

Goal Setting.

- STATEMENT OF THE PROBLEM:-

To study the goal setting behaviour of the subject with respect to the present experiment

- INTRODUCTION:-

1) Defination of Motivation:-

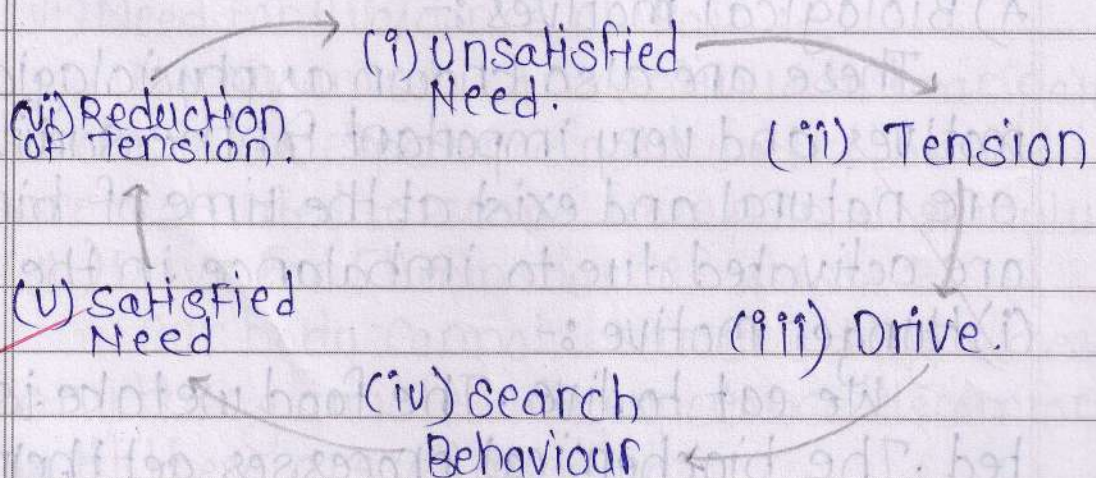
"Motivation is a process (internal process) that makes a person move towards goal. Motivation, like intelligence, can't be directly observed.

Internal, motivation can only be inferred by noting a person's behaviour. Researchers have proposed theories that try to explain human motivation."

"Motivation is the process by which activities are directed and continued so that physical or psychological needs are met. Motivation is what 'moves' people to do things they do."

2) Motivation Process:-

Motivation is a process that starts with psychological or physiological needs that activates a behaviour or a desire that is aimed at a goal or an incentive.



(i) Unsatisfied Need :-

Motivation process begins where there is an unsatisfied need in human being.

(ii) Tension :-

The process of unsatisfied need gives tension.

(iii) Drive :-

This tension creates an urge of drive in the human being and he starts looking for various alternatives to satisfy the drive.

(iv) Search Behaviour :-

After reaching for alternatives the human being starts behaving according to chosen option.

(v) Satisfied Need :-

After behaving in a particular manner for a long time he evaluates that whether the need is satisfied or not.

(vi) Reduction of Tension :-

After fulfilling the need the human being gets satisfied and his tension gets reduced.

3) Types of Motives :-

A) Biological motives :-

These are also known as physiological motives and very important for the survival. These are natural and exist at the time of birth. These are activated due to imbalance in the body.

(i) Hunger motive :-

We eat to live. The food we take is digested. The biochemical processes get their energy from the food.

(ii) Thirst Motive :-

In our daily life regularly we take fluids in the form of water. These fluids are essential for our body for normal functioning. When the water level in the body decreases we develop motive to drink water.

(iii) Need For Oxygen :-

Our body needs oxygen continuously. We get it through continuous respiration. Lack of oxygen supply may leads to serious emergencies like damage in brain or death.

(iv) Motive For Regulation of Body Temperature :-

Raise or fall in the body temperature causes many problems. There are some automatic mechanism to regulate body temperature like sweating when the temperature rises above normal or shivering when it falls below normal.

