



INCREASING MOTIVATION, GOAL SETTING AND COMMUNICATION SKILLS IN UNDERGRADUATE FEMALE STUDENTS

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Abstract:

The aim of this research was to increase motivation, goal setting and communication skills in undergraduate students. The objectives were to study the difference between motivational levels and goal setting skills in students after intervention and to compare before and after scores of communication skills in students. The tools used were Communication Scale, Susan Barkman and Krisanna Machtmes, 2002 and Motivation – Goal-Setting Questionnaire, Ed E. Emory, 2000. 30 First Year Undergraduate Students participated in this study. The pre and post test data obtained was analyzed quantitatively. The questionnaire was coded for statistical analysis. Based on the objectives of the study, the mean, standard deviation, t-test was calculated. The results for Communication Scale concluded that there is a significant difference in communication skills of students after intervention. The results for motivational and goal setting skills also indicate that there is a significant difference in motivational and goal setting skills of students before and after intervention. The impact of this practice is tremendous and it has improved academic performance of students' in their FY Examinations.

Key Words: Motivation, Goal Setting, Communication Skills.

Introduction:

Human beings are born with unlimited potentials, but there is a need of a mentor who can discover the potentials of the individual and help to systematically develop it. In today's competitive world, an educational institute is not only responsible for providing education of highest standards, but it is also responsible for all round development of its students.

Motivation, goal setting and communication skills are important for students. Goal setting helps students to be more aware of the learning that they are expected to experience. This awareness helps students to be

engaged in the learning process. Mastery-oriented goals give students the opportunity to focus on learning standards and their own growth. Goal setting influences learning and self-evaluation through its motivational and informational effects. When students set goals they are more likely to attend to instruction, expend effort, and persist student outcomes in ongoing educational settings. Goal setting also leads to better performance by increasing motivation and efforts. Setting a goal obligates an individual to take action, regardless of the obstacles that may be in place. As such, it can encourage students to develop critical thinking skills, new problem solving techniques, and a better understanding of how to overcome issues.

Motivation is not only important in its own right; it is also an important predictor of learning and achievement. Students who are more motivated to learn persist longer, produce higher quality effort, learn more deeply, and perform better in classes. Motivation helps the students in achieving the attitude which helps them reach their goals. Motivation of students is very important factor for better output in the academic pursuit. Research has proved that students' motivation has high positive correlation in their academic performance.

Student motivation has to do with the student's desire to participate in the learning process. Motivation reflects the reasons or goals that underlie their involvement or non involvement in academic activities (Zimmerman, Bandura, & Martinez-Pons. 1992). A student who is intrinsically motivated undertakes an activity "for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes" (Pintrich, 2003).

Goal setting means setting benchmarks. The objective of setting goals is essentially to establish several checkpoints. One is able to measure progress better because of fixed milestones. These checkpoints act as progress trackers and give the person confidence. They help in believing that one is progressing. Goals provide direction and nurtures motivation. (Schunk,1990). When one sets goals, it is important that they motivate them: this means making sure that they are important to you, and that there is value in achieving them. Motivation is an important key to achieving goals.

Goals are specific and quantifiable outcomes. People set goals for themselves by carefully deciding on, committing to and planning to attain specific targets within a fixed time frame. The objective of goal setting is to help one break down their tasks, set deadlines and work towards meeting them. If one wants to achieve goals, one must set the correct goals. Proper goal setting is crucial for professional success as well as for personal growth.

Goal setting is important because it helps inspire and motivate one self. A well-planned goal will increase one's willingness to succeed. By establishing the importance of goals in one's life, one can give oneself a concrete destination to one's journey. And when you have set a destination, the focus naturally snowballs into motivation and one can march forth without second thought.

Goals are like road maps; they get you from one point to another. Goals provide the direction you need to reach your destination, the motivation to sustain you on your trip, and a way to measure your progress.

