

Goal Setting, self-management skills, and evaluating ability of Chinese higher vocational college students

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Abstract

This study explored the complex relationship among goal setting, self-management skills, and evaluating ability among Chinese higher vocational college students in the realm of e-learning. In an era marked by significant digital transformations in education, comprehending these factors is paramount for harnessing the full potential of e-learning environments. The research employed two research methods to investigate goal setting, self-management skills, and evaluating ability among Chinese higher vocational college students in e-learning contexts. A descriptive survey provided insights into population characteristics, behaviors, attitudes, and opinions. Concurrently, literature research explored contemporary findings, enriching scholarly discourse on the subject. In this study, proportional distribution of 630 questionnaires was conducted among students spanning three grades across three institutions. Subsequently, 544 valid questionnaires were collected and analyzed by SPSS software. The analysis revealed a predominantly female respondent group with fairly even distribution across various academic years and majors. Significant differences were observed in goal setting based on sex, except for mentor support, goal stress, and goal conflict. Differences were also noted in mentor support, goal stress, and goal conflict based on years of study, and across all variables of goal setting based on major. Regarding self-management skills, differences were evident in time management based on sex; self-regulated learning (goal-related) based on years of study; and self-regulated learning (goal-related), self-motivation, and self-discipline based on major. Evaluating ability showed significant differences based on sex and on self-cognitive, self-reflective, and self-adjusting ability based on major. Furthermore, a notable correlation emerged between higher vocational college students' goal setting, self-management skills, and evaluating ability. This implies that improved goal setting leads to enhanced self-management skills and evaluating ability. Based on these findings, a student development plan was proposed to aid teachers in bolstering goal setting, self-management skills, and evaluating ability among Chinese higher vocational college students.

Keywords: goal setting, self-management skills, evaluating ability, higher vocational college students, Chinese Education

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1. Introduction

E-learning has arisen as a powerful tool in the modernization of higher education in China. The researchers (Wei, et al., 2019; Jiang, 2022) have examined the implementation of e-learning in Chinese higher vocational colleges, emphasizing its potential to enhance learning experiences, accessibility, and student engagement. In the dynamic landscape of contemporary education, the proliferation of e-learning has revolutionized traditional teaching methodologies, presenting students in Chinese higher vocational colleges with unprecedented opportunities for self-directed learning (Yang, et al., 2023). Among the beneficiaries of this digital transformation, Chinese higher vocational college students find themselves at the forefront, leveraging e-learning platforms to augment their academic pursuits and acquire essential skills for success in the 21st century. This shift has also brought about new challenges for students, particularly in the areas of goal setting, self-management skills and evaluating ability. This dissertation delves into the intricate interplay between goal setting, self-management skills, and evaluating ability among Chinese higher vocational college students within the context of e-learning. As the world continues to embrace digital advancements in education, understanding these key aspects becomes crucial in maximizing the potential of e-learning environments and empowering students to thrive in their academic journey and beyond.

Goal setting is a cognitive and motivational process that refers to setting specific, measurable, achievable, relevant, and time-bound (SMART) objectives, which individuals or organizations try their best to achieve (Ogbeiw, 2021). It is a fundamental component of human behavior, found in various fields such as psychology, management, education, sports, and personal development (Locke, et al., 2019). Goal setting is also an essential aspect of motivation and self-regulation in the educational context (Hunsu, et al., 2021). Numerous studies have highlighted the importance of SMART goals for academic success. In the higher education context, goal setting has been linked to improved learning outcomes, increased academic persistence, and enhanced self-efficacy (Honicke, et al., 2020). Within the e-learning realm, students confront the unparalleled opportunity to define and pursue personalized learning objectives, setting the stage for a proactive approach to knowledge acquisition (Gligorea, et al., 2023).

The e-learning environment presents unique factors that can influence goal setting behavior among students. Studies have explored the impact of e-learning tools and platforms on goal specificity and adaptability (Barrot, et al., 2021; Besser, et al., 2022). Research has also examined the role of social support and instructor feedback in shaping students' goal orientation and commitment in e-learning (Abbas, et al., 2019; Lin, et al., 2022). While e-learning offers flexibility and convenience, it also presents certain challenges to goal setting among students. Studies have investigated issues related to time management, distractions, and self-regulation in the e-learning context (He, et al., 2019; Eggers, et al., 2021). Moreover, research has addressed potential barriers to goal attainment, such as lack of access to technology, digital literacy, and motivation (Gottschalk, et al., 2023). Examining how e-learning influences goal formulation, commitment, and achievement orientation among Chinese higher vocational college students unveils valuable insights into their academic aspirations and the factors that foster or hinder goal attainment. Identifying and understanding these challenges will help educators and policymakers develop targeted interventions to support Chinese higher vocational college students in achieving their academic goals through e-learning. Furthermore, the e-learning landscape demands a heightened level of self-management skills from students (Khalid, et al., 2020). In an e-learning context, where students have greater autonomy and flexibility in their learning schedules, self-management skills become even more critical (Podlesny, 2023).

Self-management skills, also known as self-regulation or self-control, refer to the capability to control one's

thoughts, emotions, and behaviors in a way which facilitates individual and career growth. These skills are crucial for achieving goals, maintaining focus, and effectively handling challenges and stress. Self-management involves setting priorities, organizing tasks, managing time, and demonstrating discipline and resilience. Developing self-management skills can lead to increased productivity, resilience, and overall well-being (Stan, 2021). Self-management skills are essential for success in higher education, enabling students to regulate their learning, time, and behaviors effectively (Muluk, et al., 2021). Previous studies have highlighted the importance of self-regulation, time management, and study strategies in academic achievement. Research within the higher education context has examined the relationship between self-management skills and students' academic performance (Suamuang, et al., 2021; Fokkens-Bruinsma, et al., 2021; Brady, et al., 2022).

The digital nature of e-learning presents unique factors that can influence the development of self-management skills among students. Studies have explored the impact of e-learning tools and platforms on students' time management, task prioritization, and study routines (Aziz, et al., 2019). Additionally, research has examined the role of technology use in students' ability to self-manage their learning (Combes, 2021). While e-learning offers numerous advantages, it also presents challenges that may impact students' self-management abilities. Studies have explored issues related to self-regulation, procrastination, and digital distractions in the e-learning environment (Lin, et al., 2021; Cheng, et al., 2021; Flanigan, et al., 2022). Moreover, research has addressed potential barriers to effective self-management, such as lack of digital literacy and time management skills (Al-Nuwaiser, 2020; Choudhary, et al., 2022). With the freedom to customize their learning experiences, students must learn to regulate their time effectively, develop study routines, and remain disciplined and focused amidst the distractions that the digital environment can bring. Understanding the development of self-management skills in the context of e-learning is pivotal in equipping students with the tools necessary to navigate the digital realm while maintaining academic excellence. Exploring the development and application of self-management skills in the e-learning environment will contribute to the design of effective e-learning strategies that foster self-management skills in Chinese higher vocational college students.

In parallel, the ability to self-evaluate is crucial in facilitating continuous growth and improvement (Hernon et al., 2023). Scholars have defined the self-evaluating ability of different groups from different perspectives, some focusing on the function of self-evaluation ability, some focusing on the formation process of self-evaluation ability, and some focusing on the cultivation of self-evaluation ability to change the subject thought and behavior, that is, the cultivation of self-evaluation ability. From the perspective of pedagogy, it mainly studies how self-evaluation ability promotes subject learning, and believes that self-evaluation ability is the ability of students to reflect on and adjust their learning situation in the learning process (Williams, et al., 2019). Self-evaluation is a critical meta-cognitive process that allows students to monitor and reflect on their learning progress, performance, and strategies (Mohseni, et al., 2020).