(v) Need For sleep :-

Sleep is an essential process for normal functioning of body and mind. When our body and mind are tired they need rest for regeneration of energy.

(vi) Need For Avoidence of Pain :-

No organism can continue to bear pain. Whenever we experience pain we try to avoid it. We are motivated to escape from painful stimulus.

(vii) Drive For Elimination of Waste :-

Our body cannot bear anything excess or anything waste. We experience discomfort until these are eliminated.

(viii) Sex Motive :-

This is a biological motive, arises in the organism as a result of secretion of sex hormones. Sex need is not essential for the survival of the individual of the species. However, fulfilment of the sex need is not like satisfying hunger or thirst.

B) Social Motives :-

Social motives are specific only to human beings. These are called social motives, because they are learnt in social groups as a result of interaction with the family and society.

(i) Achievement motive :-

It refers to a desire to achieve some goal. This motive is developed in the individual who has seen some people in the society attaining high success, reaching high position and standards.

(ii) Power Motive :-

People with power motive will be concerned with having an impact on others. They try to influence people by their reputation.

C) Personal Motives :-

In addition to the above said biological and social motives, these are some other motives which are allied with both of the above said motives. These are highly personalized and very much individualized motives.

(i) Force of Habits :-

We see different people having formed different habits like chewing tobacco, smoking, alcohol.

consumption etc. There may be good habits also like regular exercising, reading newspaper, prayers, meditation etc. Once these habits are formed they act as drives the person to perform the act.

(ii) Goals Of Life :-

Every individual will have some goals in the life. They may be related to education, occupation, income, sports, acquisition of property, public service, social service etc. Once a goal is set, person gets motivated to fulfil that goal. The goals people set depends upon various factors like knowledge, information, guidance, support etc.

(iii) Levels Of Aspiration :-

Aspiration is aspiring to achieve or to get something or a goal. But such achievements depends upon the level of motivation the individual has. Every individual will have a goal in his life and strive to reach that goal. But the effort to attain the goal varies from one individual to another. The amount of satisfaction one gets depends upon his level of aspiration.

(iv) Attitudes And Interests :-

One attitudes and interests determine ones motivation. These are specific to individual. Whenever we have a positive attitude, we will have motivation to attain. In negative attitude, we will be motivated to avoid.

4) Theories Of Motivation :-

Dozens of theories of motivation have been

proposed over the years. Some of them are as follows :-

A) Herzberg's Two Factor Theory :-

The two factor theory of motivation was developed by psychologist Fredrick Herzberg in 1950's. Analysing the responses of 200 accountants and engineers who were asked about their positive and negative feeling about their work. Herzberg found 2 factors that influence employees motivation and satisfaction.

- Motivation Factor :-

These are factors that lead to satisfaction and motivate employee to work harder.

- Hygiene Factor :-

These factors can lead to dissatisfaction and a lack of motivation if they are unfulfill, include salary, company policies etc. According to Herzberg's findings, while motivation and hygiene factors both influence motivation, they appear to work completely independent of each other.