Communication skill is the ability to convey and share information to others in an efficacious way. It is a very vital skill and used widely in all work sectors. In fact, a research conducted by Harvard University, the Carnegie Foundation and Stanford Research Center, has stated that 85% of professional success comes if you possess good developed soft skills and people skills, and only 15% of career success comes from technical knowledge and skills (hard skills). So, the way you interact and behave with others plays a crucial role in your success. Moreover good communication skills will make the student confident to take up co-curricular activities in college. Better verbal Communication and physical expressions also help college students to make new friends. Today, communication seems to be the most important aspect of education. A student's learning is incomplete without developing the language skills — listening, reading, speaking and writing. The main objective of education is not limited to acquiring knowledge but it has expanded to the utilization of the same in the practical life. Here comes the need for communication skill (Ganguly, 2017).

The focus of this program is to empower students to redefine themselves and use their talents, passion and interest to influence their leanings and transform their lives. Motivation, goal setting and communication skills are important parameters to be evaluated in a student's academic life.

Aim: To increase motivation, goal setting and communication skills in First Year Undergraduate female students

Objectives:

1. To study the difference between motivational levels and goal setting skills in students after intervention
2. To compare before and after scores of communication skills in students

Hypothesis

1. There will be a significant difference in motivational levels and goal setting skills in students after intervention
2. There will be a significant difference in communication skills in students after intervention.

Methodology:

30 Undergraduate First Year students were selected for the study. The duration of this program was 30 hrs. This program included boosting the individual's confidence, improving communication skills (verbal and non verbal) and speaking abilities, and learning skills like critical thinking, problem solving, work ethics etc. The first six sessions were conducted in college till March 2020. Due to the pandemic remaining sessions were conducted online through Zoom. Each session had many different activities like role plays, one minute

test, different games, group discussions, guest lecture etc. Pre and post tests were planned to study the effectiveness of the intervention program.

Tools Used:

1. Communication Scale, Susan Barkman and Krisanna Machtmes,2002
2. Motivation – Goal-Setting Questionnaire, Ed E. Emory,2000

Sample Selection

Data Collection

The students were administered Communication Scale, Susan Barkman and Krisanna Machtmes,2002 and Motivation – Goal-Setting Questionnaire, Ed E. Emory,2000 and data was collected before the start of intervention and after intervention.

Data Analysis:

The data obtained was analyzed quantitatively. The questionnaire was coded for statistical analysis. Based on the objectives of the study, the mean, standard deviation, t-test was calculated.

Results and Discussion

1. Communication Skills of students before and after intervention

Null Hypothesis H₀: There is no significant difference in communication skills of students before and after intervention.

Alternate Hypothesis H₁: There is significant difference in communication skills of students before and after intervention

To test the above null hypothesis pair T-test is applied. Results are as follows.

The table below indicates that p-value is 0.000. It is less than 0.05. Therefore T-test is rejected hence null hypothesis is rejected and alternate hypothesis is accepted. Therefore it can be concluded that there is significant difference in communication skills of students after intervention

Table 1: Communication Skills of students before and after intervention

Communication Skills of students before and after intervention

	Paired Differences		T	df	p-value
	Diff of Mean	Std. Deviation			
Pair 1 Communication Skills Before – Communication Skills After	-15.81250	6.58658	-13.580	31	.000

To understand findings of the study mean scores of communication skills before and after intervention are obtained and presented in the following bar diagram

