Abstract

Introduction: Research pertaining to achievement goals and reflective thinking practice has received considerable attention in educational psychology. However, very few, if any, studies have looked at the impact of the classroom climate and how this psychosocial milieu may influence students' engagement in achievement goals and reflective thinking practice in learning. Objectives: This research tested a structural model that included three theoretical frameworks: the classroom environment, achievement goals (mastery, performance-approach, performance-avoidance), and reflective thinking practice. In particular, achievement goals and reflective thinking practice are postulated to act as mediators between the classroom environment and academic performance. Method: The sample included 298 (142 boys, 156 girls) Year 12 students from four different secondary schools. Causal modeling procedures were used to test and evaluate the mediating and direct influences between the three theoretical frameworks mentioned and academic performance. Likert-type inventories (College and University Classroom Environment Inventory (CUCEI); Reflective Thinking Questionnaire (RTQ); Achievement goals inventories) were administered to students in intact classes. Results: Path analysis indicated the predictive effects of different facets of the classroom learning environment on mastery and performance (approach, avoidance) goals, and the four phases of reflection. Mastery and performance (approach, avoidance) goals also exerted direct effects on the four phases of reflection. The antecedents of academic performance included students' involvement and performance-approach goals. A one-way MANOVA showed no statistically significance between boys and girls. Discussion: The evidence ascertained accentuates the important argument that psychosocial milieu of the classroom contributes to students' achievement goal orientations and their engagement in reflective thinking practice.

Keywords

Reflective thinking, classroom environment, achievement goals, secondary school students.