

Research Paper

Psychological Ownership, Optimism, and Achievement Goal Orientation among College Students

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ABSTRACT

Insights into the factors that inspire and drive someone to succeed can be gained from psychological ownership, optimism, and achievement goal orientation. These factors can also be used to help develop interventions and tactics that will improve learning and well-being. A student's drive to do well in school may be influenced by a variety of factors, including psychological ownership, optimism, and accomplishment goal orientation. The data was collected from 123 college students, consisting of 28 males, & 95 females, and 51 undergraduates and 72 postgraduate students. The tools used were the Psychological Ownership Questionnaire (Avey and Avolio, 2007), Life Orientation Test-Revised (LOT-R) by Scheier, Carver, and Bridges (1994), and Achievement Goal Questionnaire-Revised (AGQ-R) by Elliot and McGregor, 2001. The study used a correlational research design and the statistical tests being done were descriptive statistics, correlation, multiple linear regression, and independent samples t-test. The results showed a significant relationship between Preventive Psychological Ownership and Mastery & Performance goal orientation and between Promotive Psychological Ownership and Optimism. Promotive Psychological Ownership revealed a gender difference that was statistically significant, with men scoring better than women.

Keywords: *Psychological Ownership, Optimism, Achievement Goal Orientation, College Students*

Psychological ownership, Optimism, and Achievement goal orientation can offer important insights into the elements that motivate and propel them to succeed, and it can assist shape interventions and strategies to enhance learning and well-being. Psychological ownership, optimism, and accomplishment goal orientation are all elements that might influence a student's motivation to succeed academically. Researchers can learn more about what motivates students to work hard and achieve their academic goals by examining these characteristics. They might be able to create interventions or programs that can assist students who are having difficulty by pinpointing the precise elements that lead to student achievement. Researchers can aid educators in creating more efficient teaching and learning methods. It can all help the student feel more contentment in general. Researchers can assist find strategies to foster student resilience and well-being by researching these

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variables, which may have long-term advantages for students' mental health and academic success.

Psychological Ownership:

Psychological ownership is defined as a state of mind in which individuals feel as though the target of ownership or a piece of that target is “theirs” (Pierce et al., 2001). This definition's central idea is a feeling of possession towards a certain target, which expresses a strong bond between a person and the target. A strong sense of possessiveness and a high level of psychological attachment to the target are notable indicators. Such emotions are thought to lead people to defend, care for, feed, and seek out more knowledge about their object. (Pierce, et al. 2003). By instilling a sense of responsibility in the minds of the students, Wood (2003) reported how group work improved student learning and pleasure. Psychological Ownership is described as an emotional and cognitive state that reflects a person's knowledge of, ideas about, and beliefs about the target object. (Pierce et al., 2003). The target item can be anything, such as a brand (Chang et al., 2015), a job (Brown et al., 2014), or a concept (Peck et al., 2013). It can also be something more intangible, such as a cup or a pen. (Baer and Brown, 2012).

The two components that make up the notion of psychological ownership are the pathways to acquiring psychological ownership as well as human needs, which act as the foundation for (or roots of) psychological ownership. (routes to). The causes and conditions that promote psychological ownership in people are referred regarded as the roots of psychological ownership rather than the actual process of psychological ownership. (Pierce et al., 2001). These roots, which include both genetic and experiential components, act as the binding agent connecting people to things. Self-regulation examines how people's motivation and methods for reaching goals relate to one another. This is significant for studying psychological ownership because people with various objectives may have various sentiments toward the objects of possession. (Avey, Avolio, Crossley, & Luthans, 2009). There are two types of self-regulation: promotion-focused and prevention-focused. (Avey et al., 2009). Goals that reflect ambitions and dreams may be pursued by someone who is focused on advancement. On the other hand, someone who is prevention-focused places more emphasis on initiatives that lessen the punishment. (Higgins, 1997, 1998). In some situations, both prevention and promotion are important, and depending on the context of a person's circumstances, the emphasis on goal selection may change. (Avey et al., 2009).

