

Mediating Role of Goal Orientation in the Relationship of Spirituality and Self-Efficacy with Hope in University Students: a Structural Model

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Abstract

Background and Objective: Religion and spiritual beliefs are of particular significance in human's life. Self-efficacy is also a motivating factor for activating, strengthening, sustaining, and guiding behavior toward the goal. Each of these two variables can affect different aspects of life, even how hopeful individuals are. Taking this into account, this study aimed to examine the role of spirituality and self-efficacy in students' hope given the mediating role of goal orientation.

Method: The research method is descriptive-correlational, using path analysis. The statistical population included students from Ferdowsi University of Mashhad. Regarding the number of variables in the proposed path analysis model, which is considered for each variable of 15 people, and by considering the criterion of the generalizability of sample findings to the community, 280 students from the statistical population were selected through available sampling method. To collect data, spirituality, self-efficacy, hope and goal orientation questionnaires were used. The data were analyzed using descriptive statistics, Pearson correlation and path analysis. All ethical issues were observed in this study and the researchers declared no conflict of interests.

Results: The correlation results show that all of the observed variables correlate ($p < 0.01$). Performing a path analysis to test the relationship between the role of spirituality and self-efficacy on hope through goal orientation and the proposed pattern (RMSEA=0.098, GFI=0/99) showed to be well fit.

Conclusion: The results of this research suggest that spirituality and self-efficacy through the goal orientation mediation will increase the hope of students. Therefore, considering the positive impact of self-efficacy and spirituality and goal orientation, the use of these capacities is recommended in individual and group planning and activities of students to boost their hopes.

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Summary

Background and Objective: The two concepts of spirituality and self-efficacy are closely related in a way that self-efficacy and spiritual beliefs can be powerful motivations to improve standard of living.

Emes defines goal orientation as a coherent pattern of beliefs, attributes, and emotions determining individual behavioral goals, and this orientation in academic contexts reflects the motivation of the individual to study and, therefore, his tendencies, actions, and responses to learning situations (1). The purpose of this study was to examine the role of spirituality and self-

efficacy in students' hope regarding the mediation of goal orientation.

Method: This descriptive correlation study has used a path analysis method. The statistical population of this study includes all students of Ferdowsi University of Mashhad, selected by using 280 available sampling. Data collection tools were Goal Orientation Questionnaire by Midgley et al, Allport's (internal-external) Orientation Scale, Omid Snyder's questionnaire, and Self-efficacy Scale developed by Sherer et al. The data were analyzed using descriptive statistics, Pearson correlation and path analysis.

Results: The purpose of this study was to examine the mediating role of goal orientation in the relationship of spirituality and self-efficacy with hope. To this end, simple relationships between these variables using Pearson correlation were first reported, and then the results of the path analysis were reported.

The proposed model for the test -main hypothesis- which was delving into the role of spirituality and self-efficacy was assessed through a path analysis pattern by the mediating variable of goal orientation in hope. Some of the general indicators of goodness of fit through the path analysis model are as follows:

As the goodness of fit Index (GFI) and adjusted goodness of fit Index (AGFI) are closer, the pattern is better fitted, and data are more likely to validate the pattern of presumptive relationships. Given that, it is desirable that the root cause of the average approximation error (RAMSEA) be close to zero to indicate better fit of the pattern. The χ^2 / df index (q) relative to the degree of freedom is also better and should not have a value of more than 3. By comparing the fitting of the model with different indices, it can be said that all of the indices have a desirable value for fitting the model. Based on the desirability of the indicators mentioned, the data confirm the general pattern of assumptions. As it can be seen, the general indices of the test goodness of fit through the path analysis pattern suggest the general fit of the pattern.

Furthermore, the results indicated that all of the observed variables of the pattern are correlated ($p < 0.01$) and the path analysis to test the relationship between the role of spirituality and self-efficacy in hope through goal orientation and the proposed pattern (RMSEA=0.098, GFI=0.99) proved well fit.

Conclusion: Results demonstrate that there is a significant positive correlation between spirituality and self-efficacy (2). Besides, self-efficacy has a positive and significant relationship with hope (3). The results of the study conducted by Kolvanagh indicated that there is a positive and significant relationship between hope and goal orientation of mastery (4). The findings of Karami et al show that there is a correlation between religious orientation and hope (5). Overall, the findings of this research suggest that the variables of spirituality and self-efficacy by mediating role of goal orientation both separately and combined in the form of a higher-level variable influence university students' hope.

Given the fact that spirituality in life; self-efficacy which expresses the general belief of an individual

about his abilities and capabilities; and the orientation of a goal that is a coherent pattern of beliefs, attributes and excitements of a given person, and determines his behavioral purposes, and this orientation in education is an indicator of the motivation of the individual to study, paving the way for educational facilities and supportive contexts with the purpose of fostering the factors above can have positive effects on universities and the students. This also leads to an increase in commitment, effort, and the formation of positive attributes in terms of success, failure, and sustainability for educational goals and, if necessary, a redirecting toward these goals.

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