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Developing Leadership Qualities in the Youth through Goal Setting & Self-awareness

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Abstract: Despite the abundance of existing research on self-awareness and leadership skills, there persists a gap in nurturing their significance among the youth in India. The study, conducted with 100 undergraduate students from diverse academic fields, including but not limited to technical programs, investigates the effectiveness of goal-setting and self-awareness techniques in developing youth leadership qualities. The study involves analysing the results of five activities conducted to gauge the impact of these techniques on participants' perceptions and experiences. The findings highlight the necessity for targeted interventions to enhance students' self-awareness and goal-setting skills, ultimately empowering them to take-up their academic and professional paths more effectively. The activities not only aid in maintaining attention, enhancing confidence, and discovering strengths but also contribute to effective life scheduling and self-reflection, all crucial components in leadership development. The incorporation of the science of self-knowledge into educational curriculum can enable young individuals to uncover their talents, capabilities, and potentials, empowering them to effect positive changes in their communities and beyond.

Keywords: youth; leadership qualities; goal setting; self-awareness; capabilities

1. Introduction

Students as leaders of tomorrow is a phrase that emphasizes the importance of empowering and preparing young individuals to take on leadership roles and responsibilities in the future. Leadership roles in managing crises include making strategic decisions, shaping organizational culture, and facilitating resource allocation¹. It recognizes that today's students are tomorrow's decision-makers, innovators, and change makers who will shape the world and lead their communities, organizations, and nations. The importance of personal and professional growth for students, particularly within the realm of education, is accentuated by research. The significance of utilizing innovative methods such as blended learning to improve students' skills and overall well-being is highlighted². The promotion of professional self-improvement is identified as a key element in the professional culture of aspiring educators, underscoring the value of a positive outlook towards the teaching profession and continuous self-enhancement³. Furthermore, the significance of university students' advancement in both their

professional and personal capacities as a fundamental resource is acknowledged, with a suggested framework concentrating on cultivating a positive attitude towards professional endeavors⁴. Self-awareness and goal setting play crucial roles in developing students into effective leaders. Both contribute a lot in recognizing self-worth and honing skills required to lead a successful life. Carl Jung: "Your vision will become clear only when you can look into your own heart. Who looks outside, dreams; who looks inside, awake⁵". Self-awareness is the ability to recognize and understand one's own thoughts, feelings, emotions, behaviours, strengths, weaknesses, and motivations. It involves being in tune with our inner self, acknowledging our true nature, and gaining insights into how we perceive our self and how others perceive us. Key aspects of self-awareness include Emotional Self-Awareness, Self-Reflection, Self-Perception, Social Awareness, Improved Relationships, Conflict Resolution, Understanding Bias and Assumptions and Mindfulness.

Self-awareness is a foundational element for personal growth and development. Self-awareness is indeed an essential quality for leaders to help bring about better team dynamic, more informed decision making, and

leading by example. Further, a self-aware individual will set meaningful goals and make use of strengths in pursuing goals. Self-awareness is a process that necessitates reflection, seeking for feedback, and exploring thoughts and emotions with openness. As a result, it both improves the leadership ability while leading towards more fulfilling professional and personal lives.

2. Literature Review

The development of leadership qualities has elicited interest among researchers and educators in the recent past. This review identifies the available literature on the role of goal setting and self-awareness in developing leadership skills among young individuals. DiGirolamo and Tkach, 2019, emphasized that goal setting and self-awareness are two major elements that an ideal program for developing youth leaders should contain. This assertion is further supported by findings of a study conducted by Grégoire and Lachance in 2015, which proved that there are some positive effects on youth development by concentrating efforts on enhancing self-awareness and leadership skills of high school students. A longitudinal study by Day and Sin in 2011 underscored the central role of self-awareness in leadership emergence. Bracht et al. in 2021 explained how leaders emerge as a function of developing self-awareness, self-leadership, and self-efficacy. Integration of self-awareness into the development of strategic professional development plans in the higher education domain was reviewed by Rubens et al. in 2018 for MBA leadership courses. Seemiller worked upon a competency-based model for youth leadership development that might have consisted of goal setting and/or self-awareness. Getting Smart showed in 2021 that developing leadership qualities through social-emotional learning, of which self-awareness is a part, is very important to classroom learning. Lastly, Latham did so in 2016, discussing goal setting as a theoretical framework for the study of organizational behaviour but shows possible applications to the study of youth leadership development. All these studies have pointed to the role goal setting and self-awareness play in the development of leadership qualities among young people and provided firm ground for future research studies and practical applications within school and other developmental programs. Recent studies have revealed the significance of self-awareness in addition to leadership training. Rony et al. (2023) discussed the complexity of leader competencies in the university, and also emphasized the need for self-awareness towards leadership training. Singh et al. (2023) discussed sustainable leadership in the context of developing competencies among young minds to become leaders. Mondal et al. (2023) focused on the development of leadership skills through self-awareness at the higher secondary schooling level. These recent findings expand

and open up the role of self-awareness in leadership to new avenues of application in youth programs.