A focus on promotion motivations may be more desirable when looking to motivate development and improvement within individuals. When attempting to stimulate individual development and progress, an emphasis on promotion objectives may be preferable. The roots of psychological ownership that are focused on promotion are self- efficacy, accountability, feeling a sense of place or belonging, and self-identity (Avey et al., 2009; Pierce et al., 2001). According to Baxter, Aurisicchio, and Childs (2015) and Pierce et al. (2001), efficacy refers to a person's desire and capacity to influence and engage with their environment. These emotions enable people to investigate and change their surroundings (Pierce et al., 2001). People want to control their environment and change it through their own actions because they want to feel self-efficacious (Pierce & Jussila, 2011). The need to define oneself through relationships with objects is referred to as self-identity (Baxter et al., 2015; Pierce et al., 2001). According to Pierce et al. (2001), self-identity motivation enables people to use ownership to define and express who they are. The desire to feel as though one belongs is known as having a sense of place (Pierce et al., 2001). People's social and emotional needs are met when they feel like they "have a place" and "belong" in an

organization (Avey et al., 2009). According to Avey et al. (2009), accountability describes the expected right to hold others accountable as well as the expectation to be held accountable for one's influence over the target. People anticipate being able to hold others responsible for their actions and beliefs as well as being held accountable for their own. According to Pierce et al. (2001), this accountability may make a person feel like they have a duty to the organization and may even motivate them to put in time and effort to improve it. Territoriality, the source of psychological ownership, is related to the prevention-focused construct (Avey et al., 2009). According to Brown, Lawrence, and Robinson (2005), territoriality is the behavioral manifestation of one's feelings of ownership toward an object. To ensure that others are aware of a relationship with an object, one must practice territoriality (Brown et al., 2005).

Optimism

According to WHO (2004), optimism is "a psychological process that distances thoughts and feelings of despair and defeatism and impotence while generating thoughts and feelings of satisfaction and endurance, hope and confidence." Numerous social factors, including those related to family, education, society, and the media, have an impact on optimism (Karawi, 2012). People who are optimistic display distinguishing traits like self-assurance, a willingness to take risks, and flexibility in their goals. They adapt to stressful life circumstances by using problem-solving techniques, rather than succumbing to failure by giving up (Seligman, 2006). Optimism has been defined by Scheier and Carver (1993) as a generalized expectation that positive outcomes will typically occur when faced with problems across significant life domains. Optimism is a term from positive psychology that generally refers to a positive attitude. There is a strong positive correlation between optimism and academic achievement, according to some studies conducted on schoolchildren and psychology graduates (Ruthig, Haynes, Perry, & Chipperfield, 2007; Owayed, 2005). Rand (2009), however, found no connection between optimism and grade expectations. According to Beard, Hoy, and Woolfolk Hoy (2010), general life optimism is associated with good feelings, success, popularity, perseverance, skillful problem-solving, good health, and confidence. Additionally, according to research by Lekes, Gingras, Philippe, Koestner, and Fang (2010), as well as Ratelle, Larose, Guay, and Sénécal (2005) and Soenens et al. (2007), optimism is positively related to academic success, wellbeing, effortful control (self-regulation), academic performance, social and academic adjustment, autonomous motivation (self-determination), persistence, and choice of coping strategies. Optimism and pessimism are generalized forms of confidence and doubt; they are confidence and doubt that apply to life as a whole rather than just a particular situation (Scheier & Carver, 1992). Thus, when faced with a variety of challenges in life (even when progress is challenging or slow), optimists should have the propensity to be confident and persistent. In similar circumstances, pessimists ought to be wary and cautious. Such variations in how people handle adversity have an impact on whether goal-directed behavior is successfully completed. Additionally, they have an impact on how people manage stress (Carver, Scheier, & Segerstrom, 2010).

According to Carver et al. (2010), optimism has a tendency to envision favorable outcomes in the future. Additionally, optimists tried to deal with issues and concentrate on their goals by problem-solving and careful planning when they came across difficult but potentially overcome obstacles (Carver et al., 2010). Even though they might make slow progress, optimistic people are more likely to demonstrate resilience when faced with difficult circumstances (Snyder et al., 2002). Optimism, according to Miranda and Cruz (2020), helped college students deal with difficulties. Furthermore, students exhibit higher resilience

levels alongside higher levels of optimism, according to Dawson and Pooley (2013). When faced with difficulties, more optimistic people are more resilient than pessimistic people (Kleiman et al., 2017; Pathak and Lata, 2018).