Prior researches (Younas, et al., 2020; Silva, 2021; Huang, et al., 2021) emphasize the importance of self-evaluating ability in fostering self-awareness, self-regulation, and adaptive learning behavior. Studies within the higher education context have examined the relationship between self-evaluating ability and academic achievement (Abdelrahman, 2020; Sujana, et al., 2021). The digital nature of e-learning presents unique factors that can influence students' self-evaluating ability. Research has investigated the impact of e-learning tools and platforms on students' meta-cognitive processes and self-reflection (Appiah, et al., 2019). Additionally, studies have explored the role of feedback, self-assessment, and reflective practices in promoting effective self-evaluation (Cropley, et al., 2020; Glaubman, et al., 2021; Mitchell, et al., 2021).

While e-learning offers opportunities for self-evaluation, it also presents challenges that may impact students' meta-cognitive processes. Studies have explored issues related to self-assessment accuracy, lack of feedback, and reliance on external cues in e-learning (Pattni, et al., 2020; Seo, et al., 2021; Abdu Saeed Mohammed, et al., 2022). Moreover, research has addressed potential barriers to effective self-evaluating ability, such as lack of meta-cognitive awareness and limited opportunities for reflection (Ceesay, 2021; Yousef, et al., 2023).

Self-evaluation ability enables students to assess their strengths and weaknesses, identify areas for improvement, and adjust their learning strategies accordingly. E-learning provides students with ample opportunities for self-reflection, self-assessment, and adaptive learning. Investigating how Chinese higher vocational college students engage in self-evaluation within the e-learning setting unravels the degree of meta-cognitive awareness they possess and the potential impact on their overall academic performance. By exploring the dimensions of goal setting, self-management, and self-evaluating ability in the context of e-learning, this research contributes valuable knowledge to educational research, pedagogy, and support systems. Identifying the barriers and challenges that students may encounter in this digital learning landscape will allow educators and policymakers to design targeted interventions and cultivate a conducive environment that fosters student success. Ultimately, the research aims to contribute to the development of student-centered approaches that foster academic excellence, self-directed learning, and personal growth in the context of higher vocational education in China's digital age.

In conclusion, this dissertation seeks to illuminate the role of goal setting, self-management skills, and evaluating ability of Chinese higher vocational college students in the e-learning era. As the higher education landscape continues to evolve, it is imperative to understand and harness the potential of e-learning platforms to nurture a new generation of empowered learners equipped with the competencies essential for their personal and professional growth.

Objectives of the Study - This study aimed to determine the relationship between goal setting, self-management skills, and evaluating ability among Chinese higher vocational college students in the context of e-learning. Specifically, it determined goal setting along with supervisor/mentor support, goal stress, goal efficacy, goal rationale, use of goal setting in performance appraisal, tangible rewards, goal conflict, organization facilitation of goal achievement, and goal clarity; identified the self-management skills focusing on self-regulated learning (goals related), self-motivation, self-monitoring, time management, and self-discipline independently; lastly assessed the evaluating ability in terms of self-evaluating awareness, self-evaluating emotion, self-evaluating knowledge and skills, self-cognitive ability, self-reflective ability, and self-adjusting ability; tested the significant relationship among the three variables; and finally, propose a student development plan for Chinese higher vocational college students in the context of e-learning.

2. Methods

Research Design - The researcher of this study adopted two research methods to gain a comprehensive understanding of goal setting, self-management skills, and evaluating ability among Chinese higher vocational college students in the context of e-learning. The descriptive survey served as the primary tool for acquiring insights into the characteristics, behaviors, attitudes, opinions, and other attributes present within a subset of the population. Its primary objective lies in illuminating the current state or circumstances surrounding a specific phenomenon or demographic group. In the context of online learning, three distinct questionnaires were developed to assess college students' goal setting, self-management skills, and evaluating ability. These targeted questionnaires were strategically deployed to glean pertinent insights. Descriptive surveys conventionally entail the systematic collection of data through various instruments such as questionnaires, interviews, or other survey methodologies. These instruments are meticulously crafted to elicit information pertaining to predefined variables of interest in a structured manner. Depending on the research objectives and the inherent nature of the variables under scrutiny, the gathered data can manifest in either quantitative (numerical) or qualitative (non-numerical) (Afrinaldi, et al., 2020).

Participants of the study - This study included Chinese higher vocational college students actively involved in e-learning. To ensure a diverse representation, participants were selected from various vocational disciplines, academic years, and levels of e-learning familiarity. Employing a purposive sampling method, participants were chosen to reflect different demographic factors. Specifically, 630 students across three grades from Jiangmen Polytechnic, Guangdong Vocational College of Post and Telecom, and Guangdong Nanfang Institute of Technology

participated in the study. Questionnaires, totaling 630, were distributed proportionally to each institution's student population. After eliminating incomplete or incorrect responses, 544 valid questionnaires were retrieved, achieving an 88% recovery rate. Selection criteria for participants included full-time enrollment, enrollment in grades 1 to 3, and previous e-learning experience. Sample size determination, as per the method proposed by Charan et al. (2021), suggests a sample size approximately 5 to 10 times the number of questions, equating to 450 to 900 participants. Considering potential missing or erroneous responses, 630 questionnaires were distributed. Consequently, the final sample size for the study was determined to be 554 participants.

Data Gathering Instrument - Basic information from the participants were obtained which mainly included some demographic variables of participants such as sex, years of study and major. Also, the researcher used the following measures to determine the participants' goal setting, self-management skills and evaluating ability. Part II the questionnaire of college students' goal setting is a Standardized Adapted questionnaire from An Empirical Analysis of a Goal Setting Questionnaire by Lee et al. (1991). The questionnaire consists of nine dimensions and thirty-five items in total. It determined goal setting along with mentor support/participation, goal stress, goal efficacy, goal rationale, use of goal setting in performance appraisal, tangible rewards, goal conflict, organization facilitation of goal achievement, and goal clarity. Part III a Standardized Adapted questionnaire from Bylieva et al. (2021) was selected as the research tool. The questionnaire includes five dimensions and twenty-five items in total. It identified the following dimensions as self-regulated learning (goals related), self-motivation, self-monitoring, time management, and self-discipline. Part IV the College Students' Self-Evaluation Ability questionnaire compiled by Tan (2022) was used as a measuring tool. The questionnaire embraces six dimensions and thirty items in total, which assessed the respondents as to self-evaluating awareness, self-evaluating emotion, self-evaluating knowledge and skills, self-cognitive ability, self-reflective ability, and self-adjusting ability. Based on the pilot test that was conducted, the questionnaire obtained good reliability and validity scored. Thirty students in Chinese higher vocational colleges were selected for pre-investigation, and the reliability and validity of the questionnaire were analyzed. Among them, the Time Management and the Self-Discipline in the self-management skills scale are 0.605 and 0.447 respectively, and the scores after being revised are 0.937 and 0.951, which meet the requirements.

Data Gathering Procedure - The research primarily utilized WeChat, employing a Chinese application called Questionnaire Star for data collection. The data gathering procedures unfolded as follows: Initially, the questionnaire underwent scrutiny by the advisor to ensure its integrity. Subsequently, a pilot test was conducted involving thirty selected participants from Chinese higher vocational colleges to assess the questionnaire's reliability. Adjustments were made to two problematic items, and the questionnaire was retested until all items met the requisite standards. Following confirmation of the questionnaire's accuracy and functionality on Questionnaire Star, the research reached out to the respective school authorities via telephone to explain the questionnaire's purpose comprehensively and obtain consent and support. Additionally, the researcher briefed the president on the investigation's purpose, content, and methodology, soliciting their assistance. The questionnaire was then disseminated to each class teacher via WeChat, who subsequently distributed it among their students for completion. The collected results were exported using the result export feature of Questionnaire Star. Subsequently, the exported data underwent tabulation and thorough scrutiny to ensure accuracy.

