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THE MEDIATING ROLE OF LEARNING GOAL ORIENTATION ON PSYCHOLOGICAL CAPITAL AND PERFORMANCE GOAL ORIENTATION AMONG GEN ZERS

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The Mediating Role of Learning Goal Orientation on Psychological Capital and Performance Goal Orientation among Gen Zers

Maria Socorro Cristina L. FERNANDO¹

Abstract

The research considers Generation Z (Gen Zers) who are characterized by diversity, innovation and resiliency. They have also been called Generation Resilient having hurdled the challenges brought about by the global pandemic and emerged with confidence and numerous possibilities for themselves. The study aims to explore how learning goal orientation significantly mediates psychological capital and performance goal orientation. A sample of 120 Gen Zers from the Philippines participated in an online survey. Descriptive and Inferential statistical analysis (simple and multiple linear regression) were used for data analysis. The Mediation analysis was based on four step approach mediation analysis by Baron and Kenny (1986 as cited by Newsom, 2023). Simple linear regression results showed that (1) psychological capital has a significant influence on performance goal orientation; (2) psychological capital has a significant influence on learning goal orientation; (3) learning goal orientation has significant influence on performance goal orientation. Multiple linear regression shows that both Psychological capital and learning goal orientation has significant influence on performance goal orientation and therefore based on the mediation analysis approach it can be concluded that learning goal orientation has significant partial mediation on psychological capital towards performance goal orientation. The results are significant for the development at the personal and professional levels of Gen Zers, whether they are self-employed or entrepreneurs or as reference for human resource development in companies where the Gen Zers are employed and being developed for future capabilities in their career moves.

Keywords: Gen Zers, psychological capital, learning goal orientation, performance goal orientation

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Introduction

Generation Z (Gen Zers) are termed as the future innovators and were born between 1997 and 2012. This generation are racially diverse brought about by shifting demographics, self-driven, deeply cares about others, strives for a diverse community, highly collaborative and social, values flexibility, relevance, authenticity and non-hierarchical leadership and pragmatic. (De Witte, 2022) The Gen Z are also called the Gen Resilient. Perna (2021) wrote that ‘Generation Resilient’ is entering a post-pandemic world with confidence—and a fresh look at what they want to do with their lives. They have been able to overcome hurdles like massive job loss, a sudden shift to living and studying online and swiftly imposed social isolation. One of the rising trends among Gen-Z is a desire to start their own business or pursue new career opportunities. “As the first digital native generation, many in Gen-Z have developed a wide array of skills such as technical expertise, adaptability and the ability to learn without much instruction.” The research considered Gen Z based on their Resilient character which has been challenged by the recent global and domestic events which has caused them to investigate their educational goals and future. Entrepreneurship and creativity are some characteristics of this generation (Perna 2021).

Learning Goal Orientation emphasizes the process of learning and personal growth. Gen Z in the Philippines often exhibits a strong learning goal orientation, valuing knowledge, skills, and personal development. Their curiosity, adaptability, and intrinsic motivation to learn contribute to their commitment to continuous growth and improvement, both personally and in their contributions to society. (Olipas, 2022)

Although there is limited research on the relationship between Performance Goal Orientation and Generation Z, a study by Forbes found that Gen-Z employees are goal-oriented and have the desire to be self-driven. (Ochis,2023) . Pandita (2021) stated that “Gen Z has high career aspirations, working styles, attributes, education preferences and has an innovative mindset which demands a flexibility of being independent and confident. Gen Zers prefer diversity of race and gender and identity and orientation. Money is not the only priority in their career development. They also want to be associated with a workplace that demonstrates community support. They are driven by an innovative mindset where they resort to creative means to achieve their goals.” (Pandita, 2021)

The study aims to explore and describe the mediation effect of learning goal orientation on psychological capital and performance goal orientation among Gen Zers.

Literature Review

Psychological Capital

Psychological capital is defined as a positive mental state which includes the dimensions of self-efficacy, optimism, hope and resilience (Luthans *et al.*, 2021). Generally, persons with higher psychological capital are more hopeful and desire to achieve goals. They are optimistic about achieving positive results, possess high self-esteem and reckon that they can make a positive difference in their workplace. They are also resilient and flexible in situations. (Luthans *et al.*, 2021; Memili *et al.*, 2020).

