.94
Tactile	0.062	0.249	0.048	0.248	0.804
Kinesthetic	0.01	0.047	0.042	0.206	0.837
Group learning	0.164	0.089	0.207	1.834	0.07
Individual learning	0.055	0.192	0.044	0.287	0.775
R-squared = .016					
F-value = .521					
p-value = .669					
alpha = 0.05					

Pedagogical Implications Drawn from the Findings of the Study:

The following were the implications drawn based on the findings of the study:

The orientation of the learners to their goals reveals how they operate as individuals in class germane to their relationship with others. This also categorizes learners based on the approach they employ as reactions, behaviors, or attitudes to their learning tasks. As shown in the study, the learners tend to adopt goals that are in nature focused on the achievement or acquisition of learning content designated in a learning subject course.

How learners learn or make sense of the external world is of great importance to all the individuals involved in the learning sphere. The objective determination of learning styles require an effective and standard instrument in order

to ensure the understanding of the learners' choices. Discovering the preferences of learners in processing learning inputs will help guide educators in planning their everyday lesson as discretion allows.

Language performance reveals the success of the learning process, the techniques and strategies employed, the approaches utilized, the curricular plans, and the likes among others. Also, findings on the level of collective performance achieved by the subjects may serve as the guide or standard to the succeeding generations of learners or the progress of the previous.

The influence of goal orientation to the language performance of the learners emphasizes the exigent necessity to promulgate awareness about the behaviors, attitudes of the learners towards their educational endeavors to teachers, administrators, and learners. Fostering the appropriate orientation to goal equates to the success of a person on acquiring the learning inputs required, competently outperforming others, or avoiding to not to learn what is not to be learners or being outperformed by others.

The influence of perceptual learning styles to the language performance of learners implies a serious attention on understanding their unique individualities. Familiarity with the learners' styles and preferences in learning will help educators to assure that lessons are not just up-to-date but also suited to the capabilities of their students. Moreover, the awareness of the learner's own learning styles may be of great importance to himself or herself to maximize such inclination.

Summary, Conclusions and Recommendations:-

This chapter presents the summary of findings, conclusions and recommendations concerning the influence of goal orientation and perceptual learning styles to the language performance efficacy of the Grade 10 learners of the public high schools in the Municipality of San Ildefonso, Bulacan in the first quarter of the school year 2018-2019.

The descriptive-correlational method of research was utilized in the conduct of the study in which the primary data gathering tools were standardized questionnaires. The respondents of the study were the 98 Grade 10 learners of the public high schools in the Municipality of San Ildefonso, Bulacan.

The following null hypotheses were subjected for testing at 0.05 level of significance.

“Goal orientation does not influence significantly the language performance of Grade 10 learners.”

“Perceptual learning styles do not significantly influence the respondents' language performance.”

The collected data were processed using the Statistical Packages for Social Sciences (SPSS) and were presented using appropriate tables and texts. The results were analyzed and interpreted using statistical tests such as descriptive analysis in order to quantify the extent of goal orientation practices, the frequency of perceptual learning styles, and level of language performance efficacy. The regression analysis was utilized to determine the influence of the independent variables to the dependent variable. The goal orientation, perceptual learning styles, and language performance of the respondents were analyzed using frequency counts and weighted mean procedures. Using the aforementioned procedures, the findings of the study may be summarized as follows;

Summary of Findings:

Problem 1: The goal orientation of the respondents:

The goal orientation of the respondents are described in terms of mastery, performance and avoidance factors. Goal orientation is moderate with regard to performance and avoidance factors as evidenced by the average values of 3.40 and 3.41 respectively. On the other hand, mastery goal orientation is high as indicated by the average value of 4.03.

Problem 2: The perceptual learning styles of the respondents:

The perceptual learning styles in terms of visual, auditory, tactile, kinesthetic, group learning and individual learning are all high as indicated by the average values of 3.59, 3.75, 3.84, 3.57, 3.72, and 3.68 respectively.

