Chapter One

Introduction

1.1 Background to the study

Academic motivation is key to success in educational pursuit however, this has been growing apprehension within the education sector globally regarding the best methods to guarantee that students achieve optimal learning outcomes in school and excel in their academic endeavours. The reasons behind students' struggles in school are a topic of considerable discussion. In light of the swiftly evolving educational landscapes across various nations, there exists a significant opportunity to explore and identify effective strategies aimed at enhancing students' academic motivation to seek quality education. Nationwide protests have erupted in Nigeria in response to the declining standards of education. Various elements have been recognised as contributing to students' low academic performance, such as subpar study habits, lack of motivation, ineffective teaching methods, and insufficient attention to individual needs[1]. It was noted that certain college students exhibited a lack of focus on their classroom learning, as they were readily diverted by various other activities. Another academic observes that students often remain passive in their seats, disengaging from lectures and classroom discussions, which indicate a deficiency in academic motivation[2].

Within the educational framework, the notion of academic motivation serves to elucidate the degree to which students dedicate their focus and energy to diverse activities, which may or may not align with the expectations of educators[3]. Another expert contended that motivation is central to the learning process. He posits that sufficient motivation not only sparks the activity that fosters learning but also maintains and guides it[4]. Consequently, as referenced by another expert, motivation is regarded as a crucial element of the learning process. Nonetheless, they

recognised that academic motivation arises from a multitude of influences. The factors encompass the student's personality and abilities, the specifics of the learning task, the incentives for learning, the environment, and the teacher's behaviour[5].

The term motivation has numerous definitions. Motivation denotes an individual's drive and impetus to participate in a specific activity, but another researcher characterised motivation as a student's endeavour to enhance their performance. Science learning motivation was defined as the students' inclination to acquire knowledge in science[6]. Motivation to study is a crucial psychological factor influencing learning and academic achievement across all courses in education. Academic motivation refers to a student's inclination, as demonstrated through their approach, tenacity, and interest levels, towards academic subjects when their competency is evaluated against a benchmark of performance or excellence[7]. Academic motivation is a specific category under the broader concept of reflective motivation, characterised as the "necessity" for success or efficacy in navigating one's surroundings[8].

Researchers have delineated three overarching categories of pertinent constructs related to motivation within educational settings. These comprise anticipation, value, and affective components. The expectation component encompasses students' confidence in their capacity to complete a task[9]. The value component includes students' goals and beliefs about the importance of a task, along with their involvement in it. The emotional aspect includes the feelings resulting from completing tasks, along with the consequences of achieving success or experiencing failure in an educational setting. Another researcher argued that individuals with insufficient academic motivation display a reduced drive to attain academic goals. Such students were observed to display signs and symptoms of indifference and apathy towards school. A significant number, if not the entirety, of these students are often involved in examination misconduct[10].

Encouraging students to engage in learning within colleges of education is a significant problem for educators today, and fostering student motivation for success in institutions represents one of the foremost challenges of our century[11]. Motivation is a significant obstacle in learning and a critical factor in the decline of educational standards[11]. The primary purpose of teachers in the classroom should be to facilitate student learning and maintain their engagement with the material. Academic motivation has been recognised as a significant factor in learning and accomplishment[12]. Academic motivation correlates favourably with class involvement, educational ambitions, enjoyment of school, utilisation of adaptive learning tools, and academic success[13].

In addition to the overall underperformance, there seems to be a disparity in achievement among different Colleges of Education. One could contend that such fluctuations in intellectual motivation are inevitable. While the prevalence seems to be more pronounced among students at Colleges of Education, private Colleges of Education are also affected by the dropping trend. The result of widespread failure in public examinations nowadays is the incapacity of students to advance to higher educational institutions. Consequently, educational stakeholders seek to understand the causative variables related to this underachievement. Students in Colleges of Education experiencing depression are susceptible to underperformance[12]. Furthermore, utilising data derived from a resource allocation model regarding the impact of a depressed mood on cognition, students exhibiting depressive symptoms are inclined to concentrate on distracting, extraneous thoughts, thereby diminishing their capacity for sustained attention on cognitive tasks, ultimately resulting in underachievement or academic failure[13].

The literature has various hypotheses that delineate essential components of academic motivation. These ideas elucidate the significance of motivation in educational outcomes

independently, as well as its role as a catalyst for other favourable educational results (e.g., success). Significantly, within this extensive literature, there are interconnections among the primary components of motivation. This research provides a concise summary of these elements and the theories in which they are incorporated. This is succeeded by an emphasis on a multidimensional framework, the motivation wheel, which exemplifies an approach that encompasses significant motivational components derived from prominent theories and research. These factors encompass positive motivation constructs of mastery, self-efficacy, and valuing, as well as positive constructs of planning, task management, and persistence. Less adaptive constructs are also included: negative motivation constructs of anxiety, uncertain control, and failure avoidance[14].

Academic motivation research has garnered considerable interest in the fields of psychology and education during the past several decades[15]. Motivation is multifaceted and multidimensional, encompassing various theories that address a range of issues. Academic motivation is characterised as the energy and drive of College of Education students to engage, learn, work efficiently, and realise their potential, along with the actions that stem from this energy and drive. Academic motivation significantly influences students' engagement with and satisfaction in educational institutions. Academic motivation also underlies their success[16]. Considering the substantial influence of academic motivation on the scholarly achievements of students in Colleges of Education, it is imperative to examine the factors that augment academic motivation.

Academic motivation is significantly associated with students' class involvement, educational ambitions, enjoyment of school, academic learning, and academic accomplishment. Motivation denotes an individual's propensity, vigour, orientation, and determination concerning

learning and accomplishment. Numerous ideas delineate the fundamental components of student motivation. Academic motivation is crucial for educational achievements in its own right, as well as for its role in facilitating other desirable educational outcomes among students at colleges of education[16].

Educators acknowledge the significance of student motivation in academics, noting that numerous kids exhibit boredom, lack of desire, and disengagement from both intellectual and social facets of school life[17]. Proposals indicate that while school attendance is becoming mandatory in most Nigerian states, legislation may govern the educational framework, significantly impacting academic and social results. There may be no more opportune moment to guarantee student engagement in academics than now, given the significant social and economic pressures confronting young individuals. Numerous beneficial effects arise from pupils' intellectual motivation. Student interest in school activities enhances academic achievement, elevates graduation rates, reduces dropout rates, improves student performance, and fosters positive expectations for academic capabilities[18].

Comprehending the factors that drive a student to pursue brilliance is a pivotal concern in contemporary education. Most educators concur that various elements influence a student's academic motivation. Burnout and self-efficacy are posited as characteristics that either hinder or enhance student academic performance. Nevertheless, findings regarding the correlation between burnout, self-efficacy, and academic motivation have been markedly discordant. Some researchers discovered that these variables are not significantly correlated with academic motivation, but other scholars established a significant association between self-efficacy and academic motivation, as well as between burnout and academic drive[19]. Besides, most of the

studies were conducted in Western countries and thus the full understanding of this relationship runs the risk of being culturally biased[19].

Several authors have notably explored the causative factors linked to academic motivation among students in Nigeria, which are organismic in nature. The analysis encompassed various factors, including age, gender, locus of control, self-concept, self-esteem, and the interplay of depression with academic motivation, among others[20,21]. Scholars have advanced their methodologies for exploring strategies that may enhance scholarly motivation. For instance, an additional researcher investigated the psycho-sociological factors that correlate with the academic achievement of Nigerian students, specifically focusing on the students of Emmanuel Alayande College of Education[22]. Various researchers investigated the efficacy of motivational enhancement therapy in improving mathematics learning outcomes among adolescents attending school in Oyo State. Nevertheless, there exists a limited number of studies focused on academic motivation[23]. Certain researchers have explored the interplay of motivation, stress, anxiety, and emotions as determinants of academic boredom in degree students, as well as the development and validation of an academic motivation scale for secondary school students. In light of the foregoing considerations, it becomes imperative to adopt evidence-based therapeutic interventions that can effectively strengthen students' academic motivation. Among the various approaches available, Goal Setting and Study Skills Training have been identified as particularly relevant, given their potential to equip learners with direction, persistence, and effective learning strategies. Consequently, this study is designed to examine the impact of Goal Setting and Study Skills Training on the academic motivation of second-year students in Colleges of Education in South-West Nigeria.

Goal-Settings Training is characterised as a self-directed method enabling pupils to autonomously identify and establish personal objectives aimed at enhancing behavioural and/or academic performance[25]. Another expert noted that goal-settings interventions constitute an evidence-based practice for Second year children[26]. Research has validated goal-setting as an effective intervention for enhancing the academic and behavioural skills of students at risk of underachievement. Various instructional methods have been employed to teach goal-setting, including small group and individual instruction utilising a model, lead, test format, self-set goals based on teacher directives and performance feedback, and self-management intervention packages. A particular intervention utilised for teaching students goal-setting is the Self-Determined Learning Model of Instruction (SDLMI)[26].

Engaging in goal-setting trainings and actively pursuing goals are essential activities that significantly influence behaviour and development across the lifespan. Objectives provide meaning and empowerment to life circumstances[27]. They shape our thinking, feelings, and actions. The notion of objectives has been a central theme throughout the evolution of psychological study. A variety of concepts have been developed to clarify the relationship between goal-setting training and human behaviour. The mechanism of action in the connection between goals and behaviour is a debated topic; however, there is consensus that goals play a vital role in guiding, motivating, and transforming human behaviour. Various theories propose that objectives fundamentally influence all human behaviour[28].

Research has definitively demonstrated a substantial and affirmative correlation between goal-setting training and performance[28]. Research has definitively demonstrated a substantial and affirmative correlation between goal-setting training and performance[29,30]. This research indicates that goal-settings training not only influences human behaviour but also plays a

significant effect in human emotion. The human brain is distinctly equipped for goal formulation and goal-oriented conduct. Humans possess the ability for abstract, future-oriented cognition[30]. Individuals can discern disparities between present and desired conditions and devise intricate tactics to advance towards objectives.

The cultivation of proficient goal-setting abilities and goal-oriented behaviours is a crucial developmental job that influences an individual's social, psychological, and emotional functioning over their lifespan. These talents are considered particularly crucial as persons commence navigating the developmental demands of students. Goal-settings training, pursuit, and achievement are considered pivotal in directing the trajectory of teenagers through these developmental challenges[31]. As emerging individuals acquire the ability to establish objectives and discern tactics for their attainment, self-assessment of their success impacts the evolution of their self-concept. The effort expended in pursuing goals subsequently affects the emotional experiences of teenagers and their general well-being. Goal-settings significantly influences the developing adolescent's self-concept and their relationship with the external environment[31].

Goal-settings training is a widely utilised therapeutic method, initially conceptualised in academic discussions regarding the objectives, tasks, and relational aspects of treatment. Numerous treatment modalities currently employ collaborative goal setting, and extensive research has evidenced the efficacy of goal-settings in facilitating behavioural change[33]The methodology employed to establish objectives is regarded as important, with a preference for a collaborative approach, as evidenced by their meta-analysis of research on goal consensus and collaboration across various therapeutic orientations. Goal-settings in non-directive therapies presents a methodological conundrum and is only recently gaining acceptance as a viable strategy. Goal-settings training is characterised as the objective or aim of an action that an

individual seeks to achieve, and it is widely recognised that goal attainment is achieving a certain standard of task performance within an acceptable time period[28].

Numerous published reviews indicate that goal-setting training and goal achievement are crucial elements of self-determination for students with diverse developmental or learning challenges[29]. The goal-settings necessary for fostering self-determination is based on traditional career development literature and involves comprehending the correlation between time and goal achievement. Research has demonstrated that goal-setting training can focus attention and effort on pertinent activities, hence enhancing task performance[28]. Although it is clear that these skills may be developed over time, individuals with autism spectrum disorder may not consistently receive sufficient opportunities to gain the essential abilities for setting and achieving objectives or to practise them. The capacity to autonomously establish demanding, achievable, and suitable goals is a crucial skill for individuals with learning disabilities, potentially enhancing awareness, task execution, satisfaction, and independent functioning[28].

The scholar relates the efficacy of goal setting to four mechanisms. Goals exert a directing influence: they channel attention and effort towards activities pertinent to the goal and divert them from activities unrelated to the goal. They exert an invigorating and persistent influence: “effort is mobilised and expended in accordance with the difficulty level of the objective,” resulting in prolonged engagement with the task compared to what would typically occur. Since the 1980s, goal setting has been empirically supported as a means to enhance student behaviour, with both therapists and patients deeming it a socially valid intervention to improve learning outcomes for underperforming students[34]. Goal-settings interventions can be customised to align with current classroom management strategies and can be enhanced to address various behaviours exhibited by underperforming students and their associated functions.

Consequently, goal-setting treatments may vary significantly based on contextual circumstances, like school resources, current classroom management procedures, or the behavioural patterns exhibited by the student. Goal-settings fundamentally entails establishing a target and thereafter conducting regular data-driven assessments to monitor the student's advancement towards the defined objective[33].

Goal-settings interventions can be tailored to address the specific requirements of classrooms and students; nonetheless, there are fundamental elements typically incorporated in these interventions, regardless of whether they are part of a multi-faceted strategy or function as independent treatments. Employing a multi-step implementation method enables educators and learners to enhance behaviour through the monitoring of individual student conduct. Scholars delineate a framework for the methodical implementation of goal-settings treatments, which might serve as a resource alongside this article to facilitate delivery in educational environments. Executing goal-setting interventions through a systematic multi-step procedure with accuracy ensures a stronger correlation between the outcome data and the intervention, hence facilitating the intensification of the treatments[35]. Determining the effectiveness of the goal-setting intervention is difficult without the faithful implementation of the intervention. The essential components, as outlined by researchers, include identifying and defining the target behaviour, developing a behaviour monitoring plan, collecting baseline data, establishing goals, tracking progress, and deciding whether to fade, maintain, or intensify the intervention. Educators should utilise a fidelity checklist to evaluate their educational delivery[35].

Another intervention strategy to enhance academic motivation is Study Skills Training (SST). Study-skills training refers to the methodology employed by an individual, encompassing their cognitive processes, actions, planning, and assessment of behaviours during the study

process. Study skills training may enhance students' ability to study independently, as it necessitates reading and critical thinking. This concept also embodies the premise that educators assist students in cultivating study skills and those students are motivated to employ critical thinking abilities[36]. The notion of learning to learn is fundamentally anchored in the metacognitive framework, as the majority of study skills strategies.