Achievement Goal Orientation

Setting goals for success reflects how people view success. It is presumed that the purpose of the action is to demonstrate competence. As a result, the importance of perceived competence or ability increases. There are two main achievement goals that operate, despite the fact that different labels have been used in achievement goals research (Biddle et. al., 2010).

Researchers who study goal orientation contend that students in educational settings adopt a variety of goals. When a student is primarily interested in mastering a particular task, they are described as mastery oriented (also known as task-goal oriented). Students who are mastery-oriented are more concerned with education, personal development, and effort. When a student's main interest is in showcasing their ability in comparison to others, they are said to be ability-goal oriented (also known as performance-oriented or ego-oriented) students (Ames & Archer, 1988; Dweck & Leggett, 1988). According to goal orientation theory (Anderman & Maehr, 1994), students' perceptions of the goal structures in their classrooms have an impact on their adoption of personal goal orientations. Additionally, it is believed that differences in these goal perspectives are related to a range of cognitive, affective, and behavioral outcomes. Task goals in particular predict a more motivationally positive pattern, while ego goals, which depend on various factors like perceived competence, are associated with a less motivationally positive pattern (Dweck, 1999; Nicholls, 1989). A psychological concept known as achievement goal orientation describes people's preferences for various objectives, results, and rewards. In educational settings, it has been demonstrated to predict students' motivation and performance (Elliot et al., 1999). Later, avoidance goals were added by Nicholls et al. (1985) to account for the fact that not all people are highly motivated to perform all tasks and to reduce effort. The preference for demonstrating competence or avoidance to demonstrate incompetence can be referred to as a performance approach or performance-avoidance goals (Midgley et al. 1998). According to Elliot and McGregor (2001), these differences in achievement goals can be well illustrated along two dimensions: the definition of competence (mastery vs. performance) and the valuation of competence (approach vs. avoidance). Four potential goal orientations are created when these two dimensions are fully crossed: mastery-approach, mastery-avoidance, performance-approach, and performance-avoidance. Both mastery-approach and mastery-avoidance goal-oriented students are concerned with learning the material and advancing their skills. The mastery-approach student, on the other hand, is concerned with acquiring as much information and expertise as possible, while the mastery-avoidance student is more concerned with maintaining their current level of expertise or avoiding misunderstanding the subject matter. Students who have a performance approach or a performance-avoidance goal orientation are similar in that they both worry about how they compare to their peers in terms of their academic performance. The performance-approach student, on the other hand, is concerned with performing as well as possible while the performance-avoidance student is concerned with not performing as poorly as possible.

REVIEW OF LITERATURE

The study “The Role of psychological ownership in consumer happiness” by Li, D., & Atkinson, L. (2020) reported that a consumer has greater psychological ownership over an

Psychological Ownership, Optimism, and Achievement Goal Orientation among College Students

item after consumption, they are happier. Additionally, consumers expect greater happiness from a product before using it because customization increases psychological ownership.

“Impact of Psychological Ownership on the Performance of Business School Lecturers”, a study by Md-Sidin, S. et al., (2010). The relationship between psychological ownership and job commitment, job satisfaction, and performance was found to be significant and favorable.

Another study was conducted by Chen, Y. S., et. al. (2021) on the topic “Sustainability of Positive Psychological Status in the Workplace: The Influence of Organizational Psychological Ownership and Psychological Capital on Police Officers’ Behavior”. The results indicated that the psychological capital of police officers is significantly influenced by organizational psychological ownership.

“Psychological Ownership and Goal Achievement: The mediating role of Employee Engagement Authors”, a research conducted by Shah, S. N. A. S., et. al. (2022)

The study's findings provide a summary of the direct link between psychological ownership and goal achievement.

Singh, I., & Jha, A. (2013) conducted a study on the topic “Anxiety, Optimism and Academic Achievement among Students of Private Medical and Engineering Colleges: A Comparative Study”. The findings showed that anxiety had a significant inverse relationship with optimism and academic achievement, whereas optimism and academic achievement had a significant inverse relationship.

“Optimism and risk for job burnout among working college students: stress as a mediator”, research conducted by Chang, E. C., Rand, K. L., & Strunk D. R. (2000). Independent of stress, optimism remained a potent indicator of the likelihood of job burnout.

