RELATIONSHIP BETWEEN GROUP CONFLICTS AND GOAL ACHIEVEMENT BEHAVIORAL OF STUDENTS AT UNIVERSITY LEVEL

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Abstract

This study was undertaken to inquire the group conflict and goal achievement behavior of students at university level. Moreover, the effect of demographic factors (qualification, gender, age& department) on relationship between group conflict and goal achievement behavioral of students at university level. Descriptive design and survey method were used in this study. The size of the sample in this study was 100. The sample was taken through random sapmling technique. Researchers were used self-developed questionnaire that was based on the motivational theory by McClelland (1961). The Researchers were used 20 items in the questionnaire. A research inventory regarding group conflict (.656) and goal achievement (.943) were reliable. It was found that the majority of students were agreed when they believed that they are motivated when they see their works improvement also when their problems are resolved. A degree of goal achievement of the students that was measure by descriptive statistic and it was found that the majority of students were agreed that motivated students achieve their goals. A significant correlation existed between group conflict and achievement oriented behavior. The male and female

student's opinions regarding group conflict and goal achievement behavior of students was not significant.

Key Words: Group Conflict, Goal Achievement, University Level, Descriptive Study Design.

INTRODUCTION

Group of individuals communicates independently and want to share their feelings with contradicting and debating power to achieve their specific goals whenever they work on collaboration (Fatima, 2019). They share their goals with each-others and their sharing are not only related with their goals but also linked with their degree of interdependency (Fatima & Ali, 2019). These peoples join groups for variety of distinct reasons. Mostly they join groups for different advantages like self-respect, safety, reputation, associating, potential, and goal achievement (Fatima, Zamir, Ali & Fatima, 2018). The aim for achievement of goal is the ability of individual to identify and signifies their activities (Ali, Zamir, Fatima & Fatima, 2018). This struggle and ability for achievement of goal can get your crave result. If individual is working within a group is not compatible and understandable, it will create intra-group conflict (Fatima, 2019). This conflict arises mostly from differences in ideas, thoughts, views and interpersonal disagreement (Ali & Fatima, 2016). This conflict within a group member is good especially at university level because it can provide us different ideas and ways (to minimize different obstacles) in the achievement of goal (Fatima, 2017). According to Campbell (2014), he claimed that group conflict is actually the disagreement of intergroup members in its views or objectives.

Group conflict can be helpful and beneficial as it can provide awareness about the problems that exist and can gives a solution for the better way of forward can bring positive changes in different things mostly in creative solution, encouraging environments, and gives better way of thinking (Fatima, Ali & Fatima, 2018). However, the term "conflict" has both positive and negative connotation, their effect within a group can bring positive and negative changes (Fatima & Zamir, 2015). Group conflict is vital both between the group members and interpersonal matters that is helpful for societal change which reflects the current interest and realities (Fatima & Ali, 2015). It can also give a way to avoid the premature group decision making and enforcing the individual to look in a careful way to examine their issues and interest while taking the process of decision making (Fatima, 2016). When the conflict occurs on group's common goal it produces intra-group cooperation and this cooperation creates intra-group unity and keep group members together (Ali & Fatima, 2016). Group can be distracted from their core goal if group members gives much time to the conflict or one leaves the group instead another to be appoint as a new member rather than focusing on their primary purposes (Fatima et al., 2018) Conflict can affect on both physical and psychological health of individual (Fatima, 2019). According to Greefield (2020), he claimed that group conflict is actually the disagreement of intergroup members in its views or objectives. According to Ali and Fatima (2016), they explained about performance of individuals and their goals focus the individual on the self that how one's performances and they can be analyses

within group members, such types of analyses can be achieved with different patterns of cognition, behavior and their effects (Shah, 2015).

A procedure in which one person or one group recognizes their interest, views, ideas are being resist or critically affected by another group is called conflict (Wright, 2016). A struggle or competition between people with disagreeing demands, plans, trust, benefits, or goals is conflict. Conflict indicates the contradictory of theme setting. In Pakistani context group conflict and group achievement is a complete procedure to prove achievable goals, to find out and to accomplish objectives, take action toward goal fulfillment. Therefore, researchers were tried to inquire the effects of group conflict on the execution of goal of students at University level.