People with high psychological capital are aware of their goals and available resources. They are more likely to succeed and pursue challenges consciously and actively with great effort and motivation. They also possess endurance in the face of obstacles that allows them to achieve their goals (Luthans, Luthans, & Luthans, 2021). Individuals with high psychological capital possess positive psychological resources and have more chances of succeeding (Gooty & Yammarino, 2016). High psychological capital provides more capacity to achieve challenging goals hopefully and with a positive belief of success (Luthans, Luthans, & Luthans, 2021). Moreover, employees with high psychological capital are resilient, which provides them with the strength not to give up and instills persistency to achieve their goals (Luthans & Youssef-Morgan, 2017). Thus, employees with high psychological capital are likely to have more access to the resources provided as well as favors sent by their leader to succeed in their work. Furthermore, employees with high psychological capital possess abundant positive psychological resources, which enable them to achieve challenging tasks (Kalyar *et al.*, 2021).

Shan, Tachia, and Mutsvene (2023) adopted a unique micro-foundational approach to investigate how the four components of employees' psychological capital (PsyCap) affect Sustainable Business Model Innovation (SBMI). Data from 430 employees of small and medium-sized Chinese enterprises was collected and analyzed using SEM. Results showed that the four dimensions of Psychological Capital (optimism, hope, and self-efficacy and resilience) were each positively related to SBMI, with resilience moderating these positive associations.

Learning Goal Orientation

Learning Goal Orientation refers to an individual's tendency to develop oneself by acquiring new skills, mastering new situations, and improving one's competence. It is a construct that explains individuals' different ways of approaching and responding to achievement situations (Arduini-Van Hoose, 2020). Learning goal orientation is a mindset in which individuals focus on developing their knowledge, skills, and abilities rather than merely striving for performance or outcome-based goals. (Chughtai & Buckley, 2011). A study by Wang, Song, Chen, and Yuan, (2021) found that when learning goal orientation leads to learning from

failure, it can enhance the development of positive psychological resources such as resilience, hope, optimism, and self-efficacy.

Psychological Capital and Learning Goal Orientation

A study with 405 software engineers nested in 56 teams from China was conducted based on the social learning theory and the theory of situational strength. The study tested a cross-level moderated mediation model and found that the positive relationship between LGO and PsyCap was stronger in teams low in learning behavior (i.e. weaker situational strength) and that the indirect effect of LGO on creativity via PsyCap was significant when team learning behavior was moderate or low. The results of the study indicate that when the team context is less favorable for learning behavior, LGO individuals can draw from their PsyCap to generate creativity. (Huang & Luthans, 2015)

Another study explored the mediating role of psychological capital (PsyCap) in the association between learning goal orientation (LGO), academic satisfaction, and performance among college students. The study involved 768 college students who completed an academic well-being survey, including LGO, PsyCap, and academic satisfaction measures. Academic performance was collected 5 months later from the University academic records of students. Path analysis results showed that LGO was directly related to academic satisfaction and performance and indirectly related through PsyCap. Statistically significant indirect effects showed a partial mediation. (Sánchez-Cardona, Ortega-Maldonado, Salanova, & Martínez, 2021)

Okumus, Rozkwitalska, Karatepe, and Basinska (2022) proposed research model in which learning goal orientation (LGO) mediates the impacts of relational capital and psychological capital (PsyCap) on work engagement. Data was obtained from 475 managers and employees in the manufacturing and service industries in Poland. Data was analyzed using SEM. The results indicated that LGO mediates the impact of PsyCap on work engagement. Employees high on PsyCap are more learning goal-oriented, and therefore are work-engaged at elevated levels. Employees also exhibit higher work engagement because of their relational capital.

H1 . Psychological Capital has a significant influence on Learning Goal Orientation.

