



An Implement of Goal Setting Learning Model to Increase Students' Learning Motivation

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Abstract

Forty Rajabhat Universities throughout Thailand have as their mission to provide tertiary education to many of the local students. While some students voluntarily chose to study with Rajabhat from the beginning, others enrolled there because they could not enter a more prestigious university. Many of Rajabhat students lack of learning motivation, often since they were in high school. The Rajabhat University lecturers faced crucial problem which should be solved immediately.

To increase the students' learning motivation, the researcher has chosen to add students' goal setting which has proved to correlate with learning motivation. Nonetheless, that result was from the only quantitative research. This study aims to develop the goal setting learning model for learning motivation result confirmation.

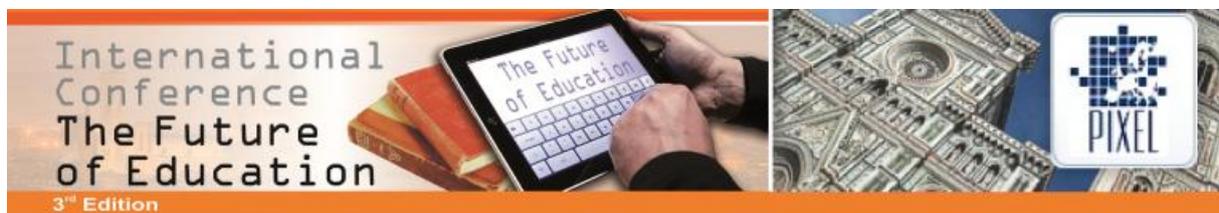
The goal setting learning model was developed and based on Bandura[1], Latham and Locke's theories[2]. It composed of five steps; preparation, goal setting, learning, evaluation and feedback. Participants were 81 freshmen students of two classes from Faculty of Education, Suratthani Rajabhat University, Thailand. The classrooms were randomly assigned into experimental and controlled groups. The development also included a goal setting notebook recording which students must practice set their goals every time before the class started and evaluated themselves before class finished. In conclusion, this study results will assure the goal setting is an effective learning motivational tool for learning process and be new learning methodology for educators in the 21ST century.

1. Introduction

Previously, teacher colleagues' interview and students' interview found that some students enrolled Rajabhat because they could not enter a more prestigious universities such as Chulalongkorn University, Mahidol University, etc., which are famous in Thailand. Therefore, Rajabhat Universities are the best choice for them as their registration is much more cheaper when compared to the private Universities. Also, a number of students and their parents think that by not graduated from the University is difficult to earn job with good salary and welfare, thereby their parents desire them to get the bachelor degree, these reason why they decided to study at Rajabhat, especially, Suratthani Rajabhat University(SRU).

As the author had experience in teaching these students, lack of motivation is the major reason caused them had poor academic achievement. This is because motivation plays an important role in one's overall development for any people in any situation, not only for daily life but in education area also[3]. The learners who were motivated, tend to more succeed in learning as they spend much more time at school and learning more than others[4]. Furthermore, McClelland[5] advocated that motivation supports people to succeed in their life and career, let them know the successful and failure and help them to choose the appropriate job by themselves. Hence, students have less learning motivation, is the crucial problem should to be solve immediately.

In term of higher education process of SRU, most students were less individual feedback and self-evaluated that may caused from excessive students in a class. Also, students took a course only once a week (14 times/semester) let them have opportunity in class responding less than students who studied in other Universities which took 2-3 times a week. Moreover, most teachers did not



encourage and practice students self-set their learning goal before the class beginning. All of these phenomenon reflect the lack of goal setting's factors which directly effect to students' learning motivation.

Goal setting is the strategy which well known in any area such as business, training, including education. It was applied to encourage motivation. However, in education, many educators studied only the correlation between goal setting and student's motivation, they did not develop and apply to standard learning model. The aim of this study, therefore, author choose to develop "Goal Setting Learning Model" (GSLM) which based on Social cognitive theory of Bandura and Goal Setting Theory of Locke and Latham to increase students' motivation.

2. Learning Motivation and Goal Setting

As McClelland said that achievement motivation supports people to succeed in their life and job, most of them try to find effective means to improve motivation. McClelland conform with Bandura's idea[1], give students an opportunity to set their goal by themselves, will improve their learning motivation.

Goal setting based on Bandura's Social Cognitive Theory. Bandura specified the effective goal's qualification in four dimensions: specific, challenge, short term goal and reasonable. In addition, goal setting's factor which directly influence to increase motivation were 3 factors hereinafter[6],

1. *Self-reactive influence*: Self-assessment process cause people recognize the inconsistence between result and goal. This occure self-displeasure and activate them to apply more effort.
2. *Feedback* : Motivation attribute to feedback through self-comparative process. Feedback play a key role on goal setting, it bring people determine their action and goal. Conform to Locke and Latham [7], they specified that goal choice and goal commitment were two goal's factors which occurred from important element; *feedback*.
3. *Self-set goal* : Normally, people tend to recognize the self-efficacy level, so, self-set goal helps them to get appropriate goal. Moreover, people feel they are self-maker and decide by themself that affect to goal commitment and effort.