1.1   Statement of the Problem

Group discussion with a free environment is very necessary to attain our craving goal as it can help out to bring new ideas through brainstorming, many important inputs to attain best outputs and various creative solutions to the problems that exist. Group conflict have some indirectly and adverse impact on accomplishment of desired goal within a group, to prevent conflict, the leader of the group must take care of members comfort, he/she must have to provide harmony, mutual conformity and soundness within a group. This study was undertaken to inquire the group conflict and goal achievement of students at university level. Moreover, the effect of demographic factors (qualification, gender, age & department) is also determined on relationship between group conflict to and achievement behavior of students at university level.

1.2   Objectives of the Study
1. To find out student opinions about group conflict at university level.
2. T o assess a degree of goal achievement of the student at university level.
3. To determine a relationship between group conflict and goal achievement behavior of the students at university level.
4. To predict the effect of demographic factor over the group conflict and achievement behavior of students at university level.

1.3   Hypothesis
H1:   There is no significant relationship between group conflict and goal achievement.

H2:   There is no significant effect of demographic factors (qualification, gender, age& department) over group conflict and goal achievement at university level.

LITERATURE REVIEW

2.1   Goal Achievement

One's inward portrayals of wanted states might be characterized as a goal (Nielsen, 2008). An assessment of the outcomes of accomplishing or not accomplishing a goal is a goal significance which can be conceptualized as a significant property of a goal (Mulder, 2019). A goal engaging quality can likewise be depicted by objective

significance (Meece, 2006) or power (Huang, 2012). This exertion and consistence applied to accomplish the goal is a sense of the centrality of a goal gives a defeat to prioritization (Guenter, 2016).

Accomplishment inspiration is an idea that is connected with person's passionate condition of peculiar dominance, physical delight, acclaim and a craving to achieve a prize is sanctified (Fatima et al., 2018). Inspecting and knowing the implications of achievement and inspiration independently are best comprehended for achievement inspiration (Ali et al., 2018). The significance of satisfaction and achievement with exertion included is normally focuses by achievement (Fatima & Zamir, 2015). The consistence of the person and a person's purpose behind taking part in a movement is identifies by inspiration (Fatima, 2014).

As indicated by Ali and Fatima (2016), a capacity of instrumental feeling of individual satisfaction is called achievement inspiration. For example, arranging, association, dynamic learning, and appraisals are based on finishing intellectual conduct and inspiration (Campbell, 2014). Incorporates group viability as a significant job and it doesn't just include task execution and objective accomplishment in performing complex undertakings (Fatima, 2014). The best test for group adequacy is strife in any case. Because of various view or recognitions the strain happens among colleagues is characterizing as strife (Greefield, 2020). The firm judgments or thought processes of an individual that are connected with satisfaction task which accomplished through operational articulations of theoretical learning tasks and fulfillment structures like physical and word related regions of an individual are known as accomplishment of goals (Fatima, 2019). In any case, accomplishment measurements were absolutely urbanized to clarify accomplishment inspiration and demeanor of the individual (Fatima et al., 2018). In a mental thought process, it is characterized as a firm accepts of individual's longing to satisfy to some degree and to extend his/her demonstration of learning as accomplishment motivation (Fatima, 2016). Every understudy is influenced with various degrees of accomplishment inspiration by seen that all disciples are slanted through a need of progress in light of the fact. In accomplishing that all disciples are slanted through a need of progress in light of the fact depends on this potential (Fatima, 2017). They don't require rewards or applause in light of the fact that their pleasure of learning is connected with the idea of errand and their enthusiasm of learning is additionally related with viable information (Fatima & Zamir, 2015). Their poverty to accomplish something can choose their goal situated conduct and to accomplish dominance (Ali et al., 2018). A technique in which individual can support the assurance is consider as motivating force. For example, anticipating, affiliation, dynamic, education and valuations are in a basic foundation to plentiful discerning compartment to impulse bears (Fatima & Ali, 2019).

