

GOAL SETTING AMONG INDIGENT ADOLSCENTS.

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Abstract: Goal setting is the action plan designed by an individual to achieve his/her goals. This study aims at finding the gender difference in goal setting among indigent adolescents of Kalina, Mumbai. For this, the sample size of 87 indigent students was taken among which 53 were females and 34 were males. Goal Setting Formative Questionnaire by Gaumer Erickson, A.S. & Noonan, P.M (2018) was used, which has a reliability of 0.91 with adequate validity. Exploratory research design was used for the study. The research shows that there is significant gender difference in goal setting, that is females have higher level of goal setting than males. This study gives further scope for giving needful opportunities to the males and females living in slum areas and also acknowledging and assessing their goal setting for taking suitable actions.

Keywords: Goal setting, gender difference, indigent adolescents.

Introduction

Goal setting is the action plan designed by an individual which motivates an individual towards a goal. (Grant, Antony M., 2012). Goal setting can also be defined as focusing on your own improvement by identifying goals that are meaningful and based on data. (Guamer Erickson & Noonan, 2016). Goal setting and goal orientation are terms which are usually used interchangeably, but in fact they are two different terminologies, the former meaning the set of tasks or goals planned by an individual with a motivation to achieve it, the later meaning the action exhibited by an individual to achieve the set goals. (Gerad Seijts, Gary P. Latham et al., 2004). Before knowing goal orientation among any population, it becomes important to know the level of goal setting of the same. Students who establish their own goal, take the responsibilities of their goals, such goal oriented behavior is an outcome of goal setting which empowers children. (Hasna Abu Khalid & Dr. Mary Ann Hollignsworth, 2017).

Dweck and colleagues (2014) have mentioned that goal setting activities are valuable for children with low socio economic status (SES); this helps children develop higher academic tenacity and enthusiasm.

It is been found that both gender and Socio Economic Status(SES) are believed to shape and may influence the change of goals and their effect on each other over time. (Sarah J. Beal & Lisa J. Crockett). Children belonging to low SES lack adequate learning facilities. (Becker & Tomes, 1979). Parents with low SES have stated that it has been hard for children to make children realize their life goals and education goals due to scarcity of financial resources. (Drummond & Stipek, 2004) , on the other hand children of low SES have stated that they are ready to work hard and smart in order to meet their goals. (Hasna Abu Khalid & Dr. Mary Ann Hollignsworth, 2017)

Jeanne Henningsen found that according to an international study done in 2010, there are gender differences with respect to goal setting, it is been stated that females tend to care more about their goals than males as they have emotional attachments towards it in order to achieve it. On the other hand, men tend to visualize their goals better than females. Secondly, men exhibit more urgency to achieve their goals than females. Lastly it is been found that women set tougher goals than males and females tend to leave their comfort zones in order to achieve it.

The present study focuses on goal setting among adolescents living in low SES. According to WHO an adolescent is any person falling in the age group of 10 to 19. Adolescence is a transitional phase of growth and development between childhood and adulthood (WHO) Adolescence is a period where young people's future aspirations and expectations begin to crystallize. (Sarah J. Beal & Lisa J. Crockett). With the increase of age people feel less confident, in control and capable of accomplishing goals. (Berry & West, 1993).

As seen in above studies, there is a difference between goal setting and goal achievement, where goal setting is mental effort put to plan, and goal achievement is the actions opted to achieve it. To achieve any goal, setting of goals become important, the goals that an individual sets can be based on the availability of resources. In order to know the level of goal setting in inadequacy of resources, the study aims to assess and study the level of goal setting found in indigent adolescents.

Method

Research question

Is there a gender difference in the level of goal setting among indigent adolescents?

Aim

To assess the level of goal setting among indigent adolescents.

Objectives

To analyze the level of goal setting among indigent adolescents.

To find the gender difference in the level of goal setting among indigent adolescents.

Hypothesis

H₀ - There is no significant gender difference in the level of goal setting among indigent adolescents.

Variables

Independent variable – Gender

Dependent variable – Goal setting

Participants

Participants included 87 indigent adolescent students of Kalina, Mumbai among which 53 were females 34 were males. The age of the participants ranged from 10-18. The annual income of the participants ranged from 8,000 to 10,000 Rs. per annum. The participants above the income of 10,000 Rs. per annum were excluded.

Tools

Goal setting formative questionnaire – this questionnaire is developed by Gaumer Erickson, A.S. & Noonan, P.M. in the year 2018. It consists of 19 items. The questionnaire has high reliability of 0.91 and adequate validity.

The questionnaire measures the goals in three major components, goals that are meaningful to the individual, goals that focus on one's personal improvement, and goals based on data. Meaningful goals include items related to short and long term goals that help the individual to meet various purpose of life (e.g., I set long term goals such as of earning a college degree or entering a career). Personal goals include questions of goals that lead to self improvement and healthy competition. (E.g., even if I lose a competition, I am pleased if I have improved). Data based includes questions of setting goals based on prior life experiences & focusing on the outcomes of planning the goals (e.g., when setting a goal, I think about my past success and failures).

Procedure

The goal setting formative questionnaire was translated into Hindi following the standard method. The Purpose of the study was explained to the participants. The participant's willingness to participate in the study was ascertained after the establishment of rapport. The participants were briefed about the questionnaire and were provided with clear instructions. After the completion of administration, the scoring was done for the responses obtained and results were obtained.

