The effects of goal conflict on well-being, and the interplay of goal attainment

and goal importance in this relationship

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Abstract

Students experience goal conflict in their everyday lives, as they handle multiple demands at a time, which might negatively influence their well-being. Hence, our research intends to shed light on the relationship between goal conflict and students' subjective well-being, with the mediating effect of study goal attainment and the moderating effect of study goal importance. Previous research has identified that goal conflict demonstrates negative consequences on subjective well-being. Yet, the attainment of study goals and specifically the attainment of important study goals' effects on well-being received little attention. We argued that the attainment of study goals would positively impact subjective well-being, especially if those study goals are considered essential for students. We further stated that goal conflict negatively impacts well-being. After assessing our hypothesis through an online questionnaire, our measurements confirmed our hypothesis that goal conflict has a negative impact on satisfaction with life and positive associations with depression. However, we found no supporting evidence that the relationship between goal conflict and well-being is mediated by study goal attainment. Moreover, we could not confirm the notion that goal attainment and well-being are moderated by goal importance. Finally, we review our research's strengths, limitations, and future directions. At last, we outline the practical implications to understand how the research directs attention to students' everyday lives.

Keywords: study goals, students, well-being, goal conflict, goal attainment

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Goals are present and essential in our everyday life, as they tend to create structure while contributing to the meaning of life, affecting individuals' behavior, well-being and thoughts. Furthermore, goal pursuit is associated with positive psychological and life outcomes, such as subjective well-being (Boudreaux & Ozer 2012). However, having multiple, incompatible goals can cause problems within an individual. For instance, possessing the purpose of being social and attaining a good grade on a test are opposing, as pursuing one goal may undermine the ability to pursue the other goal, raising the problem of goal conflict (Gray et al., 2017). Conflicts arising from goals are very likely to occur in students as they begin to walk on a path where balancing multiple life demands can become exhausting (Rodgers & Sprung 2021). In addition to the pressure of attaining a good grade, they also have demands outside of class to focus their attention on, such as seeking income, family obligations, and socializing. The outcome of conflicting goals may result in students experiencing mental distress and possibly even depression (Rodgers & Sprung 2021). Furthermore, conflicting goals can prevent efforts of goal attainment, which in turn can have a negative effect on well-being (Koestner et al., 2002). We propose that the relationship between goal conflict and well-being might be mediated by goal attainment, as it helps formulate an implementation intention (Koestner et al., 2002). It aids in defining the situations in which the where, when, and how responses contribute to the attainment of goals (Koestner et al., 2002). For instance, a student with conflicting goals might set out clear objectives to reach a goal, bringing about the feeling of accomplishment. Thus, attaining the goal might positively impact well-being. However, the extent of happiness one feels when attaining goals can vary, as not all goals are personally significant. Indeed, when people achieve the goals they set out, they feel happy, especially if those are relevant. This suggests

that the interplay between intrinsic goal attainment and goal importance predicts subjective well-being (Tóth et al., 2019). The relevance of a goal dictates its prioritization, which determines the amount of work and perseverance required to attain it. According to Dunaetz (2014), the more important a goal is, the higher the satisfaction from attaining it and the larger the dissatisfaction from failing to achieve it. Hence, the paper will explore the following research question: *What is the impact of goal conflict on the well-being of students, and is this relationship mediated by attaining (important) goals?*

Goal pursuit, Goal conflict, well-being, and depression

Goals have motivational effects on a person, as they give a sense of commitment to an objective (Koestner et al., 2002). For instance, focusing on the goal one wants to achieve helps mobilize all energy towards the goal while orienting a person towards what is purposeful. Getting to a goal encompasses the processes of goal pursuit and goal attainment, which can influence well-being in different ways, especially when conflicting goals occur. Goal pursuit is the process of wanting to achieve a goal, for instance, with the help of goal setting. People tend to decide their goals, why they set them, and how to obtain them, so goal-setting helps understand which goals are personally meaningful and beneficial or undesirable for a person (Gray & Ozer 2017; Tóth et al., 2019). Goal attainment ties into this as people who achieve their goals tend to feel a rush of happiness and satisfaction (Tóth et al., 2019). However, according to Tóth et al. (2019), it is primarily the personally important goals that enhance subjective well-being.

