

The Impact of Achievement Goals, Academic Frustration Experience, Academic Self-efficacy on Academic Frustration Tolerance

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ABSTRACT

The purpose of this study was to explore the effect of achievement goals, academic frustration experience, academic self-efficacy on academic frustration tolerance. Subjects of 588 elementary students throughout Taiwan were selected through a stratified sampling method. The statistical methods used were descriptive statistics, t-test, Pearson correlation, regression analysis and structural equation modeling. The results were as follows: Most elementary students had higher approach-mastery goal, academic frustration experience was moderate, academic self-efficacy and academic frustration tolerance were acceptable overall. There were significant gender differences in the approach-mastery goal and avoidance-mastery goal. Girls got higher average score than boys. For avoidance-mastery goal, different grades have significance difference and sixth graders are better than fifth graders. In addition, approach-mastery goal, approach-performance goal, and academic self-efficacy were positively related to academic frustration tolerance. Academic frustration experience, avoidance-performance goal are negatively correlated with academic frustration tolerance. Path analyses showed that achievement goals influenced students' academic frustration tolerance both directly as well as indirectly through the mediation of academic frustration experience and academic self-efficacy. Implications for education were discussed and suggestions for future study were also proposed.

Keywords : achievement goals ; academic frustration experience ; academic self-efficacy ; academic frustration tolerance ; academic resilience

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