

A STUDY OF GOAL SETTING AMONG COLLEGE STUDENTS

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ABSTRACT

The present study aimed to investigate the goal-setting among undergraduate college students of Ludhiana district in regard to gender and stream. To achieve the objectives of the study, Goal Setting Scale by Chadha and Bedi (2021) was used to assess goal setting among undergraduate college students. The sample of the study included 150 undergraduates from Arts, Commerce and Science streams of degree colleges of Ludhiana district using purposive sampling. Both male and female students were selected. Findings of the study revealed that there exists no significant difference in mean scores of goal setting of male and female students. It is also found that there exists significant difference in mean scores of goal setting of students from Arts, Commerce and Science streams.

Keywords: Goal Setting, College students

Goals are a type of motivational factor that help someone move forward even in the most difficult of situations. A goal is an outcome or behavior that one intentionally strives to achieve (Schunk, 2009). An individual's success, effectiveness, or performance is influenced by their goals. Since young people are the world's future, they must set goals before any kind of activity, learning task, or professional decision. Setting goals for academic accomplishment is one of the most significant approaches in education (Locke and Latham (2002).

The ability to set and meet goals is essential for success in a variety of endeavours. A goal for a student is to reach predetermined points, grades, and marks while also developing their talents and staying motivated throughout. Goal setting is defined as the process of identifying a certain achievement that needs to be made in a particular area with measurable consequences, like actions and completion dates (Rowe, Mazzotti, Ingram and Lee, 2017). Sullivan and

Strode (2010) stressed the need of developing goal-setting skills. Students feel more capable when they achieve their goals, which increases their self-efficacy in studying. According to goal-setting theory, academic achievement and well defined, high goals are positively correlated (Sides and Cuevas, 2002). Setting goals entails planning for the future and realizing a particular state of being. It also entails deliberate behavioral purpose that directs our motivation or resources toward achieving our goals (Muchinsky, 2000). Having established goals aids in maintaining focus on what is most important and achievable for both the teacher and the pupils. The pupils feel a sense of achievement when their goals are achieved.

According to goal setting theory, goals have two key characteristics: Goal specificity and goal difficulty. More than a thousand studies have shown that setting high, specific goals is linked to stronger task performance, perseverance, and motivation than vague or simple goals (Locke

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and Latham, 2002, 2006). According to Ipaye (2007), learners who set attainable goals are more likely to be motivated than those who set impossible ones. Schunk (2009) compared the goals of achievers and underachievers and discovered that whereas achievers set reasonable, attainable goals connected to their academics, underachievers had no goals at all or had set goals that were unrealistic. In addition to this, the goal must hold significance and benefit for the pupils. Students will become less involved in the process of achieving their goals, even if they are SMART, if they don't think they are important or meaningful (Wigfield and Eccles, 1992).

Objectives of the study

1. To study goal setting of undergraduate students of colleges of Ludhiana district.
2. To find out difference in goal setting among undergraduate students of colleges of Ludhiana district with respect to
 - a. Gender
 - b. Streams i.e., Arts, Commerce and Science

Hypotheses of the study

1. There exists no significant difference in the mean scores of Goal Setting of male and female undergraduate students of colleges of Ludhiana district.
2. There exists no significant difference in the mean scores of Goal Setting among undergraduate students of Arts, Commerce and Science streams of colleges of Ludhiana district.

Method

Research Method

The present study was a descriptive survey intended to study Goal Setting among undergraduate students of colleges of Ludhiana district in regard to gender and stream.

Sample

The sample was selected from colleges of Ludhiana district. The sample of the study included 150 undergraduates from Arts, Commerce and Science streams of degree colleges of Ludhiana district. Both male and female students were selected. A purposive sampling method was used. Students studying in the selected colleges were approached and requested to participate in the study. The method was found to be convenient and economical.

Measures

Following tool was used for data collection: Goal Setting Scale (2021): Goal Setting Scale (2021) was developed by Chadha and Bedi. The dimensions of Goal Setting Scale are: personal, psychological and sociological. Present five-point scale consists of 40 items. The weightage given to each alternative ranges from 5 to 1 on the continuum "Always", "Most often", "frequently", "Sometimes" and "Never" respectively. The theoretical range of scores is 40 to 200. The reliability of a test was calculated by the Spearman Brown prophecy formula ($2r/1+r$) which came out to be 0.88. Content was made closely parallel to other standardized tools available to assess goal setting. The tool was shown to different experts to check content validity and it was opined by them that tool is valid. The face validity of the tool was established by modifying the items according to the reactions of the students and opinion of the experts. The validity of a present scale has also been determined from reliability coefficient, by taking the under root of reliability coefficient that comes out to be 0.94.

Procedure

The purpose of the present study was to explore the study of goal setting among

college students. To carry on the above said exploration and meet objective lines of the study, a descriptive survey method was used.

