Learning Motivation Factors of Grade 8 Students and its Implication in Science Teaching

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Abstract

The purpose of this study is to assess students' achievement motivation towards science learning. Six scales were developed: Self-efficacy, active learning strategies, science learning value, performance goal, achievement goal, and learning environment stimulation. A total of 70 grade 8 students of La Consolacion University Philippines, a mixture of boys and girls with various grades and achievements coming from high performing and low-performing classes were selected to answer the questionnaire. Based from the results, it showed that high-performing students tend to believe on their own ability to achieve science learning which increased their satisfaction when they see positive results. In addition, high performing students value science learning and became more interesting for them if they can use and apply what they have learned inside the classroom on their daily living. Furthermore, the outcome also proved that achievement and motivation of the grade 8 students in science learning were highly affected by their learning environment such as the curriculum, teaching strategies and the interaction inside the classroom.

Keywords: *learning motivation, science teaching, implication*