

Goal Orientation, Learning Strategies and Academic Performance in Adult Distance Learning

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Abstract : Based upon the self-determination theory and self-regulated learning theory, this study examined the predictiveness of goal orientation and self-regulated learning strategies on academic achievement of adult students in distance learning. The results show a positive relation between goal orientation and the use of self-regulated strategies, and academic achievements. A significant and positive indirect relation of mastery goal orientation through self-regulated learning strategies was also found. In addition, results pointed to a positive indirect impact of performance-approach goal orientation on academic achievement. The effort regulation strategy fully mediated this relation. The theoretical and instructional implications are discussed. Interventions can be made to motivate students' mastery or performance approach goal orientation and help them manage their time or efforts.

Keywords : goal orientation, self-regulated strategies, achievement, adult distance students

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