Performance Goal Orientation

Performance goal orientation focuses on doing better than others and demonstrating competence (Arduini-Van Hoose, 2020) Performance goal orientation is a mindset where individuals focus on achieving specific outcomes or performance goals. Unlike learning goal orientation, which emphasizes the process of learning and personal growth, performance goal orientation centers around demonstrating competence or outperforming others. (Arduini-Van Hoose, 2020)

The study of Yokoyama and Miwa (2021) examined the effects of self- and peer-assessment on the growth of learning goal orientation and performance approach goal orientation. The following observations were made: (1) the effect of peer-assessment on the growth of learning goal orientation may change depending on the initial performance-approach goal orientation or performance-avoidance goal orientation; (2) to increase learning goal orientation for students who have high performance-approach goal orientation or low performance-avoidance goal orientation, peer-assessment is effective; and (3) to increase learning goal orientation for students who have low performance-approach goal orientation or high performance-avoidance goal orientation, peer-assessment appears to be counterproductive.

This study of Mahfud, Indartono, Saputro and Utari (2019) investigated the effects of teaching quality, learning goal orientation, and performance goal orientation on career choice. This study revealed that teaching quality, learning goal orientation, and performance goal orientation are collaborative and interactive predictors of career choice of vocational students. Also, the learning goal orientation and performance goal orientation significantly mediate the effect of teaching quality on student career choices, and this mediation is partial.

Trinh (2019) conducted a study to explain experts' performance goal orientation resulting from pressures to perform contributes to their flexibility, and how this may be moderated by learning goal orientation and humility. The study utilized data from a sample of healthcare professionals. The results suggested that performance goal orientation partially explained the mechanism of why experts may be inflexible. Humility, both as self-report and other-report measures, was found to be the most consistent moderator of this indirect effect. Experts with low levels of humility suffered from the negative effects of performance goal orientation, leading them to be less flexible compared to their counterparts with higher levels of humility. Experts who reported high levels of humility, on the other hand, were perceived to be more flexible as their expertise increased. Meanwhile, learning goal orientation partially moderated the indirect effect of expertise on flexibility through performance goal orientation.

The findings of the study of Lin and Wu (2022) revealed that enhancing team learning behavior is a prioritized issue for leveraging social interaction to boost team performance. If a team can coordinate its competitive capability to handle complicated things with high team learning goal orientation, teamwork and performance are unlikely to be hindered by adaptation. The findings of this study suggest that team leaders should remain flexible by switching among three proposed leadership styles as the team circumstances dictate to maximize team performance.

H2 and H4b: Learning Goal Orientation has a significant influence on performance goal orientation.

Psychological Capital and Performance Goal Orientation

Ngwenya and Pelsler (2020) stated that psychological capital significantly positively influences employee engagement, job satisfaction and employee performance. Employee engagement significantly positively influences employee performance and mediates the influence of psychological capital on employee performance. Whilst job satisfaction positively influences employee performance and employee engagement, respectively, it mediates the influence of psychological capital on employee performance.

Madrid, Diaz, Leka, Leiva, and Barros (2018) stated that psychological capital is a set of personal resources comprised by hope, efficacy, optimism, and resilience, which previous research has supported as being valuable for general work performance. Their research study was based on cross-sectional data and the second on two waves of data among employees from diverse organizations. Data was modeled with regression analysis and the findings showed that the dimensions of psychological capital were supported as having remarkable unique contributions for proficient, adaptive, and proactive behavior, particularly when job demands were high.

The results of the study conducted by Cenciotti, Alessandri, Borgogni and Consiglio (2022) confirmed the positive prediction of PsyCap by agentic capabilities, emphasizing its agentic nature. Moreover, PsyCap fully mediated the positive effect of agentic capabilities on the three outcomes (i.e., job performance, positive perceptions of supervisors, and positive perceptions of colleagues), revealing its key role in translating basic cognitive capabilities related to human agency in job performance and both vertical and horizontal social capital.

A research study by Taştan (2016) was performed in a large size White Good Company in Turkey which has been indicated as an innovative and high-performance organization by relevant research results. 165 first line and middle level white- and blue-collar employees participated in the questionnaire survey. The results revealed that the total psychological capital and each of the psychological capital components had significant positive relationships with employee creative performance behavior. In addition, it was demonstrated that psychological capital components had a significant effect on explaining creative performance behavior.