Some professionals believe that providing students with study skills empowers them to master the art of learning[36]. Moreover, additional experts argued that complex therapy or training requires deep processing, thereby allowing learners to develop more effective learning strategies. Therefore, it is essential for students to be given the chance to frequently engage in complex treatment within their educational environments to deepen their comprehension of their learning processes. This concept requires an emphasis on teaching that promotes the growth and utilisation of study skills strategies[37].

Training in study skills is deemed most beneficial when implemented within the context of the classroom curriculum. Some scholars have proposed that instruction in study skills might not be beneficial for students in developing learning strategies, as the majority of secondary-level training occurs in isolation, offering limited opportunities for the practical application of the skills acquired[36]. Although students in Colleges of Education may gain learning techniques through focused study skills courses, many academics agree that teaching study skills in isolation does not yield the best results for learners. The researchers have suggested that an ideal situation would involve the teacher combining treatment and education to enhance students' understanding of the subject matter[38].

Moreover, it was determined that educators have to identify the most effective therapies and establish a methodology to integrate study skills practices into topic instruction. Identifying

effective therapies might be tough due to the multitude of accessible options. It was asserted that there are four essential components of learning: note-taking, organisation, relation, and monitoring[38]. These components enhance students' metacognition, facilitating the development of abilities necessary for reflecting on their information processing (i.e., learning to learn)[37]. Researchers contended that the examination of metacognition holds considerable ramifications for the instruction of study skills. Metacognition entails pupils' ability to scrutinise their own cognitive processes throughout learning. The student acquires the skill of learning[39].

Research indicates that study skill training methodologies yield advantages for both educators and students[37]. These researchers assert that study skill training educates learners about the learning process while simultaneously prompting educators to customise their instructional methods to achieve specific learner objectives. Consequently, study skill methodologies necessitate a more engaged role from both the student and the educator in the educational process. Other researchers have noted that from the early 1900s, research has highlighted the necessity for study-skills instruction and has identified the most beneficial study skills for learners[39].

Consistent study skills techniques in instructional practices over the years encompass information retrieval, note-taking, and attentive listening and reading aimed at enhancing learning[40]. A persistent topic in study skills training over the years has been its significance to the academic proficiency of college students. The application of study skills approaches correlates with academic achievement[41]. Research has definitively demonstrated a substantial and affirmative correlation between goal-setting training and performance[41]. High-achieving students generally regard note-taking as a crucial component of academic success, utilising notes as a resource for testing preparation. These high-achieving children seem to comprehend the

correlation between their note-taking and success. Conversely, low-achieving students often lack the capacity to articulate or comprehend the significance of effective study habits for learning[41]. Consequently, it is essential for students to possess a diverse array of study abilities and to apply them with intention.

The idea that students entering tertiary education possess a range of study abilities is increasingly being questioned. Despite the expectation of educators that pupils will commence high school possessing requisite study skills for success, it seems that many do not[42]. Studies demonstrate that high school pupils struggle with study abilities pertaining to listening and adhering to instructions, note-taking, and maintaining organisation. The deficiency of effective study skills becomes increasingly apparent when college students engage in courses necessitating higher-order thinking[43].

Scholar believes that studying necessitates training and the use of procedures to assist a student in acquiring and utilising information; it demands a purposeful and conscious effort, as it is not a passive endeavour, and is inherently a personal and individualised activity[38]. The scholar asserted that classroom learning transpires within a communal atmosphere, but studying is typically an isolated endeavour[44]. Initiating study or recognising the necessity to study necessitates self-regulation[40]. These self-regulatory skills necessitate concentration and elevated drive from the learner. The effects of study-skills strategies may not stem directly from the learner acquiring these tactics, but rather from the necessity of increased time spent digesting the studied information[38].

This study investigated the impact of intervention strategies, specifically Goal-Settings Training (GST) and Study Skills Training (SST), on improving academic motivation in Second year students at Colleges of Education in South-West Nigeria, while also analysing the

interaction effects of academic self-efficacy and locus of control on their academic motivation. In this study, academic self-efficacy and locus of control served as the moderating variables. This is because locus of control and academic self-efficacy are significant elements in academic motivation[44].

Academic self-efficacy pertains to students' assessment of their capacities to acquire or master new knowledge and skills, as well as to organise and implement them to achieve specified academic performance standards[45]. Currently, the learner possesses a degree of control over his or her particular ideas, emotions, and behaviours[42]. Confidence, independence, and trust in one's own abilities are key components of academic self-efficacy. How certain a person is that they will be able to accomplish their intended academic goal(s) is a measure of their academic self-efficacy beliefs[46].

Students' perceptions of their own competence in completing academic assignments and navigating challenging academic environments make up academic self-efficacy[40]. Academic behaviours are influenced by how one perceives their own academic abilities, which in turn affects their ideas, routines, and emotional states[41]. Perceptions of academic self-efficacy impact students' levels of commitment to academic goals, academic drive, and emotions towards obstacles and opportunities to achieve those goals in an indirect manner[38].

When it comes to improving one's academic standing, academic self-efficacy is a crucial component. Nobody can overcome life's challenges if they don't believe in their own efficacy. A person's confidence in his or her ability to carry out specific duties or assignments successfully is known as academic self-efficacy[39]. One's belief in one's own abilities to carry out a task successfully under specific conditions is known as self-efficacy. A student's academic self-efficacy can be defined as their confidence in their own abilities to plan and execute their study

habits in a way that leads to the desired outcome, such as a passing grade on an exam[44]. Academic self-efficacy, according to Scholar, compels students to always consider the most efficient means of completing any given assignment. Confidence is the degree to which a student has faith in his or her own abilities to carry out a task to the best of his or her ability[45].

When students believe in their own abilities, they are more likely to succeed in everything they set their minds to, including their studies. Academic performance is only one area where research has shown that students' levels of self-efficacy, optimism, or confidence can have a beneficial effect. When adolescents have a high sense of self-efficacy, they are less likely to act out and more likely to exhibit positive personality traits. Another potential mediator of an outcome is effectiveness. A person's level of self-efficacy is a strong indicator of their drive and ability to complete tasks successfully. The theory's extensive application in domains including education, sports, health, and countless more is a testament to the significance of achievement efficacy[46].

College students majoring in education have different perspectives on what constitutes a failure in the classroom. Those with high self-efficacy perceive setbacks as a result of insufficient effort, whereas those with poor efficacy attribute setbacks to their inherent incapacity. proven that pupils whose instructors exuded confidence in their abilities outperformed their peers on standardised tests[45]. Students tend to be more conservative and careful on tests when their Cumulative Grade Point Average (CGPA) is greater. A more negative outlook on one's academic performance leads students to devote less time to studying[45].

Concerningly, students with low levels of self-efficacy in reading and writing tend to use simplistic methods of study, whilst those with high levels of self-efficacy frequently use more complex and strategic techniques. They are good at adjusting their strategy for learning on the fly

and are at ease putting in extra time practicing what they've learnt. On the other hand, pupils with low self-efficacy did not alter their method of learning[45]. Students' views of the assessment task its validity, dependability, and diversity as well as its compatibility with the intended learning system all have a significant impact on students' confidence in their own academic abilities. The impact on pupils' self-confidence and efficacy is substantial and favourable[46].

Research in every field demonstrates that self-efficacy is a useful predictor of motivation and performance; studies that evaluate causal models emphasise the significance of self-efficacy. Academic motivation is higher among students who have a high degree of self-efficacy. Difficult objectives served to increase drive in this instance. Both self-efficacy and performance were highest among students whose objectives were more challenging. Put simply, the key factors that contribute to students' academic success are their belief in their own abilities and their level of intrinsic desire[46]. In order to accomplish things steadily and confidently, there are two main components of self-efficacy that everyone should prioritise. The two elements that were brought up are a positive outlook on academics and the promotion of self-confidence. Previous researchers have consistently highlighted the importance of both of these components in their writings based on surveys and observations. It's important for students to believe in themselves and their abilities so that they can tackle challenging academic assignments with confidence. Student's risk falling flat on their faces and never reaching their full potential if they lack the self-assurance to overcome the obstacles they encounter in school.

The concept of locus of control denotes the degree to which individuals perceive that outcome are determined by their own actions or personal attributes, as opposed to being influenced by chance, luck, fate, external authorities, or unpredictability. Students exhibiting a more external locus of control generally believe that external forces govern the events in their

lives, while those with an internal locus of control maintain that they have agency over the outcomes in their lives. Locus of control serves as a foundational element of the scholar's social learning theory of personality[47].

The perceived locus of control is defined as a generalised expectation for internal rather than external control of reinforcements"[48]. Locus of control is a concept in personality psychology that pertains to the degree to which individuals perceive they can influence events that impact them. Locus of control denotes the extent to which a couple believes that the results of their experiences are within their personal influence[48]. The concept was elucidated by a scholar and has since emerged as a significant element in personality studies. A person's "locus" (derived from Latin, meaning ‘’place’’ or ‘’location’’) can be classified as internal, indicating a belief in self-agency, or external, signifying a belief that external factors, such as the environment, a higher power, or other individuals, dictate their decisions and lives[48].

Students possessing a strong internal locus of control perceive those outcomes are predominantly influenced by their own academic behaviours and actions. For instance, a student with an internal locus of control who underperforms in academic accomplishment might attribute their results to insufficient preparation on their side. If they excelled in academic success, they would attribute it to sufficient study efforts[49]. Individuals possessing a pronounced external locus of control contend that influential others, destiny, or serendipity predominantly dictate outcomes. For instance, if a student with an external locus of control underperforms academically, they may attribute their failure to the educators' pedagogical methods or perceive the curriculum as excessively challenging. Conversely, should they excel on an examination, they might credit the educators' leniency or attribute their success to fortuitous circumstances[49]. Individuals possessing a pronounced external locus of control contend that influential others, destiny, or serendipity

predominantly dictate outcomes. For instance, if a student with an external locus of control underperforms academically, they may attribute their failure to the educators' pedagogical methods or perceive the curriculum as excessively challenging. Conversely, should they excel on an examination, they might credit the educators' leniency or attribute their success to fortuitous circumstances.

Locus of Control is a theoretical framework concerning the perceived control over the origin, or locus, of reinforcement for specific behaviours or life events. In summary, it is a theory that elucidates the degree to which individuals see their ability to influence life events[48]. LOC was initially introduced by a scholar as part of his social-learning theory of personality, incorporating notions subsequently utilised by another researcher in the formulation of Social Learning Theory. Rotter posited that Locus of Control (LOC) is derived from past experiences that shape future expectations towards a specific ideal, and he elucidated that the origin of LOC might be either external or internal[50]. External locus of control denotes an external source of reinforcement, wherein individuals perceive themselves as lacking influence or control over the relevant event or behaviour. External sources of locus of control encompass influences such as deities, fate, luck, chance, or the actions of others (including doctors, attorneys, policymakers, and intimate associates). Internal LOC denotes an individual's behaviours, tenacity, determination, or endurance as the source of reward for a behaviour or event, with the individual recognising a degree of self-control[50].

Locus of control refers to the extent to which pupils believe that outcomes are determined by their own actions or by external factors. This creates a continuum with external control on one end and internal control on the opposite end. The concept of locus of control was formulated by a scholar. Students with an internal locus of control perceive themselves as accountable for their

own success, whereas those with an external locus of control attribute their outcomes to external factors such as luck. Individuals with a developed locus of control actively engage in activities to enhance their circumstances, prioritise achievement, diligently cultivate their knowledge, skills, and abilities, exhibit curiosity to understand outcomes, retain information for future positive applications, adopt a participative management style, and demonstrate consideration and a relaxed demeanour[49].

The concept of locus of control is being examined broadly, without distinguishing between its two categories: internal and external locus of control. The study examines how locus of control influences students' academic motivation and emphasizes the need of understanding the broad characteristics of locus of control. Locus of control is recognised as one of the four characteristics of core self-evaluation, alongside neuroticism, self-efficacy, and self-esteem. Locus of control refers to a student's convictions on their capacity to influence their surroundings and the consequences of their actions. Individuals possessing a pronounced internal locus of control generally perceive that control resides within themselves; in contrast, those with a significant external locus of control are inclined to believe that control is external and are consequently more prone to attribute behavioural outcomes to environmental factors[51].

Locus of control, an element of social cognition, denotes the extent to which an individual perceives himself or herself as having influence over their environment. An external locus of control is the belief that results are determined by external forces such as fate, chance, or the influence of powerful individuals, whereas an internal locus of control is the belief that one's own actions affect outcomes. Social cognition refers to an individual's capacity to perceive, process, and comprehend social information[53]. In contrast to non-social cognition, social cognition encompasses stimuli that hold personal significance. Furthermore, research concerning

the impact of goal setting and study skill training on the enhancement of academic motivation has predominantly been undertaken outside Nigeria. Consequently, the necessity of employing these intervention strategies to enhance the academic motivation of Second year students in Colleges of Education in South-West Nigeria renders this study distinctive. Furthermore, the chosen moderating variables (locus of control and academic self-efficacy) have predominantly been utilised in studies not directly associated with academic motivation. This study investigated the impact of goal setting and study skill training on boosting academic motivation among Second year students in Colleges of Education in South-West Nigeria, thereby addressing gaps in prior research and contributing to the current knowledge.

1.2 Statement of the Problem

The persistent challenge of student underachievement in Colleges of Education has become a major concern for educators, policymakers, and stakeholders in Nigeria's educational system. Underachieving students those whose academic performance falls below their potential despite the availability of learning opportunities represent a particularly vulnerable group. Their struggles are often reflected in consistently low scores, poor participation in academic activities, and limited progression, all of which indicate diminished academic motivation. This pattern of underachievement is closely tied to problems such as poor self-concept, low self-efficacy, negative attitudes toward learning, inadequate study habits, and weak goal orientation. The problem is more pronounced when comparing students in public and private Colleges of Education. Students in public institutions often contend with overcrowded classrooms, inadequate teaching resources, delayed salaries for lecturers, and limited access to modern learning facilities. Conversely, while private Colleges of Education may offer relatively better infrastructure and teacher-student interaction, many students still struggle with high tuition costs,

socio-economic pressures, and weak academic foundations, which equally affect their motivation. Across both settings, the result is a growing population of underachieving students whose lack of drive contributes to patterns of truancy, disengagement, examination failure, and, in extreme cases, dropout. This failure among underachieving students can be attributed to a combination of personal, pedagogical, and environmental factors. These include ineffective study skills, absence of clear academic goals, poor time management, unfavorable classroom climates, and limited parental or peer support. The consequences extend beyond academics, manifesting in social maladjustment, reduced employability, and graduates who are ill-prepared for professional and societal demands. While studies in developed countries have identified strategies such as study habits, peer influence, and learning styles as determinants of academic motivation, little empirical work in Nigeria particularly in the South-West has examined how structured interventions can address the problem of underachievement. Therefore, this study is informed by the urgent need to investigate the effectiveness of Goal Setting and Study Skills Training as targeted interventions to enhance academic motivation among underachieving second-year students in Colleges of Education in South-West Nigeria.