Dar, A. A., & Wani, M. A. (2017), researched on the topic “Optimism, happiness, and self-esteem among university students”. The findings showed a significant positive correlation between optimism, happiness, and self-esteem.

Yalcin, I. (2011), conducted a study on “Social Support and Optimism as predictors of Life Satisfaction among College Students”. Results showed that optimism, perceived faculty support, and support from family were statistically significant predictors of life satisfaction. “Parenting Style, Goal Orientation and Academic Achievement”, a study by Lata, A. (2019). The findings showed that students from various residential backgrounds had different perceptions of their parenting practices and goal orientation. The findings also showed a positive relationship between parenting style and goal orientation and academic achievement.

“Correlation between academic achievement goal orientation and the performance of Malaysian students in an Indian medical school”, a study conducted by Barkur, R. R., et. al. (2013). According to the study, undergraduate medical student’s performance may be influenced by their goal orientation for academic achievement. Berger, N., & Archer, J. (2015), did a study on “School socio-economic status and student socio-academic achievement goals in upper secondary contexts”. The study revealed that Socio-economic

Psychological Ownership, Optimism, and Achievement Goal Orientation among College Students

Status may have an impact on the adoption of academic achievement goals, but not necessarily social achievement goals.

Areepattamannil, S., Freeman, J. G., & Klinger, D. A. (2011) conducted a study on “Intrinsic motivation, extrinsic motivation, and academic achievement among Indian adolescents in Canada and India”. Studies showed that intrinsic motivation had positive predictive effects on academic success for both Indian immigrants and Indian adolescents. The extrinsic motivation was not a significant predictor of academic achievement for Indian adolescents in India, despite having a negative predictive effect on academic achievement for Indian immigrant adolescents in Canada. Limited studies are available that directly explore the relationship of psychological ownership with optimism and achievement goal orientation.

METHOD

Objectives

- To find the level of Preventive psychological ownership, and Promotive psychological ownership. Optimism, and Achievement goal orientation among male and female university students.
- To find out the correlation between the variables.

Hypothesis

- Ho1: There's no significant difference in Optimism among College students based on gender
- Ho2: There is no significant difference in Preventive Psychological Ownership among College students based on gender
- Ho3: There's no significant difference in Promotive Psychological Ownership among College students based on gender
- Ho4: There is no significant difference in Mastery Goal Orientation among College students based on gender
- Ho5: There is no significant difference in Performance Goal Orientation among College students based on gender
- Ho6: There is no significant relationship between Optimism, Preventive psychological ownership, Promotive psychological ownership,
- Ho7: There is no significant impact of Promotive Psychological Ownership on Optimism among College students
- Ho8: There is no significant impact of Preventive Psychological Ownership on Achievement Goal Orientation among College students.

Participants

The present study was conducted among a sample of 123 college students. The sampling technique used for the data collection was convenience sampling, and the method used was the distribution of Online forms.

Inclusion Criteria

- Only college students were taken in the study
- Both Male and Female students were included
- Postgraduate and Undergraduate students were included

Instruments:

The Psychological Ownership Questionnaire: The Psychological Ownership Questionnaire was obtained with the courtesy of ©Mindgarden. 16 questions for five dimensions make up the Psychological Ownership questionnaire created by Avey and Avolio (2007). Territoriality is the average score for questions 1 through 4. Accountability represents the mean score on questions 8–10, while self-efficacy–behavior represents the mean score on questions 5-7. The mean score on questions 11–13 is represented by Ease of Belonging. The mean score on questions 14 through 16 is represented by Relational Identity. The mean of the sum of all the answers to questions 1 through 16 is used to calculate the overall composite score for psychological ownership. The satisfactory Cronbach's alpha value for these items (.746) indicates that all of these items together constitute an accurate measure of this variable.

The Life Orientation Test-Revised (LOT-R): Scheier and Carver (1985) and Scheier, Carver, and Bridges (1994) revised the Life Orientation Test-Revised (LOT-R). There are 10 statements total—3 positive, 3 negative, and 4 filtering—in it. The other four filler items are not used for scoring; only six items are scored. 0 = Strongly Disagree, 1 = Disagree, 2 = Neutral, 3 = Agree, and 4 = Strongly Agree are the scores for these six items. To gauge the test's reliability, the test-retest method (0.68 to 0.79) and Cronbach's alpha (.078) were used.