Statistical Treatment of Data - The data gathered was tabulated and analyzed according to the following statistical method or tools. First, weighted mean, standard deviation and percentage were utilized to determine the students' goal setting, self-management skills and evaluating ability. Pearson Correlation Coefficient was used to show the relationships among the three variables. Moreover, all data were treated using a statistical software known as SPSS version 28 to further interpret the result of the study using an alpha level of 0.05.

Ethical Considerations - Before conducting the survey, the researcher explained clearly the purpose of this study to the participants. All Chinese higher vocational college students took part in the survey of this research voluntarily. For purposes of presentation of the data for statistical analysis, codes or numbers were assigned in the tabulation of data gathered from the questionnaire. Most important of all, participants were also guaranteed that

the collected data will be used for scientific research only, and the confidentiality of the research data with respect to anonymity of the participants in this study was ensured in keeping the identities of students, the cooperating teachers and the schools unidentified.

3. Results and discussion

Table 1

Summary Table on Goal Setting

Indicators	Weighted Mean	Verbal Interpretation	Rank
Mentor Support/Participation	3.48	Agree	1
Goal Stress	2.79	Agree	8
Goal Efficacy	3.31	Agree	2
Goal Rationale	3.18	Agree	5
Use of Goal Setting in Performance Appraisal	3.22	Agree	3.5
Tangible Rewards	3.22	Agree	3.5
Goal Conflict	2.53	Agree	9
Organization Facilitation of Goal Achievement	3.17	Agree	6
Goal Clarity	3.14	Agree	7
Composite Mean	3.12	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Table 1 the summary table provides an overview of various aspects related to goal setting along with weighted means of 3.12 and showing agree, which reflects a general agreement among participants regarding the effectiveness and importance of goal setting in their e-learning context. Mentor Support/Participation (3.48) is the highest while Goal Conflict (2.53) is the lowest.

Mentor Support/Participation with weighted mean of 3.48 and rating agree receives the highest rank, indicating strong agreement among participants regarding the importance and effectiveness of mentor involvement in goal setting and achievement. A supportive mentor fosters motivation, provides guidance, and enhances students' confidence in their abilities. Dirks (2021) suggested that mentoring serves as an effective strategy to maintain a competent staff capable of addressing the growing demands. The advantages of mentoring include the retention of new staff, the development of an experienced workforce, and the establishment of succession plans for advanced roles. Beyond sharing expertise, mentors also facilitate opportunity identification, stimulate reflection, and embody a role model for their mentees. Additionally, mentors offer psycho-social and emotional support to mentees navigating stress and conflict. Mentoring can take place informally or through structured programs. Formal mentoring initiatives significantly augment opportunities for individual mentee growth and foster sustained professional engagement. Ultimately, mentoring yields benefits for both the participants and their respective organizations.

Goal Efficacy obtains weighted mean of 3.31, showing agree and ranking 2nd. Goal efficacy ranks high, indicating that participants perceive goal setting as effective in enhancing their study experience and performance, which also reflects students' confidence in their ability to attain their e-learning objectives. Higher levels of goal efficacy are associated with increased motivation, persistence, and ultimately, goal achievement. Goal efficacy pertains to individuals' belief in their capacity to achieve their objectives. It represents a measure of self-assurance and self-efficacy directly associated with goal accomplishment (Huang, 2016). Within the goal-setting process, goal efficacy holds significant importance. Individuals exhibiting high levels of goal efficacy are prone to establishing challenging yet reachable goals that resonate with their aspirations and capabilities. Moreover, they are inclined to define specific, measurable, and time-bound objectives to direct their actions and endeavors (Sides, et. al., 2020). To bolster goal efficacy, it's beneficial to employ strategies such as providing positive feedback, setting incremental goals, offering social support, and assisting individuals in developing coping mechanisms to tackle setbacks and challenges (Farley, 2020). By nurturing a supportive atmosphere and cultivating confidence in individuals' abilities, goal efficacy can be fortified, ultimately resulting in heightened goal achievement and personal development.

Use of Goal Setting in Performance Appraisal gets weighted mean of 3.22, showing agree and ranking 3.5. The use of goal setting in performance appraisal receives a positive score, indicating that participants see value in incorporating goal-setting practices into performance evaluation processes, which promotes accountability and provides valuable feedback to students. It aligns individual efforts with organizational objectives and fosters continuous improvement. The research conducted by Dangol (2021) indicated that the performance appraisal system contributes to enhancing job performance in the workplace. Regular performance assessments serve as a catalyst for employee motivation. Quantified performance standards, assessed against individual evaluations, play a crucial role in motivating employees. Performance appraisal ratings can be viewed as a technique that positively influences work performance and employee motivation. Moreover, employees are likely to feel motivated if the appraisal process aligns with accurate and up-to-date job descriptions. Additionally, performance appraisals identify areas for improvement, thereby enhancing employee productivity and motivation.

Tangible Rewards ranks 3.5 alongside Use of Goal Setting in Performance Appraisal with weighted mean of 3.22 and showing agree. Participants agree on the significance of tangible rewards in goal setting, recognizing them as motivating factors in achieving goals. Tangible rewards such as recognition and grades serve as incentives for goal attainment. Tangible rewards refer to non-cash incentives with monetary value, such as gift cards, merchandise, and travel (Condly et al., 2003). Within the practitioner literature on compensation, tangible rewards are commonly endorsed (Ford, et. al.,2006). The overall impact of tangible rewards on performance is contingent upon the interplay of various factors. Presslee et al. (2013) discovered that employees eligible for tangible rewards demonstrated greater commitment to achieving their self-selected goals. Consequently, average performance improved among those receiving cash rewards, primarily due to the significant positive effects on employee goal selection.

Goal Rationale has weighted mean of 3.18, showing agree and ranking 5th. Participants generally agree on the rationale behind their goals, although it ranks slightly lower compared to other aspects. Understanding the rationale behind e-learning goals enhances students' commitment and engagement. When students comprehend the purpose and significance of their goals, they are more likely to remain focused and motivated. Li, et. al.,(2004) conducted research to explore the interactive effect of participation in goal setting and goal rationales on goal commitment. Their findings from a laboratory study showed that goal rationales were particularly crucial in enhancing goal commitment when goals were assigned rather than set participatively. Organization Facilitation of Goal Achievement obtains weighted mean of 3.17, showing agree and ranking 6th. Participants agree that the organization plays a role in facilitating goal achievement, though it ranks lower compared to other factors. Organizational support, including clear policies and sufficient resources, plays a vital role in facilitating students' goal achievement. A supportive learning environment enhances students' motivation and engagement. Habib et al. (2021) believed that students require adequate resources, including educational materials, technology, facilities, and support services, to effectively pursue their academic objectives. Resources like libraries, laboratories, computer facilities, and tutoring services provide students with the tools and assistance necessary for success. Moreover, sufficient resources help mitigate barriers to learning, such as financial constraints or limited access to essential materials, thereby improving students' capacity to achieve their goals.