1.3 Aim and Objectives of the Study

The aim of this study is to investigate the effects of Goal setting and Study skill training enhancing academic motivation among Second year students in Colleges of Education in south-west, Nigeria. Specifically, the objectives were to:

1. examined the main effects of treatment on academic motivation of Second year students in Colleges of Education in south-west, Nigeria,
2. investigated the main effect of academic self-efficacy on academic motivation of Second year students in Colleges of Education in south-west, Nigeria,

3. determined the main effect of locus of control on academic motivation of Second year students in Colleges of Education in south-west, Nigeria,
4. investigated the interaction effect of treatment and academic self-efficacy on academic motivation of Second year students in Colleges of Education in south-west, Nigeria,
5. found the interaction effect of treatment and locus of control on academic motivation of Second year students in Colleges of Education in south-west, Nigeria,
6. explored the interaction effect of locus of control and academic self-efficacy on academic motivation of Second year students in Colleges of Education in south-west, Nigeria, and
7. examined the interaction effect of treatment, locus of control and academic self-efficacy on academic motivation of Second year students in Colleges of Education in south-west, Nigeria.

1.4 Hypotheses

The following seven hypotheses were formulated to guide the study at 0.05 level of significance:

$H_0$1: There will be no significant main effect of treatment on academic motivation of Second year students in Colleges of Education

$H_0$2: There will be no significant main effect of academic self-efficacy on academic motivation of Second year students in Colleges of Education

$H_0$3: There will be no significant main effect of locus of control on academic motivation of Second year students in Colleges of Education

$H_0$4: There will be no significant interaction effect of treatment and academic self-efficacy on academic motivation of Second year students in Colleges of Education

$H_0$5: There will be no significant interaction effect of treatment and locus of control on academic motivation of Second year students in Colleges of Education

$H_0$6: There will be no significant interaction effect of academic self-efficacy and locus of control on academic motivation of Second year students in Colleges of Education

$H_0$7: There will be no significant interaction effect of treatment, academic self-efficacy and locus of control on academic motivation of Second year students in Colleges of Education.

1.5 Significance of the Study

The conclusions of this study would be of considerable importance to college of education students, parents, lecturers, counselling psychologists, counsellors, government agencies, educational stakeholders, and policymakers. Students in Colleges of Education would significantly benefit as the study will enhance their ability to address academic motivation through their involvement in the interventions. This study aims to elucidate the impact of goal-settings and study skills training on the academic motivation of underperforming students in Colleges of Education for the benefit of education students.

The study would facilitate a comprehensive understanding of the issues related to academic motivation for students at Colleges of Education, enabling them to employ psychological interventions and tactics to enhance academic motivation. Therefore, it is anticipated that this will improve the level of academic motivation among students in Colleges of Education. The study would assist counselling and educational psychologists in comprehending the effects of goal setting and study skill training on academic motivation among students at Colleges of Education.

The study would contribute to the therapeutic interventions of counselling and educational psychologists about the management and enhancement of academic motivation

among Colleges of Education students. The findings will prompt education stakeholders to consider how to manage and enhance difficulties related to academic motivation. This will assist in addressing numerous issues within the educational setting and in augmenting the collaborative academic motivation of underperforming Colleges of Education students. The study would enable educators, counsellors, and stakeholders to ascertain the impact of locus of control and academic self-efficacy on the academic motivation of Colleges of Education students. This would enable stakeholders to support Colleges of Education students in surmounting problems related to academic motivation.

The study would assist academics interested in exploring methods to boost academic motivation among Colleges of Education students. The study is anticipated to stimulate interest in studies concerning academic motivation in this region of the world. Family members of students at the Colleges of Education will experience relief as these individuals become increasingly dedicated to their academic endeavors and achieve greater success inside the university. A solid, purposeful, and appropriate psychological orientation on academic matters can significantly benefit the family members of these Colleges of Education students. The government and its agencies, especially the Ministry of Education, regulatory bodies, and policymakers, will be informed about the needs of these specific categories of Colleges of Education students and can thereafter devise strategies to leverage the findings of this study to their benefit. The results of this study will contribute to the body of knowledge in educational counselling both in Nigeria and internationally. It will contribute to the limited existing research and literature on academic motivation in Nigeria.

The impact of two therapeutic interventions (Goal Settings and Study Skills Training) on academic motivation among Colleges of Education students will inform the government and the

public about these strategies, promoting their effective application to enhance academic and school life not only for Colleges of Education students but also for students in higher education institutions.

The findings of this study would serve as a reference for other researchers interested in doing similar studies in different regions of Nigeria. Ultimately, the study would address the deficiencies in prior research and contribute to the current body of literature.

1. 6 Scope of the Study

This study focused on the Goal-settings and Study skill training on academic motivation of Second year Colleges of Education students. Also, the study examined the interaction effect of moderating variables (locus of control and academic self-efficacy) on the dependent variable (academic motivation). The participants in the study are Colleges of Education students in South-West, Nigeria.

1.7 Limitation of the Study

The sampling selection of this study was limited to southwestern Nigeria which could be a great limitation to the generalization owing to the fact that southwestern Nigeria is the one of the most civilised regions in Nigeria. This study adopted a quasi-experimental study where there was a partial randomized sample of colleges of education students. Such a design can only accommodate small sample of the participant which can be a source of constraint to the generalization of the result of this study on Nigeria population owing to the vast number of colleges of education students.

Another limitation of the study is the nature of participants. Majority of the participants are college of education Second year students. However, majority of their responses might be influenced by their beliefs; however, it will be difficult to enforce the result of this study on

non-college of education students. That is, if this experiment is repeated among non-college of education students the result might not be consistent.

1.8 Operational Definition of Terms

The following terms were defined as used in the study:

Academic Motivation: is the driving force to learn or internal processes that instigate and sustain activities aimed at achieving specific academic goals among college of education students in South-West, Nigeria.

Goal-setting: This refers to as a self-directed strategy that enables students to identify and establish personal goals aimed at enhancing their behaviour and academic performance, particularly among College of Education students in South-West Nigeria.

Study skill Training: is described as the therapy used by an individual that includes how he or she thinks, acts, plans, and evaluates his or her behaviours when engaged in studying among college of education students in South-West, Nigeria.

Academic Self-efficacy: refers to colleges of education students in south-west, Nigeria judgment of their capabilities to learn or master new knowledge and skills, organize and execute them to attain designated academic performance levels.

Locus of Control: refers to personal characteristics versus the degree to which students in college of education in South-West, Nigeria expect that their reinforcement or outcome is a function of chance, luck, or fate, and under the control of powerful others, or is simply unpredictable.

Second Year Students: These are students who have spent a session and have been graded. Thus, they can be classified either achieving or under achieving.

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Chapter Two

Literature Review

This chapter explains views, ideas, opinions and thoughts of different scholars, authors, and theorists on Goal setting and Study skill training on academic motivation of Second year Colleges of Education students in south-west, Nigeria. These bodies of knowledge considered relevant to the subject matter of this research topic will be reviewed and divided into three main segments: the conceptual, theoretical, empirical reviews, conceptual framework and summary of gaps in literature.

This chapter reviews relevant literature contains the following sub-headings:

2.1 Conceptual Review

2.1.1 Second year Students

2.1.2 Academic Motivation

2.1.3 Goal Setting

2.1.4 Goal Setting Training

2.1.5 Study Skill

2.1.6 Study Skill Training

2.17 Self-Efficacy

2.1.8 Academic Self-Efficacy

2.1.9 Locus of Control

2.1 Theoretical Framework

2.2.1 Self-Determination Theory

2.2.2 Expectancy-Value Theory

2.2.3 Self-Regulation Learning Theory

2.3 Review of Empirical Studies

2.3.1 Goal Setting and Academic Motivation

2.3.2 Study Skill Training and Academic Motivation

2.3.3 Academic Self-Efficacy and Academic Motivation

2.3.4 Locus of Control and Academic Motivation

2.4 Conceptual Model

2.5 Summary of Gap in Literature Reviewed

Endnotes

2.1 Conceptual Review

2.1.1 Second year Students

Second year refers to a situation in which an individual or a group of individuals perform at a level lower than their potential or what is expected of them based on their abilities, skills, or resources. It is essentially falling short of one's capabilities or failing to meet certain standards or goals[1]. Underachievement can occur in various aspects of life, including academics, work, sports, and personal development. Some common causes of underachievement include lack of motivation, poor study or work habits, low self-esteem, external distractions, learning disabilities, or inadequate support and resources. It can be a temporary issue or a chronic problem, and it often leads to feelings of frustration, disappointment, and unfulfilled potential[1]. Addressing underachievement typically involves identifying its root causes and implementing strategies to help individuals reach their full potential. This may include setting realistic goals, improving time management and study/work habits, seeking support and guidance from mentors or professionals, and addressing any underlying emotional or psychological factors that may be contributing to the underachievement[2].

Low academic achievement refers to a student's inability to meet expected educational standards or perform at a level consistent with their age, grade, or ability. It is a multifaceted issue influenced by various factors, and it can manifest in different forms, including poor grades, low test scores, high dropout rates, and a lack of engagement in school activities. This concept has been widely studied in the field of education and is associated with several contributing factors and consequences. Research has consistently shown that students from lower socioeconomic backgrounds often face more significant challenges in achieving academic success due to limited access to resources, including quality education, tutoring, and extracurricular activities[3]. Family support and involvement in a student's education can greatly impact their academic performance. A dysfunctional family environment, lack of parental engagement, or parental education level can contribute to low achievement. Students with learning disabilities, such as dyslexia or attention-deficit/hyperactivity disorder (ADHD), may struggle to meet academic expectations without appropriate interventions and support. Students from diverse cultural backgrounds or non-native English speakers may face language barriers and cultural differences that affect their academic performance[3]. A lack of intrinsic motivation, interest, or a clear sense of purpose in one's education can lead to low achievement. Conditions like depression, anxiety, and stress can impair a student's ability to concentrate, retain information, and perform well academically[4]. Lastly, the effectiveness of teachers plays a crucial role in student achievement. Inadequate teaching methods, lack of support, and uninspiring instruction can contribute to low academic performance[4].

Also, there are consequences of low academic achievement; low academic achievement can limit a student's access to higher education and future career prospects, potentially perpetuating a cycle of poverty. Students who consistently perform poorly in academics may

develop low self-esteem and negative self-perceptions, which can impact their overall well-being. Low academic achievement is a significant predictor of high school dropout rates, which can have long-term negative consequences for an individual's life outcomes[5].

Societies may suffer from reduced economic productivity and increased social welfare costs when a significant portion of the population experiences low academic achievement. Students with low academic achievement may be at a higher risk for engaging in delinquent behaviors, substance abuse, and other negative social outcomes[5].

Low or poor academic achievement refers to a situation in which a student's performance in school or educational endeavors falls significantly below expectations or established standards. This can manifest in various ways, including low grades, failing courses, or struggling to meet educational milestones. Addressing low academic achievement often requires a multifaceted approach that may involve identifying and addressing the underlying causes, providing academic support and resources, and offering emotional and social support. Teachers, parents, and educational institutions play crucial roles in helping students overcome challenges and improve their academic performance[6]. It's important to recognize that every student is unique, and the reasons for low academic achievement can vary widely. Therefore, interventions and support should be tailored to individual needs and circumstances[6].

Academic achievement pertains to the level of performance achieved in a particular defined domain[7]. It is a final outcome of learning, shaped by many elements occurring during the learning process and those intervening thereafter. A scholar defines achievement as the degree of success gained via work and expertise. In this study, satisfactory academic performance is defined as scores ranging from 40 to 100 percent. Parents prioritise commendable academic performance. In educational institutions, success is quantified by the level of academic

accomplishment. As competition in the job market intensifies, the significance of academic excellence among students cannot be overstated[8].

The quality of student achievement is a paramount concern for educators and society as a whole. It is intended to effect change locally, regionally, nationally, and worldwide. Educators, trainers, and researchers have always sought to investigate the factors that significantly influence the quality of learners' academic accomplishment. For example, scholars who assert that academic accomplishment is the primary standard by which all teaching and learning activities are evaluated using specific criteria of excellence[9]. The scholar further indicated that the academic performance of students can be assessed based on the students' capabilities, the lecturers' comprehension of the specific course, and the teaching strategies employed[10].

The discussion over the qualities of students that have gained significance in the perceptions of Nigerian parents and guardians persists. Nigerians appear to contend that inadequate conditions of service for educators, a shortage of qualified teachers, insufficient resources, absence of guidance counsellors, student indiscipline, and various other factors are probable causes of this widespread failure; the purported low standards in education have been a focal point of discussion[11]. It should not be unexpected if, after rectifying any of these elements, society continues to remain unchanged. This is due to the consensus that these characteristics are probable causes of low academic achievement; yet, individuals tend to neglect significant and unavoidable influences on academic performance and learning among students[11].

In addition to the aforementioned overall low academic performance, disparities in academic achievement were evident amongst different schools. One could contend that such disparities in academic performance are inevitable. While the prevalence of low academic success is more pronounced in public colleges of education, private colleges of education are not

exempt from this downward trend. The result of widespread failure in public examinations is the incapacity of students to advance to higher educational institutions. Consequently, educational stakeholders are eager to identify the causative elements linked to this low academic attainment. Furthermore, utilising data derived from a resource allocation model regarding the impact of depressive mood on cognition, students exhibiting depressive[12].

The scholar asserts that the quest for the causes of low academic attainment is perpetual. They subsequently analyse that this has resulted in the subject area receiving significant research focus[13]. Factors contributing to inadequate academic performance include motivational orientations, self-esteem or self-efficacy, learning strategies, anxiety, intelligence quotient, emotional issues, study habits, teacher consultation, and deficient interpersonal relationships. The individual student is the focal point of academic activity and decision-making. His academic acquisition, retention, and production are evaluated based on criteria of excellence established by influential figures (teachers, examiners, parents, etc.) and institutional entities (schools, universities, etc.). During the individual student's acquisition, retention, and recall of educational material, he or she encounters several intervening circumstances[14].