The existing literature exhibits the importance of goal-setting and self-awareness in youth leadership development. It also provides a strong base for the future investigation of a set of effective ways to practice and develop such skills through educational and extracurricular activities. To gain multifaceted perspectives on the subject, the investigator reviewed more than 55 sources, including peer-reviewed journals, articles, videos, theses, and other publications. These were identified through comprehensive searches conducted on databases such as PubMed, JSTOR, and Google Scholar, using keywords such as youth leadership, self-awareness, and goal setting. The selection criteria focused on their relevance to youth leadership and self-awareness theories, quality articles in terms of high citations, prioritizing peer-reviewed articles, relevance to youth leadership, publications from the last 20 years, and accessibility of full texts. This approach ensured a focused and coherent literature review while capturing the most significant works to inform the present research.

3. Objective & Scope

The existing literature on leadership education has revealed that there has to be emphasis on cohesion between theory and practice in the area. Thurner's proposed study demonstrates an academic course where there emphasis is not only on the theory as well as the practical aspects but a holistic approach of enabling students learn leadership skills beyond just technical knowledge. This aims at increasing the level of expertise of leadership among individuals preparing to undertake a role of leadership in future organizational positions that necessitate high levels of leadership traits^{6,7}. Besides that, Ortelli's research stresses that we should not only focus on giving our students factual knowledge and technical skills which they need to complete a certain task but also leadership abilities that help students to take responsibility and to inspire others with their great ideas. The course design also is the core of the practical application method. It provides selected leadership skills for the students to put them into practice⁸. Finally, Ghani's study spots the cornerstones of good leadership training which are based on values considerations, students careers around and interdisciplinary learning^{9,10}. In addition to the studies discussed in the literature review, a comprehensive examination of diverse sources, including articles, research papers, and other relevant materials was conducted. Based on the identified gaps, the research objective has been formulated.

The objective of the current research, as implied by the title "Developing Leadership Qualities in the Youth through Goal Setting & Self-Awareness," is to explore the effectiveness of employing goal-setting and self-awareness techniques in nurturing leadership

qualities among young individuals. The study specifically focuses on analysing the responses obtained from five carefully designed activities, aiming to assess their impact on developing these qualities. Conducted exclusively among undergraduate students across diverse programs and without gender restrictions, the research ensures inclusivity and broad applicability. By examining leadership development beyond conventional academic metrics, the study emphasizes traits that contribute to holistic growth and lifelong success. Furthermore, the study aims to contribute to existing literature, inspire trainers to establish patterns during training sessions, and stimulate future research.

4. Research Methodology

Sample Size: The survey was conducted with a sample size of 100 undergraduate students across various academic fields and institutions. This sample size was chosen to ensure a diverse representation of the student population, allowing for comprehensive insights into the development of leadership qualities through goal setting and self-awareness.

Participant Demographics: Participants were drawn from various academic disciplines including Humanities, Sciences, Engineering, Business, and Social Sciences, and included students at different stages of undergraduate education. They were selected from multiple geographic locations to ensure a broad understanding of cultural and regional influences on leadership development.

Academic Fields: The sample size of 100 undergraduate students was carefully chosen to ensure diverse representation across academic fields, geographic regions, and levels of experience, aligning with the study's aim of exploring leadership development comprehensively.

Levels of Experience: The survey included students at different stages of undergraduate education.

Geographic Locations: Participants were selected from multiple geographic locations to ensure a broad understanding of cultural and regional influences on leadership development.

Survey Questions: The use of a Likert-scale and targeted survey questions further supported the research objective by capturing nuanced perceptions related to leadership qualities. The survey aimed to gather data on writing styles, credibility, and impact through a series of key questions. Examples of these questions include:

- How often do you engage in self-reflection activities?
- To what extent do you believe goal setting has influenced your academic performance?
- How would you rate your ability to identify personal strengths and weaknesses?
- How credible do you find the leadership training activities provided by your

institution?

- What impact have these leadership activities had on your personal and professional growth?

Likert Scale for Assessing Reader Perceptions: A Likert scale was employed to measure participants' perceptions of credibility and impact. This scale ranged from "strongly disagree" to "strongly agree," allowing participants to express their level of agreement with various statements related to leadership development, self-awareness, and goal setting.