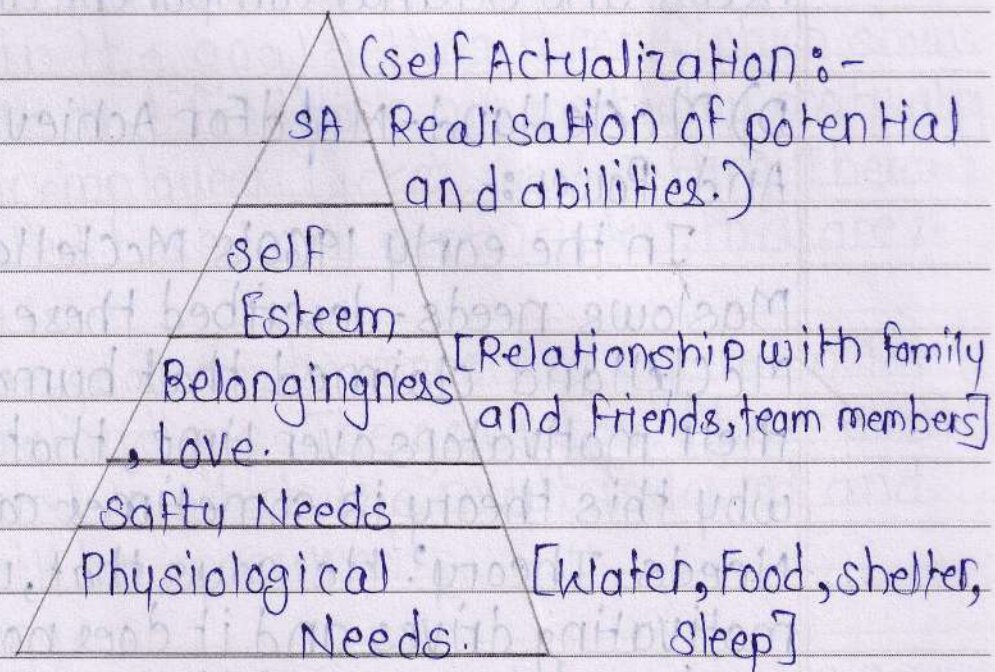
B) Maslow's - Hierarchy of Needs :-

This is the earliest and most widely known theory of motivation, developed by Abraham Maslow (1943) in the 1940's and 1950's.

This theory divides need into 5 basic categories. Maslow ordered these need in his hierarchy, beginning with the basic psychological need and containing through safety, belonging and love, esteem and self actualization. In this

theory, the lowest unsatisfied need becomes the dominant or the most powerful and significant need. The most dominant need activates an individual to act to fulfil it. Satisfied need do not motivate.

Maslow's hierarchy of needs is often shown in the shape of a pyramid, basic needs at the bottom and the most complex need at the top.



c) Alderfer-ERG Theory: Existence Needs, Related Needs and Growth Needs :-

Alderfer described 3 steps or classes of needs: existence, relatedness and growth. Maslow's physiological and safety needs belong together to existence needs. Relatedness can be describe to belongingness and esteem of others. Growth is the same as maslows self esteem plus self actualization. Both Maslow and Alderfer tried to describe how these needs, these stages of needs become more or less important to individuals.

● Existence Needs :-

These includes needs of basic necessities. In short, it includes an individuals physiological and physical safety needs.

● Relatedness Needs :-

Individual need significant relationships (be with family, peers) love and belongingness, they strive toward reaching public fame and recognition. This classes of needs contain Maslow's social needs and external component of esteem needs.

D) McClelland - Need For Achievement, Affiliation And Power :-

In the early 1960's McClelland - build on Maslow's needs - described these human motivators. McClelland claimed that human acquire, learn their motivators over time, that is the reason why this theory is sometimes called the 'Learned Needs Theory'. He says that, we all have three motivating drives and it does not depend on ones gender or age one of these drives or needs will be dominant in one's behaviour.

- Achievement :- A need to accomplish and demonstrate competency or mastery.
- Affiliation :- A need of love, belongingness and relatedness.
- Power :- A need for control over one's work or on the work of others.

5) Goal Setting :-

Goal setting is a very psychologically important in business as it is in personal life. By setting goal, business managers are more in clear

of outcomes and the process need to achieve those outcomes. Because goal setting involves planning for the future, managers and employees with clear goals become motivationally oriented towards the longer term success of the business.