Certain factors are intrinsic to the family. The influence of a family on an individual's academic life is immeasurable. Cognitive stimulation: Breast milk provided to early newborns safeguards against diseases and promotes the development of the jaw and oral muscles. The brain's development reaches approximately 75% of its full adult weight by age two and about 90% by age five. The ramifications of this might be substantial. Inadequate breastfeeding may adversely affect the child's brain development and classroom stimulation. Forms of domestic discipline: Research has demonstrated that the nature of parental discipline influences children's academic performance. Parents, in their efforts to discipline their children, have been identified

as authoritative, democratic, or lenient[15]. Children with domineering parents frequently experience persistent fear, leading to diminished self-esteem and insecurity, which may hinder their ability to engage with teachers in the school setting[15]. Research indicates that the levels of self-efficacy and anxiety exhibited by learners influence their academic performance. Children from permissive household's exhibit complacency, lack motivation, and demonstrate a deficiency in personal will to achieve success. Absence of role models: In households lacking positive role models, children's pursuit of academic achievement may be compromised. The presence of educated role models, such as professors, medical practitioners, engineers, and lawyers, may inspire youngsters to achieve greater academic success within families. The lack of financial resources within a family can contribute to academic failure in children. Insufficient funds to acquire essential items, such as books and other necessary materials, places the child at a disadvantage, hindering their ability to achieve optimal success[16].

The school's location is a significant aspect that may influence learning and academic performance. The presence of schools in noisy environments adversely impacts students' academic performance, as many pupils are susceptible to distractions from sources such as busy roads, highways, markets, and garbage disposal sites. All forms of interference can adversely impact learning[17]. The overall geography of the school can significantly influence pupils' academic performance. Interpersonal interactions: Positive interpersonal relationships among school professionals will foster a conducive environment for teaching and learning. The quality of the teaching staff: scholars note that no profession in Nigeria has experienced a greater decline in status than teaching, which has adversely impacted the expected dedication of educators. This impacted the dedication of service provided by an unmotivated instructor, potentially influencing the academic performance of students. Assessment of learning: The core of evaluation is to

determine the efficacy of the teaching process and the effectiveness of learning; hence, educational psychologists consistently advocate for concluding the teaching process with an assessment of learning to promote academic achievement in students. However, there are cases when students do not receive timely feedback following examinations. Insufficient instructional equipment and facilities, including laboratories lacking microscopes or gear, a library devoid of books, and the absence of audiovisual teaching aids. All of these are issues that could influence schools in their operational capacity[18].

Academic failure is likely to flourish an environments where individuals prioritise materialism and emphasise the acquisition and accumulation of riches and possessions. The value of diligence is diminished to the domestic sphere, while society lauds mediocrity and materialism. Educational institutions in such a society will not garner governmental support or advanced pedagogical resources. Disproportionate allocation of resources: This phenomenon encompasses both physical and emotional dimensions. Students in resource-deprived schools will experience feelings of being second-class citizens. This may impact emotional well-being and academic self-esteem. Students utilising candles and lanterns for reading, in contrast to those with access to generators, would undoubtedly exhibit disparities in academic performance[19].

2.1.2 Academic Motivation

Academic motivation is a notion that has been examined in relation to student academic success. Scholars regard students' enthusiasm as a product of a motivational process. Moreover, in the absence of academic desire, no psychological course is efficacious for learning and development. Another expert asserts that pupils, regardless of their great self-efficacy, struggle to grasp the entirety unless they are actively involved in the learning process. The professor characterised academic motivation as a viewpoint and a form of discipline that influences an

individual's behaviours either favourably or adversely. Furthermore, academic motivation, along with student academic motivation, is influenced by an individual's goals, previous experiences, cultural background, and the perceptions of professors and classmates[22].

Academic motivation exerts a considerable impact on educational achievement. Consequently, learning and motivation are two variables for concurrent study. One of the most comprehensive proposals regarding the intricate motivational processes in academia identifies three overarching categories of pertinent constructs for educational motivation: an expectation component, which encompasses students' beliefs about their capability to accomplish a task, its significance, and their interest; and an affective component, which includes the emotional repercussions stemming from task completion, along with the outcomes of success or failure in an academic context[22]. Consequently, numerous research studies assert that pupils with an intrinsic motivational orientation employ cognitive methods and self-regulatory processes more extensively than those with an extrinsic motivational orientation[23].

Academic motivation refers to a student's inclination, as evidenced by their approach, tenacity, and degree of interest, towards academic subjects when their competence is evaluated against a benchmark of performance or excellence[24]. Academic motivation is a specific category within the broader concept of reflectance motivation, characterised as the "need" to achieve success or efficacy in interacting with one's surroundings. It has been proposed that academic motivation is crucial not just for encouraging student engagement in academic activities but also for influencing the extent of learning derived from these activities and the material encountered. This proposal aligns with the idea that academic motivation encompasses a student's desire, effort, and perseverance in attaining academic achievement[25].

Academic motivation pertains to the internal mechanisms that initiate and maintain efforts directed towards the attainment of particular academic objectives[26]. Other scholars say that academic motivation is, in essence, an internal process within an individual that compels them to establish an academic objective, devise a plan to attain that goal, and exert effort towards its realisation[27]. Consequently, academically driven kids employ advanced cognitive processes in their learning, resulting in greater absorption and retention of information[27] and are more likely to transfer learning to new situations[28]. Another scientist contended that individuals with inadequate academic motivation demonstrate a feeble inclination towards achieving academic objectives. Awanbor asserted that such students exhibit indications and symptoms of indifference and apathy towards school. Awanbor posited that a significant majority of these pupils, if not all, frequently engage in examination malpractices[28].

The influence of academic motivation on the education of students in a college of education is significant. Consequently, scholars assert the necessity of motivating pupils to stimulate and maintain their interest in learning. Academic motivation presents questions on the reasons behind individuals' behaviours[29]. From the perspective of psychologists, an individual may be perceived as politically, socially, or academically driven based on the underlying impetus for their behaviours. Academic motivation can be defined as the intrinsic drive to excel in various pursuits, including academic endeavours, professional tasks, and athletic competitions[29].

The scholar asserts that the need for achievement differs among individuals, with some exhibiting a high need for accomplishment while others have a far lower demand. Nonetheless, there exist high performers and low achievers. The difference may be attributed to the notion that accomplishment motivation is acquired through socialisation processes and learning experiences. This differs from one individual to another[30]. It is claimed that persons with high achievers as

role models throughout their formative years are likely to have a robust desire for achievement, whilst those with less accomplished models tend to demonstrate a reduced need for achievement[30].

Human beings are classified as either extrinsically or intrinsically driven. Intrinsic motivation is believed to originate from the task itself. It is the experience that transpires when an individual engages in an activity that brings them joy and fulfilment. Intrinsic motivation refers to internal benefits, whereas extrinsic motivation pertains to incentives or prizes that an individual can obtain upon completing a task. The scholar asserted that motivation is fundamental to comprehending human behaviour[31]. It was asserts that motivation elucidates why one people evades labour, another performs adequately to attain success, while others engage in illicit and unconventional means to get social, intellectual, economic, and political recognition. He stated that motivation must be judiciously calibrated in both professional and academic contexts, ensuring that students are neither under-motivated nor over-motivated, but rather adequately driven to be beneficial to themselves and society as a whole[31].

2.1.3 Goal Settings

Goal setting is a self-regulatory process through which individuals identify specific objectives they intend to achieve, structure their efforts toward those objectives, and monitor progress until they are attained. It involves the deliberate act of choosing a target and committing to the actions required for its realization. In educational, personal, or professional contexts, goal setting provides a framework that directs behavior, sustains motivation, and enhances performance. It shifts individuals from vague aspirations to concrete intentions, thereby improving focus and productivity[27].

Goal setting theory, emphasizes that specific and challenging goals, when combined with feedback, lead to higher performance than vague or easy goals. The theory rests on the principle that goals influence human action by directing attention, mobilizing effort, increasing persistence, and encouraging the discovery of effective strategies. This theoretical foundation explains why setting clear goals is more effective than simply working without a defined target it provides a roadmap for success and accountability[28].

Not all goals are equally effective. To produce meaningful outcomes, goals need to meet certain criteria often captured in the acronym SMART Specific, Measurable, Achievable, Relevant, and Time-bound. Specific goals clarify exactly what is to be accomplished, measurable goals provide a benchmark for tracking progress, achievable goals ensure that they are realistic given available resources, relevant goals align with broader personal or organizational objectives, and time-bound goals establish a clear deadline. These qualities transform abstract desires into actionable commitments[29].

Goal setting is not only a cognitive process but also a psychological motivator. Setting goals enhances self-confidence, builds resilience, and fosters a sense of purpose. It allows individuals to take ownership of their actions and track their progress, which strengthens intrinsic motivation. Moreover, successfully achieving set goals reinforces self-efficacy the belief in one's ability to succeed while even partial progress can instill hope and determination to persist in the face of challenges. Thus, goal setting contributes significantly to positive self-perceptions and emotional well-being[30].

In the educational context, goal setting is a powerful tool for improving student performance and motivation. Students who set academic goals are more likely to organize their time effectively, persist in difficult tasks, and regulate their study behaviors. For example, a

student aiming to improve performance in mathematics may set a specific goal to solve a certain number of practice problems daily. Such a structured approach not only enhances academic outcomes but also nurtures responsibility and independence in learners[31].

Goal setting is widely applied in personal development, workplace management, sports, and therapy. In workplaces, managers use goal setting to enhance employee productivity and align individual performance with organizational objectives. In personal development, individuals set health, financial, or lifestyle goals to improve quality of life. However, challenges arise when goals are unrealistic, overly numerous, or not aligned with intrinsic values, which can lead to stress, frustration, or burnout. Therefore, the process requires balance, realistic planning, and consistent monitoring[32].

2.1.4 Goal Settings Training

Individuals who engage in psychotherapy, whether compelled or voluntarily, sometimes possess ill-defined, contradictory, avoidant, impossible or entirely absent goals[32]. Individuals who engage in psychotherapy, whether compelled or voluntarily, sometimes possess ill-defined, contradictory, avoidant, impossible or entirely absent goals[33]. Therapeutic objectives establish a shared focus for both the therapist and the client. They direct the formulation of a therapy plan, establish a framework for assessing therapeutic advancement, and facilitate communication between therapist and client[34]. The therapeutic advantages of goal setting commence as clients investigate and articulate the transformations they desire in their life[34]. Goal setting is very crucial in group therapies. A scholar stated, “One of the most crucial responsibilities of an inpatient group therapist is goal setting[34]. He elaborated on concurrent processes of goal setting inside groups, wherein the leader must assist each member in establishing individual goals while simultaneously addressing the collective objectives of the group[34]. Goal setting in group therapy

is thought to enhance therapeutic elements such as interpersonal learning, skill acquisition, personal insight, and altruism[34]. Once goals are established the task of the group shifts to supporting progress towards goals. This is accomplished through the use of feedback.

Feedback is an essential component of successful goal pursuit[29]In a review of studies from the 1970s and 1980s, it was established that goals alone were less effective than goals accompanied by feedback. Feedback is crucial for learning and enhances performance. Feedback is information given to an individual that highlights and facilitates the assessment of activities pertinent to their goals[35]. Feedback facilitates the modification of efforts to withdraw, persevere, or alter goal-oriented endeavours[35]. Similar to other goal-related elements, feedback can exert either an activating or inhibiting effect depending on the objective and presentation of the feedback. Positive feedback is grounded in strengths. It emphasises achievements and fosters goal commitment by enhancing self-efficacy[35].

Goal-settings training is characterised as the objective or aim of an individual's actions, with the understanding that achieving goals entails fulfilling a stated standard of work performance within an acceptable timeframe[28]. Numerous published reviews indicate that goal-setting interventions are crucial elements of self-determination for students with diverse developmental or learning difficulties[33]. The competencies necessary for fostering self-determination are sourced from traditional career development literature and encompass the comprehension of the correlation between time and goal achievement. Research undertaken by scholars among children with learning challenges, speech impairments, giftedness, and intellectual disabilities has demonstrated that problem-solving and goal-setting skills evolve over time[36]. Research has demonstrated that goal-setting abilities can focus attention and effort on pertinent activities, hence enhancing task performance[31]. Although it is clear that these skills can

be developed over time, individuals with autism spectrum disorder may not consistently have sufficient opportunities to acquire the essential skills for setting and achieving objectives or to practise them. The capacity to autonomously establish demanding, achievable, and suitable goals is a crucial skill for kids with learning challenges, potentially enhancing awareness, task performance, satisfaction, and independent functioning[27].

A possible advantage of doing goal-settings training with students is the facilitation of skill development. The ability to define goals is crucial for socio-cognitive growth[18]. Although goal-setting training is considered an inherent human inclination that commences at an unconscious level immediately post-birth, it is the cognitive advancements during adolescence that facilitate the pursuit of higher-order objectives. A prevalent definition posits that objectives are a cognitive representation of the divergence between a current state and a desired end state[37]. Goal setting has been demonstrated to significantly influence subjective well-being. From a theoretical standpoint, goal setting offers a sense of direction and achievement. Strategic planning for goal attainment signifies motivation in an individual's life[38]. Nonetheless, not all goal-oriented behaviours positively influence wellbeing and psychosocial functioning. The teleonomic concept of emotional well-being posits that merely possessing objectives and taking action to attain them is insufficient[37]. This model posits that for goals to enhance an individual's wellbeing, the individual must be dedicated to goals that align with their values and interests (i.e., self-concordance), are connected to their motivations, and are achievable given their available resources. Individuals who cannot achieve their objectives due to insufficient internal or external resources, misalignment between their aims and values, or competing ambitions may experience psychological anguish[38]. Individuals who cannot relinquish or adjust unproductive and impossible ambitions experience a diminished sense of wellbeing compared to those who can[38].