Examples of Scale Items:

- Setting personal goals improves my leadership skills.
- I feel confident in my ability to identify my strengths and weaknesses.
- The activities helped me develop better interpersonal skills.
- Understanding my core values helps me make ethical decisions.
- Self-reflection has improved my communication with others.

The study consisted of 20 hours of sessions, excluding the activity of feedback. The sessions were designed to ensure that intense effort was directed towards achieving the research aim, as indicated by the title, "Developing Leadership Qualities in the Youth through Goal Setting & Self-Awareness." Five activities were conducted within this framework, with each activity occupying a full 4-hour session. This segmentation allowed participants ample opportunity to fully engage with the subject matter and methods. The activities were carefully designed to incorporate exercises focused on confidence building, goal-setting and self-awareness, with the objective of cultivating leadership qualities among the participants. The study spanned five weeks, ensuring consistency and sustained interest among participants throughout its duration.

The activities were designed based on insights drawn from secondary data, including best practices and innovative approaches highlighted in existing literature on leadership development. Each activity was designed and performed to focus on goal-setting and self-awareness, incorporating interactive and reflective exercises to ensure engagement and alignment with the study's objectives. This approach ensured that the activities were evidence-based and effective in developing leadership qualities among participants.

This will emphasize the evidence-based, innovative design of the activities without repeating the session structure unnecessarily.

These sections are designed to provide a comprehensive understanding of how goal setting and self-awareness contribute to developing leadership qualities in youth, as part of the broader research on the importance of empowering and preparing young individuals for future leadership roles.

5. Activity based Learning & Skill Enhancement

Activity-based learning is crucial for students as it promotes active engagement, enhances critical thinking, and fosters social skills¹¹). *Identifying Personal Strengths and Weaknesses*: Self-awareness enables students to recognize their strengths and weaknesses and good mentoring involves helping each unique person identify both their super powers as well as their weaknesses¹²). Knowing their abilities and areas for improvement allows them to leverage their strengths and work on developing necessary skills to become well-rounded potential professionals. Under this activity students have been firstly groomed about the importance of knowing self-strengths and weaknesses followed which they were asked to jot down their set of strengths which may include both Soft and hard skills and weaknesses. Secondly, in order to make them understand their real selves they were asked to mention living and non-living things without them they would feel incomplete. This was an attempt to bring real awareness about their own self in terms of exhibiting them to bring realization towards their weaknesses.

The *first activity* was to identify strengths and weaknesses. This activity compelled the students to introspect and engage in a conflict with their own super egos to uncover weaknesses. While searching for weaknesses posed a challenge to their egos, identifying strengths became a battle within themselves, where they knew their strengths but couldn't declare them due to an imagined fear of imperfection. Hence, after the activity they were asked to analyse the things they had mentioned and most of things were found as time wasters such as excessive use of social media, their strong addiction towards materialistic things and being nostalgic towards family members were the common elements mentioned.

Knowing yourself is the first step to self-improvement, quite peculiar. But for a fact it is what many people knowingly avoid. This is something that needs a push and quite frankly needs to be focused upon people for them to give it importance.

Clarifying Values and Beliefs: Students are helped in identifying their core values and beliefs through self-awareness¹³). By having a clear understanding of their principles, ethical decisions can be made and leadership can be conducted with integrity. What one does in awareness is becoming the "the watcher of self". When person becomes aware of the positive and negative stimuli it brings about well-being or ill-being in the human person¹⁴). The *second activity* was emphasized on evaluating daily habits and, in informal terms, "Things I can't imagine my life without." This activity was focused on searching for elements which are true interests and passions. A path to better understanding ourselves is provided by this activity, as we have three personalities: one used for the general public, one for close ones, and

the true essence of ourselves, the personality that is always side-lined and rejected by us. This true self is reflected only subconsciously in our daily habits.

Building Skills and Confidence: Students are encouraged to take on leadership roles, enabling the development of essential skills such as communication, problem-solving, teamwork, and decision-making. Their confidence is bolstered, preparing them to confront real-world challenges. The third activity, the creation of our "Self Introduction," proved to be both straightforward and opportune. Following the completion of the initial two tasks, students gained insights into their own identities. This facilitated the accurate portrayal of themselves, devoid of biases or self-absorption. They remained authentic to their true selves.