6) Goal Setting Theory By Locke :-

In the sixties, Edwin Locke and Gary Leatham conducted research into setting goal. This resulted in the goal setting theory, which shows how goals and feedback can be highly motivating factors for employees. Locke's Goal-Setting Theory was created based on 5 principles, they are :-

i) Clarity :-

A clear goal can be measured; no room for misunderstandings. The goal should be explicit with regard to which the result is desired and how it will be measured.

ii) Challenge :-

Setting challenging goal demands an accurate balance to guarantee right level of challenge. Goals that are either too easy or too difficult negatively influence the motivation and decrease performance. Highest level of motivation is reached when goals are somewhere between easy and difficult. The goal should be challenging yet realistic, difficult yet achievable.

iii) Effort :-

When setting a goal you should fully understand it and be able to coordinate with the set goals. When you input a goal yourself, motivation increases. People have the tendency to work harder.

for a goal when they are involved in setting it

iv) Feedback :-

In addition to selecting the right goal, you must also listen to feedback to determine whether you are doing it right. This allows you to adjust the goal and your approach to achieve it. Feedback is required from others and yourself.

v) Task Complexity :-

Takes into account the complexity of the goals, given the fact that complexity can influence moral, productivity and motivation. If necessary, the complexity and level of difficulty of the goal must be adjusted.

7) Level of Aspiration :-

The degree or quality of performance that a person desires to attain or feels he/she can achieve is known as level of aspiration.

Setting up certain level of aspiration depends on the potential skills, effort of will, etc.

8) Aspiration Vs Ambition In Relation with Achievement:-

Ambition and aspiration has a main difference. Ambition is more related to achieving a powerful rank or position while aspiration is more related to achieving some high accomplishment in life.

Desire to accomplish future target is stronger in ambition. This is solely individual. Ambition is final accomplishment that is most often the ultimate position in life that one wants. It is a longing to accomplish your ambition that is higher

and stronger.

Aspiration is a desire that is comparatively weaker. It can be individually linked and imposed on the individual by external people. Here accomplishment can vary from one goal to another. You can create different aspirations if some of them fail.

The similarity between both is that they decide our longing or hopes for future goals.

9) kinds of Aspiration :-

a) Low Aspiration :-

Underestimating one self or not knowing our own abilities leads to setting small goals. When the efforts, quality of performance is low, it is low aspiration.

b) High Aspiration :-

Having strong desire or aim towards a goal or aim.

c) social Aspiration :-

Societal perception reflects the attitudes and understanding of the society in a given time and space connected to the changing contextual factors (eg. nature of factor, mode of economy) while perception aspiration, to a great extent, as mechanism to address those changes.

d) Intellectual Aspiration :-

Forming a goal or aim by taking into consideration your own intellectual capacity,

abilities and skills.

e) Career Aspiration :-

It is a path that you want your career to follow (eg. finding a stable job, become an expert in a field, find a better job etc.) It is usually fueled by wanting

f) Educational Aspiration :-

These are the educational goals students set for themselves. It is an important variable in predicting academic achievement and may be seen as an element in academic achievement motivation. It focuses on desire for success and development of objectives to succeed in education.

g) Intrinsic Aspiration :-

Life goals related to relationships, personal growth, community contributions, good health etc.

h) Extrinsic Aspiration :-

Aims or goals set that are related to wealth, fame, image etc.

10) Determinantes Of Aspiration :-

A) Success And Failure :-

When a goal or aim is aspired, the past experiences, possible future outcomes play a major role. If in the past too many efforts caused failure, one can decide and plan for

future and work on it.

B) Personality :-

The approach to intrinsic and extrinsic aspiration tells a lot about one's personality. Links have been found between aspiration and five-factor model domains.

c) Socio-Economic Background :-

According to the 'class structurationist' model, individual differences in socio-economic background account for variation in educational and occupational aspirations. In this model material resources available, rather than psychological dispositions to achieve, determine aspirations. Security and stability of income play a vital role. If parents don't have the above, they can't invest much in their child.

d) Groups / society standards :-

Many times we aspire on the norms, ideas, expectations that our group or society has put forth for all (eg: by the age of 25, one should have a job). These standards at times force us to do certain things in order to 'fit in'.

e) Gender :-

Research has proven that girls have high aspiration for occupation and education with than boys. It is found that negative influence of economic hardship on job aspiration is stronger of males than females.

f) Abilities :-

For childrens, abilities and talents play an important role in development of aspirations. Aspirations are raised when academically they are doing well. Aspiration and abilities influence each other.

g) Aspiration of Parents :-

Evidence suggests that parent's aspiration influence childrens aspiration. Parents having high aspiration, provided children with tuitions and other facilities, result in children developing high educational aspiration.