2.2 Acquired Needs Theory of Motivation

In the late 1940's, a psychologist McClelland built up a theory that is acquired by an interrelation condition of positive or negative effect and an outside or inward signal of reflection (Wright, 2016). McClelland (1985) portrays inspiration as whatever impacts the capacity to react and the final result of all types of activity. It is also related to enable

administrators to distinguish what prizes to give a person as exceptionally utilitarian and an individual ventures to satisfy inside themselves or their condition is based on the need they centre on an individual's mental or physiological is a content theory (Meece, 2006).

Individuals are not naturally get a few qualities, yet learn them as grown-ups is a further examination reflection of McClelland's concept of motivation and found out by all thought process (Shah, 2015). Administrators were occupied with exercises that were demonstrated by one examination and utilized good examples that higher business developments caused by high achievers bringing about the securing of powerful business abilities than those that were not given the preparation (Mulder, 2019). We as a whole have three inspiring drivers and paying little mind to our sexual orientation, culture, or age and one of these will be our prevailing spurring driver said by McClelland. This is called acquired need theory of motivation. Following are some elements;

Supreme Incentives	Person's Traits
Achievement	1. Solid need to set and achieve testing goals.
	a. For achieving their goals faces determined challenges.
	b. Faces determined challenges to achieve their goals.
	c. Appreciates while getting normal criticism on their advancement and accomplishments.
	d. Wants to do work alone.
	e. In a gathering prefer to have a place.
	f. With frequently oblige needs to be preferred
Affiliation	2. Gathering needs to do whatever their reminder.
	a. Over rivalry favours joint effort.
	b. High hazard or vulnerability is not to be cared.
	c. Needed impact and control others.
Power	3. Win contentions is to be liked.
	a. Winning and rivalry are appreciated.
	b. Status and acknowledgment are appreciated.

Following are three fundamental needs by utilizing different investigations concentrated that can be utilized to profile individuals are created through McClelland's theory;

1. **Need for Achievement:** Rivalry, symbolism and time speculation are high attributes of an individual in achievement. For instance, to plan something for be fruitful, to take a stab at greatness and end to fall flat for propelling themselves these strategies will utilized by an individual (Nielsen, 2008). As per Fatima (2019), to be better and effective with no covetousness of remuneration will inevitably have elevated level of accomplishment inspiration of arguments of the individuals that are caused by the proportion of progress and want to exceed expectations (Huang, 2012). In any case, Fatima and Ali (2016), said that the two

significant kinds of accomplishment goals are, first a well responsibility is to carry out or learn, requirement for information of an inherent thought process, to be capable, take care of issues and second, to do well and perform in examination with accepted practices for accomplishing a goal. Accomplishment need testing is spurred by individuals, however not feasible, ventures. Along these lines ensure you keep them drew that issues or circumstances with limiting troublesome were flourished. Either alone or with other high achievers individuals gets spurred by finishing their set work successfully (Fatima, 2014). A lascivious and adjusted examination is to be given achievers when individuals ask any criticism at any point.

2.   **Need for Affiliation:** As great socialisers with solid social abilities significant requirement for association perceive themselves of individuals. By association decision measure test in which individuals and their companions enjoyed fifteen unique kinds of exercises and exceptionally rated them and in social circumstances how high they appraised themselves (McClelland, 1985). In a gathering domain best association of work is done by individuals persuaded, so at whatever point conceivable as opposed to working alone and attempt to coordinate them with a group (Fatima & Ali, 2019). Vulnerability and hazard are not to be cared. Be close to home while giving input to these individuals. By stressing their great working relationship and your trust in them and start your evaluation chances is it's critical to adjusted input, it is open to be that they will likely be increasingly what you state.

