

# **A COMPARISON OF GIFTED HIGH, MODERATE, AND LOW ACHIEVERS' ON THEIR ATTITUDES TOWARDS SCHOOL, MOTIVATION, SELF-REGULATION, AND GOAL ORIENTATIONS**

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This study examines the problem of underachievement among gifted high school students. Low achievers were compared to high and moderate achievers on their attitudes toward their school, motivation, self-regulation and goal orientations. Participants were all highly able students from grades 10 and 11 in an academically selective high school in NSW Australia (n=197). English and Mathematics teachers were asked to rank the students into high, moderate and low achievers in terms of their performance in class. Participants were asked to respond to three surveys that measured their attitudes towards school, motivation, self-regulation and goal orientations: the School Attitude Assessment Survey-R (SASS) (McCoach & Siegle, 2001), the Inventory of School Motivation Scale -R (ISM) (McInerney & Sinclair, 1992) and the Motivated Strategies for Learning Questionnaire (MSLQ-R) (Pintrich, Smith, Garcia & McKeachie, 1991). Results indicated that there were significant differences among the three groups in their attitudes towards school, motivation, self-regulation, and goal orientations. The implications of this research for educators and teachers in understanding the characteristics that distinguish high achievers from low achievers will be discussed.