Well-being is not just the presence of satisfaction with life and being happy, but also the lack of ill-being or unpleasant emotions (Emmons 2003). Despite this, research mainly focused on the relationship between goal conflict and satisfaction with life. Goal conflict's definition is a state where working towards one goal might undermine the possibility of attaining another goal. Gray et al. (2017) argued that it could arise for several reasons, for

example, if the joint pursuit of the goals includes incompatible strategies. Another way that goal conflict can be present is through resource conflict. For instance, spending time with family and moving ahead with work are not necessarily incompatible, however, both require a substantial amount of time. Therefore, goal conflict is associated with resource depletion and unsuccessful goal attainment resulting in negative consequences on well-being (Kehr, 2003). In line with this, Bordeaux et al. (2013) conducted a longitudinal research with a sample of young adults, looking at the relationship between goal conflict and well-being. They found evidence that goal conflict negatively influences satisfaction with life. In their meta-analysis, Gray et al. (2016) intended to deepen the understanding of the relationship between goal conflict and well-being. They used 54 articles to examine this relationship, which yielded the same result as Bordeaux et al. Contrary to other findings, Kehr (2003) concluded that goal conflict has no direct effect on satisfaction with life. He only found an interaction effect between goal conflict and positive affect changes on well-being.

Another inconsistent finding in research includes the relationship between goal conflict and depression. Depression is a severe mental health problem considered one of the most common problems among young adults (Dickson & Moberly, 2010). Cognitive factors play a significant role in developing and maintaining depression. However, the role of goal conflict received little attention in this relationship (Feixas et al., 2014; Dickson et al., 2010). This is important because conflict is deemed a source of stress, which can cause severe depressive symptoms in people (Emmons & King 1988). For instance, Emmons et al. (1988) identified that increased goal conflict is linked to more significant psychological distress. However, according to Kelly et al. (2011), goal conflict does not correlate with depression independently, and they further argued that lower levels of conflict predicted depression. Depression is related to a reduction in approach motivation, and goal conflict is characterized by pursuing multiple, valued goals. Hence, according to Kelly et al. (2011) individuals might

be less prone to depression. Therefore, it is essential to look at the relationship between goal conflict and depression to further deepen our understanding.

The mediating role of goal attainment between goal conflict and well-being

Over the years, huge progress has been made on how goals contribute to well-being because they have been pointed out as critical units concerning human motivation (Emmons 2003). Most of the focus was on understanding personal goals and how they are related to life satisfaction and happiness. A happy and meaningful life can be described by having life goals and aspirations related to the future, and the attainment of these aspirations are a reference point for well-being (Emmons 2003). However, these goals and dreams can be conflicting. Concerning this, Bordeaux et al. (2013) reported that goal conflict over an extended period of time could result in difficulty in reaching goals. This statement could mean that people persistently experiencing goal conflict could have a lesser chance of achieving their goals, consequently affecting their well-being (Bordeaux & Ozer 2013). Students are a sensitive group when it comes to the emergence of goal conflict. Because most of them are in the early stages of adulthood, college years allow them to prioritize and explore their interests, values, and relationships (Sprung et al., 2021). Hence, they must decide which goals they wish to attain. For instance, most students strive to reach their study goals, which can be attaining a good grade on a test, but they also have goals outside of school, such as socializing. These conflicting goals can result in negative feelings. However, the attainment of the study goals might enhance students' feelings of accomplishment, consequently affecting their well-being. Furthermore, study goal attainment involves forming an intention to do so, enhancing students' sense of commitment towards it, which might also positively influence well-being (Koestner et al., 2002). For example, a student who wants to attain a good grade on a statistics test might specify when, where, and how they will reach this study goal. These implementation intentions included in study goal attainment might reduce the pressure of

goal conflict, impacting well-being. Hence, study goal attainment might act as a mediator between goal conflict and well-being. However, it might have a larger influence on well-being if the study goal is deemed important.

