
The aim of this study was to examine the effect of goal setting on reaction time. Forty physical education students were tested on a time reaction test in a laboratory setting. Following this baseline test, they were randomly assigned to one of four experimental conditions: personal goals, difficult assigned goals, easy assigned goals, and no goals. Difficult assigned goals, and easy assigned goals were determined by the experimenter based on a pilot test with a different sample of students. Analysis showed that goal setting enhanced performance and participants in the difficult assigned goals condition showed the biggest improvement in performance.