Characteristics of Goal-Settings Training

Various professors have been prominent researchers in organizational psychology and human performance for nearly three decades. The majority of their study has investigated the correlation between various goal-settings interventions and human performance[39]. From this research, have developed goal-setting theory, which states that goals motivate human behaviors and improve performance as long as the goals meet specific criteria[29]. The Smart goals framework for goal formulation, elaborated in the preceding chapter, is grounded in goal-settings theory. The SMART objectives acronym denotes a goal-settings intervention that research has demonstrated to positively correlate with outcomes such as performance and well-being. These attributes are specific, measurable, attainable, relevant, time-bound, beneficial, optimistic, consensus-driven, legitimate, and straightforward. The subsequent sections will examine the research pertaining to each aim attribute

Specificity

Previous discussions indicate that targeted goal-setting interventions correlate with enhanced task performance[29]. Specific goals distinctly delineate the intended outcome and the tangible actions required for successful goal attainment. It was observed that precise, tangible goals result in less performance variability, since individuals are aware of the expectations placed upon them. In this manner, particular objectives are also thought to enhance future prospects and foster optimism[37]. Numerous studies indicate that those given explicit performance requirements exhibit much superior performance compared to those instructed merely to try their best[40]. A positive correlation between specificity and performance has been noted across several groups, including loggers, engineers, scientists, professors, and students[41]. A study involving 130 college students revealed that goal-setting interventions were predictive of academic

achievement; students who established more detailed goals at the semester's outset were more likely to attain greater academic success at the semester's conclusion[22].

Goal-settings is correlated with mental health and subjective well-being. An first investigation on this subject revealed that college students engaged in more abstract goal pursuits exhibited increased depression symptoms[24]. A study revealed that depressed teenagers established less detailed goals compared to their non-depressed counterparts after a goal-setting session[42]. Comparable findings emerged in adult clinical populations exhibiting severe mood problems, where persons who engaged in para-suicidal activities established less explicit goals than a matched control group[26]. Goal specificity differs between delinquent and non-delinquent teenagers. Researchers analysed the objectives established by delinquent, at-risk, and non-at-risk teenagers.

In this study, non-at-risk teenagers established the most precise goals among the three groups, but at-risk adolescents formulated more explicit goals than delinquent adolescents.

Specificity is crucial in the establishment of therapeutic objectives. Scholars propose that assisting clients in converting vague life objectives into precise treatment goals is a fundamental responsibility of therapists. In this setting, objectives furnish structure and direction for therapy[43]. They delineate the duties and expectations for both the therapist and the client within the therapeutic partnership. Abstract or ambiguous goals create disparities between therapist and client, complicating the establishment of a collaborative therapy partnership.

Measurable

Goal-settings not only directs human behaviour towards reaching a desired outcome, but it also motivates the pursuit of such objectives. Although a goal may initially inspire goal-directed behaviour, it is feedback that fosters enduring goal perseverance and eventual goal achievement[40]. Feedback furnishes individuals with essential information to assess their proximity to goal attainment. In the absence of this information, individuals would meander aimlessly, lacking awareness of their distance from their intended destination. Various forms of feedback can be offered, each exerting a distinct influence on goal-oriented behaviours[39].

Non-measurable goal setting hinders the monitoring of progress and the provision of feedback to the individual. Establishing objectives devoid of feedback is unproductive[28]. Individuals cannot evaluate their existing status against intended outcomes without information regarding their position in the change process. Insufficient feedback on goal progress obstructs goal achievement. The achievement of objectives and progress fosters self-efficacy and good emotions, which promote the ongoing pursuit of existing goals and the formulation of new ones[44].

Consequently, in the absence of goal-related input, there are no possibilities for objectives to incentivise behaviour. In psychotherapy and counselling, the absence of quantifiable goals deprives both the client and therapist of a framework to evaluate current progress against the intended therapeutic outcome. Mental health practitioners cannot meet their ethical commitment to deliver useful services to clients without the capacity to assess progress[45]. Setting measurable goals is a crucial component of ethical counselling, psychotherapy, and research indicates that it is imperative for individuals to participate in the process of change[40].

Quantifiable objectives distinctly delineate criteria for goal attainment. They formulate explicit behavioural targets that may be observed by both the goal setter and external observers.

The objective of experiencing greater happiness fails to specify the criteria for measuring happiness. A quantifiable objective about happiness would be to engage in seven pleasurable activities. Advancement towards this objective can be quantified by tallying the joyful activities the individual has undertaken. Feedback can then be directed at goal attainment and potential barriers towards progress.

Attainable

Previous discussions indicate that research in organisational psychology robustly supports the idea that goals must be adequately difficult to enhance performance motivation[27]. However, if an individual perceives the goal as unattainable, this influence is nullified. In the context of wellbeing and therapy, the difficulty of goals should be calibrated to challenge individuals to participate in the transformation process, without establishing standards that are unattainable or in conflict with other objectives. A scholar asserted, "Excessively ambitious objectives are not only ineffective but frequently counterproductive to therapy." Therapeutic objectives must be attainable, considering the client's emotional, psychological, cognitive, and social resources[46]. The objective of achieving consecutive A's in school is concrete and quantifiable; nonetheless, it is likely unachievable for a student with a history of academic difficulties. A more achievable objective would be to enhance homework completion or exhibit effective study habits[47].

A further element of achievable objectives is that the accomplishment of these goals must remain within the control of the individual setting them. Adolescents, particularly those in residential treatment, lack authority over certain facets of their lives. Goal setting that relies on others fails to inspire goal-directed behaviours. The objective of eliciting greater affection from one's parents does not enable the goal setter to actively pursue the goal, as it relies on the actions

of the parents for fulf ilment. Achievable objectives may involve others, however are fundamentally rooted in the actions of the individual setting the goals[44].

Relevant

The relevance of a goal pertains to its alignment with the individual's present circumstances and abilities, including developmental stage, social competence, communication skills, cultural background, and surroundings. Although a goal may be attainable, it may not be suitable for pursuit in group therapy due to the objective's nature or the group's purpose. Although individuals may commence treatment with certain life objectives, one responsibility of group leaders is to aid clients in modifying their goals to ensure they are suitable and pertinent to the type of therapy being administered[46]. A client may participate in group therapy with the objective of becoming a professional athlete. Although this is explicit and quantitative, and may be doable, it is unlikely to be relevant to the group. A pertinent objective could be to enhance interpersonal connections by exhibiting five acts of good sportsmanship or to bolster one's work ethic during practices by arriving punctually[26].

Time-Bound

Effective goals encompass explicit time limits, including the anticipated completion date or the duration of the goal pursuit. Research indicates that time-bound goals enhance motivation[29]. However, time constraints must not violate the previously mentioned characteristic of being attainable. Time constraints that are too strict can stifle efforts, while time limits that are overly distal decrease the frequency of goal-achievement reinforcements[32]. Proximal time frames that provide adequate duration for goal attainment enable individuals to develop self-efficacy through achievement and foster sustained goal-oriented behaviours[47].

Gainful

Profitable goals facilitate the achievement of advantages that align with the individual's ideals. Consequently, these objectives foster self-concordant advancements. Objectives aligned with an individual's interests and values are inherently motivating and exhibit strong self-concordance. Conversely, extrinsically motivated behaviours are actions undertaken by an individual for secondary benefits or due to internal or external pressures[48]. Goals founded on intrinsic motivation, defined as pursuits driven by an individual's desire to attain the goal, correlate with enhanced enjoyment, heightened persistence, and improved wellbeing[35]. The more the value an individual assigns to a goal, the more likely he or she is to remain dedicated to its attainment despite encountering hurdles[36]. A meta-analysis indicated that self-concordance is associated with enhanced goal progression[34]. Consequently, a crucial aspect of good goal setting is for the individual to choose a goal that is naturally motivating and aligns with one's values.

Optimistic

Goal setting can be categorised depending on the objective of the goal pursuit as either approach goals or avoidance goals. Approach goals seek to diminish the gap between an individual's present condition and a desired outcome. Avoidance aims seek to amplify the gap between an individual's present condition and an undesirable outcome[47]. Consistency theory posits that the inclination to engage in approach or avoidance activities is linked to early childhood experiences, with approach tendencies associated with secure attachment[48]. Approach behaviours foster congruence and optimal psychological functioning, whereas avoidance behaviours lead to incongruence and psychological suffering[48]. Approach objectives are hopeful. They establish explicit criteria for goal attainment and a conclusive endpoint[33]. Avoidance goals lack a definitive endpoint and necessitate continual exertion. They concentrate on adverse results.

A considerable body of research has investigated the effects of approach vs avoidance goals on human behaviour and well-being.

Research indicates that goal setting is positively correlated with subjective well-being[49]. Conversely, teenagers experiencing anxiety are inclined to establish a greater number of avoidance goals, while those suffering from dysphoria or depression tend to create both more avoidance goals and fewer approach objectives compared to their peers. Furthermore, avoidance aims exhibit a strong correlation with the severity of psychopathology. Research indicates that clients with heightened avoidance goals regard therapy as less successful, express lower satisfaction with their therapists, and report diminished progress in subjective well-being during treatment[51]. This collection of research indicates that objectives should concentrate on what an individual aspires to attain rather than what they seek to evade. This optimistic perspective fosters proactive goal pursuit in a constructive, hopeful manner. Pursue objectives and foster authenticity in actions aimed at enhancing one's present state, rather than evading a detrimental future consequence.

Agreed-Upon

Research indicates that whether goals are assigned or self-established is inconsequential; yet, for goals to be motivating, consensus is essential. Goal consensus refers to the joint formulation of therapeutic objectives and the identification of strategies to attain these objectives by both the therapist and the client within the therapeutic context[51]. This process establishes the basis for the therapeutic partnership, enabling therapy to facilitate goal advancement and accomplishment. Attaining goal consensus might be difficult with adolescents, as this demographic seldom pursues treatment independently. Adolescents and adults, such as parents and guardians, may disagree on therapeutic objectives[52].

This may hinder the establishment of a collaborative, therapeutic relationship and poses a difficulty for involving kids in treatment. Consequently, the primary therapeutic objectives for this demographic may involve enhancing and fostering motivation for change[53]. The researcher discovered that when cares and adolescents concurred on treatment objectives, teenagers participated in a higher frequency of sessions[54]. A recent meta-analysis revealed that treatment outcomes were considerably improved when therapists and adult clients cooperatively established goals and attained goal consensus[40].

Legitimate

Therapeutic objectives should enhance wellbeing and general functionality. Legitimate objectives are those that promote and inspire healthy development[54]. Individuals seeking therapy frequently possess maladaptive life objectives. As previously mentioned, the researcher examined the objectives of 488 teenagers and the relationships between goal kinds and antisocial behaviours[55]. Research indicated that teenage aspirations linked to social recognition had a positive correlation with antisocial behaviours, but educational and familial aspirations demonstrated a negative correlation with such behaviours[56]. Legitimate objectives for at-risk and delinquent teenagers should concentrate on fostering motivation for prosocial behaviours. These objectives may focus on enhancing behavioural management, interpersonal interactions, social skills, and familial connections.

Uncomplicated

Ultimately, objectives must to be articulated in the most straightforward manner achievable. Complicated and multifaceted objectives are challenging to delineate, quantify, and accomplish[50]. Basic therapeutic objectives facilitate the segmentation of intricate life aspirations into manageable steps, enabling gradual progression and the conversion of goals into actionable

tasks[51]. Elementary objectives foster further goal attributes, including specificity, attainability, and temporal constraints. Therapists must distinguish between goal complexity and simplicity. Simplicity denotes the segmentation of behavioural elements of a goal into clearly delineated steps, whereas difficulty signifies the degree of challenge inherent in each behavioural step[52].

2.1.5 Study Skill

Study skills refer to the techniques, strategies, and approaches that learners adopt to acquire, retain, and effectively use knowledge. They are not confined to memorization alone but encompass a broad range of abilities such as note-taking, time management, reading comprehension, organization, and critical thinking. Study skills are essential tools for academic success, as they provide students with structured methods to approach learning tasks and maximize their potential. In today's competitive academic environment, students who possess effective study skills are better positioned to perform well, retain knowledge, and achieve their academic goals[53].

Study skills play a vital role in determining students' academic outcomes. They enable learners to manage the vast amount of information they are exposed to, particularly in higher education institutions where independence and self-directed learning are emphasized. For example, strong time management skills help students balance coursework, assignments, and examinations, while active reading strategies enhance comprehension and retention of academic materials. Without proper study skills, even intelligent and motivated students may struggle to translate effort into tangible academic success[54].

Several core components make up effective study skills. Time management involves planning and allocating appropriate time for study, rest, and other commitments, ensuring balance and consistency. Note-taking equips students to capture and organize key information

during lectures or while reading, making revision more efficient. Reading strategies, such as skimming, scanning, and in-depth analysis, enable learners to process material at different levels of detail. Memory techniques, like summarization, visualization, and mnemonic devices, aid in information recall. Lastly, test-taking strategies help students approach examinations with confidence by managing anxiety and structuring responses effectively[55].

Study skills are not only about techniques but also about mindset and behavior. For instance, self-discipline and concentration are crucial for maintaining focus during study sessions, while motivation provides the drive to persist in the face of challenges. Additionally, self-regulation monitoring one's own progress, identifying weaknesses, and adjusting strategies accordingly enhances the effectiveness of study efforts. Students who approach studying with a positive attitude and consistent habits often outperform peers who lack structured study routines, regardless of raw intellectual ability[56].

In Colleges of Education, study skills are particularly crucial because students are preparing to become future teachers and role models. Effective study skills not only support their immediate academic performance but also equip them with tools they can pass on to their future pupils. For example, teacher-trainees who master study strategies such as critical reading, summarization, and reflective learning are better prepared to teach their students how to learn independently. Furthermore, given the challenge of underachievement observed in some Colleges of Education in South-West Nigeria, integrating study skills training into academic programs can help enhance students' motivation, confidence, and performance[57].

Despite their importance, many students struggle to acquire effective study skills. Common challenges include poor time management, procrastination, lack of concentration, and over-reliance on rote memorization. Cultural, environmental, and personal factors may also

hinder the development of sound study habits. For instance, students from resource-limited backgrounds may lack access to quiet study environments or academic support. Moreover, without proper guidance, students may not recognize which study methods suit their learning styles, leading to frustration and underperformance[57].

2.1.6 Study Skill Training

Study skills can be defined as “the reading and thinking skills requisite to any study task”: i.e. those necessary to identify, assess, solve and report on an issue in a disciplined and independent way[57]. Additionally, it is noted that study abilities encompass reading, listening, receiving, and processing information efficiently for memory retention. Meanwhile, scholars prefer to utilise the term "learning skills and strategies." Learning skills are defined as elements of a learning strategy, encompassing reading, writing, and information retrieval and organisation abilities, whereas a learning strategy pertains to the process of selecting and organising one's skills[58]. Likewise, the primary components for achieving success as a learner include: cultivating learning and memory techniques, employing reading strategies (e.g., SQ3R method), note-taking and outlining, essay composition, mastering study skills and test-taking strategies, and acquiring time management abilities[59]. The application of study skills can be distinguished from other learning processes, such as teacher-led classroom instruction[42]. Effective studying requires both the knowledge and application of study skills and willpower. Scholars assert that numerous pupils facing academic challenges, in contrast to proficient students, fail to utilise specific study strategies that facilitate the comprehension of learning materials. While students are anticipated to utilise study skills for assignment completion and exam preparation, educators generally allocate minimal time for explicit training in these abilities[42].