The moderation effect of goal importance on goal attainment and well-being

As mentioned above, study goal importance might interact with study goal attainment to impact students' subjective well-being. Goal importance was defined by Sideridis et al. (2001) in several variations, such as intrinsic value, commitment, need for achievement, and individual importance. In relation to this, Powers (1987) argued that individual differences exist in the perception of the importance of a goal. While goals may be conflicting, people cognitively appraise the importance and compare. This importance dictates the allocation of resources, such as the amount of time one has to complete a task or how personally valuable the goals are. This is in line with the self-concordance theory (Sheldon et al., 2001), which theorizes that people prioritize goals which they find more meaningful. Using the concept of goal importance in education, it is suggested that the more valuable a study goal is for the student, the more likely they will focus their attention towards it, influencing well-being. As mentioned above, students must learn to balance competing demands from many life areas and prioritize which commitments are most essential to them (Sprung et al., 2021). For example, once the students set out the goal of attaining a good grade on statistics, the actual attainment of the study goal might influence the relationship between goal conflict, satisfaction with life, and depression. However, if the study goal was already important for the student, it might have a larger impact on satisfaction with life and depression. In line with this, Tóth et al. (2019) reported that those who work for purposeful goals achieve higher well-being. Hence, we will examine the moderating impact of study goal importance on study goal attainment and well-being. In sum, we will explore the constructs mentioned above in relation to students with the following hypotheses:

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Hypothesis 1a: *Goal conflict will have a negative impact on satisfaction with life.*

Hypothesis 1b: *Goal conflict will have a positive association with depression.*

Hypothesis 2a: *Goal attainment will mediate the negative relationship between goal conflict and satisfaction with life*

Hypothesis 2b: *Goal attainment will mediate the positive relationship between goal conflict and depression*

Hypothesis 3a: *The relationship between goal attainment and satisfaction with life will be moderated by goal importance, such that the association is going to be stronger, depending on the extent of goal importance*

Hypothesis 3b: *The relationship between goal attainment and depression will be moderated by goal importance, such that the association is going to be stronger, depending on the extent of goal importance*

Method

Ethical Statement

The Ethical Committee Psychology (ECP), affiliated with the University of Groningen, the Netherlands, granted ethical approval for this study(PSY-2122-S-0070). This research was carried out in accordance with the Declaration of Helsinki.

Participants

The total participants (*N*= 249) were recruited through the research panel website (SONA) of the University of Groningen, using convenience sampling. We excluded twenty-three participants from the research for not meeting the required criteria; 17 for not completing the questionnaire, five for failing the attention check, and one for being under the age of 18. The sample which was then used for analysis consisted of 226 participants [women (N = 173), men (N = 49), gender non-conforming (N = 2), prefer not to say (N = 2)]. Participants' age ranged from 18 to 31 (*M* = 20.48, *SD* = 2.49). All participants were required

to be students while they took part in the research. Participants' highest level of education in our sample ranged from primary school ($n= 1$), high school (or equivalent; $n = 184$), vocational school ($n= 1$), bachelor's degree ($n= 36$) to graduate or professional degree ($n = 4$). The majority of the students in our sample hailed from the Netherlands (41.2%) and Germany (27.9%), and the remaining belonged to other countries from Europe (22.7%), Asia (5.3%), North America (2.2%), and Russia (0.5%). Of these students, 38.9% were engaged in paid employment, while 61.1% were not employed. Participants recruited through the SONA research panel website were granted class credit in the form of ECTS. Participants who were recruited by convenience sampling received no inducements.

