

Mail to: Dr. Charles Lyons Chair, Institutional Review Board Department of Psychology BH 151 Phone: 541-962-3660	EASTERN OREGON UNIVERSITY HUMAN SUBJECTS RESEARCH APPLICATION A PROJECT MAY COMMENCE ONLY AFTER REVIEW AND APPROVAL	For ORSP use only Protocol # _____ Approval Date _____
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FOR COMMITTEE MEETING DATES CALL ORSP
(No Meetings July-August)

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Researcher's Name Alejandra Chong Department Psychology
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Project Title Influences of Goal Orientation

Researcher: Faculty _____ Staff _____ Student X Undergraduate Year Senior

If student, Faculty Sponsor's name William H. Knapp III

FOR FUNDED RESEARCH PROJECTS

Funding Source (include pending) _____ na _____

Grant Title _____
(Attach one copy of Grant Application Title Page)
For PHS Funded projects, is human subjects protocol the same as described in Grant Application YES _____ NO _____

REVIEW TYPE (HSS only)

Regular _____ Expedited X Exempt _____
See HSS 45cfr46 for instructions

INSTRUCTIONS TO AMEND A CURRENTLY APPROVED PROTOCOL

Currently approved protocol title: _____

Approved on _____ Protocol Number _____
(Submit one copy of cover page from currently approved protocol)

Describe any changes to currently approved protocol on a separate page

Project Director Signature _____ Date _____

Faculty Sponsor Signature William H. Knapp III Date 3/29/16

Faculty signature indicates that you accept responsibility for the research described, including work by students under your supervision. It further attests that you will monitor all phases of the research and notify the Committee if there are any significant changes to the protocol.

PROJECT DESCRIPTION

Provide a brief description of your research protocol. Address each of the following questions about the use of human subjects:

- State the educational significance of the proposed research.
- Describe your proposed procedures. Include the number of subjects required, how they will be recruited, identify risks associated with participation, and whether subjects will be compensated.
- Describe how the results of the proposed research are to be used. Is this part of a class project or part of an investigator's research program? Will results be published?
- Describe how subjects will be debriefed and how subject's anonymity will be protected. Will the results be made available to subjects?

RESEARCH PROTOCOL

Purpose and Significance: The current study seeks to contribute to the body of literature on gender differences and goal orientation. This study should identify whether being exposed to a paragraph containing neutral material, a mastery goal description, or a performance goal description followed by a distractor task will influence how participants will answer the survey designed to identify if the participant is mastery goal oriented or performance goal oriented. It is hypothesized that there will 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 paragraph, distractor task, followed by a goal orientation survey. Understanding a person's goal orientation could help to devise ways to keep motivation strong and provide positive experiences in many different settings as well as for each gender.

Proposed Procedures: Once participants provided informed consent, participants were instructed to read a paragraph that described a mastery goal orientation, a paragraph about performance goal orientation, or a paragraph about a neutral topic for the neutral condition. After the paragraph was read, a distractor task began, which was 5 simple mathematical problems that all participants completed. The simple mathematical problems were used in attempt to distract the participants from the paragraph they just read. After the paragraph and distractor task, participants completed a survey, which was used to identify each participant's goal orientation.

The paragraphs used for performance goal orientation, mastery goal orientation, and the neutral paragraph descriptions are as follows:

-Performance Goal Orientation Paragraphs

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 not just on the *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 incompetent. They are 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 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.

-Mastery Goal Orientation Paragraphs

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 not just on the *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 others 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.

-Neutral Paragraph

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.

The survey questions that were used are as follows:

1. Do you believe that competence develops over time through practice and effort?
2. Do you choose tasks to increase opportunities to learn and find challenges?
3. Do you feel bored when completing easy tasks?
4. Do you look for feedback that helps you improve?
5. Do you see failure as a sign to work harder?
6. Would you be okay with your performance as long as you have shown some progress?
7. Do you view a teacher as a resource?
8. Do you work with your peers to enhance learning?
9. Do you choose tasks that increase opportunities to show competence and avoid tasks that would make you look incompetent?
10. Do you seek feedback that make you look good?
11. Are you only happy IF you succeed? (a tad of progress is not enough)
12. Do you use strategies that promote memorization?
13. Do you believe that people are either competent or not, therefore people should not have to try hard?

14. Do you see failure as a sign of low ability?

15. Do you view a teacher as a judge, rewarder, or punisher?

16. Do you prefer to keep your distance from the school environment?

The distractor math problems and answers are as follows:

1. $71 - 48 =$

2. $12 \times 9 =$

3. $38 + 67 =$

4. $54 - 39 =$

5. $17 + 35 =$

Answers:

1. 23

2. 108

3. 105

4. 15

5. 62

Participant Recruitment, Requirements and Exclusions: Investigators plan to recruit participants by posting flyers at the Hermiston and La Grande Eastern Oregon University campuses, along with advertisements to participate posted on both investigator's social media accounts. Advertisements state the investigators accepted both male and female participants between the ages of 18 and 60, who can read English. Investigators are seeking as many males and females participants possible, but a minimum of 20 males and 20 females are hoped for. Participants who cannot read English may be excluded from the experiment.

Potential Risks, Protection of Confidentiality, and Compensation: The possible risks are no more stressful than possible risks found in everyday university occurrences. Emotional reactions to any of the tasks are not expected, however, mild frustration may occur during the mathematical portion of participation. Some participants may be worried about others finding out about their performance during their participation. The confidentiality of their

responses will be ensured in that there will be no identifying marks in their performance; responses will only be accessible to the investigators during the data collection process, and kept on a password protected computer. The final report will only include group data; therefore, there will be no way to trace any response directly to a specific participant. While the investigators are not providing compensation, some instructors might provide course credit for students participating in this research.

Use of Results and Debriefing: Results of this investigation will be used to complete a poster board presentation for the investigators senior capstone. At the end of the experiment the participants will be debriefed and told that the true purpose of the investigation was to identify whether being exposed to the goal description and distractor task would influence how they answered the survey. As well as identifying if females or males or more oriented towards mastery goals versus performance goals.