

Research Title Path analysis of direct and indirect causal relations between attitude towards mobile learning (School Tablet), mindfulness, academic self-regulation, goal orientations and academic achievement of prep three students

The study to Exam of direct and indirect causal relations between attitude towards mobile learning (School Tablet), mindfulness, academic self-regulation, goal orientations, and academic achievement according to the responses of prep three Students. The final sample size of the study became (312) students. They were asked to answer four research measures related to attitude towards mobile learning (School Tablet), mindfulness, academic self-regulation, goal orientations, were prepared by a researcher.

The results were found a statistically significant positive direct effect of academic self-regulation, mastery-approach goal orientation, and academic achievement on attitude towards mobile learning (School Tablet). There

was a statistically significant positive direct effect of mindfulness on academic self-regulation. There was a statistically significant positive direct effect for both academic self-regulation, and Performance - approach goal orientation on academic achievement. There was a statistically significant mediating role of academic self-regulation between mindfulness and academic achievement, as well as between mindfulness and attitude towards mobile learning (School Tablet). There was a statistically significant mediating role of academic achievement between academic self-regulation and attitude towards mobile learning (School Tablet). As well as between Performance - approach goal orientation and attitude towards mobile learning (School Tablet).

Key words: attitude towards mobile learning (School Tablet), mindfulness, academic self-regulation, goal orientations, academic achievement, prep three students