

Surawit Assapun. (2013). *Effects of Goal Structures, Intelligence Belief, and Confidence in Intelligence on Achievement Goals and Behavioral Engagement of Undergraduates in Education*. Dissertation, Ph.D. (Applied Behavioral Science Research). Bangkok: Graduate School, Srinakharinwirot University, Advisor Committee: Assoc. Prof. Dr. Dusadee Yoelao, Assist. Prof. Dr. Wiladlak Chuawanlee, Assist. Prof Dr. Pasana Chularut.

This research aims to examine effects of goal structures and implicated theories of intelligence on achievement goals and effects of achievement goals on behavioral school engagement of undergraduates in education and to investigate relation of achievement goals across contexts. Goal structures are student perception about goals of their curriculum or course in which they learn. Achievement goals are cognitive representation of students that attempt to set the future about their ability when their curriculum or course was end. This research consisted of 2 studies. Study one investigated the causal model of achievement goals and behavioral school engagement of educational undergraduates in Bangkok and central region of Thailand. The multistage random sampling was used to attain 1,327 undergraduates participants. They were asked to complete 6 questionnaires including achievement goals on teaching profession curriculum questionnaire, goal structures questionnaire, Intelligence belief questionnaire, behavioral school engagement, and achievement goals on a teaching profession course questionnaire. Study two was an experimental study that aimed to investigate effects of goal structures that were manipulated on achievement goals, effect of achievement goals on behavioral school engagement, and relation of achievement goals across major course. Sixty-four undergraduates who enrolled learning theories and motivation course on 2<sup>nd</sup> semester in 2555 B.E. academic year were join as participants. They were randomly assigned into 4 groups. The participants learned 12 weeks of learning theories and motivation course. They were asked to complete achievement goals on learning theories and motivation course questionnaire and Intelligence belief questionnaire before starting this course and asked to complete achievement goals on learning theories and motivation course questionnaire and goal structures questionnaire 6 weeks after. When this course ended, the participants were

asked to complete achievement goals on other major course questionnaire and behavioral course engagement. The structural equation modeling (SEM), canonical correlation, and partial correlation were used to analyze data in the study one and 2-way ANCOVA, canonical correlation and partial correlation were used to analyze data in the study two

Study 1 results were

1. The effect of goal structures and implicit theories of intelligence on achievement goals were found. In details, the effect of performance goal structure on performance approach goal and performance avoidance goal and the effect of mastery goal structure on mastery approach goal and mastery avoidance goal were found. The effect of incremental theory of intelligence on all types of goal and the effect of entity theory of intelligence on performance avoidance goals were found, too

2. The effect of achievement goals on behavioral engagement was found. In detail, the positive effect of mastery-approach goal and the negative effect of performance-approach goal on behavioral engagement were found.

3. The achievement goal on teaching profession curriculum and a teaching profession course were congruent.

Study 2 results were:

1. The positive effects of performance goals structure on performance-approach goal performance-avoidance goal and mastery avoidance goal were found. However, when students received both performance and mastery goal structures, the effect of performance goals structure on performance-approach was stronger and the positive effect of performance goal structures on mastery-approach was occurred. Moreover, The negative effect of mastery goal structures on performance goal was found when students received only mastery goal structures but the effect would be inverted when students received both performance and mastery goal structures. The positive effect of mastery goal structure on mastery-approach was occurred when students received both goal structure only.

2. The effect of achievement goals on behavioral engagement was found. In detail, the positive effect of mastery-approach goal on behavioral engagement was found.

3. The achievement goal on learning theories and motivation course and another major course were congruent.