Relationship between motivational goal orientations, perceptions of general education classroom learning environment, and deep approaches to learning
Discussion and Conclusion

The purpose of this study was, first, to assess the predominant motivational goal orientations and perceptions of classroom learning environment of college students enrolled in GE classes and, second, to investigate the influence of students’ motivational goals and their perceptions of GE classroom learning environment on the level of taking deep approaches to learning.

This study revealed positive associations between the 'mastery-approach goal' and the level of taking deep approaches to learning. Previous researchers into the relationship between personal motivational goal orientations and learning strategies clearly demonstrated that a mastery goal generally predicts the use of learning strategies (see, for example, Cano & Berbèn, 2009; Grant & Dweck, 2003; Greene, Miller, Crowson, Duke, & Akey, 2004). Students, who endorse a mastery goal (the purpose is to improve their competence, acquire new knowledge or skills), are found to engage in deeper learning strategies. This study provided results consistent with previous research.