Goal Clarity gets weighted Mean of 3.14, showing agree and rank 7th. While participants generally agree on goal clarity, it ranks lower compared to other aspects, suggesting that there may be room for improvement in this area. Clear and specific goals are essential for guiding students' actions and decision-making processes. Goal clarity minimizes ambiguity and enhances students' understanding of expectations. Several factors may contribute to students assigning relatively little importance to goal clarity. One reason could be that students may not fully grasp the significance of goal clarity or lack knowledge on how to establish clear and attainable goals for themselves (Jivet, et. al.,2020). Additionally, in today's digital era, students encounter numerous distractions and competing priorities, which can impede their focus on goal clarity. Social media, extracurricular activities, and personal commitments may divert their attention away from academic goals (Lang, 2020).

Goal Stress has weighted mean of 2.79, showing agree and ranking 8th. While participants generally agree,

goal stress ranks lower, suggesting that while stress may be present, it's not as prominent compared to other aspects of goal setting. While goal setting is beneficial, excessive stress associated with goals can be detrimental to students' well-being and academic performance. Managing goal-related stress is essential to maintain optimal levels of motivation and productivity. Benita et al. (2021) suggested that pursuing goals may entail facing setbacks that can trigger negative emotions, necessitating individuals to regulate those emotions. In today's context, stress has become an inherent aspect of life due to various stressors. Yasmin et al. (2020) highlighted that stress management among students can be unpredictable. While a certain degree of stress is inevitable and beneficial for studying, as it encourages students to work harder, stay focused, and return to their studies, excessive stress can impede effective studying (Gale et al., 2018). Therefore, it is crucial to differentiate between stress that facilitates studying and stress that hinders students from studying effectively.

Goal Conflict with weighted mean of 2.53 and showing agree ranks the lowest, suggesting that while it may exist, it's not as prevalent compared to other aspects of goal setting. Goal conflict arises when students face conflicting demands or unclear priorities in pursuit of their e-learning goals. Addressing goal conflict is essential to maintain focus and enhance productivity. A growing body of research suggest that individuals struggle with exercising self-control over media usage, including mobile messaging. More specifically, individuals often find that their use of messaging apps conflicts with primary goals, such as work tasks, leading to negative self-conscious emotions like guilt (Halfmann et al., 2023). However, goal conflict ranks lowest among students in the present study, indicating their ability to set clear, manageable, and meaningful e-learning objectives. This helps mitigate feelings of overload, confusion, and performance constraints. Moreover, students develop effective time management techniques to balance their e-learning goals with other life commitments.

Table 2

Summary Table on Self-Management Skills

Indicators	Weighted Mean	Verbal Interpretation	Rank
Self-Regulated Learning (Goals Related)	3.02	Consistently Demonstrate	2
Self-Motivation	2.97	Consistently Demonstrate	5
Self-Monitoring	2.98	Consistently Demonstrate	3.5
Time Management	3.07	Consistently Demonstrate	1
Self-Discipline	2.98	Consistently Demonstrate	3.5
Composite Mean	3.00	Consistently Demonstrate	

Legend: 3.50 – 4.00 = Exemplary; 2.50 – 3.49 = Consistently Demonstrate; 1.50 – 2.49 = Sometimes Demonstrate; 1.00 - 1.49 = Rarely Demonstrate

Table 2 presents the summary table on self-management skills across various dimensions, including self-regulated learning, self-motivation, self-monitoring, time management, and self-discipline in the context of online learning. The composite mean of these 5 items is 3.00, showing an overall consistent demonstration of self-management skills among respondents. While Time Management (3.07) stands out as the highest-ranked dimension, Self-Motivation (2.98) appears to be a potential area for enhancement compared to other dimensions.

Time Management ranks the highest with weighted mean of 3.07. The respondents consistently exhibit strong time management skills concerning online learning, as evidenced by following prioritizing tasks, and adhering to schedules, which is crucial for successful online learning experiences. Effective time management correlates with improved academic performance and reduced levels of anxiety among students (Adams, et. al., 2019). Numerous studies have highlighted the positive effects of time management. According to Krause, et. al., (2008), possessing effective time management skills lays the groundwork for students to cultivate good study habits and strategies for success. Time management enables individuals to organize and oversee their activities (Claessens et al., 2004), while Wang et al. (2011) emphasized its importance beyond the university setting, where the ability to manage free time significantly enhances an individual's quality of life.

Self-Regulated Learning (Goals Related) obtains weighted mean of 3.02 and ranks 2nd. Respondents consistently demonstrate effective self-regulated learning practices related to setting and achieving goals in their online learning endeavors. This includes setting appropriate goals, considering deadlines, adjusting study routines,

and allocating effort to areas needing improvement, reflecting proactive learning strategies. Self-Monitoring gets weighted mean of 2.98 and ranks 3.5th. Respondents consistently demonstrate self-monitoring behaviors, including making study plans, utilizing online learning aids, adjusting plans as needed, and maintaining focus during online learning sessions. Self-Discipline ranks 3.5th alongside the previous item with weighted mean of 2.98. Individuals consistently demonstrate self-discipline in online learning, including the ability to avoid distractions, maintain focus, manage time effectively, and adhere to study plans. Self-Motivation ranks the lowest with weighted mean of 2.97. While respondents consistently exhibit self-motivation in their online learning activities, showing attraction, excitement, and curiosity towards learning on the internet. However, the level of motivation ranks slightly lower compared to other self-management dimensions.

Learners exhibit greater motivation when employing various learning strategies (Fang et al., 2017). The motivation of students plays a pivotal role in their active engagement in school (Shih, et. al., 2001). Selecting effective methods to enhance self-motivation is crucial for goal attainment (Schroeder, et. al., 2015). High-achieving students tend to be more motivated and satisfied (Aloysius, 2012). Notably, students' intrinsic drive to excel in class stems from their happiness, interest, and inspiration (Panisoara, et. al., 2015). Different forms of self-motivation correlate with varying levels of effort and achievement. Conversely, across various studies, females demonstrate higher levels of motivation than males concerning academic achievement (Sikhwari, 2014). Teachers bear the responsibility of providing materials that enable students to gauge their self-motivation toward specific tasks (Roshandel et al., 2018). Lack of preparedness for the future can diminish students' motivation (Zoabi, 2012). Nonetheless, both male and female students aspire to succeed, requiring dedication and perseverance in pursuing their aspirations (Ojewola, et. al., 2018). Student motivation to acquire new knowledge is seen as flexible rather than fixed (Anjomshoa, et. al., 2015).

Table 3

Summary Table on Evaluating Ability

Indicators	Weighted Mean	Verbal Interpretation	Rank
Self-Evaluating Assessment	3.20	Consistent	1
Self-Evaluating Emotion	3.16	Consistent	2.5
Self-Evaluating Knowledge and Skills	3.16	Consistent	2.5
Self-Cognitive Ability	3.14	Consistent	5.5
Self-Reflective Ability	3.15	Consistent	4
Self-Adjusting Ability	3.14	Consistent	5.5
Composite Mean	3.16	Consistent	

Legend: 3.50 – 4.00 = Completely Consistent; 2.50 – 3.49 = Consistent; 1.50 – 2.49 = Inconsistent; 1.00 - 1.49 = Completely Inconsistent

Table 3 presents the summary table on evaluating ability, including self-evaluating assessment, emotion, knowledge and skills, cognitive ability, reflective ability, and adjusting ability within the context of e-learning. The composite mean score of 3.16 underscores the overall consistency in respondents' self-evaluative abilities across all indicators. While they exhibit highest ranking in self-evaluating assessment (3.20), there are opportunities for further development in Self-Cognitive Ability (3.14) and Self-Adjusting Ability (3.14) compared to other dimensions.

