

## Proposal

The study of achievement goals has an extensive history throughout the entire range of educational institutions (Elliot & Murayama, 2008; Hulleman, Schrager, Bodmann, & Harackiewicz, 2010). Research has centered on the concept of learning or mastery goals versus performance goals. Dweck (1986) defines learning goals as those "...in which individuals seek to increase their competence, to understand or master something new" (p. 1040). She further defines performance goals as those "...in which individuals seek to gain favorable judgments of their competence or avoid negative judgments..." (p. 1040). An essential question has often been what motivates students to pursue mastery over performance? (Dweck, 1988). More recently, researchers have questioned whether or not these two concepts are "mutually exclusive endpoints of a single continuum" (Roedel, Schraw, & Plake, 1994).

The research my colleagues and I have undertaken examines the concept of identity as it relates to mastery and performance for traditional undergraduate college students. My particular work examines the association of achievement goal orientations with identity processes in emerging adulthood (Negru, Pop, & Opre, 2013). In particular I am examining three of the identity statuses conceptualized by James Marcia (1966) – achievement, moratorium, and foreclosure, in relationship to achievement goal orientations (Marcia, 2009; Milville, Darlington, Whitlock, & Mulligan, 2005; Crocetti, Schwartz, Fermani, & Meeus, 2010). Erik Erikson's psychosocial crisis of late adolescence serves as the framework for understanding the contextual developmental factors (Marcia, 1966). I hypothesize that students in the achievement status will be primarily mastery oriented, but will also shows signs of performance orientation when it helps

them reach their goals. Students in the moratorium status will orient towards mastery goals, and students in foreclosure will orient towards performance goals.

The sample will include a range of undergraduate students from a small Midwestern liberal arts college. Special attention will be given to including a diversity of participants in terms of race and socioeconomic status. I will be collecting data using the following assessment scales: the Achievement Goal Questionnaire – Revised (AGQ-R) (Elliot and Murayama, 2008) and the Extended Objective Measure of Ego Identity Status (EOM-EIS) (Bennion & Adams, 1986; Miville, Darlington, Whitlock, & Mulligan, 2005). These scales have been chosen due to their strong psychometric performance across various research studies (Elliot and Murayama, 2008; Bennion & Adams, 1986; Hulleman, Schrage, Bodmann, & Harackiewicz, 2010; Miville, Darlington, Whitlock, & Mulligan, 2005). Data will be analyzed in March 2014, and the initial results will be reported as part of this presentation.

This research has the potential to further inform the field of counseling psychology about the factors that relate to the success and failure of students in colleges and universities. This is of potential benefit to students and college counseling centers that are interested in exploring the effect of the new developmental concept called emerging adulthood as it relates to student success and retention (Negru, Pop, & Opre, 2013).

## References

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## Abstract

The study of achievement goals has an extensive history in the field of education. Research centers on the concept of learning or mastery goals versus performance goals (Elliot & Murayama, 2008). This research examines identity as it relates to mastery and performance for undergraduate college students. It examines three of the identity statuses conceptualized by Marcia (1966) – achievement, moratorium, and foreclosure, in relationship to achievement goal orientations (Marcia, 2009; Negru, Pop, & Opre, 2013). Potentially, this research will further inform the field of counseling psychology about factors related to the success and failure of students in colleges and universities.