Teacher psychology support, goal structure, learning engagement and academic performance on vocational high school students.

Hsieh, Chih-ling, Chi-chau Lin, Chi-shian Lin
E-mail: clhsieh@mail.dyu.edu.tw

ABSTRACT
The present study attempted to examine the gender differences on these variables, and to test path model for relations among teacher psychological support, goal structure, learning engagement, and academic performance of vocational high school students in Taiwan. One thousand and eighty three tenth-grade students participated in this study. A self-report measuring students' perception of teacher psychology support (structure, autonomy, and relatedness), goal structure (mastery, performance), learning engagement (behavior, emotion, cognition, and agency), and English academic performance was administered. Results indicated that: (1) female students had higher scores on mastery goal structure, agentic engagement, and English academic performance; (2) teacher psychological support and performance goal structure had direct effects on learning engagement; (3) learning engagement also had a direct effect on academic performance; (4) the model proposed in this study fit with the empirical data.

Keywords: teacher psychological support, goal structure, learning engagement, and performance

REFERENCES