Self-Evaluating Assessment emerges as the highest-ranking indicator with a weighted mean of 3.20, indicating a strong ability among respondents to assess their own performance, strengths, and weaknesses accurately, reflecting a high level of self-awareness and evaluation skills. Lane, et al. (2004) conducted research to assess the impact of a videotaping program on the interviewing and self-assessment skills of third-year medical students. The study revealed that the implementation of the videotaping program resulted in enhancements in students' interviewing and self-assessment abilities. Moreover, it helped identify students who held inflated perceptions of their skills. Papanthymou, et al. (2018) conducted a review of 34 empirical studies conducted internationally and in Greece. They found that tertiary students can accurately self-assess their abilities, with accuracy influenced by factors such as confidence levels, prior academic performance, learning styles, support from professors, training, interactive dialogues, and dynamic assessment methods.

Self-Evaluating Emotion ranks 2.5th with weighted mean of 3.16 and showing consistent. Participants exhibit the capacity to understand and manage their emotions within the e-learning context, contributing to overall emotional well-being and learning outcomes. Donisi et al. (2022) delineated the Emoty-Com training and its influence on medical students' perceptions of doctors' emotions. Their research revealed a significant correlation between students' performance scores and their attitudes toward doctors' emotions during clinical encounters. Puraivan et al. (2021) proposed a framework for developing an emotion-based decision support tool tailored for undergraduate students commencing their academic year virtually amid the Covid-19 pandemic. Their findings highlighted strong alignment between measurement instruments and demonstrated a robust ability to classify emotions effectively. Li et al. (2020) explored the impact of emotional design on learners' performance and emotions. Their study concluded that while emotional design had no discernible effect on student emotion, it did significantly impact student learning performance.

Self-Evaluating Knowledge and Skills ranks 2.5th alongside the item of self-evaluating emotion with a weighted mean of 3.16 and showing consistent. Respondents display proficiency in assessing their knowledge and skills, enabling them to identify areas of strength and areas needing improvement in their e-learning endeavors. Hawe et al. (2021) presented a comprehensive examination of student engagement with rubrics and exemplars, shedding light on how students utilized evaluative and productive knowledge and skills in their ongoing projects. The study's findings revealed that the utilization of these tools not only facilitated the enhancement of students' evaluative and productive abilities but also served as catalysts for fostering task-related self-monitoring and self-regulation.

Self-Reflective Ability obtains weighted mean of 3.15, showing consistent and ranking 4th. Participants engage in reflective practices to evaluate their learning experiences and identify areas for growth, contributing to ongoing self-improvement and development. Shek et al. (2021) demonstrated that student-teachers, whether in VAT or non-VAT classes, exhibited significantly improved scores for communication competence and reflective thinking during the second role-play practice. Meanwhile, Balbay (2020) conducted a study investigating the impact of self-reflective journal writing on university students' self-regulation strategies within the context of an academic presentation and speaking course. Results revealed that the majority of students derived benefits from the task, facilitating reflection on their individual presentation skills at a micro-level.

Self-Cognitive Ability ranks the lowest with weighted mean of 3.14 and showing consistent. Participants demonstrate moderate cognitive abilities related to memory, comprehension, and critical thinking within the e-learning environment, suggesting opportunities for further development. Canada, et al. (2022) conducted a study utilizing four distinct laboratory-based tasks to analyze alterations in episodic memory capacity among typically developing children aged 4 to 8 years. Their findings indicate that employing multiple tests of episodic memory can effectively signify a consistent latent construct of episodic memory capability during this developmental stage. Moreover, the study suggests a consistent enhancement in episodic memory ability among children aged 4 to 8 years. This underscores the notion that the construct of episodic memory exhibits a comparable growth trajectory throughout early to mid-childhood. The study conducted by Zantho, et al. (2019) proposed recommendations to enhance students' self-cognitive abilities by employing the ASSURE learning design, aiming to bolster problem-solving skills and self-determination among junior high school students. Similarly, Jatisunda, et al. (2020) suggested that discovery learning with scaffolding can foster mathematical creative thinking abilities and self-efficacy. Additionally, Peranginangin, et al. (2019) discovered that learning materials utilizing Problem-Based Learning with Karo Culture Context (PBL-KCC) can enhance students' problem-solving skills and self-efficacy. These research findings offer valuable insights into augmenting students' self-cognitive abilities.

Self-Adjusting Ability ranks the lowest alongside the item of self-cognitive ability with weighted mean of 3.14 and showing consistent. Participants demonstrate the ability to adapt to changing circumstances and optimize their learning strategies, although there may be room for improvement in certain aspects of self-adjustment. Pawlak et al. (2020) conducted a study showcasing that self-directed learning evolves through the interaction of environmental/situational influences and personal factors. The research also identified factors linked to self-

directed learning proficiency among undergraduate nursing students. The findings underscore that self-directed learning emerges from the interplay between environmental circumstances and personal attributes. Jammulamadaka (2021) underscored the necessity for firms to cultivate routines conducive to learning and cognitive adaptation. Meanwhile, Bubou et al. (2022) delved into the predictive role of individual innovativeness and e-learning self-efficacy in determining e-learning readiness. Their findings unveil a robust positive correlation between individual innovativeness and e-learning readiness, along with a notable link between e-learning self-efficacy and preparedness for e-learning. The research suggests that individuals with a natural inclination toward innovation are more likely to embrace technology and learning within technology-driven settings.

Table 4 represents the relationship between goal setting and self-management skills. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the goal setting, the better are the self-management skills.

The research conducted by Manzone et al. (2019) revealed that participants who oriented themselves towards setting process goals exhibited better retention of suturing skills compared to those focused on setting outcome goals. In a study by Liao et al. (2019), it was found that interventions based on goal-setting improved symptom control, quality of life, and self-efficacy in adult patients with asthma. Mozafarinia et al. (2023) discovered weak evidence regarding the effects of goal setting on health outcomes in chronic diseases. Hamnes et al. (2021) identified that participants utilized different self-management strategies following discharge from rehabilitation programs. Research indicates that specific and challenging goals tend to enhance performance more effectively than vague or easy goals. Goals influence performance by impacting effort, persistence, attention focus, and motivating strategy development. Goal setting can adhere to criteria like SMART (Specific, Measurable, Achievable, Relevant, Time-bound) criteria. Well-structured goal-setting programs implemented in K-12 schools have proven effective for behavior and emotional management interventions. Goal setting stands as a pivotal element in personal development and management literature (Mesmer-Magnus, et. al., 2007; Locke, et. al., 1985). The correlation between effective goal setting and enhanced self-management skills is a significant finding that underscores the importance of intentional planning and organization in personal and professional development. This relationship underscores a fundamental aspect of human behavior and cognition, offering insights into how individuals can utilize goal-setting techniques to enhance their capacity to regulate actions, emotions, and resources more effectively. Fundamentally, goal setting entails identifying precise objectives and delineating the steps required to attain them. It acts as a guide for individuals, offering direction, clarity, and purpose in their pursuits. Through setting clear and feasible goals, individuals construct a structure for prioritizing tasks, distributing resources, and tracking progress toward desired outcomes. A crucial element of effective goal setting involves setting SMART goals—goals that are Specific, Measurable, Achievable, Relevant, and Time-bound. This framework offers a systematic method for goal setting, ensuring that objectives are clear, feasible, and actionable. Adhering to the principles of SMART goal setting enables individuals to articulate their goals, establish criteria for success, and devise strategies for achieving them more effectively.