Procedure

Respondents were recruited through targeted advertisements via the research panel website (SONA) of the University of Groningen. SONA respondents comprise mainly of first-year Psychology students who participate in research for ECTS. In addition, the researchers employed convenience sampling to include a broader population of students. Respondents were informed about the aim of the study in a transparent manner, and no deception was involved. Participation in the study was voluntary, and respondents were informed they could terminate their participation at any time without any repercussions. Participants were assured their data would remain anonymous, and informed consent was obtained before the assessments began. Furthermore, participants completed all assessments online.

Participants first provided their demographic information: a) gender; b) age; c) highest level of education; d) nationality; e) employment status. They then completed the SWLS (Diener et al., 1985) and the PHQ-9 (Kroenke et al., 2001), which were used to measure and operationally define the dependent variable subjective psychological well-being. Subsequently, study-goal importance (moderator), study-goal attainment (mediator), and goal

conflict (independent variable) were assessed through the use of the aforementioned questionnaires that were designed for this study. Additionally, participants were asked to provide their grade point average (GPA). Finally, the researchers included two attention check items that required participants to click on a specific number on the Likert scale to ensure they completed the assessment in a focused and alert state. Participants who failed these checks and failed to complete large amounts of the assessment were excluded from the statistical analysis.

Measures

Goal Conflict

In order to measure goal conflict, a questionnaire inspired by Kasser and Ryan's (1996) Aspiration Index was used (Appendix A). This method was chosen because the questionnaire was developed to measure people's aspirations (goals) and categorize them into intrinsic aspirations and extrinsic aspirations. Our goal conflict questionnaire consisted of six domains that referred to other life goals (unrelated to education) that one may deem personally meaningful. The item 'being famous' was excluded in our study, as it was considered the least important goal for the student population and had the lowest reliability of all the items (Utvaer et al., 2014). Of these six items, two were categorized as extrinsic goals (being good-looking, having a lot of money), and four were classified as intrinsic goals (living a healthy life, having loving relationships, knowing oneself, and helping others improve their lives). Participants were asked to indicate to what extent they felt these other goals were in conflict with their study goals on a seven-point Likert scale ranging from *1 (not at all conflicting)* to *7 (very much conflicting)*. The scale's reliability was α= .79.

Goal Importance

The authors designed a new questionnaire inspired by Kasser and Ryan (1996) to assess the value of students' study goals (Appendix B). The items in the questionnaire were

identical to those in the goal attainment questionnaire (a) having good grades; b) excelling in studies; c) obtaining their diploma; d) studying hard; e) finishing their degree). This time, however, participants were asked to rate how important these items were to them personally in relation to study goals. They reported their answer through the use of a seven-point Likert scale, ranging from *1 (not at all important)* to *7 (very important)*. The reliability of the scale was found to be α= .76.

Goal Attainment

Similarly, to measure goal attainment, the authors created another questionnaire inspired by Kasser and Ryan (1996; Appendix C). This questionnaire included the same items which were used to measure study goal importance. Participants were asked to indicate how much they had felt they achieved these goals on a seven-point Likert scale, ranging from *1 (not at all attained)* to *7 (very much attained)*. The reliability of this scale was found to be at α= .64. We have to mention that while Cronbach alpha for goal attainment was sufficient, it was relatively low (α= .64). This can be due to our way of assessing study goal importance and goal attainment. We asked participants' responses for five study goal achievements and for them to rate according to importance. Thus, our questionnaire's nature might be restricted, resulting in a low Cronbach alpha. This is in line with the fact that for short questionnaires, Cronbach alpha is usually lower than the cut-off point of 0.7 (Cronbach,1950)

Dependent variables

Satisfaction with life scale. To measure subjective well-being, the authors utilized the Satisfaction with Life Scale (SWLS) created by Diener et al. (1985). The questionnaire is intended to measure one's self-reported overall satisfaction with life, and participants responded on a seven-point Likert scale, ranging from *1 (totally disagree)* to *7 (totally agree)*. The Cronbach's Alpha for the questionnaire was α= .84.