Self-awareness is a cornerstone for inspiring and influencing others. Self-awareness is a vital part of professional interpersonal skills, allowing individuals to discriminate between their own problems and those of clients, draw boundaries, prevent burnout, bring clarity to relationships, and develop sensitivity to others' needs¹⁵). Through this understanding, students grasp the impact of their behaviour and actions on those around them. With clearly defined goals and a commitment to self-improvement, they become exemplars, motivating others to emulate their lead. Moreover, self-awareness develops adaptability and flexibility in leadership^{16,17}). Leaders who are attuned to their own limitations and receptive to feedback can effectively direct changes. By setting goals and engaging in self-reflection, they remain agile, ready to adjust their strategies as circumstances demand. Continuous learning is integral to self-aware leadership. Leaders who acknowledge their imperfections and embrace growth are better equipped to evolve^{18,19}). By setting goals that prioritize ongoing development, they demonstrate a commitment to constant improvement.

In the context of the activities, the *fourth activity* served as a platform for self-development exploration. It is also crucial for personal growth and change, as demonstrated by the characters in "The Scarlet Letter" and "The Power and the Glory" who experienced redemption through self-awareness²⁰). Beyond that, it offered an additional layer of introspection. Participants not only delved into opportunities for growth but also endeavoured to anticipate their own shortcomings and potential obstacles on their journey. This multifaceted approach to self-awareness equips leaders with the tools they need to address the challenges effectively while inspiring those around them.

Meaningful goal setting is integral to guiding students on their leadership journey, providing them with a sense of purpose and direction. goal setting can serve as effective motivational tool in enhancing their self-regulated learning process, thus academic performance for college students Goal setting as motivational tool Zimmerman and Risemberg identified

six components of academic self-management: motivation, methods of learning, use of time, physical environment, social environment, and performance²¹⁾. In the *fifth activity*, students were challenged to design a blueprint for success, focusing on long-term objectives. This exercise not only prompted careful consideration of their future aspirations but also encouraged precision in planning, dividing goals into short, medium, and long-term achievements. Achieving these milestones not only boosts self-confidence but also instils crucial character traits such as perseverance and resilience. Moreover, the process upsurges decision-making skills and encourages critical thinking as students explore choices about their education, career, and personal life^{22,23)}. By setting goals early on, students are equipped with the tools for long-term planning, empowering them to make informed decisions and embrace new challenges with confidence as they progress on their leadership journey. The feedback session was conducted after the completion of all five activities, during which students shared valuable insights into their experiences with the goal-setting and self-awareness exercises. Many participants reflected on how these activities contributed to their leadership development. One participant remarked, "Setting clear goals allowed me to better understand my strengths and areas for growth as a leader." Students also emphasized that they had gained a better understanding of each other, and that team collaboration would no longer pose a challenge. Common themes that emerged included increased self-confidence, enhanced self-reflection, and a stronger sense of responsibility in leadership roles. These qualitative insights provide a deeper understanding of the participants' personal perspectives and highlight the significant impact of these techniques in fostering youth leadership qualities.

6. Questionnaire Data Analysis

The data analysis reveals significant differences in mean scores across various factors related to self-awareness and goal-setting among undergraduate students, as indicated by the one-sample t-tests. Across all measured variables, including first-time engagement, prior knowledge, SWOT analysis, exploration, understanding, identification, skill development, self-perception, memories, challenges, agreement with statements, and insights gained, the mean differences were consistently below the test value of 3. These findings suggest that, on average, students' perceptions and experiences regarding self-awareness and goal-setting fall below the benchmark represented by the test value. The significant differences emphasize the need for targeted interventions to enhance students' self-awareness and goal-setting skills, ultimately empowering them to advance their academic and professional journeys more efficiently^{24,25)}.

Table 1. Gender

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	32	32.0	32.0	32.0
	Male	68	68.0	68.0	100.0
	Total	100	100.0	100.0	

This gender breakdown in the Table 1 indicate a higher representation of male participants compared to female participants, with males comprising a larger proportion of the sample at 68%. Conversely, females make up 32% of the sample.

Table 2. Activities

Activities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	28	28.0	28.0	28.0
	5	52	52.0	52.0	80.0
	Less than 3	20	20.0	20.0	100.0
	Total	100	100.0	100.0	

In Table 2, the data showcase the frequency at which individuals engage in certain activities, with a total of 100 respondents. The respondents' activity levels are categorized into three groups: "4 or more," "5," and "Less than 3." Out of the total respondents, 52 individuals engage in exactly 5 activities. This group accounts for 52.0% of the total respondents.

Table 3. Intrapersonal skills thoroughly for the first time during the conduct of the activities.

