

Debriefing Form

Project Title: Influences on Goal Orientation

Goal orientation refers to the particular way in which any individual finds motivation to go about developing or demonstrating their ability to achieve in a certain task. There have been two types of goal orientations identified, mastery and performance. The mastery goal perspective suggests that an individual does the best, learns the most, and increases in skill when the motive is to acquire knowledge of new skills for personal benefit and to better his or herself. On the other hand, the performance goal perspective suggests that an individual gains the most and increases in skill when the motive is to do better in comparison to others. There has been a lot of research regarding which goal perspective or if even a combination of both goals provides the best learning opportunity for an individual.

In this study, we wanted to find out whether gender and exposure of different goal perspectives had an influence on goal orientation. In order to do this, participants were pseudo-randomly assigned to one of three conditions, mastery, performance, or neutral. Each participant received either a description of the goal he or she was assigned or a paragraph on a random subject which was not related to goals. After the participants read the paragraph they were prompted to a distractor task which consisted of solving five simple mathematical problems. Once the distractor task was over, they were provided with a survey to fill out. The survey's purpose was to identify which type of goal orientation the individual preferred. It was also used to analyze whether the paragraph read beforehand would have an influence on how the individual answered the questions.

We predict that there will be an influence on goal orientation when an individual is pre-exposed to a description of a goal orientation. It is also hypothesized there could be a difference in gender and goal perspective orientation. It is suspected that females will respond differently than males will when presented with a goal description followed by a goal orientation identification survey.

If you have any questions or comments, feel free to contact the researchers, Alejandra Chong at chonga2@eou.edu or Mindy Mele at mmele@eou.edu. If you felt that your rights were in any way violated please contact Dr. Charles Lyons, head of the IRB at clyons@eou.edu.

Thank you for your participation! If you are interested in reading more about this topic, try the following:

Barron, K. E., & Harackiewicz, J. M. (2001). Achievement goals and optimal motivation: Testing multiple goal models. *Journal of Personality and Social Psychology*, 80(5), 706-722. doi:10.1037/0022-3514.80.5.706

Elliot, E. S., & Dweck, C. S. (1988). Goals: An approach to motivation and achievement. *Journal of Personality and Social Psychology*, 54(1), 5-12.
doi:10.1037/0022-3514.54.1.5

Harackiewicz, J. M., & Elliot, A. J. (1993). Achievement goals and intrinsic motivation. *Journal of Personality and Social Psychology*, 65(5), 904-915. doi:10.1037/0022-3514.65.5.904