

Abstract

The current study aims at examining the possible moderating role of implicit theories of intelligence in predicting the relationship between achievement goal orientations and learning motivation in the vocational education context. Results showed that mastery and performance-approach goal orientations are significant predictors of learning motivation. Incremental theory interacts with performance-avoidance goal orientation to predict motivation while entity theory interacts with performance-avoidance goal orientation to predict motivation. An interesting finding is that incremental theory interacts with all three goal orientations to predict intrinsic motivation. Implications for educational policies are discussed.