

Mastery Goal Orientation

Goal orientation can be described as the particular way in which any individual engages in developing or demonstrating an ability in achievement or success situations. This theory focuses on the why and how or purpose behind individuals attempting to achieve any given task, and not just on what the individual is trying to accomplish. There has been many research studies performed in regards to answering these why and how questions, this research has found that there is two main types of orientations. One of these orientation types was labeled mastery goals.

Individuals who learn with a mastery goal orientation are most likely to be interested in personal achievement and gain, in other words they are motivated to well on tasks or jobs in order to improve themselves as individuals. Their mentality revolves around the belief that competence and expertise is built with time after much practice and effort is put into the task. These individuals do not just want to go well on a given task, they also want to understand what they are doing and why they are doing it, for sake of their own knowledge. They seek out challenges and opportunities to better themselves, and are willing to change the way they think or do things in order to promote greater comprehension. These individuals are really open to feedback, they view this as a way to better themselves and grow. Mistakes are viewed as areas of improvement and usually work hard to overcome a difficult situation in order to gain knowledge and better themselves. To these individuals being the best is not as important to them as long as they shown progress and some level of improvement.

Performance Goal Orientation

Goal orientation can be described as the particular way in which any individual engages in developing or demonstrating an ability in achievement or success situations. This theory focuses on the why and how or purpose behind individuals attempting to achieve any given task,

and not just on what the individual is trying to accomplish. There has been many research studies performed in regards to answering these why and how questions, this research has found that there is two main types of orientations. One of these orientation types was labeled performance goals

Individuals who learn with a performance goal orientation are most likely to be extrinsically motivated to accomplish a task or gain a new skill, in other words these people are motivated by expectations of outside things such as rewards and punishments. These individuals thrive in situations where competence is key and being more better than others is important. Individuals in this group choose opportunities that will give them the maximized chance to see how much better they are compared to others, but will refrain from participating in tasks where they might not do as well as they want if fear of looking incompetent. They are open to feedback that only compliments how well they have done and react negatively to criticism. When individuals cannot succeed in a task or commits an error, they view themselves as failures and justify that failure by handicapping themselves, this way the reason why they failed is not entirely theirs. These individuals are only content with themselves and the people around them when they succeed and look better than others.

Neutral Description

Schizophrenia is a chronic mental disorder which varies in severity and can affect many aspects of a person's life, such as how that person feels, thinks, and acts on a day to day basis. This mental disorder is prevalent in approximately 1% of the population worldwide and demonstrates no significant correlation within any type of specific demographic such as social status, race, or gender. Researchers have found that there are a few risk factors that if exposed to at the right time increases the chance of any individual developing schizophrenia. These include

living in an urban area, obstetrical complications, late-winter/early-spring birth, or advanced age at conception of parents. Premorbid conditions have shown that individuals who are diagnosed earlier in life (ages 18-25) tend to be males, along with this there seems to be more evidence of brain damage, more prominent negative symptoms, and have poorer adjustment to the situation. Those individuals who are diagnosed later in life (ages 25-35) tend to be females; they tend to have better outcomes with their disorder which may be related to the less brain damaged noted.