Statistical analysis

Descriptive statistics - Mean and Standard deviation.

Inferential statistics- Independent samples t-test.

Results

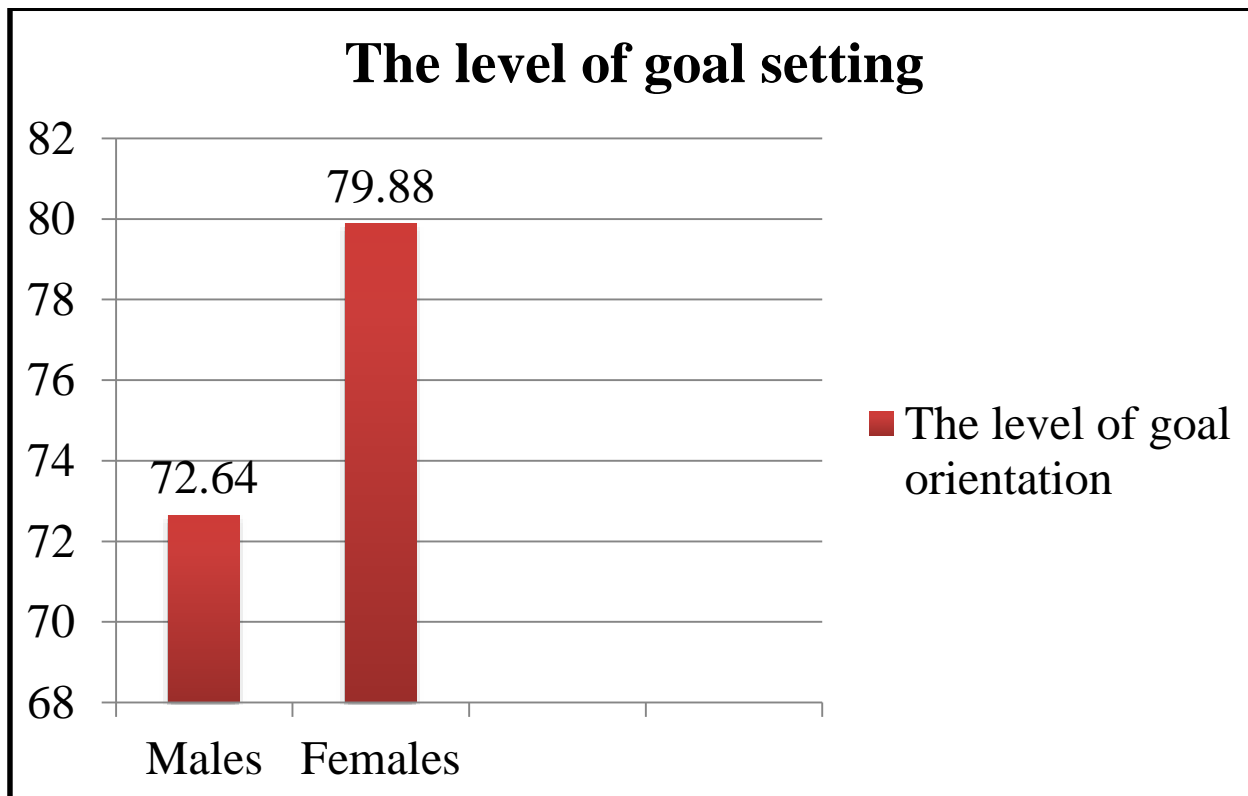
After examining the students with goal setting formative questionnaire, following results were obtained.

Table- shows the results of t-test after assessing goal setting formative questionnaire on indigent adolescents.

Groups	N	Mean	SD	Df	t value	Sig.
Males	34	72.64	11.20			
Females	53	79.88	9.39	85	3.251	0.02

Table shows that in the assessment of goal setting formative questionnaires 34 males have obtained a mean of 72.64 with standard deviation of 11.20 in the level of goal setting. 53 females have a mean of 79.88 with standard deviation of 9.39 in the level of goal setting.. The degree of freedom obtained is 85 with a t-value of 3.251. The significance value is 0.02 which shows that the results are highly significant.

Graph shows the gender difference obtained in the level of goal setting



Graph shows that with a mean of 79.88 females have higher level of goal setting when compared with males with a mean of 72.64.

The research done by Aleksandar M. Zivanovic & Mirjana D. Subotin on a sample of 100 participants shows that females obtain high scores in 3 aspects of goal setting, viz., commitment, self-efficacy and autonomy, and low score on goal conflict, the research states that female students are more committed, self-efficacious, have less goal conflicts and exhibit more autonomy.

Hence the null hypothesis is rejected. (H_0 - There is no significant gender difference in the level of goal setting among indigent adolescents.)

Conclusion

There is a gender difference among the indigent adolescents of Kalina, Mumbai. Females have higher level of goal setting than that of males. The results obtained are highly significant with a p-value of 0.02.

Limitations

The study covers only one slum area which results in small sample size.

Implications

This research can be used to increase the civic awareness about the level of goal setting found in indigent population.

The research gives a clear picture of the high levels of goal setting among indigent adolescent females, which gives further scope for providing needful opportunities to the males and females living in slum areas and also acknowledging and assessing their goal setting prior to their admission process and taking suitable actions.

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