H1 and H3a: Psychological Capital has a significant influence on Performance Goal Orientation.



Figure 1. Conceptual Framework

- H₁: Psychological capital has a significant influence on Performance Goal Orientation.
- H₂: Psychological Capital has a significant influence on Learning Goal Orientation.
- H₃: Learning Goal Orientation has a significant influence on Performance Goal Orientation.
- H_{4a}: Psychological Capital has a significant influence on Performance Goal Orientation.
- H_{4b}: Learning Goal Orientation has a significant influence on Performance Goal Orientation.

The conceptual framework shows the variables of the study and the relationship between these variables. Psychological Capital (PsyCap) is the independent variable (X), Learning Goal Orientation is the mediating variable (M) and Performance Goal Orientation (PGO) is the dependent variable (Y)

H₁, H₂, and H₃ were analyzed using simple linear regression and H_{4a} and H_{4b} were analyzed using multiple linear regression following the mediation approach by Baron and Kenny (1986 as cited by Newsom, 2023).

Methodology

The study is quantitative research using descriptive and inferential statistical analysis. The population included Gen Z from the Philippines.

Respondents of 120 samples were drawn using convenience sampling. The study referred to the sample-to-variable ratio which suggests a minimum observation-to-variable ratio of 5:1, but ratios of 15:1 or 20:1 are preferred (Hair *et al.*, 2018). This means that though a minimum of five respondents must be considered for each independent variable in the model, 15 to 20 observations per independent variable are strongly recommended. This is in line with Tabachnick and Fidell (1989) who proposed five subjects for each independent variable as a “bare minimum requirement” for hierarchical or multiple regression analysis. exploratory factor

analysis cannot be done if the sample has less than 50 observations (which is still subject to other factors), whereas simple regression analysis needs at least 50 samples and generally 100 samples for most research situations (Hair *et al.*, 2018).

The research used Convenience sampling which technique of non-probability sampling where samples are drawn from respondents who are available and willing to take part in the survey. Data collection was conducted using an online questionnaire uploaded via Google docs and sent by email and social media platforms. Data Collection was done from April to September 2023.

Reliability Results

Cronbach’s Alpha Reliability through pilot testing was conducted before distributing the questionnaire for data collection. Pilot testing can help support the appropriateness of research methodology and instruments used against research objective from the analysis of results preliminary collected for small group of respondents (Hair *et al.*, 2012). The minimum sample size to conduct pilot testing is recommended at 25 to 100 samples (Cooper & Schindler, 2011). The coefficient of Cronbach’s alpha is expressed in values of 0 to 1. The higher value of Cronbach’s alpha coefficient indicates higher reliability of measurement items.

Table 1 shows the results of the Cronbach’s alpha reliability test with all the items having obtained values higher than 0,70, thus having met the criteria for internal consistency .

Table 1. Value of reliability analysis of each construct (n=30)

Variable	Reliability Score	Interpretation
Psychological Capital	0.926	Excellent
Learning Goal Orientation	0.801	Good
Performance Goal Orientation	0.758	Good

Research Instruments

A structured questionnaire was used as a tool for data collection. The questionnaire used in this study consisted of screening questions to filter the appropriate respondents who were currently staying in the Philippines and belong to Gen Z. The demographic questions included questions on the respondents’ status (employment /education) and Gender. The scale items used Five-point Likert Scale (5 – strongly agree and 1- strongly disagree) to rate the items and analyzed to measure the variables. Measurement items in the questionnaire were referenced from previous related studies.

Data Analysis

This quantitative study used descriptive and inferential statistics to analyze the results. Data analysis is the process that converts the raw data obtained into understandable, and insightful information. Descriptive analysis was used to describe and to summarize the dataset in a constructive way (Holcomb, 2016). The research used descriptive analysis which are frequency (count and percentage) and measures of central tendency that summarizes the data in terms of mean. Inferential analysis is used to determine the relationship among the variables in the study (Creswell, 2005). Inferential statistics calculated from sample are used to predict characteristics or behaviors of total group of population (Zikmund *et al.*, 2013). Simple Linear Regression and Multiple Linear Regression were used in this study.