Table 4

Relationship Between Goal Setting and Self-Management Skills

Mentor Support/Participation	r-value	p-value	Interpretation
Self-Regulated Learning (Goals Related)	.428**	0.000	Highly Significant
Self-Motivation	.438**	0.000	Highly Significant
Self-Monitoring	.443**	0.000	Highly Significant
Time Management	.460**	0.000	Highly Significant
Self-Discipline	.439**	0.000	Highly Significant
Goal Stress			
Self-Regulated Learning (Goals Related)	.171**	0.000	Highly Significant
Self-Motivation	.163**	0.000	Highly Significant
Self-Monitoring	.130**	0.002	Significant
Time Management	.092*	0.032	Significant
Self-Discipline	0.062	0.149	Not Significant

Goal Efficacy			
Self-Regulated Learning (Goals Related)	.528**	0.000	Highly Significant
Self-Motivation	.555**	0.000	Highly Significant
Self-Monitoring	.528**	0.000	Highly Significant
Time Management	.537**	0.000	Highly Significant
Self-Discipline	.524**	0.000	Highly Significant
Goal Rationale			
Self-Regulated Learning (Goals Related)	.636**	0.000	Highly Significant
Self-Motivation	.598**	0.000	Highly Significant
Self-Monitoring	.605**	0.000	Highly Significant
Time Management	.623**	0.000	Highly Significant
Self-Discipline	.615**	0.000	Highly Significant
Use of Goal Setting in Performance Appraisal			
Self-Regulated Learning (Goals Related)	.635**	0.000	Highly Significant
Self-Motivation	.627**	0.000	Highly Significant
Self-Monitoring	.614**	0.000	Highly Significant
Time Management	.642**	0.000	Highly Significant
Self-Discipline	.629**	0.000	Highly Significant
Tangible Rewards			
Self-Regulated Learning (Goals Related)	.673**	0.000	Highly Significant
Self-Motivation	.660**	0.000	Highly Significant
Self-Monitoring	.621**	0.000	Highly Significant
Time Management	.637**	0.000	Highly Significant
Self-Discipline	.630**	0.000	Highly Significant
Goal Conflict			
Self-Regulated Learning (Goals Related)	.197**	0.000	Highly Significant
Self-Motivation	.197**	0.000	Highly Significant
Self-Monitoring	.148**	0.001	Highly Significant
Time Management	.137**	0.001	Highly Significant
Self-Discipline	.136**	0.001	Highly Significant
Organization Facilitation of Goal Achievement			
Self-Regulated Learning (Goals Related)	.645**	0.000	Highly Significant
Self-Motivation	.632**	0.000	Highly Significant
Self-Monitoring	.594**	0.000	Highly Significant
Time Management	.628**	0.000	Highly Significant
Self-Discipline	.599**	0.000	Highly Significant
Goal Clarity			
Self-Regulated Learning (Goals Related)	.744**	0.000	Highly Significant
Self-Motivation	.702**	0.000	Highly Significant
Self-Monitoring	.706**	0.000	Highly Significant
Time Management	.706**	0.000	Highly Significant
Self-Discipline	.711**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

The connection between goal setting and self-management skills reflects the natural alignment between these two concepts. Goal setting necessitates individuals to practice self-awareness, reflection, and planning—fundamental aspects of successful self-management. Through goal setting, individuals engage in self-assessment, recognizing areas needing improvement, and outlining their aspirations and priorities. This introspective process promotes self-regulation, enabling individuals to gain insight into their strengths, weaknesses, and areas for development. Furthermore, goal setting fosters accountability and self-discipline, which are fundamental aspects of successful self-management. When individuals set specific goals, they take ownership of their actions and results. This accountability inspires individuals to maintain focus, perseverance, and resilience when encountering obstacles and setbacks. By adhering to deadlines and milestones, individuals develop discipline and effective time management skills, enhancing their productivity and overall performance. Moreover, proficient goal setting nurtures a growth mindset, a pivotal mindset for nurturing self-management skills.

The relationship between goal setting and self-management skills is not straightforward; instead, it is multifaceted and reciprocal. As individuals improve their self-management abilities, they become more skilled at setting and pursuing significant goals. Conversely, as individuals hone their goal-setting methods, they enhance their ability for self-regulation, discipline, and resilience. Ultimately, the correlation between goal setting and self-management skills underscores the transformative power of intentional action and purposeful planning in shaping

individuals' personal and professional trajectories. By embracing goal setting as a catalyst for self-improvement and growth, individuals can unlock their full potential, achieve their aspirations, and thrive in the pursuit of excellence.

Table 5

Relationship Between Goal Setting and Evaluating Ability

Mentor Support/Participation	r-value	p-value	Interpretation
Self-Evaluating Assessment	.460**	0.000	Highly Significant
Self-Evaluating Emotion	.498**	0.000	Highly Significant
Self-Evaluating Knowledge and Skills	.487**	0.000	Highly Significant
Self-Cognitive Ability	.476**	0.000	Highly Significant
Self-Reflective Ability	.485**	0.000	Highly Significant
Self-Adjusting Ability	.463**	0.000	Highly Significant
Goal Stress			
Self-Evaluating Assessment	.113**	0.008	Significant
Self-Evaluating Emotion	.146**	0.001	Significant
Self-Evaluating Knowledge and Skills	.120**	0.005	Significant
Self-Cognitive Ability	.099*	0.021	Significant
Self-Reflective Ability	.117**	0.006	Significant
Self-Adjusting Ability	.122**	0.004	Significant
Goal Efficacy			
Self-Evaluating Assessment	.546**	0.000	Highly Significant
Self-Evaluating Emotion	.589**	0.000	Highly Significant
Self-Evaluating Knowledge and Skills	.558**	0.000	Highly Significant
Self-Cognitive Ability	.573**	0.000	Highly Significant
Self-Reflective Ability	.577**	0.000	Highly Significant
Self-Adjusting Ability	.576**	0.000	Highly Significant
Goal Rationale			
Self-Evaluating Assessment	.584**	0.000	Highly Significant
Self-Evaluating Emotion	.610**	0.000	Highly Significant
Self-Evaluating Knowledge and Skills	.632**	0.000	Highly Significant
Self-Cognitive Ability	.625**	0.000	Highly Significant
Self-Reflective Ability	.640**	0.000	Highly Significant
Self-Adjusting Ability	.635**	0.000	Highly Significant
Use of Goal Setting in Performance Appraisal			
Self-Evaluating Assessment	.618**	0.000	Highly Significant
Self-Evaluating Emotion	.642**	0.000	Highly Significant
Self-Evaluating Knowledge and Skills	.675**	0.000	Highly Significant
Self-Cognitive Ability	.658**	0.000	Highly Significant
Self-Reflective Ability	.662**	0.000	Highly Significant
Self-Adjusting Ability	.644**	0.000	Highly Significant
Tangible Rewards			
Self-Evaluating Assessment	.650**	0.000	Highly Significant
Self-Evaluating Emotion	.684**	0.000	Highly Significant
Self-Evaluating Knowledge and Skills	.682**	0.000	Highly Significant
Self-Cognitive Ability	.677**	0.000	Highly Significant
Self-Reflective Ability	.678**	0.000	Highly Significant
Self-Adjusting Ability	.674**	0.000	Highly Significant
Goal Conflict			
Self-Evaluating Assessment	.087*	0.042	Significant
Self-Evaluating Emotion	.141**	0.001	Significant
Self-Evaluating Knowledge and Skills	.097*	0.024	Significant
Self-Cognitive Ability	.106*	0.014	Significant
Self-Reflective Ability	.103*	0.016	Significant
Self-Adjusting Ability	.088*	0.039	Significant
Organization Facilitation of Goal Achievement			
Self-Evaluating Assessment	.584**	0.000	Highly Significant
Self-Evaluating Emotion	.621**	0.000	Highly Significant
Self-Evaluating Knowledge and Skills	.640**	0.000	Highly Significant
Self-Cognitive Ability	.628**	0.000	Highly Significant
Self-Reflective Ability	.642**	0.000	Highly Significant
Self-Adjusting Ability	.623**	0.000	Highly Significant

Goal Clarity			
Self-Evaluating Assessment	.630**	0.000	Highly Significant
Self-Evaluating Emotion	.705**	0.000	Highly Significant
Self-Evaluating Knowledge and Skills	.716**	0.000	Highly Significant
Self-Cognitive Ability	.723**	0.000	Highly Significant
Self-Reflective Ability	.735**	0.000	Highly Significant
Self-Adjusting Ability	.698**	0.000	Highly Significant

Legend: Significant at p-value < 0.01

Table 5 presents the relationship between goal setting and evaluating ability. The computed r-values indicates a strong direct correlation and the resulted p-values were less than the alpha level. This means that there was significant relationship exists and implies that the better is the goal setting, the better is the evaluating ability.