Study skills training is a crucial component influencing students' academic motivation. According to the skill-deficit model, worried students have diminished academic motivation due to inadequate training in study abilities necessary for fostering academic motivation. Study skills training encompass a student's understanding of effective study tactics and techniques, as well as the capacity to manage time and resources to fulfil academic requirements. The objective of study skills therapy is to assist students in optimising the learning process. Consequently, it is essential to implement frequent study skills treatments for all pupils. This approach can enhance their self-regulation in learning. Numerous research have demonstrated that study skills therapy positively influences students' academic motivation, alongside educational quality and intelligence[60]. Scholars have discovered that many students fail not because to a deficiency in talent, but rather because they lack sufficient study skills[61]. Study skills treatment can be defined as the systematic approach to studying, structuring the study environment, effective reading, note-taking, and proficient writing[62]. Study skills treatment may aid nervous students in identifying, rehabilitating, and enhancing their study habits and test-taking abilities. It can also enhance pupils' cognitive processes that influence the organisation, processing, and retrieval of information. Through study skills training, students acquire several test-taking strategies that enhance their study capabilities and, consequently, their academic motivation[61].

Components of Study Skill Training

Fundamental study skills, analysed since the early 1900s, remain a central topic in educational research. The study skills strategies improve cognitive development and include effective note-taking, concept organisation (e.g., graphic representations), time management, and management of locations and references. Certain study skills strategies, such as note-taking and visual representation, can be employed simultaneously or independently, both of which enhance

academic achievement by fostering the development of students' metacognitive abilities. The aim of study-skills training is to educate students on the essential principles of studying and test engagement. This training equips students to efficiently organise their study time and improves their capacity to comprehend, structure, process, and retain information for retrieval during examinations. The components of study-skills counselling programs emphasise time management, response management techniques, study planning, enhancement of reading and summarisation skills, regulation of study behaviours, and the acquisition of strategies advantageous for test-taking[65].

Test-taking skills training seeks to provide pupils with strategies for understanding examination questions and directives. This enables pupils to efficiently organise, retrieve information, and communicate effectively. Several approaches can improve "test-wiseness," include assessing the test's length, determining if certain sections require more time than others, addressing one question at a time, revisiting more challenging topics later, and treating essay questions and objective problems distinctly[66]. Research indicates that rote memorisation is significantly less effective than a profound understanding of the material's processing. Students with high test anxiety can achieve greater benefits through a more meaningful approach, as adequate learning and information processing directly influence their knowledge attainment[67]. In this context, the unwarranted concern, stemming from their nervousness and lack of ability, will be eliminated. If the students' motives and attitudes improve, they will be able to design successful study techniques[68].

Note-Taking Strategies

Note-taking is a fundamental study practice that improves metacognitive abilities and is beneficial across all fields of study. Scholars assert that note-taking involves seeing an event, documenting observations, and evaluating the recorded information, with each component of this process being interdependent. Ellis emphasises that note-taking should be the least significant component of the process, as it requires the organisation of thinking, paraphrasing, summarising, and the collection of main concepts, which fosters students' metacognition[69].

A Cornell University education professor developed the Cornell note-taking method. This is a widely utilised method for systematically recording notes on lectures, readings, and analogous things. A scholar exemplifies the Cornell system by instructing students to draw a vertical line on the left side of the paper. The area to the right of the line contains the notes. Key phrases and sample questions are delineated to the left of the vertical line. Upon examination of the notes, the region to the left of the line must be filled in. The left-hand column can function as a self-assessment tool for the information displayed on the right by folding the paper to conceal the right side. While the Cornell note-taking method is widely employed by higher education institutions, alternative methods are also being explored[70].

A study conducted with secondary students in Kansas assessed the effectiveness of Cornell note-taking compared to guided note-taking to determine which approach more favourably impacts academic achievement. Two cohorts of students with comparable mean grade scores were initially administered a survey concerning their attitudes and perceptions towards note-taking. Upon finishing the survey, students received reading materials and were instructed to take notes in anticipation of a quiz on the content. Subsequent to this practice session, the two classes received instruction on the two note-taking methodologies. One class was instructed on

Cornell note-taking, whereas the other was taught guided note-taking. The students were subsequently directed to apply these methods in preparation for a quiz on a different reading selection. The two classes were instructed to read the same paragraph and apply the note-taking method they had learnt[71].

Following this evaluation, the students redid the survey regarding their attitudes and perceptions about note-taking. The study revealed that both groups demonstrated enhanced performance on the quiz following instruction on note-taking. The results suggested that, although the Cornell note group displayed a lesser increase in accurate responses compared to the guided note group, the Cornell group demonstrated superior skill in answering higher-level issues. This study contributes to the literature demonstrating that note-taking promotes academic achievement, and that the Cornell note-taking method may be beneficial for enhancing metacognitive skills. The use of cognitive organisers in conjunction with note-taking can improve learners' metacognitive abilities[71].

Cognitive Organizers

Cognitive organisers, including graphic organisers, mind maps, and concept maps, are visual frameworks that aid students with memory. Cognitive organisers facilitate information acquisition and relational understanding, aiding students in retrieving prior knowledge and establishing connections with essential concepts[72]. The maps facilitate both verbal and nonverbal recollection. Mind maps can also be utilised alongside Cornell notes. The scholar advocated that the development of mind maps was advantageous for students[73]. While a pupil creates a mind map on paper, they concurrently develop the corresponding mental representation. These strategies are especially beneficial for mathematics teaching, as they graphically organise symbols[73]. The utilisation of concept maps enables a learner to create a visual depiction of the

relationships among ideas and concepts. These cognitive organisers enhance students' cognition by necessitating the application of metacognitive abilities, such as structuring thoughts around the process[73].

Time Management

Inadequate time management skills generally connect with diminished grade point averages among students. Utilising the Learning and Study Skills Inventory (LASSI), researchers investigated the correlation among many aspects, including gender, time management as a study practice, motivation, and academic accomplishment. The Learning and Study Skills Inventory is a diagnostic instrument that assesses pupils' self-regulated learning abilities and motivation[72]. A scholar defined time as our most precious resource and offered strategies to aid pupils in managing it effectively. He contended that students have to begin by scrutinising the allocation of their time both within and outside the classroom to evaluate its productivity[74]. The scholar provided ideas for tracking time expenditure during an eight to ten-week duration. Monitoring yields data on the allocation and duration of time spent. This information can subsequently be utilised to prioritise actions. It also enables the student to enhance their time management skills. Effective time management is essential for determining the appropriate duration required for learning[74].

Time management is a crucial component of academic skills. Effective time management enhances students' academic performance[75]. The problem for educators is ascertaining how to teach pupils effectively about healthy time management. In the absence of a designated curriculum for time management, educators and counsellors typically must create their own instructional framework. It was highlighted many essential time management principles that educators should communicate to pupils. Students ought to: assess the duration required to finish

an activity, concentrate on the task, minimise distractions, segment extensive tasks into smaller units, initiate tasks promptly, document assignments, tackle the more challenging aspects of an assignment first, and utilise idle time effectively. While downtime is often perceived as a period of inactivity or halted output, it can also serve as an opportunity for research. An example is the use of time spent awaiting a ride after school or the time spent waiting for sports practice to commence. Students ought to be motivated to utilise idle time for the completion of minor activities[67]. Students should consistently recognise the importance of time and employ it efficiently in all circumstances.

Similar to any cognitive strategies in education, study skills instruction necessitates that students are both encouraged and observed in their application of these abilities. Researchers concur that while monitoring the utilisation of study skills techniques may promote increased usage among students, it is ultimately the students' perceived value of the approach that will sustain its continuous application[75]. If students perceive that study skills practices enhance their academic success, they are more likely to employ these strategies alone or with guidance. Upon establishing the habit of employing success methods, students integrate these tactics into their learning process. Consequently, an examination of student attitudes may offer guidance for enhancing study skill education.

2.1.7 Self-Efficacy

Self-efficacy is a psychological construct introduced by Albert Bandura (1977) within the framework of his Social Cognitive Theory**.** It refers to an individual's belief in their ability to successfully perform a specific task or achieve desired outcomes. Unlike general self-confidence, self-efficacy is task-specific and context-bound; it is about one's perception of capability in particular situations. For instance, a student may have high self-efficacy in solving mathematics

problems but low self-efficacy in public speaking. This construct plays a central role in shaping motivation, persistence, and performance across academic, professional, and personal domains[77].

Bandura argued that self-efficacy beliefs influence behavior through four main processes: cognitive**,** motivational**,** affective, and selective**.** Cognitively, individuals with high self-efficacy set more challenging goals and use effective strategies to achieve them. Motivationally, they are more willing to invest effort and persist in the face of difficulties. Affectively, self-efficacy reduces stress and anxiety by fostering a sense of control over challenges. Selectively, it influences the choices individuals make, as people tend to engage in tasks they believe they can accomplish and avoid those they perceive as beyond their ability. Bandura identified four primary sources of self-efficacy[78]: Mastery Experiences – Direct success in tasks is the most powerful way to build self-efficacy. Each achievement reinforces the belief in one's capability; Vicarious Experiences – Observing others succeed, especially peers, can strengthen self-efficacy by showing that success is attainable; Verbal Persuasion – Encouragement and constructive feedback from teachers, mentors, or peers can enhance confidence in one's abilities and Physiological and Emotional States – Positive moods and low stress levels support self-efficacy, whereas anxiety, fatigue, or negative emotions can undermine it[79].

In educational contexts, self-efficacy is a strong predictor of students' learning behaviors and academic achievement. Students with high self-efficacy are more likely to adopt effective study strategies, participate actively in class, and demonstrate resilience in challenging subjects. For instance, a teacher-trainee who believes in their teaching abilities is more likely to prepare thoroughly, manage classrooms effectively, and persist despite difficulties. On the other hand, low self-efficacy can lead to avoidance, procrastination, and underachievement, even when students possess the necessary skills[80].

Self-efficacy and motivation are closely intertwined. Students who believe in their ability to succeed tend to set higher goals, exert more effort, and maintain persistence, which in turn leads to better performance. This creates a positive feedback loop—success strengthens self-efficacy, which further enhances motivation and achievement. Conversely, repeated failures without proper support can lower self-efficacy, creating a cycle of low motivation and poor performance. Thus, interventions aimed at boosting self-efficacy often result in improvements in both academic motivation and outcomes[81].

For students in Colleges of Education, self-efficacy is particularly important because it influences both their personal learning and their professional identity as future teachers. High academic self-efficacy enables them to manage coursework, develop teaching competencies, and confidently face examinations. Beyond academics, teaching self-efficacy—the belief in their ability to influence student learning—affects how effectively they will perform in real classroom settings. In South-West Nigeria, where underachievement among college students is a concern, strengthening self-efficacy could serve as a key intervention for improving both learning outcomes and professional readiness[82].

2.1.8 Academic Self-Efficacy

Academic self-efficacy is a crucial attribute for the academic performance of university students[76]. Academic self-efficacy is a multifaceted characteristic and does not manifest as a mere disposition. General self-efficacy is classified into two categories: academic self-efficacy and cognitive capacity[77]. Academic self-efficacy pertains to students' perceived capacity to undertake hard academic activities. Students possessing elevated academic self-efficacy are anticipated to exhibit superior academic drive[78]. Academic self-efficacy encompasses the views individuals hold regarding their ability to better their academic capacities, influencing them to

either strive for high achievement or aim for minimal goals within their academic pursuits[79]. Three components of academic self-efficacy have been identified: attention, communication, and excellence. Seventy-nine. Attention refers to students' concentration on scholarly pursuits. This enables pupils to identify their challenges and subsequently focus on their weaknesses to achieve success[76]. Communication includes psycho-educational competencies, metacognition, psycholinguistics, and sociocultural skills that may enhance the learning process. Excellence necessitates abilities and competencies that enable adherence to the standards and norms conducive to high academic success. Excellence results from establishing attainable objectives and building effective tactics and plans that may guide you towards the desired outcomes[80].

Academic self-efficacy may be influenced by students' orientation or academic experiences, personal challenges, interpersonal interactions, assessment techniques, study strategies, and institutional evaluations, among other factors. Cognitive ability and academic self-efficacy are known determinants of students' academic performance. Academic self-efficacy emphasises that individuals' belief in their skills to attain certain goals drives them to strive for optimal performance and success in challenging tasks[81]. Academic self-efficacy for self-regulated learning fosters self-monitoring, self-evaluation, goal formulation, strategic implementation, and self-reflection, thereby concentrating learners during the educational process[67]. Research indicates that students with robust academic self-efficacy effectively regulate their learning and resist temptations and social pressures that may compromise their academic achievement[77]. Consequently, pupils possessing elevated academic self-efficacy are more likely to attain their academic objectives compared to those with diminished academic self-efficacy[46]. Conversely, it has been shown that kids with low academic self-efficacy exhibit delinquent

behaviour, achieve lower marks, and are more prone to dropping out of school compared to their peers with strong academic self-efficacy[82].

Academic self-efficacy is elucidated within the theoretical framework of Bandura's social cognitive theory, which posits that human accomplishment is contingent upon the interplay of individual behaviours, personal characteristics, and environmental situations[83]. Throughout the learning process, beliefs in academic self-efficacy affect learners' task selection, effort, persistence, resilience, and academic performance[80]. Researchers contend that self-efficacious pupils engage more readily, exert greater effort, demonstrate increased persistence, and have less negative emotional responses when faced with challenges compared to those who lack confidence in their talents, resulting in superior academic performance. The effective achievement of learners is linked to their individual success, diminishes students' stress levels, and lessens their susceptibility to depression[84].