Mean, Standard Deviation, and Standard Error of Difference was to be employed to find out the nature of data

Discussion of Results

Table 1: Mean scores of Goal setting of male and female undergraduate college students

Gender	Mean	S.D.	S.Ed.	t-ratio	Level of significance
Male	159.65	20.84	3.24	0.09	Not significant at 0.05 and 0.01 levels of confidence
Female	159.96	17.97			

Table 1 shows the mean scores of Goal setting among male and female undergraduate college students. The mean scores of Goal setting of males are 159.65 and of females are 159.96. respectively. S.D. of Goal Setting of males are 20.84 and females are 17.97. The t-ratio is 0.09 which shows no significant difference in the mean scores of Goal setting of male and female undergraduate college students at 0.05 and 0.01 levels of confidence. Further it is observed that the mean scores of Goal setting of females and males are almost similar. It may be said that nowadays both males and females are very

conscious about their future. Thus, establishing goals is thought to be crucial before beginning any academic or professional endeavour. It can also be assumed that they value the contribution that goal-setting makes to improving their success in the classroom and in their chosen fields of endeavour. Hence, Hypothesis 1 stating, "There exists no significant difference in the mean score of Goal setting among male and female undergraduate students" stands accepted. The results are in concert with the study of Chadha and Bedi (2021) which quote that both male and female students are equally conscious for their career and studies.

Table 2(a): Mean scores of Goal setting among science and arts undergraduate college students

Stream	Mean	S.D.	S.Ed.	t-ratio	Level of significance
Science	121.81	18.78	3.805	10.06**	Significant at both 0.05 and 0.01 levels of confidence
Arts	160.1	19.26			

Table 2(a): shows the mean scores of Goal setting among science and arts undergraduate college students. The mean scores of Goal setting of science students are 121.81 and of arts are 160.1 respectively. S.D. of Goal Setting of science students are 18.78 and of arts are 19.26. The t-ratio is 10.06 which shows significant difference in the mean scores of Goal setting among science and arts undergraduate college

students at 0.05 and 0.01 levels of confidence. Further it is observed that the mean scores of Goal setting of arts students is more than that of science students. This might be the case since science students typically need to adjust their goals. The majority of science students want to pursue careers in various sectors after graduating from high school by passing competitive tests. While students in the arts stream typically have a

specific goal in mind to pursue higher education in their subject. Hence, Hypothesis 2 (a) stating, “There exists no significant difference in the

mean score of Goal setting among science and art undergraduate students of college” stands rejected.

Table 2(b): Mean scores of Goal setting among science and commerce undergraduate college students

Stream	M	S.D.	S.Ed.	t-ratio	Level of significance
Science	121.81	18.78	3.87	9.48**	Significant at both 0.05 and 0.01 levels of confidence
Commerce	158.5	19.96			

Table 2(b) shows the mean scores of Goal setting among science and commerce undergraduate college students. The mean scores of Goal setting of science students are 121.81 and of commerce are 158.5 respectively. S.D. of Goal Setting of science students are 18.78 and of commerce are 19.96. The t-ratio is 9.48 which shows significant difference in the mean scores of Goal setting among science and commerce undergraduate college students at 0.05 and 0.01

levels of confidence. Additionally, it is found that science students’ mean scores on goal-setting are lower than those of commerce students. This could be because Commerce stream students, like Arts stream students, have clear goals and are committed to pursuing higher education in their chosen fields of study. Hence, Hypothesis 2(b) stating, “There exists no significant difference in the mean score of Goal setting among science and Commerce undergraduates’ students of college” stands rejected.

Table 2(c): Mean scores of Goal setting among commerce and arts undergraduate college students

Stream	M	S.D.	S.Ed.	t-ratio	Level of significance
Commerce	158.5	19.96	3.921	0.04	Not significant at 0.05 and 0.01 levels of confidence
Arts	160.1	19.26			

Table 2(c): shows the mean scores of Goal setting among arts and commerce undergraduate college students. The mean scores of Goal setting of arts students are 160.1 and of commerce are 158.5 respectively. S.D. of Goal Setting of arts students are 19.26 and of commerce are 19.26. The t-ratio is 0.04 which shows no significant difference in the mean scores of Goal setting among arts and commerce undergraduate college students at 0.05 and 0.01 levels of confidence. Further it is observed that the mean scores of Goal setting of arts students is more than that of commerce students. Hence, Hypothesis 2(c)

stating, “There exists no significant difference in the mean scores of Goal setting among commerce and art undergraduates’ students of college” stands accepted.

Conclusions

- There exists no significant difference in the mean scores of Goal setting of male and female undergraduate college students. This could be the result of the fact that both men and women are increasingly concerned about the future these days. Female students no longer desire to stay within four walls of

a house. They have the same aspirations for success in life as do men. As a result, they also give themselves reasonable and achievable goals.

- There exists a significant difference in the mean scores of Goal setting among science and arts undergraduate college students. This may be because science students generally have to change their goals after. The goal of most science students is to crack competitive exams and enter various professional fields. Whereas arts stream students generally have a clear goal of pursuing further higher education in their field.
- There exists a significant difference in the mean scores of Goal setting among science and commerce undergraduate college students. This may be due to the fact that just like Arts students, students of Commerce stream also have their goals fixed and are determined to pursue higher education in their respective courses.
- There exists no significant difference in the mean scores of Goal setting among arts and commerce undergraduate college students.

Educational Implications

The present study reveals no significant difference in the mean score of Goal Setting of male and female undergraduate college students, which shows both male and female students nowadays are very conscious about their future. Therefore, the results of this study may help students develop long-term, measurable, relevant goals that will help them succeed in both their academic and professional endeavors. Practical implications of the study would be felt by educators and parents as well, who should support their kids in goal-setting and create environments that facilitate it.

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