MODERATING EFFECT OF SELF-APPROACH GOAL ON THE RELATIONSHIP BETWEEN PERCEIVED SUPPORT FOR AUTONOMY FROM TEACHERS AND LEARNING ENGAGEMENT OF TAIWANESE HIGH SCHOOL STUDENTS

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Abstract - This study employed the lasted approach-oriented type of goal: self-approach goal orientation, as the moderator to reveal its impact on the relationship between the traditional relationship between perceived support for autonomy from teachers and the learning engagement of Taiwanese high school students. Process model 1, developed by Andrew Hayes was used to test the relationship. The results indicated that the predictive power of perceived teacher support for autonomy on learning engagement decreased as students' self-approach goal increased. It suggested that perceived support for autonomy from teachers significantly influences learning engagement for lower self-approach goal orientation individuals since higher self-approach goal orientation individuals already possess higher learning engagement regardless of how they perceive support for autonomy by teachers.

Keywords - Perceived Support for Autonomy, Self-Approach Goal, Learning Engagement

I. INTRODUCTION

It is widely known that teachers' support in school will be constructive towards students' learning engagement and, in terms, of students' academic performance, will increase. However, this conclusion is still far away from perfect. There are lots of intervening factors to make teacher support to learning engagement linear conclusion becoming unstable. Thus, to support the abovementioned statement, one of the motivation variables, self-approach goal, was taken to reveal whether the relational state between perceived support for autonomy from teachers on learning engagement fluctuated under various self-approach goal strengths.

II. LITERATURE REVIEW

2.1 Self-Approach Goal

In the 2 x 2 Achievement Goal model, the mastery goal is to consolidate the ability; the purpose of the performance goal is to show the power. Pintrich (2000)and Elliot and McGregor (2001) added approach and avoidance forms to both types of goal: mastery-approach goals, mastery-avoidance goals, performance-approach goals, and performance-avoidance goals.

Achievement goals have two basic concepts: first, how it is defined; second, how it is valenced (Elliot & McGregor, 2001). In the 2 x 2 achievement goal model, mastery, performance, approach, and avoidance goals compare in different capabilities. In mastery goals, the mastery-approach goal is an ability to improve self. Instead, the mastery-avoidance goal is to avoid facing the task. In terms of performance goals, the performance-approach goal is to show self-capabilities to others; instead, the performance-avoidance goal is to avoid comparing with others.

Elliot, Murayama, and Pekrun (2011) proposed a 3x2 achievement goal model: task-approach goal, task-avoidance goal, self-approach goal, self-avoidance goal, other-approach goal, and other-avoidance goal.Achievement goal orientation in this study is based on a 3 x 2 achievement goal model Elliot, Murayama, and Pekrun (2011) proposed; according to different definitions and values, is divided into six types: task-approach, task-avoidance, self-approach, self-avoidance, other-approach, and other-avoidance. In this study, the scale is a 3 x 2 Achievement Goal Questionnaire (The 3 x 2 Achievement Goal Questionnaire, AGQ) proposed by Elliot, Murayama, and Pekrun (2011), which contains six types of goal: task approach, task avoidance, self-approach, self-avoidance, other-approach, and other-avoidance. Each class has three questions, and there are 18 questions. We pulled out AGQ's self-approach goal as our moderating variable.

2.2. Perceived Support for Autonomy from Teachers

Motivation affects an individual's action, direction, and persistence, that is, the intention to promote an individual to take action (Ryan &Deci, 2000); some studies of motivation patterns found that different motivation types would occur in other learning behaviors and outcomes. Teachers are the most important socializing agents in the school context. An essential aspect that teachers should take into account in the classroom is the importance of supporting students' autonomy (Deci& Ryan, 1985). Autonomy support is the interpersonal behavior teachers provide during instruction to identify, nurture, and build students' inner motivational resources (Deci& Ryan, 1985; Reeve, Deci, & Ryan, 2004). Thus, autonomy

support refers to an atmosphere where students are not pressured to behave in a specific way and are encouraged to be themselves (Ryan &Deci, 2004). Self-determination theory considers that the ideal motivation pattern is autonomous motivation (including intrinsic motivation and identified regulation). If students classify,their environmental status will help to promote autonomous motivation (Guay, Ratelle&Chanal, 2008). In this study, autonomy support has used the definition of Deci and Ryan (1985), which means an individual who owns the authority can adopt the ideas of others, understand others' feelings and needs, and provide appropriate information, choosing opportunities and the corresponding teaching measures. For this study, the context of perceived autonomy support is measured by the Shih (2008) scale adapted from the Learning Climate Questionnaire (LCQ). The higher the score, the higher the degree of perceived autonomy support students feel.