3. **Need for Power:** As per Guenter (2016), a craving to control is a need of intensity, for other people impact or be answerable, have effect. The longing to be preferred the requirement for both inward and outside force surpasses isn't oppressive (Mulder, 2019). They appreciate rivalry when they're in control since a serious requirement for power work is best, for goal situated ventures or assignments they do their best. Gathering must be persuaded of a thought or goal in circumstances, they may likewise be exceptionally compelling in arrangements.

2.3 Group Conflict

Knowing the objectives of each litigant in a conflict makes constructive conflict resolution more likely because you can trace integrative solutions to problems that are in line with the multiple objectives of both litigants (Ali et al., 2018). Result of differences and disagreements between oneself or herself and another person over attentiveness and plans, trust, worth or practices that matter to them is a cause of interpersonal conflict (Greefield, 2020). According to Fatima et al., (2018) relationships will be satisfactory to the extent that benefits exceed costs predicts in the theory of interdependence. The costs of non-compliance and the benefits of achieving the objectives by a similar analysis can impact how one understands the outcome of a conflict.

Effectively groups are important for major collaboration task, decisions on how to manage the planning effort of the task and commitment on how to interrelate people to go through the piece of work by a reflection of a procedure of conflict or arguments over the projection of responsibilities and plans (Campbell, 2014). Conflicts over piece of work, for instance how to run the situation and how to control planning and time-related

nervousness related to organizing and progress are experienced by mostly groups (Nielsen, 2008). Apparent imbalances and procedure misfortunes practices are happens by the gatherings much of the time faces strife about how to deal with slowpokes, complementary lift, and the individuals who don't perform obligations true to form or concurred (Shah, 2015). The decline bunch execution and part fulfillment and increment the measure of negative feeling that bunch individuals feels are indicated by the outcomes of clashes explored by the latest research (Fatima & Ali, 2019).

2.4   Previous Studies regarding Group Conflict and Goal Achievement

Many studies and researches conducted by researchers related to group conflicts and achievement motivation of students. A person's turn of events and group value enhancements can helped by a normal errand and procedure conflicts can be valuable and solid for associations are closed through this investigation. By understanding the genuine intrigue a superior arrangement can pick through its assistance, upgraded and progressing of objectives and necessities are moved from those issues which are correspondence around (Meece, 2006). The result of a study showed that in Nigeria universities role conflict between professional and academic administrators was rooted in competition for insufficient resources, deficient communication, poorly arranged duties, power struggle, personality engagement, improper power distribution, and poor management scheme (Fatima, 2014). For the evasion and choice of job struggle one of the best plans was found that through the main driver of role conflict and evacuating and it was discovered additionally. From this, different kinds of role conflict would have been evacuated by closing of workplaces and positions circumstances and conditions before the chairman order. In Nigerian universities this study is to be useful in managing role conflict and also suggested that university authorities should adopt this scheme. In progress to make sure smooth running of the university the administrators, both academic and professional, should see each other partners. They should be agreed without any dissatisfaction or competition by the position or role offered (Guenter, 2016). On a regular level in the investigation of the discoveries were those matters of contentions in Ondo state tertiary foundations. Major clashes are between nonteaching staff and the college/school the board, and the other contention between scholarly staff and the legislature. In these institutions, main cause of the conflict was nonpayment of salaries as at when due. In Ondo state tertiary organizations between scholastic staff and expert's heads role conflict should be happened. Peacemaking methodologies were the best for utilization of choice procedure for participatory. In the educational system in authoritative viability peacemaking plan are basic factors in the educational system (Fatima et al., 2018).

A youthful excitement of the university students in the society they always behave like the lifelike reformist or activist. However, the role in achieving the goals development of students and conflicts, whatever its condition, gives negatively affects by society (Ali & Fatima, 2016). Hence, in the university system for student's conflicts and disaster to be decreased, university management and stakeholders should refine their schemes for appropriateness and effectiveness in the management of student conflicts. To prevent or manage student conflicts, university authorities should achieve by setting in motion machinery for handling students (Fatima, 2017). Various parts of understudy inspiration exceptionally contribute in understudy's accomplishment is indicated by the