Mediation is a hypothesized causal chain in which one variable affects a second variable that, in turn, affects a third variable. The intervening variable, M, is the mediator. It “mediates” the relationship between a predictor, X, and an outcome. Mediation was tested in this study using Regression Analysis based on Baron and Kenny (1986 as cited by Newsom, 2023). The study utilized the test for mediation process as proposed by Baron and Kenny (1986 as cited by Newsom, 2023) The mediation testing follows a four-step approach which conducts several regression analyses and significance of the coefficients is examined at each step.

Baron and Kenny (1986 as cited by Newsom, 2023) state that mediation can be depicted in the following way: Paths a and b are called direct effects. The mediational effect, in which X leads to Y through M, is called the indirect effect. The indirect effect represents the portion of the relationship between X and Y that is mediated by M. (Figure 2)

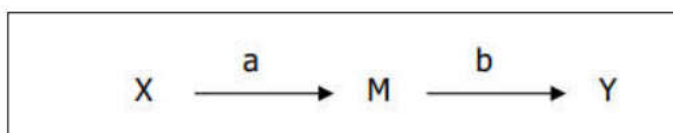


Figure 2. Direct effects of paths a and b and indirect effects of M

Pair a and b are called direct effects. The mediational effect, in which X leads to Y through M, is called indirect effect. The indirect effect represents the portion of the relationship between X and Y that is mediated by M. (Baron and Kenny (1986 as cited by Newsom, 2023) The mediation is tested using a four-step approach using several regression analysis and the significance of the coefficients is analyzed at every step, where c' is the direct effect while a and b are the direct effects. (Figure 3)

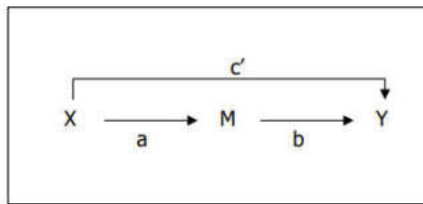


Figure 3. Test of the c' as direct effect and a and b as direct effects

Table 2. Steps in testing of mediation

	Analysis	Visual Depiction
Step 1	Conduct a simple regression analysis with X predicting Y to test for path c alone, $Y = B_0 + B_1X + e$	
Step 2	Conduct a simple regression analysis with X predicting M to test for path a , $M = B_0 + B_1X + e$.	
Step 3	Conduct a simple regression analysis with M predicting Y to test the significance of path b alone, $Y = B_0 + B_1M + e$.	
Step 4	Conduct a multiple regression analysis with X and M predicting Y, $Y = B_0 + B_1X + B_2M + e$	

Table 2 shows the analysis of mediation is initially conducted with Steps 1-3 which established the zero-order relationships of the variables. If one or more of these relationships are not significant, it can be concluded that mediation is not possible or likely (although this is not always true (MacKinnon, Fairchild &Fritz, 2007 as cited by Newsom , 2023)).

If there are significant relationships based on the analysis from Steps 1 through Step 3, then analysis can proceed to Step 4 using multiple linear regression. When some form of mediation is supported if the effect of M is controlled (path b) remains significant after controlling for X. If X is no longer significant when M is controlled, the findings support *full mediation*. If X is still significant (i.e. both X and M significantly predict Y) then the findings support *partial mediation*. (Baron &Kenny, 1986, *apud*. Newsom, 2023)

Results and Discussion

Respondents' demographic profile

The demographic data collected from respondents was information on gender and employment and/or education. The data defines the attributes of the respondents. The collected data of demographic profile can be used for results comparison among the characteristics, attitudes, and intention of respondents (Polonsky & Waller, 2015). The Simple category scale was used for the screening questions

where answer between three choices and single-response scale was applied, and respondents must choose between multiple choices (Cooper & Schindler, 2011).