First-time					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Maybe	13	13.0	13.0	13.0
	No	16	16.0	16.0	29.0
	Yes	71	71.0	71.0	100.0
	Total	100	100.0	100.0	

The Table 3 reflects that the majority of respondents, 71 out of 100, indicated that they did observe the development of intrapersonal skills during the activities. This group makes up 71.0% of the total respondents.

Table 4. Any idea about interpersonal skills prior to the attending the activities.

Prior					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Maybe	17	17.0	17.0	17.0
	No	20	20.0	20.0	37.0
	Yes	63	63.0	63.0	100.0
	Total	100	100.0	100.0	

In Table 4, the data provide insights into how individuals perceived their possession of interpersonal skills prior to attending the activities. The majority of respondents (63.0%) reported that they believed they had such skills, while a smaller portion expressed uncertainty (17.0%) and an even smaller portion felt they did not possess interpersonal skills (20.0%) before attending the

activities.

Table 5. Personal SWOT analysis for the first time during the activity.

SWOT					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Maybe	18	18.0	18.0	18.0
	No	19	19.0	19.0	37.0
	Yes	63	63.0	63.0	100.0
	Total	100	100.0	100.0	

The data in Table 5 provide insights into how individuals engaged with conducting a personal SWOT analysis for the first time during the activity. The majority of respondents (63.0%) reported that they did participate in such an analysis, while a smaller portion expressed uncertainty (18.0%) and an even smaller portion did not engage in a personal SWOT analysis (19.0%) during the activity.

Table 6. Explore strengths, weaknesses & challenges for your career goals from the perspective of self-awareness for the first time while attending the activities.

Explore					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Maybe	11	11.0	11.0	11.0
	No	13	13.0	13.0	24.0
	Yes	76	76.0	76.0	100.0
	Total	100	100.0	100.0	

As shown in Table 6, the data indicate that how individuals engaged with exploring their strengths, weaknesses, and challenges for their career goals from a self-awareness perspective during the activities. The majority of respondents (76.0%) reported that they did attempt such exploration, while a smaller portion expressed uncertainty (11.0%) and an even smaller portion did not attempt such exploration (13.0%) during the activities.

Table 7. Prior to attending the activities, understanding of as an individual.

Understanding					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Maybe	18	18.0	18.0	18.0
	No	18	18.0	18.0	36.0
	Yes	64	64.0	64.0	100.0
	Total	100	100.0	100.0	

As shown in Table 7, the data indicate that how individuals engaged with attempting to develop an understanding of themselves as individuals before attending the activities. The majority of respondents (64.0%) reported that they did attempt such self-understanding, while smaller portions expressed uncertainty (18.0%) or did not attempt such understanding (18.0%) before attending the activities.

Table 8. Activities help in identifying strengths and weaknesses.

Identification					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Maybe	9	9.0	9.0	9.0
	No	4	4.0	4.0	13.0
	Yes	87	87.0	87.0	100.0
	Total	100	100.0	100.0	

Table 8 showcases how individuals perceived the impact of the activities on their ability to identify their strengths and weaknesses. The majority of respondents (87.0%) reported that the activities did help them identify these aspects, while smaller portions expressed uncertainty (9.0%) or felt that the activities did not contribute to their identification of strengths and weaknesses (4.0%).

Table 9. Activities help to develop interpersonal as well as intrapersonal skills.

Both Skills					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Maybe	22	22.0	22.0	22.0
	No	5	5.0	5.0	27.0
	Yes	73	73.0	73.0	100.0
	Total	100	100.0	100.0	

As shown in Table 9, the data indicate that how individuals perceived the impact of the activities on their ability to develop both interpersonal and intrapersonal skills. The majority of respondents (73.0%) reported that the activities did help them develop these skills, while smaller portions expressed uncertainty (22.0%) or felt that the activities did not contribute to the development of these skills (5.0%).

Table 10. Opportunities to develop self-awareness, self-management, and self-conduct as an individual.

Self					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Maybe	17	17.0	17.0	17.0
	No	5	5.0	5.0	22.0
	Yes	78	78.0	78.0	100.0
	Total	100	100.0	100.0	

In the Table 10, the data provides insights into how individuals perceived the impact of the activities on their ability to develop self-awareness, self-management, and self-conduct. The majority of respondents (78.0%) reported that the activities did provide them with such opportunities, while smaller portions expressed uncertainty (17.0%) or felt that the activities did not offer these opportunities (5.0%).