Problem 3: The respondents' language performance efficacy:

Results on the learners' performance efficacy show that the respondents are capable of performing activities in English with moderately high efficiency as indicated by the average value of 4.80 generally described as “basically I can do it”.

Problem 4: The influence of goal orientation to language performance efficacy:

As can be gleaned from the results, the obtained Beta coefficients of .005 (mastery goal orientation), .085 (performance goal orientation), and .180 (avoidance goal orientation) contribute to the degree of language performance efficacy of the respondents but not to a significant extent. The B coefficient results indicate that in every unit increase in the extent of inclination to mastery, performance and avoidance goal orientation will mean .006, .087, and .194 increase respectively to the language performance efficacy of the respondents.

Further analysis reveals an F-value of .718 with the associated p-value of .543. Since the associated probability does not exceed .05 alpha, it is safe to conclude that the combined effect of the goal orientation factors namely mastery, performance, and avoidance do not form a set of significant predictors on the language performance efficacy of the respondents. Hence, the decision is to accept the null hypothesis which states that goal orientation factors do not impact significantly on the language performance of the learners.

Problem 5: The influence of perceptual learning styles to language performance efficacy:

Results of the regression analysis reveal that perceptual learning styles in terms of visual, auditory, tactile, kinesthetic, group learning, and individual learning styles contribute to the language performance efficacy of the Grade 10 students but not to a significant extent as evidenced by the Beta coefficients of .153, .016, .048, .042, .207, and .044 respectively with p-values which exceed the .05 alpha. Though insignificant, the B coefficient values signify that in every unit increase in the employment of perceptual learning styles in terms of visual, auditory, tactile, kinesthetic, group learning, and individual learning will mean .199, .022, .062, .010, .164 and .055 respective increase in the language performance efficacy of the respondents.

However, the obtained F-ratio of .521 is not found significant since the associated probability of .669 greatly exceeds .05 alpha. The results suggest that the utilized sets of perceptual learning styles of the respondents are not substantial predictors of the language performance efficacy of the Grade 10 learners in the public high schools situated in the Municipality of San Ildefonso, Bulacan.

Thus, the study accepted the null hypothesis which states that perceptual learning styles do not significantly influence the respondents' language performance efficacy of the learners.

Problem 6: The following were the implications drawn based on the findings of the study:

The orientation of the learners to their goals reveals how they operate as individuals in class germane to their relationship with others. This also categorizes learners based on the approach they employ as reactions, behaviors, or attitudes to their learning tasks. As shown in the study, the learners tend to adopt goals that are in nature focused on the achievement or acquisition of learning content designated in a learning subject course.

How learners learn or make sense of the external world is of great importance to all the individuals involved in the learning sphere. The objective determination of learning styles requires an effective and standard instrument in order to ensure the understanding of the learners' choices. Discovering the preferences of learners in processing learning inputs will help guide educators in planning their everyday lesson as discretion allows.

Language performance reveals the success of the learning process, the techniques and strategies employed, the approaches utilized, the curricular plans, and the likes among others. Also, findings on the level of collective performance achieved by the subjects may serve as the guide or standard to the succeeding generations of learners or the progress of the previous.

The influence of goal orientation to the language performance of the learners emphasizes the exigent necessity to promulgate awareness about the behaviors, attitudes of the learners towards their educational endeavors to teachers, administrators, and learners. Fostering the appropriate orientation to goal equates to the success of a person on acquiring the learning inputs required, competently outperforming others, or avoiding to not to learn what is not to be learners or being outperformed by others.

The influence of perceptual learning styles to the language performance of learners, though insignificant, implies attention on understanding their unique individualities. Familiarity with the learners' styles and preferences in learning will help educators to assure that lessons are not just up-to-date but also suited to the capabilities of their

students. Moreover, the awareness of the learner's own learning styles may be of great importance to himself or herself to maximize such inclination.

