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**NEWSLETTER**

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## **The Impact of Achievement Goal Orientations on Learning Satisfaction of Secondary School Students: The Chain Mediating Effect of Academic Self-efficacy and Learning Engagement**

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**L**EARNING satisfaction is the feeling or attitude of learners towards learning activity participation, reflecting the degree of their fondness for learning activities as well as the extent to which their needs for learning are met or learning goals are achieved. Achievement goal orientations refer to students' general tendencies for approaching, engaging in, and evaluating their academic progress and performance in achievement contexts. Achievement goal orientations address the reasons and purposes of individuals' attempt to accomplish certain achievement outcomes. Academic self-efficacy has significant influences on students' persistence, perseverance, and emotion-regulation in the learning process, and is a key factor in heightening their learning motivation and improving their academic performance.

This study used the Secondary School Student Learning Satisfaction Scale, Achievement Goal Orientation Scale, Secondary School Student Learning Engagement Scale, Academic Self-Efficacy Questionnaire to conduct a questionnaire survey of 1,041 students in grades 7 - 12 from two secondary schools in Shandong and Henan Provinces, in attempt to examine the impact of achievement goal orientations on learning satisfaction among secondary school students.

The research findings show that: (i) The performance-approach goal positively affect student learning satisfaction not only via the summative effect of learning engagement, but also via the chain mediation of academic self-efficacy and learning engagement; (ii) The mastery-approach goal can positively influence student learning satisfaction in a direct way, or through the mediation of learning engagement as well as through the chain mediation of academic self-efficacy and learning engagement; (iii) The mastery-avoidance goal can negatively impact student learning satisfaction not only via the mediation of learning engagement, but also through the chain mediation of academic self-efficacy and learning engagement. Therefore, in educational practice, it is necessary to assist secondary school students in establishing

proper achievement goal orientations, enhancing their academic self-efficacy, and strengthening their learning engagement.

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