Table 3. Demographics of Respondents

Current Status	Counts	% of Total	Cumulative %
1 Student	38	31.7%	31.7%
2 Employed	1	0.8%	32.5%
3 Job Seeker	7	5.8%	38.3%
4 Entrepreneur	71	59.2%	97.5%
5 Just Hanging around for the next opportunity	1	0.8%	98.3%
6 Housewife	1	0.8%	99.2%
7 Freelance	1	0.8%	100.0%
Total	120	100%	
Gender			
1 Male	47	39.2%	39.2%
2 Female	67	55.8%	95.0%
3 Prefer not to say	6	5.0%	100.0%
Total	120	100%	

Table 3 shows that majority of the respondents were entrepreneurs (59.2%) and were female (55.8%). These respondents belong to Gen Z who were born between 1996-2012. Perna (2021) wrote that Gen -Z are Generation Resilient who have entered the post-pandemic world with confidence because they have been able to overcome challenges such as massive job losses and the shift to work/study online and imposed social isolation. One of the rising trends among Gen Z is a desire to pursue new career opportunities including starting their own business (Perna, 2021) In the Philippines, many Gen Z are entrepreneurial who explore various income stream like online business, freelancing and the gig economy (Etrata & Raborar, 2022).

Pearson Correlation

The Pearson Correlation was applied in the research to test the valid relationship between the variables and thereby validate the relationship of the variables as shown on the conceptual framework of the study.

Table 4 shows the Pearson correlation results that all the variables obtained a p value <0.001 and therefore there exists a significant relationship between all the variables in the study. The strength of correlation is highest between PsyCap and LGO with an obtained Pearson $r= 0.695$, followed by the relationship between LGO and PGO (Pearson $r= 0.466$) and the least is the relationship between PGO and PsyCap with a Pearson $r= 0.447$.

Table 4. Results of Pearson Correlation

		LGO	PGO
PGO	Pearson r	0.466***	
	P value	<.001	
PsyCap	Pearson r	0.695***	0.447
	pvalue	<.001	<.001

***P<.001

Hypotheses Testing using Simple Linear Regression

Table 5. Results of simple linear regression PsyCap predicting PGO

Model coefficient : LGO (PsyCap to LGO)				
Predictor	Estimate	SE	t	p
Intercept	2.107	0.3551	5.93	<0.01
PsyCap	0.492	0.0908	5.42	<0.01
R=0.447 R2=0.200				
VIF=1.00				

Table 5 shows that PsyCap has a significant influence on Performance Goal Orientation ($p < 0.01$). The R^2 is 0.200 which indicates that 20% of the change in Performance Goal Orientation is influenced by PsyCap. There is no issue of multicollinearity ($VIF = 1.00$). Therefore, H_1 : *Psychological capital has a significant influence on Performance Goal Orientation is accepted.*

Table 6. Results of simple linear regression PsyCap predicting LGO

Model coefficient : LGO (PsyCap to LGO)				
Predictor	Estimate	SE	t	p
Intercept	1.510	0.2583	5.85	<0.01
PsyCap	0.690	0.0660	10.46	<0.01
R=0.695 R2=0.483				
VIF=1.00				

Table 6 shows that PsyCap has a significant influence on Learning Goal Orientation ($p < 0.01$). The R^2 is 0.483 which indicates that 48% of the change in Learning Goal Orientation is influenced by PsyCap. There is no issue of multicollinearity ($VIF = 1.00$). Therefore, H_2 : *Psychological Capital has a significant influence on Learning Goal Orientation is accepted.*

Table 7. Results of Simple Linear Regression LGO Predicting PGO

Model coefficient: PGO (LGO to PGO)				
Predictor	Estimate	SE	t	p
Intercept	1.851	0.3831	4.83	<0.01
LGO	0.517	0.0908	5.69	<0.01
R=0.466 R ² =0.217				
VIF=1.00				

Table 7 shows that Learning Goal Orientation has a significant influence on Performance Goal Orientation ($p < 0.01$). The R^2 is 0.217 which indicates that 21.7% of the change in PGO is due to LGO. There is no issue of multicollinearity ($VIF = 1.00$). Therefore, H_3 : Learning Goal Orientation has a significant influence on Performance Goal Orientation.

