

From students' life aspirations to academic performance and wellbeing: mediating role of achievement goal orientations

Raižienė^{1,2}, S. Erentaitė, R.¹, Vosylis, R.^{1,2}, Simonaitienė, B.¹, & Augustinienė, A.¹

¹Kaunas University of Technology (Lithuania); ²Mykolas Romeris University (Lithuania)

Recently proposed Hierarchical Model of Human Goal Striving (Janke, Dickhaus, 2019) can be useful for understanding students' motivation. It integrates Achievement Goal Theory and Self-Determination Theory and explains how broader life aspirations shape human goal striving in a more specific situation via achievement goal orientations. However, the associations between life aspiration and achievement goal orientation are only tested within adult previously. The aim of our study was to examine achievement goal orientations as mediator in previously established relations between students' life aspirations and academic achievement and wellbeing. The data were drawn from 14 to 16-year-old adolescents (n = 1268, 47.3 males) in longitudinal study "Goals Lab". Participants were attended 36 high schools of Lithuania. Results of path analysis revealed that mastery-avoidance goal orientation was a partial mediator in the links from life aspiration to academic achievement: intrinsic life aspirations were positively linked to mastery-avoidance goal orientation, which was further positively related to achievement. In addition, mastery approach goal orientation was a full mediator in links from life aspiration to students' well-being: intrinsic life aspirations were positively and extrinsic life aspiration were negatively associated with mastery approach goal orientation, which in turn were positively related to students' subjective wellbeing.