examination of the discoveries. Beyond insight and earlier accomplishment are well in various scholarly subjects through inspirational accomplishment of evaluation of understudy's, learning objectives, self-sentiment and their undertaking esteems are overall significance of this investigation. Our insight extends by these outcomes that for inspirational role of understudy's is accomplishment of scholastic. The feeling of understudy's ability is simply shown by evaluations of understudy's and it is important for persuasive makers and all pointers were assessed area explicitly in any event, earlier evaluation in their knowledge is in past contrasts. With comparative insight scores two understudies were space out in a particular, thought process of accomplishment, esteems of comparable assignments, same earlier accomplishment, and objectives and a higher area explicit capacity will get better school grades and self-assessment by this understudies. In this manner, as for scholarly accomplishment, putting stock in own capacities is invaluable, and it's solid proof. In school explicit capacity convictions improving understudy's space affirm impedance is to execute and this examination is shown through this discoveries and it is an empowering approach (Shah, 2015).

Contention can be recommended and demonstrated by the aftereffect of an investigation is incapacitating and may unfavorably impact execution; the impact of objective clash on objective responsibility has gotten little consideration is a result of an elevated degrees of stress (Wright, 2016). This study is important for policymakers and academics literature showed through the result of studies. For policymakers where conflict plays a role to increase the group performance; it is important in a sense that it will provide a bridge to them to remove negative conflict and maintain a level of conflict up to an area (Ali & Fatima, 2016). Different kinds of objectives by the impacts of accomplishing are; to accomplishing sure goals than others few people react more emphatically and through this examination appeared that these contrasts are identified with the individual contrasts. By this examination middle people, debaters and conciliators are needed to be boosts the results and to diminish the so contrary damaging effect of contentions are profoundly pertinent appeared (Huang, 2012). That is why; this study was a try to investigate a relationship between goal oriented behavior of student and group conflict at university level.

RESEARCH METHODLOGY

3.1 Research Design

To investigate all the conditions of research descriptive design through survey method was used. This study was quantitative and it is defined as quantitative research methods that are applied to the collection of data that is organized and could be represented numerically. When the researcher has adopted the positive conceptual approach and data is collected generally by quantitative data and it can be logically examined (Ali et al., 2018).

3.2 Population of the Study

Every topic that observes to a station of descriptions by a complete picture is population; to the investigators the complete category of human beings that is of regard can be generalized the containing results (Fatima, 2019). In this study 21557 university

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students at the public level were constituted as population. Due to the delimitation of this study, the target population was belonging to the section of social sciences of International Islamic University, Islamabad. To apply the research results on we want the group of people in the target population (Fatima & Zamir, 2016). The accessible population of this study was 100 students of the faculty of social sciences.

3.3 Sample and Sampling Technique

Utilized natives are from a little but exceptionally components of substitute gathering are to determine truths about that population (Fatima, 2019). From a sub-group of the natives outcomes are constructed and regarded the knowledge for wind up, allows the researcher to explore without possessed to every single is a sampling method (Ali & Fatima, 2016). 100 students of faculty of social sciences were constituted as sample size and it was drowned through random sampling technique. By selecting content natives of all members are similar and unconstrained possibility of being sort out is random sampling technique (Fatima, 2019). The size of the sample in this study was 100. The sample was takened through a method of random sampling. In representative identical possibility involvement of natives in each case is a simple random sample. It contains disadvantages related to simple random sampling (Fatima et al., 2018).

3.4 Research Instrument

All the useful information that can be attained was collected through a research tool by structures and numerical data that were known as a questionnaire (Ali et al., 2018). Researchers were used self-developed questionnaire that was based on the motivational theory by McClelland (1961). Researchers were used 20 items in the questionnaire. The range of scoring key is from always true to never true.