Achievement Goal Questionnaire-Revised (AGQ-R): Elliot and Murayama developed the Achievement Goal Questionnaire-Revised (AGQ-R) in 2008. The Achievement Goal Questionnaire (AGQ; developed by Elliot and McGregor 2001) was revised in order to address issues that were present in the first version. 12 items made up the AGQ-R, which were evenly divided into four achievement goals (performance approach/ avoidance goals, mastery approach/avoidance goals). The three goals of the mastery-approach center on developing task-based or intrapersonal competence. Avoiding task-based or intrapersonal incompetence is one of the mastery-avoidance goals (3 items). The goals for the performance approach are based on achieving normative competence (three items). Additionally, avoiding normative incompatibility (3 items) is the source of performance-avoidance goals. Participants gave their opinions on a scale of 1 for totally disagree to 5 for totally agree. High levels of internal consistency were seen in each subscale. According to Elliott and Murayama (2008), Cronbach's alphas for mastery-approach goals, mastery-avoidance goals, performance-approach goals, and performance-avoidance goals were .84, .88, .92, and .94, respectively.

Data Analysis

- **Pearson Product Moment Correlation/Spearman Correlation**
It is used to study the relationship between the variables (acculturation stress & mental well-being, acculturation stress & bicultural self-efficacy, and bicultural self-efficacy & mental well-being)
- **Multiple Linear Regression Analysis**
This will be used to estimate the impact of acculturation stress on bicultural self-efficacy and mental well-being.
- **Independent t-test**
A type of inferential statistics was used to determine if there is a significant difference between males and females in mental well-being and bicultural self-efficacy.

RESULT & DISCUSSION

Table 1: Socio-demographic details of the participants

Variables		N	Mean (SD)/ Percentage %
College Students		123	100%
Educational Level	Undergraduate	51	41.50%
	Postgraduate	72	58.50%
Gender	Male	28	77.20%
	Female	95	22.80%

The sample consisted of 123 college students, with about 51 undergraduate students, and 72 postgraduate students. In regard to gender, 28 males and 95 females were part of the study.

Table 2: Descriptive statistics of Optimism, Preventive Psychological Ownership, Promotive Psychological Ownership, and Achievement Goal Orientation

	Mean	Median	Mode	SD
Preventive PO	14.43	14	13	3.94
Promotive PO	49.64	50	51	8.28
Optimism	12.98	13	12	3.12
Mastery GO	22.87	24	24	2.79
Performance GO	22.54	24	24	3.79

Descriptive statistics of each of the variables were found and the obtained results show that Mean, Median, Mode, and Standard Deviation were 12.98, 13, 12, and 3.12 for Optimism, 14.43, 14, 13, and 3.94 for Preventive Psychological Ownership, and 49.64, 50, 51, and 8.28 for Promotive Psychological ownership. Whereas for Mastery goal orientation, the mean score was 22.87, and median, mode and SD were found to be 22.87, 24, 24, and 2.79, and for Performance goal orientation, it was found to be 22.54 for Mean, 24 for Median, 24 for Mode, and SD of 3.79.

Table 3: Independent sample t-test for Optimism, Preventive Psychological Ownership, Promotive Psychological Ownership & Achievement Goal Orientation based on gender

Variable	Group	N	Mean	SD	t-value	sig.
Preventive PO	Male	28	14.03	3.92	-0.614	0.54
	Female	95	14.55	3.96		
Promotive PO	Male	28	52.6	7.84	2.187	0.031
	Female	95	48.76	8.24		
Optimism	Male	28	13.07	3.04	1.69	0.866
	Female	95	12.95	3.15		
Mastery GO	Male	28	22.071	2.59	-1.733	0.879
	Female	95	23.105	2.82		
Performance GO	Male	28	22.11	3.655	-.693	.995
	Female	95	22.67	3.844		

Psychological Ownership, Optimism, and Achievement Goal Orientation among College Students

