

**Talk Announcement for the Psychological Research Colloquium, Winter Term 2021/22**

## **Raven Rinas<sup>1</sup>, Robert Stupnisky<sup>2</sup>, Lia Daniels<sup>3</sup> & Martin Damiller<sup>1</sup>**

<sup>1</sup>Lehrstuhl für Psychologie, University of Augsburg, <sup>2</sup>Department of Educational Foundations and Research, University of North Dakota, <sup>3</sup>Department of Educational Psychology, University of Alberta

### **Faculty Members' Goals, Emotions, and Perceived Success: Comparing Teaching and Research Domains**

**Thursday, 28 October 2021, 18:15 – 19:45 (f2f talk in room 2108/D)**

**Abstract:** Faculty members' emotions and feelings of success play an important role in their well-being and professional lives. These factors have been found to differ between teaching and research domains, where it is presumed that distinct psychological processes give rise to teaching- and research-specific emotions and perceptions of success. Nevertheless, little is known about the psychological processes that may contribute to these factors. To this end, one promising theoretical lens for investigating faculty members' teaching- and research-related emotions and success constitutes the achievement goal approach. Achievement goals are used to describe motivational differences in faculty members and have been found to be meaningfully and differentially linked with their discrete emotions and satisfaction (primarily within the teaching domain). However, these relations remain largely uninvestigated in the research domain, and studies rarely investigate both domains simultaneously to compare potential similarities and differences. To address this research gap, the present study examined 152 university faculty members' achievement goals, discrete emotions (joy, hope, anger, anxiety, and boredom), and perceived success in teaching and research domains. Path analysis revealed that, for the teaching domain, mastery approach goals were linked with more joy, hope, and perceived success, and reduced feelings of boredom. Performance approach goals were linked with greater enjoyment and perceived success, as well as less anger, while for performance avoidance goals, the opposite effects were found. For the research domain, mastery approach goals were linked with more anger and anxiety, while mastery avoidance goals were linked with less anger and more perceived success. Lastly, performance approach goals were linked with more joy, hope, and perceived success, whereas performance avoidance goals were linked with less hope and perceived success, and more anger. Comparing the two domains, especially the links between mastery approach and performance avoidance goals with perceived success, as well as performance approach goals with hope were found to significantly differ. Taken together, these findings contribute to a better understanding of faculty members' teaching and research experiences and point to practical implications for faculty development.

**All colleagues, doctoral researchers and students are cordially invited.**