

ABSTRACT

DISSERTATION: Achievement Goals, Motivational Self-Regulation, and Academic Adjustment Among Elite Chinese High School Students

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The current study investigated the mediating role of motivational self-regulation (MSR) strategies (i.e., mastery self-talk, performance/extrinsic self-talk, performance/relative ability self-talk, interest enhancement, relevance enhancement, efficacy enhancement) in the relationships between achievement goals and cognitive and behavioral engagement (i.e., involved engagement, withdrawal in the face of difficulties, avoidance of challenges, rehearsal and elaboration) among 1096 Chinese gifted high school students (43% male).

Structural equation modeling supported the mediating role of MSR strategies. Mastery goals positively predicted all six MSR strategies with medium to large effects whereas performance approach goals positively predicted five out of six MSR strategies with small to medium effects. While all six MSR strategies positively predicted involved engagement, rehearsal and elaboration, interest enhancement and efficacy enhancement showed additional benefits. Theoretical and practical implications are discussed.