Independent sample t-test was conducted to find out whether there is any difference in Preventive Psychological Ownership, Promotive Psychological Ownership, Optimism, Mastery Goal Orientation, and Performance Goal Orientation among college students based on their gender. The obtained p-value for Optimism, Preventive Psychological Ownership, Mastery goal orientation, and Performance goal orientation were .54, .866, .879, and .995 respectively, which indicates that there is no significant difference between the groups as the obtained p-value is greater than 0.05. The t-value was -.614 for Preventive Psychological Ownership, 1.69 for Optimism, -1.733 for Mastery goal orientation, and -.693 for Performance goal orientation. Therefore, the null hypothesis Ho1 (there is no significant difference in Optimism among college students based on their gender), Ho2 (there is no significant difference in Preventive Psychological Ownership among college students based on their gender), Ho4 (there is no significant difference in Mastery Goal Orientation among college students based on their gender) are accepted, and Ho5 (there is no significant difference in Performance Goal Orientation among college students based on their gender). Whereas for the Promotive Psychological Ownership, the obtained p-value was 0.031, which is lesser than 0.05, therefore it indicates that there is a significant difference between the groups. The t-value was 2.187. Males had a Mean score of 52.607 and an SD of 7.84 and Females had a score of 48.76 with an SD of 8.24. Therefore, this shows that males have higher Promotive Psychological Ownership than females. We thereby reject the null hypothesis which states that there's no significant difference in Promotive Psychological Ownership among the college students based on gender.

Table 4: Correlation between Optimism, Preventive Psychological Ownership, Promotive Psychological Ownership, Mastery Goal Orientation, and Performance Goal Orientation

	1	2	3	4	5
1 Preventive PO	1				
2 Promotive PO	.071	1			
3 Optimism	-.129	.214*	1		
4 Mastery GO	.373**	.022	-.045	1	
5 Performance GO	.342**	.013	-.118	.575**	1

The Pearson correlation was done to find out the correlation between the variables, Preventive Psychological Ownership, Promotive Psychological Ownership, Optimism, Mastery Goal Orientation, and Performance Goal orientation. There was no significant relationship between Preventive Psychological Ownership and Promotive Psychological Ownership as the correlation coefficient was found to be .071 with a p-value of .437. As the p-value is greater than 0.05, we get to the conclusion that there's no significant relationship between both. The correlation coefficient for Preventive Psychological Ownership and Optimism was found to be -.129 with a significance value of .154. when the relationship between Preventive Psychological Ownership and Mastery Goal Orientation was checked, the correlation coefficient was .373, with a significance level of .001. As the p-value is lesser than 0.05, we understand that there's a significant relationship between Preventive Psychological Ownership and Mastery Goal Orientation. Likewise, the correlation between Preventive psychological ownership and Performance Goal orientation was found to be .342, with a significance level of .001. As the p-value is less than 0.05, we come to the conclusion that there is a significant relationship between Preventive Psychological Ownership and Performance Goal orientation.

Psychological Ownership, Optimism, and Achievement Goal Orientation among College Students

Whereas the correlation coefficient was .214 for the relationship between Promotive Psychological Ownership and Optimism, with a significance of .017. The obtained value of significance is lesser than .05, therefore there's a significant relationship between Promotive Psychological Ownership and Optimism. The correlation coefficient of Promotive Psychological Ownership and Mastery Goal Orientation was .022, with a p-value of .806. As the value is greater than 0.05, we come to the conclusion that there's no significant relationship between Promotive Psychological Ownership and Mastery Goal Orientation. Similarly, it was found that there was no significant relationship between Promotive Psychological Ownership and Performance Goal orientation, as the obtained p-value was .891 which is greater than .05, with a correlation coefficient of .013.

The correlation coefficient between Optimism and Mastery goal orientation was -.045, with a significance value of .619. As the p-value is greater than 0.05, we conclude that there is no significant relationship between Optimism and Mastery Goal Orientation. The correlation coefficient was found to be -.118, with a significance value of .195 for the relationship between Optimism and Performance goal orientation, therefore it indicates that there's no significant relationship between Optimism and Performance goal orientation.

Lastly, the relationship between Mastery goal orientation and Performance goal orientation was examined. The correlation coefficient was found to be .575, with a confidence level of .001, as the p-value is lesser than .05, we conclude that there is a significant relationship between the two, and thereby reject the null hypothesis.