Research led by Edwin A. Locke and colleagues has demonstrated that specific and challenging goals lead to greater performance improvements compared to easy or general goals. Effective goals should be specific, time-bound, and challenging. Ambiguous goals consume valuable attention resources, while overly short time constraints make goals excessively difficult. Ideal goals are set at the 90th percentile of performance, assuming that motivation, rather than ability, limits achievement at that level. When individuals accept the goal, possess the ability to attain it, and face no conflicting goals, there is a positive linear relationship between goal difficulty and task performance (Nielsen et al., 2021; Chu et al., 2019). As per Brown, et. al., study (2000), employees who established specific and challenging goals demonstrated notably higher performance compared to those striving to do their best or those combining goal setting with self-instruction. Additionally, self-efficacy showed a positive correlation with subsequent performance. Peers proved to offer better insights for evaluating the impact of an intervention than self-assessment or managerial assessment. Locke and colleagues' theory suggests that the most straightforward and direct motivational rationale for varying individual performances is attributed to differences in their performance goals.

The correlation between proficient goal setting and improved evaluation capability highlights a fundamental facet of human cognition and conduct, illuminating the interplay between purposefulness, assessment, and achievement. This correlation underscores the crucial function of goal setting in nurturing a methodical framework for appraising progress, results, and efficiency across diverse spheres of life, encompassing personal growth, education, and professional pursuits.

Successful goal setting entails articulating precise objectives, defining criteria for success, and outlining the necessary steps to reach desired outcomes. It serves as a guiding framework, offering individuals direction, clarity, and purpose in their endeavors. Through the establishment of clear and attainable goals, individuals create a structure for assessing their advancement, pinpointing areas for enhancement, and fine-tuning their approaches to achieve their objectives. An essential element of successful goal setting is the formulation of SMART goals—goals that are Specific, Measurable, Achievable, Relevant, and Time-bound. This framework offers a structured method for goal setting, ensuring that objectives are precise, attainable, and actionable. By adhering to the principles of SMART goal setting, individuals establish a basis for thorough evaluation, as goals are delineated in measurable terms and associated with distinct outcomes. The connection between goal setting and evaluating ability stems from the natural alignment between these two concepts. Goal setting requires individuals to undertake self-assessment, reflection, and planning, all crucial elements of effective evaluation. Through setting goals, individuals articulate their intentions, aspirations, and expectations, providing a foundation for assessing progress and performance accurately.

Efficient goal setting encourages a proactive stance towards evaluation, wherein individuals set benchmarks, milestones, and metrics to gauge their progress. By delineating clear success criteria, individuals establish objective standards for evaluating their performance, facilitating an assessment of their effectiveness and areas for enhancement. This structured evaluation approach cultivates accountability, as individuals take responsibility for their progress and outcomes, adhering to predefined standards and expectations. Moreover, proficient goal setting nurtures a mindset centered on continuous improvement—a fundamental attitude for augmenting evaluating ability.

By conceptualizing goals as avenues for learning and advancement, individuals regard evaluation as a catalyst for refinement and progress. Instead of interpreting evaluation as a verdict on success or failure, individuals see it as a feedback mechanism to pinpoint strengths, weaknesses, and areas for enhancement. This growth-oriented mindset fosters resilience, adaptability, and receptiveness to feedback, empowering individuals to perceive evaluation as a tool for personal and professional advancement. Furthermore, proficient goal setting cultivates metacognitive awareness—an essential element of evaluating ability. Metacognition denotes the capacity to monitor, regulate, and contemplate one's own thinking and learning processes. Through goal setting, individuals partake in metacognitive endeavors, evaluating their advancement, recognizing obstacles, and adjusting their approaches as needed. By contemplating their goals, individuals glean insights into their cognitive mechanisms, learning inclinations, and problem-solving methodologies, thereby enriching their capacity to evaluate their performance adeptly.

The relationship between goal setting and evaluating ability transcends individual cognition to include social and environmental influences. In collaborative environments, adept goal setting encourages collective evaluation, as team members unite their endeavors toward common objectives and results. Through setting shared goals and performance criteria, teams establish a structure for gauging their joint progress and efficacy. This collaborative evaluation method fosters communication, synchronization, and answerability, as team members collaborate to realize mutual goals and aims. Moreover, proficient goal setting enables environmental assessment, prompting individuals and organizations to evaluate the repercussions of their actions on their surroundings. By establishing goals that prioritize sustainability, social responsibility, and ethical behavior, individuals and organizations scrutinize their impact on the wider community and ecosystem. This environmental scrutiny cultivates a sense of stewardship, motivating individuals and organizations to make thoughtful decisions that harmonize short-term objectives with long-term implications. In summary, the connection between efficient goal setting and improved evaluating prowess highlights the pivotal role of intentionality, assessment, and reflection in personal and professional growth. By embracing goal setting as a driver for systematic evaluation, individuals and organizations can foster a mindset of ongoing improvement, resilience, and accountability. Through proactive assessment and reflection, they can optimize performance, realize aspirations, and make impactful contributions to their communities and society as a whole.

Table 6

Relationship Between Self-Management Skills and Evaluating Ability

Self-Regulated Learning (Goals Related)	r-value	p-value	Interpretation
Self-Evaluating Assessment	.645**	0.000	Highly Significant
Self-Evaluating Emotion	.671**	0.000	Highly Significant
Self-Evaluating Knowledge and Skills	.704**	0.000	Highly Significant
Self-Cognitive Ability	.694**	0.000	Highly Significant
Self-Reflective Ability	.706**	0.000	Highly Significant
Self-Adjusting Ability	.681**	0.000	Highly Significant
Self-Motivation			
Self-Evaluating Assessment	.662**	0.000	Highly Significant
Self-Evaluating Emotion	.675**	0.000	Highly Significant
Self-Evaluating Knowledge and Skills	.699**	0.000	Highly Significant
Self-Cognitive Ability	.706**	0.000	Highly Significant
Self-Reflective Ability	.702**	0.000	Highly Significant
Self-Adjusting Ability	.680**	0.000	Highly Significant
Self-Monitoring			
Self-Evaluating Assessment	.682**	0.000	Highly Significant
Self-Evaluating Emotion	.694**	0.000	Highly Significant
Self-Evaluating Knowledge and Skills	.736**	0.000	Highly Significant
Self-Cognitive Ability	.725**	0.000	Highly Significant
Self-Reflective Ability	.721**	0.000	Highly Significant
Self-Adjusting Ability	.710**	0.000	Highly Significant

Time Management			
Self-Evaluating Assessment	.726**	0.000	Highly Significant
Self-Evaluating Emotion	.723**	0.000	Highly Significant
Self-Evaluating Knowledge and Skills	.762**	0.000	Highly Significant
Self-Cognitive Ability	.735**	0.000	Highly Significant
Self-Reflective Ability	.730**	0.000	Highly Significant
Self-Adjusting Ability	.726**	0.000	Highly Significant
Self-Discipline			
Self-Evaluating Assessment	.698**	0.000	Highly Significant
Self-Evaluating Emotion	.707**	0.000	Highly Significant
Self-Evaluating Knowledge and Skills	.728**	0.000	Highly Significant
Self-Cognitive Ability	.742**	0.000	Highly Significant
Self-Reflective Ability	.719**	0.000	Highly Significant
Self-Adjusting Ability	.700**	0.000	Highly Significant

Legend: Significant at p -value < 0.01

Table 6 shows the relationship between self-management skills and evaluating ability. The computed r -values indicates a strong direct correlation and the resulted p -values were less than the alpha level. This means that there was significant relationship exists and implies that the better are the self-management skills, the better is the evaluating ability.