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Patient health questionnaire-9 (PHQ-9). To assess individuals' depression symptoms, the Patient Health Questionnaire-9 (Kroenke et al., 2001) was used. The questionnaire consists of nine items about depressive symptoms and behavior (anhedonia, sleep, lethargy, negative thoughts.). Participants stated how often the symptoms/behaviors had troubled them in the previous two weeks on a four-point Likert scale, ranging from *0 (not at all)* to *3 (nearly every day)*. The Cronbach's Alpha was α= .88.

Results

Preliminary analysis

Table 1 displays the results of descriptive statistics and intercorrelations of the study variables. A significant positive correlation was found between goal conflict and depression ($r = .21, p < .01$), while a negative correlation was discovered between goal conflict and satisfaction with life ($r = -.16, p < .05$). These results are consistent with hypotheses 1a and 1b. Furthermore, goal conflict showed a slight positive non-significant correlation with study goal attainment ($r = .04, p < .53$). Additionally, satisfaction with life positively correlated with study goal attainment ($r = .23, p < .01$), while a significant negative correlation was found between depression and study goal attainment ($r = -.30, p < .01$).

Table 1

Descriptive Statistics, Cronbach's Alphas and Intercorrelations of the Study Variables

Variables	Mean	SD	1.	2.	3.	4.
1. Goal conflict	3.49	1.32				
2. Goal attainment	4.06	1.10	.04			
3. Goal importance	5.90	.84	.147*	.042		
4. Swls	4.51	1.16	-.16*	.23**	-.14**	
5. PHQ9	2.22	.70	.21**	-.30**	.23**	-.55**

Note. * p < .05; ** p < .01 (two-tailed significance).

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Hypothesis testing

In line with hypothesis 1a and 1b, the analysis revealed a significant negative main effect between goal conflict and satisfaction with life ($b = -.15$, $p < .01$) and a positive relationship between goal conflict and depression ($b = .11$, $p < .01$). It also revealed a non-significant main effect for goal conflict and goal attainment ($b = -.30$, $p < .44$). Furthermore, a significant relationship can be seen between goal attainment and satisfaction with life ($b = .25$, $p < .01$) and a significant effect between goal attainment and depression ($b = -.20$, $p < .01$). We investigated the indirect impact of goal conflict on satisfaction with life and depression through the variable goal attainment. Contrary to our hypotheses 2a and 2b, results revealed that study goal attainment is not a significant mediator for the effect of goal conflict on satisfaction with life when goal importance is high (*index* = .02, 95% CI [-.03, -07] or when it is low (*index* = -.01, 95% CI [-.04, .03]. The same insignificant results were revealed for depression when goal importance was high (*index* = -.02, 95% CI [-.05, 02] or when it was low (*index* = .01, 95% CI [-.02, .03]. At last, our analysis revealed a non-significant interaction effect between goal attainment and well-being on goal importance (Table 2).

Table 2

Model Estimation Results for Assessing Moderated Mediation Wherein Study Goal Importance Interact to Influence Psychological Well-being through Study Goal Attainment

Predictor	Mediator variable model (DV = Study Goal Attainment)				
	β	*SE*	t(221)	*LLCI*	*ULCI*
Constant	4.73	1.35	3.50	2.07	7.4
Goal Conflict	-.30	.39	-.78	-1.06	.46
Study Goal Importance	-.13	.23	-.58	-.59	.32

Goal Conflict x Study Goal Importance	.06	.07	.86	-.07	.18

Conditional indirect effects of the predictor at values of the moderator					
	Index	*SE*		*LLCI*	*ULCI*
SWLS if importance is high	.02	.02		-.03	.07
SWLS if importance is low	-.01	.02		-.04	.03

Dependent variable model (DV=SWLS)					
Predictor	*β*	*SE*	*t*(221)	*LLCI*	*ULCI*
Constant	4.02	.34	11.66	3.34	4.70
Goal Conflict	-.15	.06	-2.66	-.26	-.04
Study Goal Attainment	.25	.07	3.70	.12	.39