Renowned studies have indicated that academic self-efficacy serves as a motivational factor in learning[56]. Academic self-efficacy enhances learners' likelihood of success and facilitates improved quality of life. Students gain complete confidence in facing various academic challenges while striving to circumvent any obstacles that may impede their pursuit of academic objectives[85]. Academic self-efficacy beliefs influence a student's behaviours by shaping their feelings, thoughts, adjustments, and responses to academic stimuli. Academic self-efficacy influences the extent of effort students invest in learning activities, the choices they make regarding these activities, and their ability to surmount problems encountered throughout the learning process. In relation to enhancing students' learning motivation, achieving goals, and academic success, academic self-efficacy is a crucial determinant of these factors. Cognitive

processes significantly influence students' learning; nonetheless, it is academic self-efficacy that fosters students' dedication to their academic goals[78].

Encouragement towards Self-Efficacy

Another crucial element that has to be emphasised is motivation towards self-efficacy. Teachers in this scenario should always provide students with both support and advise, both in the classroom and in casual settings outside of school hours. Often, the leadership style of teachers shows a good and important link on the inventiveness of their students. Teachers have to assist their pupils correctly, plan their activities and spot the wants and tools needed to create and grow fresh ideas. Furthermore, educators ought to evaluate the students' efforts and support their active participation in the learning process[86]. Students will tend to concentrate their whole energy and time to complete every assignment by doing this. Teachers also ought to let kids pick activities or programs they are passionate about or work to give them projects they consider difficult and fascinating. To reach degree of efficiency and creative accomplishment, thus, it is essential to identify the suitable level for students. To foster pupils' inventiveness, teachers should be able to solve technological issues. Students require a facilitator with the ability to assist them in completing their assignments. Teachers should also set out time to assess students' work and offer them helpful comments[87].

The function of teachers can really be applied to several settings. In a classroom environment, the part teachers perform will help students experience self-efficiency and a sense of security. This lets teens choose a path that will take them to their cognitive connection. Teachers thus have to be aware of the need of fostering confidence and strong self-efficacy in their pupils. Interesting teaching methods will boost the students' confidence[88]. Here, teachers inspire structure and assess the learning process of the pupils. Properly structuring learning and

providing students motivation both help to inspire them to advance and foster a good interdependence among other classmates. Rewarding students is a reinforcement tool in the learning framework meant to inspire them. The teacher's conduct is the application of behaviorisms theory indicating that external motivation for students comes from teachers' encouragement, therefore enabling their more active cooperation[89].

Teachers also have to be quite knowledgeable about the material they teach; they should be able to apply learning that fits both the content and depth of standards with the curriculum goals; have good communication skills to help students learn; be able to use a range of assessments; be experts in evaluating efficient evaluation techniques; be able to give meaningful comments on students' work; be able to create a marking system to gauge students' performance; be able to communicate the assessment information to students so as to inspire them to learn; and be able to grasp the legal and ethical concerns connected to assessment practices in the classroom[90].

Thus, especially principals, school leaders should work with teachers to design and change the school setting that would support kids' desire to learn and enhance their academic success more. Teachers must make the most of the time available for assignments and learning, eliminate obstacles to student success, and give underprivileged children skills and support. To satisfy the expectations and requirements of every student, teachers must provide more practice. Especially for schools in urban areas, where many other factors influence teaching and learning, school administrators must set a time restriction to allow the maximum feasible space for the teaching and learning process. Teachers must be directed, especially in developing a serious learning community to produce a generation of students who work together to fulfil the high standards of academic achievement[91].

A major component of the self-regulatory human system is self-efficacy. It grows from personal experiences connected to one's successes as well as by watching others and introspection on their performance and accomplishments. Self-efficacy is the conviction in one's ability to plan and carry out the paths of action needed to generate a particular achievement. Self-efficacy beliefs are self-perceptions of ability affecting how individuals think, feel, drive themselves and act[56]. In both phases of the self-regulation of health behaviour, self-efficacy appears to be absolutely vital. Sixty-five. Apart from better academic performance and more commitment to work, high self-efficacy helps to remove undesired emotional reactions and those kids with higher academic self-efficacy experience less stress in school than those students, who question in their efficacy and talents[66]. In an academic setting, self-efficacy is usually characterised in terms of academic self-efficacy, which means a student's assessments of their capacity to effectively reach learning objectives. From the viewpoint of current studies, academic success is related to self-efficacy as an important component of self-regulatory personality[64].

Self-efficacy is "people's assessments of their capacity to plan and carry out courses of action required to reach specified kinds of performances"[46]. In the framework of education, self-efficacy refers to views and evaluations about the effectiveness and capacity of certain students to complete particular academic obligations and tasks[88]. Many research argue that students need self-efficacy to keep completing challenging activities in their academic setting[92]. Academic results and efficient coping mechanism have been consistently found to positively link with self-efficacy. Students with greater academic self-efficacy have been shown to properly balance their school life with challenging academic responsibilities[93]. Research have also revealed that pupils with low academic self-efficacy are more susceptible and less eager to carry out academic responsibilities[94].

Academic self-efficacy is a concept that drives a student's learning by means of such self-regulatory mechanisms as goal setting, self-monitoring, self-evaluation and method application. Research from the past has repeatedly demonstrated that students' opinions about their capacity to effectively complete academic tasks i.e., academic self-efficacy predict their real performance in school. Twenty years of study have unequivocally shown the validity of self-efficacy as a predictor of student motivation and learning[55].

A student's rate of solving school tasks arithmetic problems in mathematics is positively connected to perceived self-efficacy[58]. Self-efficacy beliefs also influence the self-assessment and autonomous evaluation criteria students apply to assess the results of their self-monitoring (in our research study as AAA). Self-efficacy beliefs also drive students' application of learning practices. Students' educational success depends on their self-efficacy and their self-confidence linked to learning and performance[67]. High academic achievement is connected with more self-confidence and presumably it empowers pupils to take more responsibility for effective task completion[67]. Some writers contend that pupils with greater self-efficacy reach greater levels; they can handle cognitive demands more effectively, strive to concentrate on master goals, see their education as interesting and valuable challenges/tasks, and use sensible learning techniques[76].

Academic self-efficacy is closely linked to performance and adjustment, both directly on academic performance and indirectly through expectations and coping perceptions (challenge-threat evaluations) on classroom performance, stress, health, and general satisfaction and commitment to stay in school. Academic self-efficacy has also been connected to significant nonacademic factors including depression and prosocial behaviour; it is negatively correlated with stress as well[67]. Scholar said that "student's belief in their academic self-efficacy and their

ability to begin and continue their studies is also highly important". For the training and education of future teachers, this reality is quite significant. Because it is anticipated that pupils with high level academic self-efficacy are more self-confident and have more favourable views towards future profession[94].

2.1.9 Locus of Control

Locus of control is the term used to describe a person's overall beliefs about where control over following events lies. In other words, who or what causes something to occur. Locus of control is a person's belief system about the reasons of his or her experiences and the elements to which that person ascribes success of failure. Grounded in expectancy-value theory, locus of control describes human behaviour as shaped by the perceived probability of an event or outcome happening depending on the behaviour in question and the value assigned to that event or outcome. More particularly, expectancy-value theory holds that if someone values a certain result and that person thinks that doing a certain action will bring about that result, then they are more likely to do that specific action[95].

Locus of control shows students' perceptions of their influence on the academic circumstances. For example, a student with an internal academic locus of control thinks success or failure is not outside his control; he would think grades are the result of his effort. A student with an external academic locus of control, on the other hand, believes success or failure is controlled by outside forces beyond his control and may think grades do not reflect effort and are influenced by outside factors including luck, examination system, teacher bias, etc[96], Students with an internal academic locus of control believes that grades reflect one's effort, that attending classes is crucial, that studying consistently is necessary, and that teachers do not give some students free rides. Conversely, students with an external academic belief system think that

instructors provide free rides to students, that attending classes is not worth paying, and that they have little control over academic circumstances[96].

Scholar first introduced the dichotomy of internal/external locus of control, which holds that a person with an internal locus of control believes he controls the events in his life while a person with an external locus of control believes that whatever is happening in his life is beyond his control. Students with an internal locus of control are more inclined to choose academic pursuits than those with an external locus of control[97]. Likewise, survey found that 96% of pupils attribute their performance internally. Research have indicated that college students who blame outside elements for their academic performance are defensive externals since external beliefs escape their personal responsibility for failure[98].

Compared to those with low internal locus of control, students with high internal locus of control perform well academically. Scholar said that kids who take greater responsibility for their studies are more likely to do well. The studies have shown the greater the internal orientation the better is the academic performance[99]. Recent research also indicates that academically internal locus of control kids outperform external ones. Many earlier research point to locus of control as a key factor influencing academic performance.

Previous studies on locus of control of high and poor achievers reveal that whereas low achievers have an external locus of control regarding their academic results, high achievers have an internal locus of control. Students that perform poorly have an external locus of control and show maladaptive attribution. While low achievers ascribe success externally and so do not feel much personal pride, high achievers credit success internally and take satisfaction in their achievements. While low achievers think success depends on outside causes like luck, simple task, high achievers think it depends on their own traits[99].

The students' academic pursuits are significantly influenced by an academic locus of control. Many psychologists' decades ago were drawn to the effect of locus of control on academic performance; since then, this idea has been thoroughly investigated in relation to academic performance. Students have been seen to do causal analysis of their academic results. They ascribe their academic results to internal elements including intelligence, hard work and ability and to external ones including luck, rules of examination system and biased grading etc. Students with an internal academic belief system outperform those with an external academic belief system[99].

2.2 Theoretical Framework

2.2.1 Self-Determination Theory

Originally proposed by Richard Ryan and Edward Deci, self-determination theory (SDT) forms the basis of this study. Self-Determination Theory (SDT) is a motivational theory that assumes people naturally seek personal and psychological well-being and development. Many contend, just as there are fundamental physical and physiological requirements that have to be met in order to exist, there are also fundamental psychological needs that are absolutely necessary for normal human development and functioning. Deci and Ryan, however, claim that the degree to which exactly those fundamental psychological requirements have been and still are addressed considerably influences the quest for personal and psychological well-being and development[100].

According to the self-determination theory (SDT), students who act for intrinsic motivation and extrinsic motivation integrated and identified regulations have high levels of perceived autonomy; those who participate in tasks for extrinsic motivation external regulation and extrinsic motivation interjected regulation have low levels of autonomy. The self-

determination theory (SDT) in educational settings indicates that great academic success is dependent on a student's feeling of autonomy or self-determination. That is, students who complete their academic tasks autonomously free from the influence of other variables have more academic success than those whose work is limited by such influences. Put another way, the various forms of achievement motivation mentioned above affect students' learning and academic success differently. While controlled kinds of motivation and a motivation lead to undesirable consequences like dropping out of school, empirical studies have shown that autonomous kinds of motivation—i.e., self-determined motivation—produce good results like performance[101].

All things considered, self-determination theory suggests that individuals are naturally inclined to internalise and integrate their behaviours and activities into a consistent sense of self100. But social and intra-individual variables that either support or hinder the process determine how far the activities and behaviours can be internalised and incorporated. Environmental factors that give individuals necessary psychological support required for development, independence, competence, and best development of a person create more autonomous or self-determined kinds of behavioural controls. On the other hand, intra-individual and social elements that hinder the satisfaction of these fundamental psychological demands cause more regulated kinds of behavioural controls that are less internalised (i.e., less self-determined). That is, when a person's reasons for participating in his/her activities come from his/her inner drives, his/her resulting behavioural controls are marked by self-determination; but, when a person feels pressured to complete a task, he/she will have little or no self-determination or autonomy. The present work uses self-determination theory of motivation as the guiding theory of academic motivation[102].

Self-determination theory (SDT) is a comprehensive framework for understanding human personality and motivation, focussing on the individual's interaction with and reliance on the social environment. Self-Determination Theory (SDT) delineates intrinsic and various forms of extrinsic motivation, elucidating their effects on situational responses across diverse domains, as well as on social and cognitive development and personality. Central to SDT are the fundamental psychological needs of autonomy, competence, and relatedness, which are essential for fostering self-determined motivation, well-being, and personal growth. Additionally, SDT highlights the significant influence of social and cultural contexts in either supporting or obstructing individuals' basic psychological needs, perceived self-direction, performance, and overall well-being. Self-determination theory (SDT) serves as a metatheory for human motivation and personality development[100]. It is seen as a metatheory, comprising various ‘’mini-theories’’ that integrate to provide a holistic view of human motivation and functioning.

Self-Determination Theory (SDT) is predicated on the intrinsic humanistic belief that persons inherently and proactively strive for progress and self-organization. Individuals endeavour to enhance and comprehend themselves through the assimilation of novel experiences, the cultivation of their needs, desires, and interests, and the establishment of connections with others and the external environment. Nonetheless, Self-Determination Theory posits that this inherent growth inclination should not be taken for granted, as individuals may become controlled, fragmented, and alienated if their fundamental psychological needs for autonomy, competence, and relatedness are compromised by an inadequate social environment.

In essence, Self-Determination Theory posits that individuals are perpetually engaged in a dynamic interplay with their social environment, simultaneously pursuing need fulfilment while reacting to conditions that either facilitate or obstruct those needs. The interplay between

individuals and their environment results in either engagement, curiosity, connection, and wholeness, or demotivation, ineffectiveness, and detachment[100].

Self-determination theory is a modern approach to motivation that proposes that motivation is not a singular concept. Instead, different types of motivation exist along a continuum from entirely extrinsically regulated to intrinsically motivated[101]. Formally defined, motivation is the process that gives behavior its energy and direction[102]. However, the process that guides behavior can come from two fundamentally different sources: motivations that are internal to the activity and motivations that are external to the activity. In other words, students can get an education because they want a certificate or are forced to by their parents (extrinsic motivations) or because they enjoy learning (intrinsic motivation). In the first two examples of getting a certificate or being forced by parents, the processes that guide academic behavior are external to the activity of getting an education. In the last example, the process that guides academic behavior is internal to the activity of getting an education: enjoying learning. Therefore, self-determination theory proposes that motivation can be classified into two mutually exclusive categories: extrinsic and intrinsic motivation. Extrinsically motivated behaviors are those in which the reason for doing the behavior can be separated from the activity itself. On the other hand, intrinsically motivated behaviors are those in which motivation is based on the inherent satisfaction or enjoyment in the activity[100].