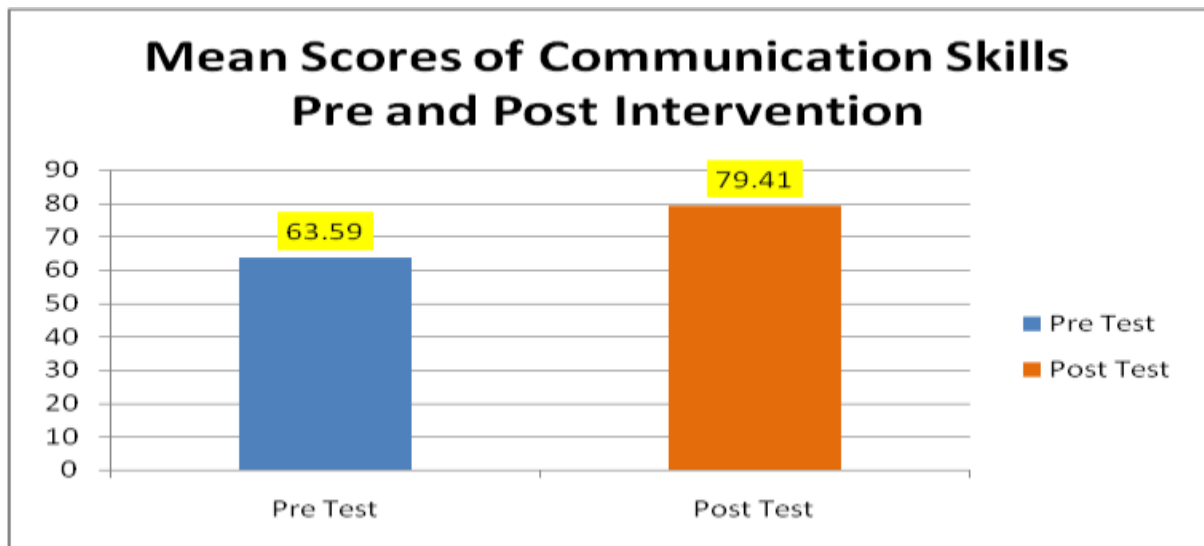


Fig.1. Mean Scores of Communication Skills Pre and Post Intervention

The above bar diagram indicates that the mean score of communication skills before intervention is 63.59 per cent and after intervention is 79.40 per cent. Results indicate that mean score of communication skills after intervention is significantly higher than before intervention. Intervention program is effective to improve communication skills.

2. Motivational and Goal Setting of students before and after intervention

Null Hypothesis H_0 : There is no significant difference in motivational levels and goal setting skills of students before and after intervention.

Alternate Hypothesis H_1 : There is significant difference in motivational levels and goal setting skills of students before and after intervention.

To test above null hypothesis pair T-test is applied. Results are as follows:

Table 2: Motivational and Goal Setting of students before and after intervention

Motivational and Goal Setting of students before and after intervention

	Paired Differences		t	df	Sig. (2-tailed)
	Mean	Std. Deviation			
Motivation Goal Setting Pair 1 Before – Motivation Goal Setting After	-28.93750	14.53125	-11.265	30	.000

The above table indicates that p-value is 0.000. It is less than 0.05. Therefore T-test is rejected hence null hypothesis is rejected and alternate hypothesis is accepted. It can be concluded that there is a significant difference in motivational levels and goal setting skills of students before and after intervention.

To understand findings of the study mean scores of motivational levels and goal setting skills before and after intervention are obtained and presented in the following table.

Table 3: Motivational and Goal Setting of students before and after intervention

Motivational and Goal Setting of students before and after intervention

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Motivation level and Goal Setting Before	85.9375	30	23.62057	4.17557
Motivation level and Goal Setting skills After	114.8750	30	15.67770	2.77145

The above table indicates that the mean score of Motivation and Goal Setting skills before intervention is 85.93 and after intervention is 114.87. Results indicate that mean score of Motivation and Goal Setting skills after intervention is significantly higher than before intervention. Therefore it can be concluded that the intervention program is effective to improve Motivation and Goal Setting skills in undergraduate students.

Conclusion:

When we embarked with this program we had a thought-“Is it possible for ordinary students to achieve extra ordinary heights?” This program proves it; we have helped ordinary students achieve extra ordinary goals. It has provided the participants with the guidance and the empowerment they need to set their goals.

The results for Communication Scale concluded that there is a significant difference in communication skills of students after intervention. The results for motivational and goal setting skills also indicate that there is a significant difference in motivational and goal setting skills of students before and after intervention.

The impact of this practice is tremendous and it has improved academic performance of students’ in their FY Examinations. . These students have participated in co - curricular and extra - curricular activities and won accolades.

All participants took interest in this program and attended sessions regularly. Some of the problems encountered in the initial phase were a few students were reluctant to attend the sessions because they were conducted on Saturdays. A few students faced network issues during the online sessions which were conducted during the lockdown.

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