Table 11. Activities-based session was more effective and interactive than traditional teaching in terms of instant learning, self-learning, and the formation of long-lasting memories

Memories					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	May be	19	19.0	19.0	19.0
	No	5	5.0	5.0	24.0
	Yes	76	76.0	76.0	100.0
	Total	100	100.0	100.0	

The data indicate in Table 11, how individuals perceived the effectiveness and interactivity of activities-based sessions compared to traditional teaching methods, particularly in terms of instant learning, self-learning, and the formation of long-lasting memories. The majority of respondents (76.0%) reported that they did find activities-based sessions more effective and interactive, while smaller portions expressed uncertainty (19.0%) or did not find them more effective and interactive (5.0%) compared to traditional teaching.

Table 12. Challenges faced in achieving your goals after participating in the activities.

Challenges					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	May be	21	21.0	21.0	21.0
	No	8	8.0	8.0	29.0
	Yes	71	71.0	71.0	100.0
	Total	100	100.0	100.0	

Table 12 presents a summary of the data that provides insights into how individuals perceived their confidence in identifying challenges they may encounter while pursuing their goals after participating in the activities. The majority of respondents (71.0%) reported that they did become confident in this regard, while smaller portions expressed uncertainty (21.0%) or did not become confident (8.0%) in identifying challenges after participating in the activities.

Table 13. Statement-" Being self-aware can help you to understand that your success lies within.

Statement					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	May be	11	11.0	11.0	11.0
	No	2	2.0	2.0	13.0
	Yes	87	87.0	87.0	100.0
	Total	100	100.0	100.0	

In Table 13, data provides insights into how individuals agreed with the statement regarding the connection between self-awareness and recognizing that personal success comes from within. The majority of respondents (87.0%) agreed with the statement, while smaller portions expressed uncertainty (11.0%) or disagreed (2.0%) with this idea.

Table 14. (a) Insight on how to set and achieve your goals through the activities.

Insights					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	May be	23	23.0	23.0	23.0
	No	7	7.0	7.0	30.0
	Yes	70	70.0	70.0	100.0
	Total	100	100.0	100.0	

Table 14(a). presents a summary of the data on how individuals perceived the impact of the activities on their ability to gain insights into setting and achieving their goals. The majority of respondents (70.0%) reported that they did gain such insights, while smaller portions expressed uncertainty (23.0%) or did not gain such insights (7.0%) from the activities.

Table 14. (b) Confidence Intervals for each response.

Confidence Intervals			
	Response	Proportion (%)	95% Confidence Interval
	Yes	70%	[0.61, 0.79]
	Maybe	23%	[0.15, 0.31]
	No	7%	[0.02, 0.12]

In order to ensure the reliability of these findings, 95% confidence intervals were calculated for each response category (Table 14 (b)). The interval for "Yes" responses ranges from 61% to 79%, indicating strong consensus. For "Maybe," the interval spans 15% to 31%, showing moderate variability, while for "No," it ranges from 2% to 12%, confirming it as a minority view. Together, these data emphasize the activities' significant positive impact on participants' goal-setting abilities.

Response Distribution

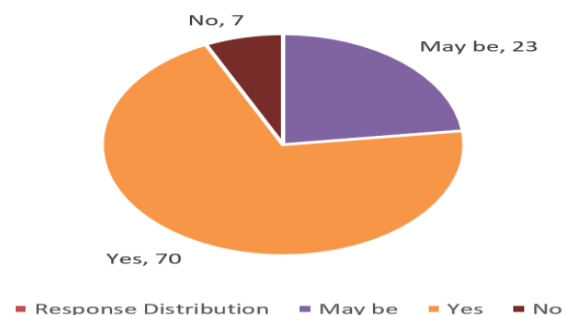


Fig. 1: Response distribution

Figure 1 illustrates the distribution of responses: "Yes" (70%) dominates, reflecting a strong agreement, while "Maybe" (23%) and "No" (7%) show relatively lower frequencies. This visualization highlights the overall positive perception indicated by the majority of participants.

Table 15. Descriptive statistics

	Min	Max	Mean	Std. Deviation
First time	1	3	1.42	.713
Prior	1	3	1.54	.771
SWOT	1	3	1.55	.783
Explore	1	3	1.35	.672
Understanding	1	3	1.54	.784
Identification	1	3	1.22	.596
Both Skills	1	3	1.49	.835
Self	1	3	1.39	.764
Memories	1	3	1.43	.795
Challenges	1	3	1.50	.823
Statement	1	3	1.24	.638
Insights	1	3	1.53	.846
Activities	1	3	1.68	.790
Valid (listwise)	N 100			