Conclusions:-

In the light of the findings of the study, the following conclusions were drawn:

1. The learners are moderately oriented in terms of performance and avoidance, while highly oriented with reference to mastery as their goals in learning.
2. High perceptual learning styles indicate that the respondents highly employ visual, auditory, tactile, kinesthetic, group and individual learning in facilitating their learning.
3. The overall results presented indicate that the language performance efficacy of the respondents are moderately high. This connotes that they can perform tasks and activities which require skills in English with moderately high efficacy.
4. The null hypothesis that goal orientation does not influence significantly the language performance efficacy of Grade 10 learners is accepted.
5. The null hypothesis that perceptual learning styles do not significantly influence the respondents' language performance efficacy is accepted.
6. The findings drawn several implications that may help learners and teachers realize the need for a comprehensive awareness of goal orientation, perceptual learning styles, and language performance efficacy.

Recommendations:-

Based on the findings and conclusion of the study, the following recommendations are hereby offered:

1. That teachers holistically consider the goal orientation practices and the preferences to learning by their students as bases in choosing teaching strategies, techniques, and approaches.
2. That learners be deliberately aware of their orientation to goals and perceptual learning styles in order to maximize such knowledge in their choice of learning methods and habits.
3. That school administrators conduct seminars and educational programs ensuring the deliberate awareness of the teachers, students as well as the parents about the goals and perceptual learning styles of the learners, and create a policy implementing the informed recommendations which are based on the scientific findings of studies—such as this one—to be integrated with educators' lesson planning.
4. That future researchers further explore the implications of goal orientation and perceptual learning styles to other dimensions of language learners.

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**Appendix A:
Permission Letter:**



**Appendix B:
Instruments of the Study:**

Dear Respondent,

The undersigned researcher is asking for your full cooperation in the conduct of this study. Please respond to the following survey questionnaires in order to gather the necessary information for the thesis paper entitled: **The**

Influence of Goal Orientation and Perceptual Learning Styles to the Level of Language Performance of Grade 10 Learners:

Part I:

Please answer in terms of how well each statement describes you by ticking (/) the corresponding box. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements. Use the following scale:

1. never
2. hardly never

3. some of the times
4. a lot of the times
5. nearly always

Indicators	1	2	3	4	5
Mastery Goal Orientation					
1. I like school work that I'll learn from, even if I make a lot of mistakes.					
2. An important reason why I do my school work is because I like to learn new things.					
3. I like school work best when it really makes me think.					
4. An important reason why I do my work in school is because I want to get better at it.					
5. I do my school work because I'm interested in it.					
6. An important reason I do my school work is because I enjoy it.					
Performance Goal Orientation					
7. I would feel really good if I were the only one who could answer the teachers' questions in class.					
8. It's important to me that the other students in my classes think that I am good at my work.					
9. I want to do better than other students in my classes.					
10. I would feel successful in school if I did better than most of the other students.					
11. I'd like to show my teachers that I'm smarter than the other students in my classes.					
12. Doing better than other students in school is important to me.					
Avoidance Goal Orientation					
13. It's very important to me that I don't look stupid in my classes.					
14. An important reason I do my school work is so that I don't embarrass myself.					
15. The reason I do my school work is so my teachers don't think I know less than others.					
16. The reason I do my work is so others won't think I'm dumb.					
17. One reason I would not participate in class is to avoid looking stupid.					
18. One of my main goals is to avoid looking like I can't do my work.					

Part II:

Please answer in terms of how well each statement describes you by ticking (/) the corresponding box. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements. Use the following scale:

- 5-Strongly agree
- 4-Agree
- 3-Neutral
- 2-Disagree
- 1-Strongly disagree

Indicators	1	2	3	4	5
1. When the teacher tells me the, instructions I understand better.					
2. I prefer to learn by doing something in class.					
3. I get more work done when I work with others.					
4. I learn more when I study with a group.					
5. In class, I learn best when I work with others.					
6. I learn better by reading what the teacher writes on the chalkboard.					
7. When someone tells me how to do something in class, I learn it better.					
8. When I do things in class, I learn better.					
9. I remember things I have learned in class better than things I have read.					
10. When I read instructions, I remember them better					
11. I learn more when I can make a model of something.					
12. I understand better when I read instructions.					

