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Mastery Goals in Outcome-Based Learning Environments Implications for Children's Emotional Health and Self-Efficacy

Shampa Paria

Research Scholar, Ph.D. in Education, Mansarovar Global University, Sehore, Bhopal, India.

ABSTRACT

Outcome-based learning environments emphasize clearly defined competencies and measurable results, yet the motivational orientations students adopt within these settings significantly shape their psychological experiences and long-term development. Mastery goals, which focus on personal improvement, deep understanding, and skill development rather than comparative performance, offer particular promise for supporting children's emotional health and self-efficacy. This research investigates the implications of promoting mastery goals within outcome-based learning environments for children's emotional well-being and beliefs in their own capabilities. Drawing on achievement goal theory and self-determination perspectives, the study examines how mastery-oriented instructional practices, assessment designs, and feedback systems influence emotional regulation, anxiety reduction, resilience, and the formation of robust self-efficacy beliefs among school-age children. Through a mixed-methods approach combining classroom observation, validated psychometric measures, and qualitative insights from learners and educators, the research identifies the conditions under which mastery goals most effectively buffer against emotional distress and strengthen adaptive self-perceptions. Findings are expected to yield evidence-based recommendations for designing outcome-based curricula and pedagogical strategies that simultaneously advance academic standards and safeguard children's psychological health. This work contributes to both educational theory and practice by clarifying the motivational pathways that link learning environments to emotional and self-efficacy outcomes in childhood.

Keywords: *Mastery Goals; Outcome-Based Learning; Children's Self-Efficacy.*