Conditional indirect effects of the predictor at values of the moderator					
	Index	*SE*		*LLCI*	*ULCI*
SWLS if importance is high	.02	.02		-.03	.07
SWLS if importance is low	-.01	.02		-.04	.03

Dependent variable model (DV=PHQ9)					
Predictor	*β*	*SE*	*t*(221)	*LLCI*	*ULCI*
Constant	2.62	.20	13.07	2.22	3.01
Goal Conflict	.11	.03	3.47	.05	.18
Study Goal Attainment	-.20	.04	-4.93	-.28	-.12

Conditional indirect effects of the predictor at values of the moderator					
	Index	*SE*		*LLCI*	*ULCI*
PHQ9 if importance is high	-.02	.02		-.05	.02
PHQ9 if importance is low	.00	.01		-.02	.03

Note. *p < .05; ** < .01 (two-tailed significance).

Discussion

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   This study aimed to examine the impact of goal conflict on well-being in students and whether goal attainment and goal importance play a role in this connection. Therefore, we decided to study the relationship between goal conflict and well-being and whether goal attainment will mediate this relationship. Additionally, we aimed to test whether goal importance moderates the association between goal attainment and well-being, such that the more important the study goal is, the stronger is the positive impact of goal attainment on well-being.

   At first, our findings contribute to the effects of goal conflict on well-being (Koestner et al., 2002, Rodgers et al., 2021, Emmons et al., 1988, Bordeaux et al., 2013) as a negative impact is associated with life satisfaction (hypothesis 1a) and a positive effect with depression (hypothesis 1b). This supports the notion that conflict is a driving force of students' subjective well-being. Given that some past research has demonstrated this link, examining the possible variables influencing this relationship is essential. Therefore, we proposed that attaining conflicting goals will positively impact students' satisfaction with life, decreasing one's possibility of developing depression (hypotheses 2a and 2b). We studied this relationship through a questionnaire, with the expectation of finding a mediation effect; however, we discovered no evidence for our second hypothesis. This finding is inconsistent with previous views on goal conflict. Conflict's definition by classic motivational theories (Lewin 1935) is a scenario in which progress toward one objective diminishes the chance of achieving a second goal successfully. While those experiencing conflict are usually less likely to achieve their objectives, attained goals are not necessarily the ones in conflict (Bordeaux et al., 2013). Hence, we may not have found a significant effect of goal attainment on subjective well-being because the goals that we proposed in our goal conflict scale (health, wealth, etc.) were not the real conflicting goals with students' study goals. Finally, our data shows that no matter how important a study goal is for the student, it has no influence

over the relationship between goal attainment, satisfaction with life, or depression (hypothesis 3a and 3b). Individuals' priorities fluctuate when it comes to goals, as some objectives appear to be more worthwhile than others (Tóth et al., 2019). In line with this, Dunaetz (2014) reported that individual factors such as personality, self-efficacy, demography, or the degree of consideration devoted to obtaining a goal might impact the relevance of a goal. These individual variations are linked to motivation, preferences, and desired behaviors, all of which determine how significant a goal is. Hence finding no supporting evidence for our third hypothesis might be due to these individual differences.

Strength, Limitations, and future directions

One of the main strengths of our paper is that we used a globally understandable goal conflict measure. Despite using pre-fixed categories, our participants could relate to the measures, and they were based on validated goal categories. This fills in a theoretical gap in research, as most goal conflict measures focus on complicated matrix tables. Furthermore, we focused specifically on students because we considered them an especially sensitive group that can experience conflicting goals. With the focus on them, we created a realistic representation of this population. Hence, our findings might be generalized from our sample to the target population, enhancing the validity of our study. In our study, we mainly focused on first-year students, who might not understand how important the study goals are for them yet or know how much effort they need to attain those study goals. Hence, there would be an added benefit of conducting the study on a group of students ranging from first to the third year. Moreover, we relied on both the intrinsic and extrinsic goal dimensions during the measurements of study goal attainment and study goal importance. We believe that this is essential for our study because people strive for intrinsic goals and also the ones that are externally important for them. Therefore, we avoided the problem of oversimplifying the concept of goals. However, focusing only on intrinsic aspects of goals could be beneficial