Table 5: Regression results of the impact of Optimism on Promotive Psychological Ownership, and Preventive Psychological Ownership on Achievement Goal Orientation

Variable	Dependent Variable	β	F	R-squared	t-value	Sig.
Promotive PO	Optimism	.081	5.81	.046	2.41	.017
Preventive PO	Mastery GO	.264	19.56	.139	4.423	.001
Preventive PO	Performance GO	.329	16.03	.117	4.004	.001

Linear Regression was done to understand the level of influence of the independent variables on the dependent variable. Initially, the impact of Promotive psychological ownership on the dependent variable Optimism was taken into consideration. The significance value was found to be .017, as the p-value is less than 0.05, it indicates there's significance. The R-squared value was .046, which is greater than 0.03, indicating good strength of impact, the obtained F value was 5.81, and the t-value was 2.41. The obtained Beta score is .081. Therefore, this gives the conclusion that for every unit increase in Promotive psychological ownership, it would result in a .568 increase in Optimism.

Whereas for understanding the impact of Preventive Psychological Ownership on Mastery goal orientation and Performance goal orientation, the obtained p-value was .001 for both, which indicates significance. The obtained R-squared value, F-value, and t-value were .139, 19.564, & 4.423 for mastery goal orientation; .117, 16.03, & 4.004 for performance goal orientation respectively. The Beta value was .264 for mastery goal orientation, which indicates that for every unit increase of the Independent variable Preventive Psychological Ownership, it would result in an increase of .264 score of Mastery Goal Orientation. Whereas, for performance goal orientation, the beta was found to be .329, therefore it

indicates that for every unit increase of Preventive psychological ownership, it would result in an increase in performance goal orientation by .329.

DISCUSSION

Limited research has been conducted to understand the gender difference in regard to Preventive psychological ownership as well as Promotive Psychological Ownership. Preventive psychological ownership is the idea that a person develops a sense of ownership when they anticipate losing something, such as a possession or a relationship. Instead of being influenced by gender, this sense of ownership is more likely to be affected by personal traits including attachment preferences, personality traits, and life events. Whereas, the higher rates of promotive psychological ownership in men might be associated with societal norms and gender roles. Males may be more inclined to set clear, difficult goals for themselves and to engage in goal-directed behavior. This may boost their sense of ownership and accountability for reaching those goals.

It was found in some researches that men may be more optimistic than women, according to studies (Bjuggren, C. M. & Elert, 2019; Chen, T., Kalra & Sun, 2009; Lin, Y.-C. & Raghbir, 2005). While the study (Dricu, M., Moser, D.A. & Aue, 2022) found no evidence to support generally higher magnitudes of optimism bias in males than in women, which aligns with the result of our study that there's no significant difference in optimism based on gender.

According to Guan, Xiang, and Land (2022), there were no noticeable gender differences for the four achievement goals, which corresponds to the results of our study that there's no significant difference in Achievement goal orientation based on gender. While some research (Patrick et al., 1999; Ryan and Pintrich, 1997) revealed no gender differences in mastery objectives, others (Meece and Holt, 1993) reported that girls had higher levels of mastery goals. In contrast, a different study (Anderman and Midgley, 1997) found that boys exhibited higher levels of performance goals. In our research, we couldn't identify any gender difference with respect to mastery goal orientation, and performance goal orientation

On the connection between optimism and psychological ownership, there is no concrete evidence. Optimism is characterized by a positive outlook and trust in the future. It entails having an optimistic view of life and having faith in the greatest possible outcome. On the other hand, preventive psychological ownership is the conviction that one may influence future unfavorable events. It entails taking proactive measures to avoid unfavorable results and safeguard one's wealth or assets. Whereas, Positive psychological ownership refers to the conviction that a person has in their capacity to affect and mold the future of an object or a concept they feel ownership towards. People with Promotive psychological ownership might be more willing to take the initiative to ensure the success of the thing or concept they feel ownership towards. They are more inclined to put more time and effort into the thing or concept and feel more accountable for the results. Therefore, it can be understood that optimism might have higher relationship with promotive psychological ownership as it aligns with being confident about the future, whereas preventive psychological ownership is mostly focusing on fulfilling the obligations in life.