Radar Chart of means across categories

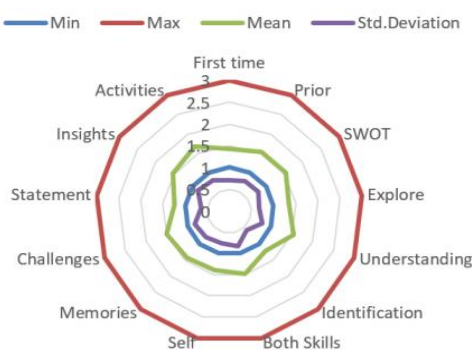


Fig. 2: Radar Chart of mean across categories

Figure 2 reveals that "Activities" and "SWOT" have the highest means, representing 56% and 52% of the maximum possible value, respectively. In contrast, "Identification" and "Statement" are the lowest, achieving only 41% and 42% of the maximum. This indicates a stronger focus on practical engagement over theoretical identification. In addition, the results in the Table 15 highlight the following.

Prior: This variable likely represents prior experiences or knowledge related to certain concepts or activities. The mean is around 1.54, suggesting that respondents, on average, had some prior knowledge or experiences.

SWOT: This variable could be related to engaging in a SWOT analysis. The mean is about 1.55, indicating that respondents, on average, had some level of engagement with SWOT analysis.

Explore: This variable might relate to the extent of exploration of certain topics or ideas. The mean is around 1.35, indicating a moderate level of exploration, on average.

Understanding: This variable appears to measure respondents' understanding of certain concepts. The mean is approximately 1.54, suggesting that, on average, respondents had a moderate level of understanding.

Identification: This variable could be related to identifying certain aspects or elements. The mean is about 1.22, indicating a relatively low level of identification, on average.

Both_Skills: This variable likely concerns the development of both interpersonal and intrapersonal skills. The mean is around 1.49, suggesting that, on average, respondents perceived a moderate level of skill development.

Self: This variable seems to pertain to aspects of self-awareness and self-conduct. The mean is about 1.39, indicating a moderate level of engagement with these aspects.

Memories: This variable could relate to the formation of memories or the impact of activities on memory. The mean is approximately 1.43, suggesting a moderate level of perceived impact on memories.

Challenges: These variable likely measures respondents' perception of identifying challenges. The mean is around 1.50, indicating a moderate level of confidence, on average.

Statement: This variable appears to capture agreement with a certain statement. The mean is about 1.24, indicating a relatively low level of agreement, on average.

Insights: This variable likely relates to gaining insights from activities. The mean is approximately 1.53, suggesting a moderate level of perceived insights.

Activities: This variable might concern the overall impact of activities. The mean is around 1.68, indicating a relatively high perceived impact of activities, on

Table 16. One-sample test.

One-Sample Test						
	Test Value = 3			Mean Difference	95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)		Lower	Upper
First time	-22.153	99	.000	-1.580	-1.72	-1.44
Prior	-18.938	99	.000	-1.460	-1.61	-1.31
SWOT	-18.510	99	.000	-1.450	-1.61	-1.29
Explore	-24.542	99	.000	-1.650	-1.78	-1.52
Understanding	-18.624	99	.000	-1.460	-1.62	-1.30
Identification	-29.868	99	.000	-1.780	-1.90	-1.66
Both Skills	-18.088	99	.000	-1.510	-1.68	-1.34
Self	-21.073	99	.000	-1.610	-1.76	-1.46
Memories	-19.758	99	.000	-1.570	-1.73	-1.41
Challenges	-18.234	99	.000	-1.500	-1.66	-1.34
Statement	-27.606	99	.000	-1.760	-1.89	-1.63

The results indicate (refer to Table 16) significant differences between the mean scores and the test value of 3 across all factors, as evidenced by the extremely low p-values ($p < .000$) and t-values ranging from -17.369 to -29.868. The mean differences range from -1.450 to -1.780, with 95% confidence intervals showing that the

true population means for each factor are between -1.44 and -1.90 lower than the test value of 3.

These findings suggest that, on average, undergraduate students' scores on factors related to self-awareness and goal-setting are significantly lower than the test value of 3. This implies that there is room for improvement in these areas among the student population surveyed.