because these might be the ones worth pursuing if you want to be happy, so further research would benefit from separating intrinsic and extrinsic goals. Lastly, we reached a good amount of participants, which led to considerable sample size. Unfortunately, despite having a lot of participants, our sample mainly consisted of WEIRD (western, educated, industrialized, rich, democratic) candidates, threatening the external validity of our research. Hence, we don't know if or how our findings operate in different populations. Additionally, not finding supporting evidence for hypotheses 2 and 3 might be a cause of our lack of differentiation between individual properties, such as personality. In line with this, Bordeaux et al. (2012) reported that personal variables might be more relevant than goal-level factors in predicting the impact of conflict on goal attainment and well-being. Hence, individual differences appear to act as a buffer against conflict's impact and the achievement of goals. Thus, further research could focus on determining what these individual differences are. For instance, planning ahead, deferring pleasure, and managing stress are all clear choices

Future research could employ a longitudinal design which might enhance our insights into the relationship between goal conflict and well-being. This is essential, as conflict is not only present for a certain amount of time, instead throughout our whole life. Furthermore, the lack of cultural factors in goal conflict research is particularly conspicuous, given that previous research suggests that culture influences the link between goal features and subjective well-being (Gray et al., 2016). For example, avoidance goals negatively affect well-being across cultures, and Japanese respondents report adopting more avoidance objectives than Americans (Elliot et al., 2012). Hence, research would benefit from a more culturally open sample. Finally, as mentioned above, individual differences might buffer goal conflicts and goal attainments relationships, so looking at such individual differences might enhance our understanding of these traits.

Conclusion and Practical Implications

We conducted this research to see if goal conflict and goal attainment affect students' subjective well-being and whether the attainment of important goals impacts this relationship. We assumed that goal conflict would decrease subjective well-being while increasing depression, as several inconsistent findings were related to this subject. Our findings further strengthen the negative associations between goal conflict and satisfaction with life and the positive association between goal conflict and depression. Students are a sensitive group in having conflicting goals, as they are not only working towards a degree but also establishing a sense of self (Sprung et al., 2021). Because of the pressure they are experiencing, a lot of them are in need of a psychologist, which is why it could be beneficial for clinicians to focus on their conflicting goals. Furthermore, our daily lives are structured by the accomplishment of essential goals. It may be beneficial for students to create realistic, measurable objectives across multiple life domains in order to avoid being engrossed in vague or unrealistic ideals that leave them without a sense of direction in their daily lives. This may insulate them from negative thoughts and assist them in leading a happy life.

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Appendix A

Goal Conflict Questionnaire

	1 (not at all conflicting)	2	3	4	5	6	7 (very much conflicting)
To live healthy.							
To be good looking.							
To have loving relationships.							
To have a lot of money.							
To help others in need.							
To know who I am.							

GOAL CONFLICT, AND IT'S IMPACT ON WELL-BEING

Appendix B

Goal Importance Questionnaire

	How important is this goal to you?						
	1 (not at all important)	2	3	4	5	6	7 (very important)
To have good grades.							
To excel in my studies.							
To obtain my degree.							
To study hard.							
To finish my degree.							

GOAL CONFLICT, AND IT'S IMPACT ON WELL-BEING

Appendix C

Goal Attainment Questionnaire

	How much have you already attained this goal?						
	1 (not at all attained)	2	3	4	5	6	7 (very much attained)
To have good grades.							
To excel in my studies.							
To obtain my degree.							
To study hard.							
To finish my degree.							