- HYPOTHESES :-

The subject set a goal in accordance to the achievement on the previous trial.

VARIABLES :-

Independent Variable :- Achievement on the previous trial (Actual score.)

Dependent Variable :- Goal setting behaviour in terms of G.D.S and A.D.S.

- PLAN OF THE EXPERIMENT :-

1) One practice trial will be conducted.

2) Ten trials having 30 sec of time limit to be administered on subject.

3) The experimenter should note no. of expected and achieved goal carefully.

4) The record sheet should be kept conciled from subject at all time.

- MATERIAL :-

52 cards, sorting board, stopwatch, Pre arranged record sheet, stationary.

- PRECAUTION :-

- 1) The experimenter should set the card sorting board properly before the experiment.
- 2) The time limit should be followed for each trial.
- 3) Start the experiment only when subject has understood all the instructions.
- 4) Careful observation is required when subject is sorting card. G.D.s and A.D.s should be recorded.

- PROCEDURE :-

The cubical is set and subject was called inside the cubical and seated comfortably. Rapport was established and further instructions were given to subject :-

"This is very interesting experiment. In front of you there is card sorting board. You will be given 52 cards to sort. 1st trial to understand the way to sort these cards on board. Once you pick the first card it has to be put into left corner that is 'heart' section, irrespective of its own signature. The placing of the next card will be decided upon the sign of the previous card. Likewise you are expected to sort cards for 10 trials. There is time limit of 30 sec, for which I am going to give you 'stop' signal. After doing 1 practice trial we will start actual

trial for which you are expected to set goal before the trial starts, in terms of no. of cards to be sorted. After a trial you will told actual no. of correctly sorted cards.

RESULT TABLE :-

Trial No.	Goal [Expected Score]	Achievement [Actual score]	G.D.S	A.D.S	N.T.R.
1	7	8	0	1	1
2	10	17	2	7	1
3	20	22	3	2	1
4	23	18	1	-5	0
5	22	23	4	1	1
6	25	27	2	2	1
7	27	27	0	0	1
8	30	26	3	-4	0
9	30	34	4	4	1
10.	34	32	0	-2	0

	+ve	-ve	zero
A.D.S	6	3	1
G.D.S	7	0	3
N.T.R	7	0	3

INTROSPECTIVE :-

“The experiment was very interesting. I enjoyed it a lot. Firstly I was not confident so I kept my goal low. But trial by trial, I got the experiment and so on I increased my goal. Time limit was not affecting me. I am satisfied with my performance. Firstly I was not confident but it increased trial by trial. In real I set too many goals though they all are not achieved, I try to take more efforts for the things I am passionate about and try to achieve it”