A study concluded that optimism is associated with higher goal-directed behavior and involvement in important goals (Annalena, 2021). Optimism-related factors, goal orientation, and life satisfaction all show significant connections (Supervia, et. al., 2020). In our study, there wasn't any significant correlation between optimism and achievement goal

Psychological Ownership, Optimism, and Achievement Goal Orientation among College Students

orientation. Goal orientation is a motivational concept that deals with a person's strategy for accomplishing their goals, whereas optimism is a psychological attribute that entails having a positive attitude and expectation for the future. Although optimistic people may generally have a positive attitude on life, this does not imply that they are particularly motivated or goal-focused. Similar to this, extremely goal-oriented people may be driven to attain particular results, but they may not always have a good outlook on the future or be confident in their capacity to do so.

In a study conducted earlier, psychological ownership was found to have an inverse relationship with goal orientation (Ali, N., et. al., 2022). Whereas in our study, we found that Preventive psychological ownership was correlated to both Mastery goal orientation and Performance goal orientation. People are more likely to adopt an achievement goal orientation when they experience a sense of psychological ownership over a task or goal because they perceive the activity or goal to be personally important and valuable as it is a part of their duty, and don't want to be scrutinized. They become more committed to their work and take more responsibility for their decisions as a result of this sense of preventive psychological ownership, which might increase their sense of competence and mastery. Promotive psychological ownership, which places more emphasis on the future and a person's sense of control over their outcomes, may not be related to achievement orientation, which places more emphasis on meeting specific performance goals. In achievement goal orientation the person will have to strive to reach their desired goal, whereas promotive psychological ownership is more like having a control and sense of responsibility. Achievement goal orientation is an externally driven construct and promotive psychological ownership is an internally-driven construct.

SUMMARY & DISCUSSION

Summary

The aim of the study was to study the relationship between Psychological Ownership, Optimism, and Achievement Goal Orientation among college students, and also to understand the presence of any significant difference in Psychological Ownership, Optimism, and Achievement Goal Orientation based on gender. The study summarizes the major findings and includes the analysis, discussion, implications, limitations, and conclusion.

The data for the study was collected from the population of college students. A total of 123 samples were collected from the college-going students, consisting of 28 males, & 95 females, and 51 undergraduates and 72 postgraduate students. The questionnaires that were used are Psychological Ownership Questionnaire (Avey and Avolio, 2007), Life Orientation Test-Revised (LOT-R) by Scheier, Carver, and Bridges (1994), and Achievement Goal Questionnaire-Revised (AGQ-R) by Elliot and McGregor, 2001. The demographic variables that were checked for the study were age, present education level, and gender. The data was collected from the population through online mode by circulating Google Forms. The relationship between the three variables was found. The inferences made can be used in academic, and social settings to improve the overall goal orientation among the students.

CONCLUSION

The major aim of this study was to understand the relationship between Psychological Ownership (both preventive and promotive), Optimism, and Achievement goal orientation among the students. Another aim was to identify any significant difference present in any of these variables with respect to the Gender of the participant.

Psychological Ownership, Optimism, and Achievement Goal Orientation among College Students

According to the findings, there was a significant relationship between Promotive Psychological Ownership and Optimism, and between Preventive Psychological Ownership and Mastery & Performance goal orientation. With regard to gender, there was a significant difference found in Promotive Psychological Ownership, with males having higher scores in Promotive psychological ownership compared to females.

Implications

The study can shed light on the elements that influence college students' academic success by looking at the connections between psychological ownership, optimism, and achievement goal orientation. The research findings can influence the development of interventions for college students that encourage psychological ownership, which leads to optimism, accomplishment goal orientation, and academic success. The findings may have applications for college administrators and lecturers. It can also have involvement in on-campus counseling and career services at colleges. The study can also advance our knowledge of the elements that support college students' overall good mental health.

Limitations

- The size of the sample is relatively smaller.
- Online mode of data collection might have led to the careless filling of forms.
- The study was conducted among college students, therefore cannot generalize to a wider population.
- The study used self-reported measurements, which can be subject to response bias.
- The study did not investigate the effects of other variables on the links between psychological ownership, optimism, and accomplishment goal orientation, such as personality traits, social support, or cultural background.

Future Suggestions

- A mixed approach of study can help in identifying areas that are lesser known factors that could influence the variables under study.
- Needs to conduct similar studies in other populations and settings to see if they apply to various other groups as well.
- A comparative study can be carried out to understand the difference in the psychological ownership, optimism, and achievement goal orientation in two populations.

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Psychological Ownership, Optimism, and Achievement Goal Orientation among College Students

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Conflict of Interest

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