
NEWSLETTER

The Relationship between Achievement Goal Orientation and Academic Achievement in Senior Secondary School Students: The Mediating Effect of Self-Regulated Learning

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ACADEMIC achievement is not only an indicator of students' learning outcomes but also a predictor of their future academic well-being, social adaptation, and career development. The achievement goal, as a basic component of the achievement motivation of the individual, has the potential to pose significant impacts on student academic performance. According to the achievement goal orientation theory, student achievement goals include the performance approach goal, performance avoidance goal mastery approach goal, and mastery avoidance goal. This article is a close examination of the relation between the achievement goal orientation and academic achievement in Chinese senior secondary school students as well as the mediating effect of self-regulated learning on this relationship. The research is based on a longitudinal survey of academic results of 1,389 10th and 11th graders within six months.

Research findings:

- The mastery approach and avoidance goals had significantly positive and direct effects on students' immediate and ensuing academic results, as opposed to the significantly negative and direct effects of the performance avoidance goal.
- The performance approach, mastery approach, and mastery avoidance goals could indirectly and positively predict students' immediate and ensuing academic results via the mediation of student self-regulated learning. On the contrary, the performance avoidance goal could indirectly and negatively predict students' immediate and ensuing academic results via the mediating effect of student self-regulated learning.

The research demonstrates that there are variations in the effect on student academic results among distinct achievement goals. It provides empirical evidence to explorations of how to help high school students establish appropriate achievement goals and increase self-regulated learning capacities for improving their academic achievement.

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