Multiple Linear Regression Results

Table 8. Results of Multiple Linear Regression PsyCap and LGO predicting PGO

Model coefficient: PGO (MLR X and M)				
Predictor	Estimate	Beta	t	p
Intercept	1.603	0.395	4.06	<0.01
LGO	0.333	0.124	2.68	<0.008
PsyCap	0.262	0.124	2.12	0.036
R=0.496 R ² =0.246				
VIF LGO =1.00 VIF PsyCap =1.93				

Table 8 shows that Learning Goal Orientation and PsyCap have significant influences on Performance Learning Goal Orientation ($p < 0.01$). Both LGO and PsyCap influence PGO equally ($Beta = 0.124$) and the VIF values < 5 shows that there is no issue of multicollinearity. By multiple linear regression results, then: H_{4a} : Psychological Capital has a significant influence on Performance Goal Orientation (MLR) and H_{4b} : Learning Goal Orientation has a significant influence on Performance Goal Orientation (MLR) are accepted.

The three data analysis conducted with Simple Linear Regression (Steps 1-3 based on Barry & Kenny, 1986 as cited Newsom, 2023) established the zero - order relationship exist among the variables. Since all the relationships between these variables are significant, it means that mediation is possible, and the data analysis proceeded with Step 4 which runs Multiple Linear Regression on PsyCap and LGO towards PGO. Based on the model of Baron and Kenny (1986 as cited by

Newsom, 2023), some form of mediation is supported if the effect of LGO (M-path b) remains significant after controlling PsyCap (X). *Since both PsyCap (X) and LGO (M) show significant influence on PGO (Y), then the findings support partial mediation.*

The study of Chang, Xu, Chen, and Wang (2022) with 195 employees and their supervisors from two representative semiconductor-related equipment companies in China showed that learning goal orientation positively moderates, and performance-approach goal orientation negatively moderates the indirect relationship between negative feedback change and employees' task performance through employees' perceptions of feedback utility. Kamel, Abdeen, and Mohamed (2022) assessed goal orientation as a predictor of academic achievement among nursing students. The research conclusions showed that goal orientation was a predictor to academic achievement among nursing students, and there was a significant relationship between goal orientation and academic achievement among nursing students. The study of Sánchez-Cardona, Ortega-Maldonado, Salanova, and Martínez (2021) explored the mediating role of psychological capital (PsyCap) in the association between learning goal orientation (LGO), academic satisfaction, and performance among college students. Path analysis results showed that LGO was directly related to academic satisfaction and performance and indirectly related through PsyCap. Statistically significant indirect effects showed a partial mediation. Rozkwitalska, Basinska, Okumus, and Karatepe (2022) proposed a research model in which learning goal orientation (LGO) mediates the impacts of relational capital and psychological capital (PsyCap) on work engagement. Findings show that LGO mediates the impact of PsyCap on work engagement and that employees high on PsyCap are more learning goal-oriented, and therefore are work-engaged at elevated levels. Employees also exhibit higher work engagement because of their relational capital.) Liu, Bai, Liu, and Li (2023) examined how and when employees' performance goal orientations (PGOs) affect their change-supportive behavior in entrepreneurial firms undergoing change. The results showed that employees' performance-proving goal orientation (PPGO) was positively related to change-supportive behavior, and employees' performance-avoiding goal orientation (PAGO) was negatively related to change-supportive behavior. Openness to change played a mediating role in these mechanisms, and employees' learning goal orientation (LGO) played a moderating role.

Conclusion

This study is significant as a contribution to the study of the mediation of learning goal orientation among Gen Zers. It is valuable for the development at the personal and professional levels of Gen Zers, whether they are self-employed or entrepreneurs or as reference for human resource development in companies where the Gen Zers are employed and being developed for future capabilities

in their career moves. The consideration in providing innovative training and development practices to meet the characteristics of the Gen Zers is a consideration to optimize their capacities as entrepreneurs or employees and future managers in the workplace. It is recommended to further study the concepts using mixed methods to fully understand the influence based on the real-time experience of Gen Zers to better gain a deeper perspective and provide more information on the variables related to this study. It is also recommended to compare Gen Zers in various countries to calibrate the data provided by this study.

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