Stanton et al. (2019) observed that senior students outperformed introductory students in evaluating their overall plans. Saiboon et al. (2021) determined that self-directed small-group learning is superior for knowledge and skill acquisition. Cao et al. (2023) discovered that the empowerment model of PBL health education effectively enhances the knowledge, skills, and quality of life of PD patients. Edmonds et al. (2022) revealed that PTM Level 3 skills persist for up to 10 years following participation in the workshops. The Dunning-Kruger effect illustrates how individuals with lower performance tend to overestimate their abilities due to a lack of metacognitive skills. This phenomenon finds support in a study by Du et al. (2010), which underscores the importance of accurately assessing self-management skills and abilities. The study identifies six key evaluation indicators for self-management, including self-efficacy, health behavior/attitude, health status, health service utilization, quality of life, and psychological indicators. Accurate evaluation of self-management skills and abilities is critical not only for baseline data collection but also for demonstrating the effectiveness of interventions. The correlation between self-management skills and evaluating ability elucidates a fundamental dimension of human cognition and behavior, emphasizing the interaction between self-regulation, reflection, and performance assessment. This correlation underscores the crucial role of self-management in enabling systematic evaluation, informed decision-making, and ongoing enhancement across diverse aspects of life, encompassing personal growth, education, and professional pursuits.

Self-management skills comprise various cognitive, emotional, and behavioral proficiency that empower individuals to regulate their thoughts, emotions, and actions adeptly. These abilities encompass effective time management, organizational skills, goal setting, stress management, and self-discipline, among others. Fundamentally, self-management entails setting priorities, allocating resources judiciously, and tracking progress toward the attainment of personal and professional objectives. The connection between self-management skills and evaluating ability stems from the intrinsic synergy between these constructs. Self-management skills lay the groundwork for deliberate evaluation by nurturing metacognitive awareness, goal-oriented behavior, and adaptable problem-solving approaches. By fostering self-regulation, individuals elevate their capacity to appraise their performance, pinpoint areas necessitating improvement, and formulate strategies to enhance their efficacy. A fundamental element of self-management involves adeptly setting and prioritizing goals. Goal setting acts as a driver for organized evaluation by furnishing individuals with a framework to delineate success metrics, monitor advancement, and recognize performance discrepancies. Through establishing distinct and attainable goals, individuals create reference points for appraising their performance, allowing them to gauge progress and adapt strategies as needed. Additionally, self-management skills foster a proactive stance towards evaluation, as individuals proactively oversee their learning and advancement. Instead of relying solely on external feedback,

those with robust self-management abilities continuously assess and reflect on their progress, actively seeking avenues for enhancement. This proactive approach to evaluation instills accountability, as individuals uphold personal standards of excellence and endeavor for continual growth. Efficient self-management encompasses regulating one's emotions, impulses, and responses to stress. Emotion regulation is pivotal for sustaining concentration, resilience, and clarity amidst obstacles and setbacks. Individuals adept at emotion regulation can maintain composure, navigate challenges, and make sound decisions even in demanding situations. By effectively managing stress and anxiety, individuals create a conducive atmosphere for reflection, evaluation, and learning.

Moreover, self-management skills support adaptive decision-making, a crucial element of effective evaluation. Decision-making entails evaluating options, considering alternatives, and choosing actions that resonate with one's objectives and principles. Individuals proficient in self-management excel at making informed decisions by analyzing pertinent information, anticipating repercussions, and assessing potential results. Through strategic decision-making, individuals enhance their performance, mitigate risks, and leverage opportunities for personal and professional development. The connection between self-management skills and evaluating ability extends beyond individual cognition to include social and environmental influences. Within collaborative environments, self-management skills enable collective evaluation as team members collaborate to assess performance, recognize strengths and weaknesses, and devise improvement strategies. By nurturing open communication, trust, and accountability, self-management skills foster an environment conducive to constructive feedback and collaborative problem-solving. Furthermore, self-management skills encourage environmental evaluation as individuals and organizations assess the repercussions of their actions on their surroundings. Through the adoption of sustainable practices, ethical standards, and initiatives for social responsibility, individuals and organizations evaluate their impact on the wider community and ecosystem. This evaluation fosters a sense of stewardship, prompting individuals and organizations to make informed decisions that weigh short-term objectives against long-term consequences.

In summary, the correlation between self-management skills and evaluating ability highlights the significant role of self-regulation, reflection, and adaptive decision-making in personal and professional growth. By developing self-management skills, individuals improve their capacity to set goals, manage time, regulate emotions, and make well-informed decisions, ultimately enhancing their performance and efficiency. Through proactive evaluation and ongoing improvement efforts, individuals and organizations can effectively navigate challenges, embrace change, and realize their goals in a dynamic and interconnected environment.

4. Conclusions and recommendations

Based on the results, the following conclusions are hereby drawn. As to the assessment of self-management skills, there was a significant difference on time management when grouped according to sex; self-regulated learning (goal related) when grouped according to years of study; and self-regulated learning (goal related), self-motivation and self-discipline when grouped according to major. As to evaluating ability, there was a significant difference when grouped according to sex; and on self-cognitive, self-reflective and self-adjusting ability when grouped according to major. Higher vocational college students' goal setting, self-management skills and evaluating ability were highly related, which implies that the better is the goal setting, the better are the self-management skills and evaluating ability. A student development plan was proposed to help teachers enhance goal setting, self-management skills and evaluating ability among higher vocational college student.

Based on the conclusions, the following recommendations are hereby forwarded: Faculty may provide workshops and online resources to educate students on goal setting in E-learning, including SMART goals aligned with their aspirations. They may also integrate self-management skills training into the curriculum, offer courses on time management, organization, and stress management in E-learning, and introduce digital tools for goal tracking and task management. Schools can cultivate self-reflection among students by integrating reflective assignments and activities into E-learning courses. They should encourage regular self-assessment through journaling, quizzes, and peer feedback. Additionally, establishing mentorship programs and peer support groups

facilitates guidance, accountability, and encouragement in goal setting and self-evaluation within the E-learning environment. Shareholders may establish feedback and recognition systems to acknowledge students' progress and achievements in E-learning. Celebrating milestones with virtual ceremonies, awards, or digital badges motivates students and reinforces positive behavior. Additionally, emphasizing adaptability and resilience teaches students to adjust their goals and strategies based on feedback and changing circumstances in the E-learning environment. Future researchers may use a more in-depth study utilizing a wider range of sample size perhaps covering other programs, and methods such as interview questionnaires, observation and the qualitative approach. Other related factors in goal setting, self-management skills and evaluating ability may be taken into consideration, such as goal commitment, stress management and self-feedback processing. The proposed student development plan for higher vocational college students may be tabled for discussion, utilization and evaluation.

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