

Abstract

This study investigated the moderation effect of perceived academic competence on the relationship between college students' regulatory focus and their persistence in face of failure. Two waves of self-reported data were collected among college students from the Chinese University of Hong Kong, including 209 participants in wave 1 (mean age = 20.07 years) and 120 participants in wave 2 (mean age = 20.08 years). Results showed that high promotion focus was related to high persistence, whereas high prevention focus was related to low persistence. High levels of competence was related to high persistence. However, the moderation effect of competence on promotion focus found to be insignificant, while there was a trend for significance of the moderation effect on prevention focus. Furthermore, in longitudinal aspect, results of hierarchical regression found that the interaction effect of both regulatory foci and competence in wave 1 could not significantly predict persistence in wave 2 after controlling persistence in wave 1. Implications of findings are discussed.

Key words: regulatory focus, perceived academic competence, persistence in face of failure