7. Discussion, Conclusions and Limitations

Goal setting and self-awareness in the course of developing leadership qualities in youth have become one of the most crucial focuses of the current educational and youth development programs. The results of this study indicated that goal setting and self-awareness techniques implemented within the sphere of youth education do increase leadership skills. The results align with DiGirolamo and Tkach's (2019) emphasis on self-awareness and goal setting as crucial components of youth leadership programs, reinforcing their significance in fostering leadership qualities³⁸). Additionally, the study's findings are compared with Grégoire and Lachance's (2015) work on the positive effects of self-awareness in leadership³⁹). While both studies underscore the importance of self-awareness, this study identifies specific aspects of self-awareness particularly goal-setting and self-reflection that were more impactful in fostering leadership skills among participants

The research findings indicate a paradigm shift in leadership development approaches, moving from traditional methods to more personalized, self-directed learning models. Overall, the findings supported the significance of the interventions aiming to increase the self-awareness and goal setting skills among undergraduate students. The substantial difference between the scores and given test value confirmed that. Therefore, the results suggest that the activities performed and the pedagogy involved can be regarded as leading causes for the awareness development of the students turning them to emerge as leaders. Curriculum practices of teachers and that some relationship existed between curriculum role pattern and education²⁶).

The leaders to understand their strengths and weaknesses, which in turn helps them make better decisions and engage with their employees more effectively²⁷).

The analysis has shown that the youths involved in structured goal setting and exercises that raise self-awareness have increased decision-making, emotional intelligence, and adaptability in leadership. This is in keeping with a great and growing mass of literature that underlines these variables as characteristic competencies in effective leaders. However, leadership training varies based on organizational type and sector²⁸). Training of leadership qualities among youth community has crucial meaning and it can be reached through the use of self-awareness-oriented activities²⁹⁻³¹). Students are not only led to recognize their strengths and flaws via

alert activities but also, they should be able to understand the effects and communication tendencies of their behaviour to the others around. Through delivering goals that are meaningful and enriching students are able to establish ideas desiring exemplary performance, consequently, self-motivation is stimulated. Goal setting theory suggests that setting specific, challenging goals leads to higher performance than vague or no goals at all^{32,33}). Essentially, creating and achieving such goals is not only essential for the development of character attributes such as perseverance, dedication and shaking off rejection but a significant life skill. Furthermore, devising the goals is an activity that a person who wants to achieve the goal should learn that how to carry out the decision. Leadership positions are transitioning to become more distributed and diffuse, with various individuals encouraging each other to work towards common objectives within and beyond team and organizational limits in the context of shifting employment relationships^{34,35}). Students will develop the ability to organize their endeavours in the long term through a process that helps them prioritize different tasks, resulting in a plan that reflects a sense of purpose and direction, both of which are necessary for leadership development³⁶). Specifically the balance between a "discipline" focus and a "real world" focus, impacts student achievement³⁷).

Additionally, the performed activities aid in maintaining attention, enhancing confidence, discovering one's strengths, effectively scheduling life, and self-reflection, all of which are key components in leadership development. What teachers or trainers may offer to students and youth is the science of self-knowledge, which they can incorporate into their curriculum to enable young people to discover their talents, capabilities, and potentials, harnessing them to bring positive changes in their communities and beyond. Educators and institutions should include structured goal-setting and self-awareness activities in curricula to enhance leadership development. Some practical approaches may consist of workshops, reflective journaling, and experiential learning, which are appropriately designed to the needs of individual students. Faculty training is essential toward effective implementation. Continuous reflection should also be encouraged within the framework of students' aspirations and growth. In this way, these efforts can help create a better, more sustainable framework that will cultivate empathetic as well as capable future leaders. The study, however, provides valuable insights into the role of goal setting and self-awareness in youth leadership development, certain limitations must be acknowledged. First, the sample diversity is constrained to undergraduate students within a limited geographic area, potentially impacting the generalizability of the findings to other populations or regions. Additionally, the sample size, though sufficient for the analysis, but may not

capture the full range of student experiences, limiting the ability to generalize results to a broader population. These limitations offer future research opportunities toward further refinement in understanding youth leadership development.

8. Suggestions & Recommendations

Based on the Results and findings, the current study proposes the following recommendations:

Firstly, academic institutions and youth development programs should prioritize the integration of goal setting and self-awareness exercises into their curricula so as to develop the classrooms more conducive place for learning.

Secondly, the leadership development process has to be more individualistic. It would involve such designed programs that allow for individual goal-setting among the youth and assist in continuous self-reflection to make the process of development relevant to the needs and aspirations of each young leader and.

Thirdly, there is a need to train academicians in facilitating goal-setting and self-awareness exercises. Faculty members and youth leaders have to be urgently sensitized on these techniques so that the process of leadership development becomes more effective.

Lastly, future research on the subject should focus on developing empirical methodological frameworks to assess the long-term impact of goal setting and self-awareness on youth leadership development. This could include longitudinal studies tracking youth from adolescence into early adulthood.

Considering the above suggestions, a more effective and strengthened system for developing leadership qualities among youth will become a crucial factor in producing more impactful and empathetic leaders for the future.

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