Name : Madhura Vivek Pawar Expt. No.: _____

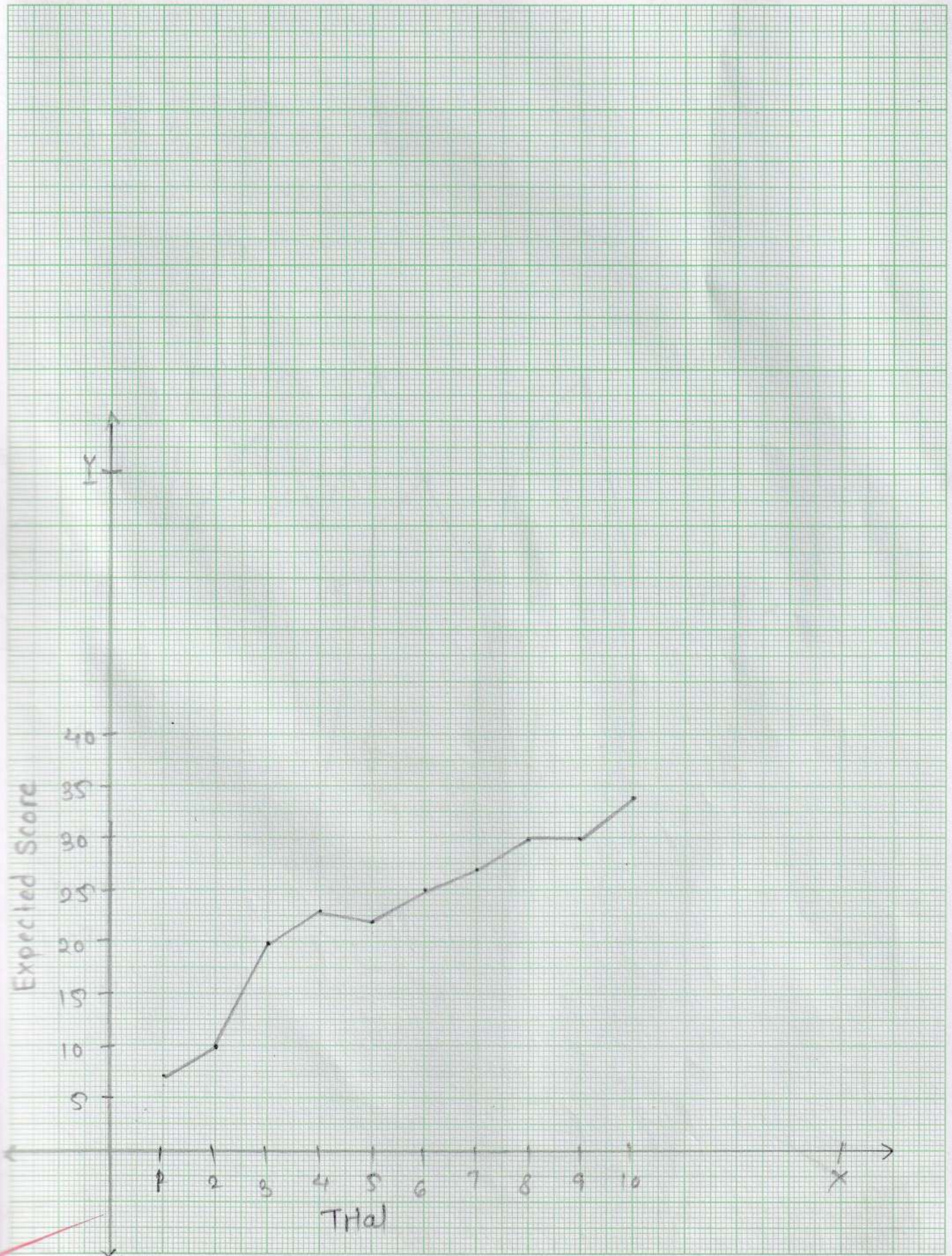
Class : M A (I) Roll No. : 1865120

Title of the Graph : Graph showing expected score per trial

Origin = ()

Slope = _____

Scale
on x - axis, 1 cm = 1 Trial
on y - axis, 1 cm = 5 expected score.
Intercept
on x - axis =
on y - axis =



Name: ~~Graph showing G.D.S and A.D.S per~~ Expt. No.: _____

Class: Machhara Vivek Pawar
(MACT) Roll No.: 1865120

Title of the Graph: Graph showing G.D.S and A.D.S per trial.

Origin = ()

Slope = _____

Scale
on x - axis, 1 cm = 1 Trial
on y - axis, 1 cm = 1 G.D.S; A.D.S.

Intercept
on x - axis =
on y - axis =