3.5 Pilot Testing

Dignified the research implement through stability and regularity by a procedure is called pilot checking is called pilot checking, to check research agreements through a little investigation explained through pilot investigation, instrument of gathered information, in construction of large investigation, and other research method and scheme of advertisement representative (Fatima, 2019). Through a process we can calculated the validity and reliability of the implement, the solidity of discovery is mentioned by reliability, and the genuineness of discovery is portrayed by validity (Ali & Fatima, 2016). The consideration of definite domain is effectively explicit through protect composed information is validity (Fatima & Ali, 2019). In advanced the ultimate data collection was used 25 questionnaires for research description. In the context of Pakistan dignified the research statement through reliability and validity.

3.5.1. Validity of Instrument

The validity of self-developed questionnaire was checked by the expert of social sciences of International Islamic University Islamabad. They have checked the content of the questionnaire, physiology and the configuration of the items. Return the gratified totality in an implement of elements is a level and also concluded that implement is

content validity (Fatima, 2014). The construct validity of the self-developed questionnaire was checked by CFA/EFA by SPSS.

3.5.2. Reliability of Instrument

Table.No.3.1

Reliability of Group Conflicts and Goal Achievement (N=100)

Variable	No. of Items	Cronbach's Alpha
Group Conflict	10	.656
Goal Achievement	10	.943

In table.No.3.1, a research inventory regarding group conflict (.656) and goal achievement (.943) were reliable.

3.6   Data Collection

By personal visit, the researchers distributed and explained the questionnaire in front of the participant and collected their data about the relationship between group conflicts and goal achievement behavioral of students from students of faculty of social sciences of International Islamic University, Islamabad.

3.7   Data Analysis

Researchers organized the complete data into the computer after proper collection of data. By using SPSS, data were checked and analyzed on the basis of objectives, hypothesis and research questions of this study.

DATA ANALYSIS AND ITS INTERPRETATION

Table 4.1

Representation of Percentage Response over Questionnaires (

Sr. No	Items	NT	RT	ST	OT	AT	Mean
GC							
1.	I am satisfied while working with in a group.	11.0	10.0	27.0	22.0	30.0	3.50
2.	I am fully participating in group activity.	7.0	10.0	22.0	29.0	32.0	3.69
3.	I am attentively listened the ideas and opinions of other group members.	7.0	9.0	19.0	30.0	35.0	3.77
4.	In a group I can complete my work on time.	14.0	14.0	23.0	23.0	26.0	3.33
5.	I have conflict of ideas in group work.	19.0	21.0	31.0	19.0	10.0	2.80
6.	In there any jealousy between	35.0	27.0	21.0	11.0	6.0	2.26

	male and female members while working in a group.						
7.	In a group sometime member feel rejection and distrusters.	11.0	18.0	42.0	19.0	10.0	2.99
8.	The member appeared tens and anxious.	13.0	22.0	44.0	14.0	7.0	2.80
9.	Whenever I taking responsibilities conflicts are arises in my group.	24.0	17.0	37.0	11.0	11.0	2.68
10.	I am capable to easily resolve a group conflict.	13.0	13.0	27.0	30.0	17.0	3.25
AM							
1.	I am motivated when I work with others.	9.0	13.0	24.0	20.0	34.0	3.57
2.	I am motivated when I am helping others.	8.0	12.0	11.0	20.0	49.0	3.90
3.	I am motivated when I am notice by others.	11.0	15.0	22.0	26.0	26.0	3.41
4.	I am motivated when I see my work improve.	9.0	8.0	14.0	18.0	51.0	3.94
5.	I am motivated when I solve a problem.	8.0	14.0	7.0	16.0	55.0	3.96
6.	I am motivated when get a reward.	9.0	5.0	16.0	15.0	55.0	4.02
7.	I am motivated when I get good marks.	13.0	8.0	14.0	17.0	48.0	3.79
8.	I am motivated when I am in-charge of a group.	19.0	10.0	24.0	27.0	20.0	3.19
9.	I am motivated when I am praised.	12.0	12.0	18.0	23.0	35.0	3.57
10.	I am motivated when I am doing better than others.	12.0	11.0	18.0	13.0	46.0	3.70

*GC= Group Conflict; AM = Achievement Motivation

Table 4.1 shows that the majority of students (51%) were agreed when they believed that they are motivated when they see their works improvement; (55%) students were agreed when they believed their problems are resolved when they are motivated; (55%) students were agreed when they believed that they are motivated when they get a reward.

