

INTERNALIZING INTROJECTED GOALS THROUGH REFLECTIVE WRITING

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ABSTRACT

How do individuals internalize goals that are self-set? Research on this topic is rather limited, and this study examined whether writing exercises that encourage self-reflection about an academic goal would increase internalization towards the goal, as compared to writing about a control topic (daily plans). Participants ($n = 104$) were assigned to write about one of the topics once a week for three weeks, but results show no main effect differences between the two writing conditions in increase in internalization or other goal outcomes. Further analyses revealed that the self-reflective writing may be beneficial to individuals with higher ACT scores. The importance of the match between goal level and skill level is discussed.