2.3 Learning Engagement

Engagement is the quality of behavior and emotion that an individual pays effort to complete the task (Reeve, Jang, Carrell, Jeon &Barch, 2004). Engagement means commitment and involvement, including participation, dedication, enthusiasm, and integration of specific tasks (Fredricks, Blumenfeld& Paris, 2004; Paris &Newmann, 1990). The significance of engagement in the learning environment means how an individual is willing to focus on learning tasks (including participation, concentration, and accompanying emotional quality) during the learning process. Engagementis critical in schools; students generate learning and development by engaging in learning activities (Wellborn, 1992; cited data from Reeve et al., 2004.). After the integration of the relevant literature, Fredricks et al. (2004) announced three dimensions of learning engagement: behavioral engagement, emotional engagement, and cognitive engagement; in 2011, Reeve and Tseng added the fourth dimension—agentic engagement, the definition of learning engagement is as following:

The study measured high school students learning engagement; the scale is reformed from Shih (2008), adapted from the Rochester Assessment of Intellectual and Social Engagement (RAISE) (Miserandino, 1996) scale, and combined school engagement scale, which Fredericks Blumenfeld, Friedel, & Paris. (2005) measured. The higher the score, the higher the learning engagement level of commitment.

III. METHODS

3.1 Study Framework

The relationships among studyvariablesare shown in Figure 1 below. The central relationship was the perceived support for autonomy from teachers to predict the learning engagement of high students in Taiwan. The self-approach goal served as moderating variable between them.

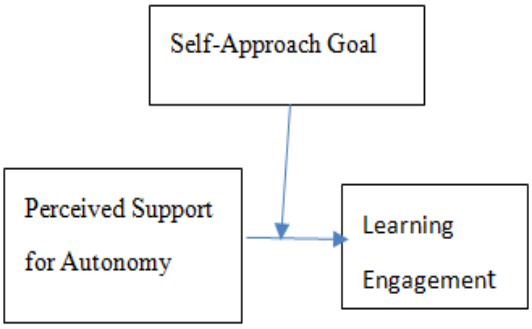

Figure 1. Study framework

3.2 Participants

Participants were 643 high school students randomly recruited from central Taiwan. Their age range falls between 15.2 years old and 18.1 years old.

3.3 Instruments

All three instruments are 5-point Likert type, self-report scale. All scales were translated into Chinese and administered to the participants. The pilot study showed that all instruments were satisfactory reliability. Self-approach goal scale was adopted from AGQ by Elliot, Murayama, and Pekrun (2011), three items (Cronbach's α=.94) Learning engagement scale was adopted from Learning Engagement Scale by Reeve & Tseng (2011), twenty items (Cronbach's α=.87). Perceived Supported Scale was adopted from Learning Climate Questionnaire(LCQ), fourteen items (Cronbach's α=.96.).

IV. RESULTS AND DISCUSSION

As mentioned above, Process 4.0
developed by Andrew Hayes (2017) was employed to examine the moderating effect of self-approach goal(SAG) on the relationship between perceived support for autonomy from teachers(PA) and learning engagement(LE). According to our study framework, model 1 was selected.

Table 1 shows that LG and SAG can positively predict LE.Their lower limit(LLCI) and upper limit(ULCI) of 95% confidence interval are positive. This indicated that the higher LG and SAG, the higher LE,respectively.

The coefficient of the LG*SAG interaction variable was -.026, t value was -2.21(p<,.05). Thus, a moderating effect of SAG was found between LG and LE. In such cases, the predictive power of LG on LE decreases with the increase of student self-approach goals.

	Coeff	SE	t	LLCI	ULCI
constant	1.17	.204	5.70	.76	1.57
LG	.38	.054	6.86***	.27	.48
SAG	.24	.046	5.09	.14	.33
LG*SAG	-.026	.012	-2.21*	-.049	-.029

Note: ***p<,.001, *p<.05

Table 1. The moderating effect of self-approach goal(SAG) on the relationship between perceived support for autonomy for teachers(PA) and learning engagement(LE). Dependent Variable: LE

Since there are many motivational profiles high school students may possess,For those who are comparatively low in self-approach goals individuals, teachers' support for autonomy is critical to ensure their learning engagement and promote their academic achievement. More studies can bedone, such as various goal types being able to be considered as moderators between the relationships of perceived control for autonomy and learning engagement to reveal possible differentiation effects across these goal types and, thus, serve as information on how teachers can apply their support for the best learning engagement profile.

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