B. Inferential Statistic

In this study, following hypothesis was tested.

H$_1$: **There is no significant effect of demographic factors (gender) over**

group conflict and goal achievement at university level.

Table 4.2
T-test for Gender Regarding Group Conflict and Goal Achievement

	Gender	N	Mean	Std. Deviation	t-value	Df	Sig
Perception About Group Conflict & Goal Achievement	Male	50	68.08	12.86	-.27	98	.979
	Female	50	68.16	16.85			

Table 4.2 shows that the mean value of female (68.16) was greater than male (68.08). It means that difference in male and female opinion regarding group conflict and goal achievement was no significant. Hypothesis was accepted.

H₂: **There is no significant effect of demographic factors (qualification) over group conflict and goal achievement at university level.**

Table 4.3
ANNOVA test for Qualification

Qualification	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1457.020	4	364.255	1.682	.161
Within Groups	20575.540	95	216.585		

Table 4.3 shows that the sum of square between groups of qualification (1457.02) and with in groups of qualification was (20575.54). The significance value (.161) shows that qualification difference was not present. It means hypothesis on the basis of qualification is accepted.

H₃: **There is no significant relationship between group conflict and goal Achievement**

Table 4.4
Pearson Correlation between Group Conflict and Goal Achievement

	Goal Conflicts	Goal Achievement	Total
Goal Conflicts	1	.458**	.749**
Goal Achievement	.458**	1	.932**

**. Correlation is significant at the 0.01 level (2-tailed)

Table 4.4 shows that relationship between group conflict and goal achievement was significant. It was measured through Person correlation and its values are regarding group conflict (.458) and goal achievement (.458).

DISCUSSION

Majority of students were believed that they are motivated when they see their works improvement, their problems were resolved and also when they get a reward. This finding was quite similar with the works of Fatima (2019) and Ali and Fatima (2016) who also found that students show goal oriented behavior when they possessed social, mastery and performance goals. The majority of students were agreed that motivated

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student's achieve their goals because when they are motivated towards their work they can easily get possible results. This result was also quite similar with the works of Nielsen (2008) and Cambell (2014).

It was also found that relationship between group conflict and goal achievement behavior of students was significant. Because the group conflicts directly affect on the student's goal achievements. This finding was quite similar with the works of Huang (2012) and Shah (2015). They also found that group conflict can be managed by goal oriented behavior of the individual. Similarly, the mean value of female was greater than male. It means that difference in male and female student's opinion regarding group conflict and goal achievement was not significant. So, this hypothesis was accepted. Because they recognized the main causes of conflicts are unbalanced duties allotment, affectless connections, badly task direction, being self-centered, having different worth and finally, lack of power and capability. Through this students lost their attention regarding behavior of goal achieve. This result was also quite similar with the works of Greenfield (2020) and Guenter (2016). The significance values of sum of square between and within the groups of qualification shows that qualification difference was not present. It means hypothesis on the basis of qualification is accepted. This result was quite similar with the works of Wright (2016) and Meece (2006).

CONCLUSIONS

1. Majority of students agreed that their group conflict are not produced whenever they complete their task in time, actively participate and show full attention towards their work
2. Degree of goal oriented behavior shows that whenever students' acquired need of achievement has been fulfilled then they were highly motivated to achieve their goals.
3. A significant and positive correlation existed between group conflict and goal achievement behavior of the students at university level.
4. Male and female student's opinions regarding relationship between group conflict and goal achievement behavior of students was not significant. It also shows that qualification difference was also not significant regarding the students' opinions about group conflict and goal achievement behavior.

Recommendations:

Following recommendations has been drawn from this study;
1. This study may be implemented on school and college level.
2. This study was using quantitative approach, while new research may use mixed method approach for taking out more accurate picture of group conflict and goal achievement behavior of students.
3. This study may be conducted at every province of Pakistan because it was delimited to the territory of Islamabad.

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