To increase the students' learning motivation, the author has chosen to add students' goal setting which has proved to correlate with learning motivation. Nonetheless, that result was from the only quantitative research. Thus, this research aims to develop GSLM for increase students' learning motivation and confirm the goal setting's influence to learning motivation. It compose five steps as table 1 below.

Table 1 : Goal Setting Learning Model Process

Learning Activity Process	Description
Preparation	- Author explained and repeat goal setting process to students. This step let students to set accurate and appropriate goal by themselves. - Author explained contents which students learnt included learning purposes each time for students' goal setting.
Goal Setting	Students recorded learning contents and estimable goal scores from quiz (as Bandura' elements) in the goal setting notebook.
Learning	This step was ordinary learning process; introduction, learning and conclusion.

Evaluation	When the class finished, students were test from ten items quiz. Author answers the questions and explained contents to students.
Feedback	Students analyzed and concluded goal setting result (achieve/ not achieve) included identified cause of the result. Finally, they must identified goal setting improvement's mean.

3. Methodological Approach

3.1 Experimental Process

The context was a Human Relations for teachers course. The author choose students from two classroom which had motivation pretest level not difference at .05 level of significance by purposive sampling. They were randomly assigned into two group ; experimental group and control group. Experimental group learnt with goal setting learning model process (preparation, goal setting, learning, evaluation and feedback). The intervention involved 8 training sessions, with each session lasting 2 hours and 30 minutes while control group learnt with ordinary learning process.

3.2 Research Instruments

The motivation inventory developed from McClelland [5], compose of six dimensions; self-responsibility, challenging, enthusiasm, planing, task management skill and feedback. Each dimension consists of 5 items which were 5 Likert scale. This inventory were used for pretest and posttest motivation level.

Goal Setting Notebook (Fig.1) were developed by author. It consists of 5 topics ; Today's contents, Knowledge from learning activity, Result of goal setting, Cause of successful and failure, and Goal setting development suggestion. All of these topics were answered by students with short essay answer.



Fig 1. Goal Setting Notebook

3.3 Data analysis

When complete the class experiment, students were test with the motivation inventory for posttest level. T-test was employed for data analysis.

4. Results and Discussion

The students' learning motivation scores were analyzed for evaluated the effective of "The Goal Setting Learning Model" to learning motivation.

According to the assumption, goal setting learning model influences to students' learning motivation. Students who learned with the goal setting learning model have learning motivation posttest level higher than pretest level at the .05 level of significance as table 1.



Table 1. Experimental group's Mean different test between pretest and posttest.

Session	Mean	S.D.	t	p
Pretest	3.38	0.29	8.00	.00
Posttest	3.90	0.28		

Furthermore, the author analyzed each learning motivation's dimension from the learning motivation inventory, result shown that every learning motivation's dimension posttest scores are higher than pretest scores, especially in **enthusiasm**. This dimension scores increased from pretest scores at .05 level of significance.

The interesting issue, enthusiasm, students have higher this motivation's dimension. Not only the result from learning motivation inventory analyzed, it is considered from students' learning behaviour also. Before experiment starts, students often choose easy task and complained when teacher assigned challenged task. However, after they learn with GSLM, They tend to choose and accepted more challenge assigned task.

GSLM encourages students to have more enthusiasm because when they start with **self-goal setting** that means they have self-direction and it drive them to achieve. In addition, **feedback** let the students known that they should improve themselves, so, it plays the key role to motivate students increase their attempt in learning.

GSLM's effectiveness was analyzed and compared posttest mean different between experimental group and controlled group. As expected, students who learn with GSLM have higher learning motivation than students than students who not learned with that way at the .05 level of significance as table 2.

Table 2. Mean different test between experimental group and control group. (Posttest)

Group	students	M	SD	t	p
Experimental Group	36	3.90	0.28	2.62	.01
Controlled Group	30	3.61	0.55		

This study found that GSLM affected to students' learning motivation and it had more effectiveness than ordinary learning process in case of motivation development.

5. Conclusion

In conclusion, motivation is the key factors for students' learning process. They should to be motivated and learn with the appropriate method which attempt their motivation. This work found that a number of students engaged in GSLM who enjoyed this learning approach to learn significant more. Moreover, research results conform to Bandura[1]'s idea that goal setting effected to people's motivation. As a result of motivation development, increasing of other learning factors such as self-responsibility, enthusiasm, self-development etc., could be observed. Hence, GSLM is one of the effective approach to improve students' motivation for helping students to prepare for life long learning and practice them to be the capable people in the 21st century.

References



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