13. When I study alone, I remember things better.					
14. I learn more when I make something for a class project.					
15. I enjoy learning in class by doing experiments.					
16. I learn better when I make drawings as I study.					
17. I learn better in class when the teacher gives a lecture.					
18. When I work alone, I learn better.					
19. I understand things better in class when I participate in role-playing.					
20. I learn better in class when I listen to someone.					
21. I enjoy working on an assignment with two or three classmates.					
22. When I build something, I remember what I learned better.					
23. I prefer to study with others.					
24. I learn better by reading than listening to someone.					
25. I enjoy making something for a class project.					
26. I learn best in class when I participate in related activities.					
27. In class, I work better when I work alone.					
28. I prefer working on projects by myself.					
29. I learn more by reading textbooks than by listening to a lecture.					
30. I prefer to work by myself.					

Part III:

Please answer in terms of how well each statement describes you by encircling the corresponding number in each item. Do not answer how you think you should be, or what other people do. There are no right or wrong answers to these statements. Use the following scale:

Indicators	I can't do it at all	I can't do it	Maybe I can't do it	Maybe I can do it	Basically I can do it	I can do it	I can do it well
1. Can you understand stories told in English?	1	2	3	4	5	6	7
2. Can you finish your homework of English reading independently?	1	2	3	4	5	6	7
3. Can you understand American English TV programs?	1	2	3	4	5	6	7
4. Can you introduce your school in English?	1	2	3	4	5	6	7
5. Can you write diaries in English?	1	2	3	4	5	6	7
6. Can you give directions from your classroom to your home in English?	1	2	3	4	5	6	7
7. Can you write English compositions assigned by your teachers?	1	2	3	4	5	6	7
8. Can you tell a story in English?	1	2	3	4	5	6	7
9. Can you understand radio programs in English speaking countries?	1	2	3	4	5	6	7
10. Can you understand English TV programs made in your country?	1	2	3	4	5	6	7
11. Can you leave a message to your classmates in English?	1	2	3	4	5	6	7
12. When you read English articles, can you guess the meaning of unknown words?	1	2	3	4	5	6	7
13. Can you make new sentences with the words just learned?	1	2	3	4	5	6	7
14. Can you write email messages in	1	2	3	4	5	6	7

English?							
15. If your teacher gives you a tape-recorded English dialogue about school life, can you understand it?	1	2	3	4	5	6	7
16. Can you understand the English news on the Internet?	1	2	3	4	5	6	7
17. Can you ask questions to your teachers in English?	1	2	3	4	5	6	7
18. Can you make sentences with English phrases?	1	2	3	4	5	6	7
19. Can you introduce your English teacher in English?	1	2	3	4	5	6	7
20. Can you discuss in English with your classmates some topics in which all of you are interested?	1	2	3	4	5	6	7
21. Can you read English short novels?	1	2	3	4	5	6	7
22. Can you understand English movies without subtitles?	1	2	3	4	5	6	7
23. Can you answer your teachers' questions in English?	1	2	3	4	5	6	7
24. Can you understand English songs?	1	2	3	4	5	6	7
25. Can you read English newspapers?	1	2	3	4	5	6	7
26. Can you find the meaning of new words by using English-English dictionaries?	1	2	3	4	5	6	7
27. Can you understand numbers spoken in English?	1	2	3	4	5	6	7
28. If you have access to internet, can you release news on the Internet	1	2	3	4	5	6	7
29. Can you understand English articles about Chinese culture?	1	2	3	4	5	6	7
30. Can you introduce yourself in English?	1	2	3	4	5	6	7
31. Can you understand new lessons in your English book?	1	2	3	4	5	6	7