Self-determination theory assumes that human beings have a natural tendency towards intrinsic motivation[100]. From birth, children are active, curious, and playful when they are healthy. Healthy adults have a natural tendency to use and develop their abilities, explore their environment, and learn. Adults are also naturally curious and desire challenges to test their abilities[100]. These are all characteristics of intrinsic motivation. Therefore, self-determination

theory proposes that intrinsic motivation is the ideal form of motivation. Self-determination theory also proposes that extrinsic motivation can be divided into three categories that differ in the degree to which the behavior has been internalized and integrated into one's personal values. On the far end of the continuum, external regulation is when an activity is done to get an external reward or to avoid an external punishment. A student attends university solely to obtain a certificate. Subsequently, introjected regulation refers to engaging in an activity to obtain acceptance from others. A student attends university to honor her father's pride. Integrated regulation occurs when an action is performed because it aligns with an individual's values and beliefs, or when the value of engaging in a behavior is assimilated into one's belief system. A student attends university because to the importance he places on education. All three sources of motivation are categorized as extrinsic motivation, as the impetus for obtaining an education originates from factors external to the learning process itself[103].

Self-determination theory posits that educators and parents can enhance intrinsic motivation by satisfying students' three psychological needs: relatedness, competence, and autonomy. To fulfill the necessity for relationships, the educator must demonstrate genuine concern for the students' well-being[103]. Three principal strategies exist for achieving success. Initially, educators must deliver feedback, which encompasses insights into a student's strengths and areas for enhancement in their performance. Secondly, educators must offer ideal challenges, which consist of tasks and examinations that test students' abilities to enhance their learning, while also ensuring that students have a feasible chance of success. The educator must offer essential support for student success by delivering explicit guidance and directions, while also being accessible to address students' inquiries. To address the necessity for options, educators must design their classes to illustrate the linkage between academic pursuits and students'

individual interests, preferences, aspirations, and values. Moreover, the educator must furnish a justification for all learning activities to demonstrate their relevance to students' lives and personal values. This study demonstrated that the continuum of motivation, as outlined by self-determination theory, is relevant to the Nigerian setting; hence, educational scholars should employ self-determination theory as a theoretical framework for future investigations into motivation. Educational scholars should investigate teaching aspects associated with intrinsic motivation and undertake studies to enhance intrinsic motivation[103].

2.2.2 Expectancy-Value Theory

The ideas of expectancy and value have a longstanding history in the domain of achievement motivation[104]. Expectancies are described as individual opinions regarding the future and the significance of a person, commodity, or activity in terms of relative worth or importance. Value is conceptualized not merely as a belief, but as a motivational drive, defined as the desire to acquire a given object or consequence. The inaugural formal expectancy-value model in achievement motivation was formulated by a scholar to elucidate numerous accomplishment-related endeavors, including decision-making, tenacity, and the pursuit of success. Atkinson posited that individuals had an intrinsic need for achievement that drives achievement motives, success expectancies, and incentive values. These accomplishment motives were regarded as reasonably consistent traits that included the drive to pursue success and the desire to evade failure. He established that incentive value was negatively correlated with expectancies, defining incentive value as the relative appeal of a successful outcome in an achievement task. In this context, expectations and values exhibited an inverse relationship and were specific to certain tasks or situations, grounded in the idea that actions deemed highly valuable were viewed as challenging to accomplish. Atkinson concluded that individuals with a

greater propensity to pursue success rather than evade failure exhibit positive motivation, are inclined to engage in achievement tasks, and tend to be highly motivated when faced with challenging assignments[104]. In contrast, individuals with a greater inclination to evade failure rather than pursue success tended to eschew achievement tasks, favoring either exceedingly easy or exceptionally difficult jobs. Much of Atkinson's study on achievement was experimentally validated in game-like laboratory settings, although it was not consistently repeatable in real-world achievement contexts[105].

The contemporary Expectation-Value Theory (EVT) proposed by Eccles and associates originates from scholarly study examining the relationships individuals establish between their expectation and value beliefs, task selections, achievements, and perseverance. It distinguishes itself from earlier versions by more closely linking choices to attitudes regarding expectation and worth. Contemporary EVT research has yielded deeper insights into expectations and values, expanding to studies in real-world contexts rather than solely in laboratory environments[106]. The present theory is founded on the iteration of EVT by Eccles and associates. The proposed theoretical model of motivation and achievement is partially derived on the Eccles et al. expectancy-value model of achievement choices[105].

Expectancies and values, arising from various psychological, social, and cultural contexts, are posited to be the most direct predictors of achievement-related choices. Thus, the fundamental focus of the EVT study program is the influence of expectancies and values, together with their antecedents, on task selection, perseverance, and accomplishment. The concept of performance choices, originally designed to elucidate gender disparities in mathematics courses and majors, has since broadened to encompass the roles of expectancies and values across several disciplines. Furthermore, although not emphasized in the process model,

these achievement options result from deliberate actions aimed at achieving specific results[107]. This study employs the expectancy-value framework to evaluate the correlation between Jamaican students' motivation and their anticipated accomplishment outcomes in mathematics, language arts, and science, grounded in the role of behaviors in EVT theory. Values can be defined in both general and specialized terms. Eccles and colleagues conceptualize values, grounded on the notion of task value, as inherent properties of specific activities that render them appealing endeavors, so affirming the motivational essence of values[106]. Values are further perceived as subjective, since different people may make different value judgments of the same activity. Collectively, values in the Eccles et al. model are referenced as "subjective task value". Subjective task value has four components: attainment value, intrinsic value, cost value, and utility value[105]. Attainment value denotes the significance assigned to a task. It also mirrors one's self-concept, as these values enable an individual to articulate or affirm fundamental aspects of their identity[104].

Intrinsic value deals with the satisfaction derived from task motivation An intrinsically valued task is frequently one that will develop deep and persistence over time. Intrinsic value is to some extent comparable to intrinsic motivation and interest but derives from different theoretical traditions[106]. Utility value pertains to future orientation and assesses the alignment of a task with one's future objectives. Consequently, activities are regarded as instrumental, valued solely for their capacity to advance a future goal. In this regard, utility value parallels extrinsic motivation, emerging from distinct theoretical frameworks. Similar to attainment value, utility value is linked to an individual's self-concept as it may relate to significant and highly regarded personal objectives. Cost is defined as opportunity cost—the sacrifices made to do a task, including the work necessary to accomplish it. The present study delineates value in a

comprehensive manner as the subjective assessments students attribute to the instrument measured attainment value ("Learning at school is important"), intrinsic value ("It is important to comprehend what I am taught at school"), and utility value ("I can apply some of the knowledge I acquire at school in other aspects of my life"; "What I learn at school will be beneficial to me in the future")[107].

Expectations and values are reinforced as students develop. Longitudinal analysis of the relationships among performance, ability beliefs, choices, and values has demonstrated that primary school students' participation in mathematics and science forecasts their future expectancies and values in high school mathematics and science. Consequently, these expectations and values forecasted the quantity of subject and science-related courses selected in high school. Comparable results indicate that elementary students' reading-related expectancies and values forecast their selection of language courses and leisure reading hours in high school[105].

Expectancy-related and value beliefs are influenced by various factors, with early mastery experiences being paramount. During infancy and preschool, children's competence perceptions evolve as they independently conquer new challenges. Parental feedback emerges as a significant influence during this period and thereafter. Encouragement of mastery and appropriate feedback bolster children's feelings of competence and autonomy. Conversely, critical parenting may undermine children's competence perceptions and success expectancies. Additionally, parents who praise ability over effort inadvertently weaken children's self-perceptions of ability and may hinder their capacity to surmount challenges and academic obstacles[107].

2.2.3 Self-Regulation Learning Theory

An essential principle inherent to Self -Regulation Learning theory is the primacy of self. Scholars have postulated a tripartite model of SRL that conceptualizes the concept of self-discovery in terms of forethought, performance, and reflection. The initial period, known as forethought, encompasses self-motivation and task analysis techniques, such as goal formulation and strategic planning. The self -motivation process is determined by academics ' convictions about the purpose of education (i.e., the utility of the task) and perceptions of their abilities to achieve those goals. The second phase, performance, involves self - management and self - observation. Self - management refers to the implementation of specific strategies, such as imagery, self - instruction, attention focus, and work strategies. Self -observation refers to self - monitoring processes, time management, and study habits. The third phase, This phase, known as self - reflection, encompasses both self - assessment and self - reaction. Self - assessment involves comparing one 's own performance against a standard and causal attribute that represents an indicator of success and progress. Self - reaction can be classified as defensive or adaptive, depending on the individual 's assessment. Defensive reactions encompass avoidance or omission of learning opportunities; while adaptive responses involve modifying learning strategies or behaviors with the goal of optimizing learning effectiveness[108].

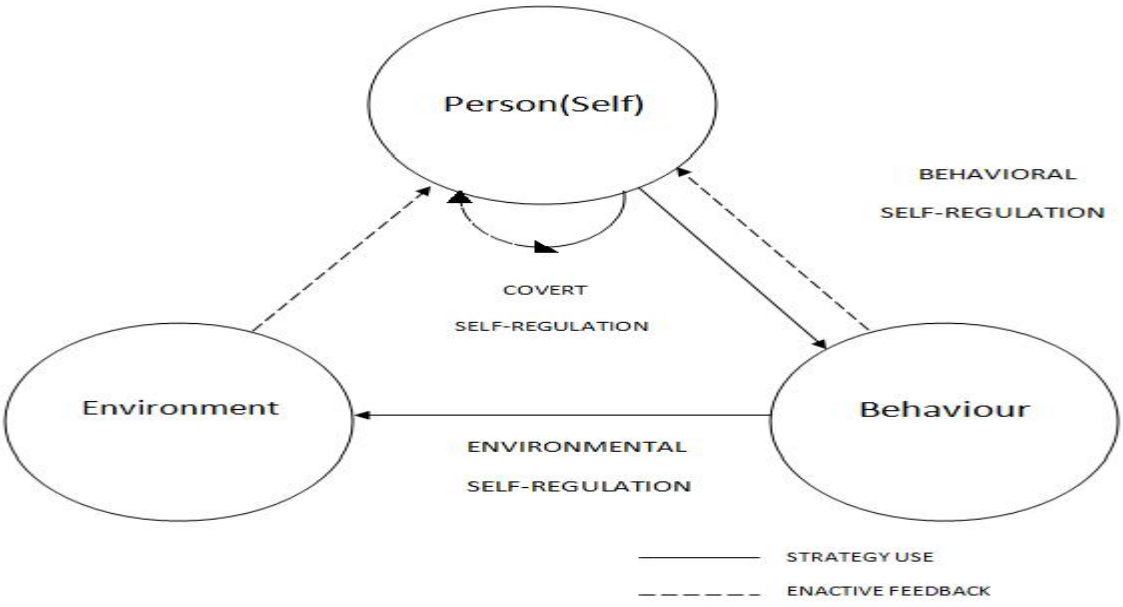
The Four Turning Points Model continued the academic 's work, outlining the learning behaviors that manifest in each of the three stages of the cycle. The Four Turning Points Model postulates critical events or turning points that must occur during the SRL process. The model also postulates that students must understand the learning environment (Turning Point 1). This milestone requires the student to understand the factors that influence academic success, such as time constraints, expectations, and environmental influences. Scholar postulated that the goal - setting process (Turning Point 2) can only occur once Turning Point 1 has been reached. The

implementation of learning strategies (Turning Point 3) requires that the student possess or be able to acquire the competencies required for the implementation of those strategies, and can only occur once Turning Points 1 and 2 have been met. Promoting SRL demands a deep understanding of the functions and interrelationships among each phase of SRL, the educational environment, and the individual characteristics of each student. Turning Point 2 requires the student to identify the academic goal and begin developing strategies to achieve it. Once all the turning points have been reached, the student should be motivated to invest the time and effort required to implement the learning strategies (Turning Point 4). Furthermore, it was suggested that SRL can be cultivated in students through instruction and representation by parents, educators, coaches, and peers[109].

Self -management provides individuals with the tools they need to achieve goals that may arise from their own interests or from societal demands. In both cases, achieving these objectives will allow individuals to experience self - satisfaction and success. Self -control in learning facilitates the achievement of higher-level academic goals by giving students authority over their own learning process. To effectively achieve this self -control, it is crucial to identify the fundamental components of this process, which facilitate the selection of learning strategies and methodologies[108]. Furthermore, it argues that self - regulation is crucial to human survival, as it is intrinsically linked to social acceptance and group dependency, since humans typically obtain most of our needs from other humans. It categorises self-regulatory processes into distinct stages, including self-control, goal-setting and achievement, self-evaluation, self-importance, self-efficacy, and self-regulatory failure, among others. Comprehending these processes helps enhance self-regulation and motivation. The author elucidates the reasons for our capacity to self-regulate certain acts while being unable to do so with others. In contrast to the metacognitive

approach to self-regulation, which prioritises knowledge and deductive reasoning in the selection of cognitive strategies, Zimmerman adopts a social cognitive perspective, advocating for the incorporation of individuals' self-beliefs and emotional responses, such as fear or doubt, into the process. The author presents a triadic model of self-regulation encompassing personal, behavioural, and environmental dimensions. The approach not only pertains to knowledge, abilities, and self-management in managing environmental variables but also enhances awareness of personal functioning in adapting to the environment. The author elucidates the distinction between efficient and inefficient self-regulation, emphasising that the quality of self-regulation is contingent upon the individual's self-regulatory mechanisms. There are three cyclical phases of self-regulation: the forethought phase, the performance phase, and the self-reflection phase[109].

The forethought phase comprises two categories: task analysis and self-motivation beliefs. activity analysis requires an individual to establish objectives and devise a strategic plan for the activity. During this phase, the learner deconstructs the task and formulates strategies. Self-motivational beliefs encompass characteristics that foster and sustain motivation for task execution, including self-efficacy, task value, interest, outcome expectancy, and goal orientation. The performance phase comprises two essential components: self-observation and self-regulation. Self-observation denotes an individual's capacity to monitor cognitive processes and emotional responses, whereas self-control encompasses mechanisms that enhance focus, concentration, and performance, including self-instruction, visualisation, time management, seeking assistance, and task methods[110].



s.

Triadic model of self-regulation[108]

Investigations on learning methods and their impact on academic success have demonstrated that learners with knowledge of diverse learning strategies significantly enhanced their academic performance[103]. Self-regulated learning is defined by a methodical focus on goals. Students who self-regulate their learning has confidence in their efficacy and capabilities, and are organically motivated to acquire knowledge. Self-regulated students are frequently characterised as determined, strategic, and persistent; they possess the ability to monitor their progress and are orientated towards achieving goals. A model of self-regulatory learning was proposed, comprising four stages:

(1) Self-evaluation and monitoring: the learner assesses his or her success based on previous results by making notes on the performance of the task or feedback from the teacher, parents or peers.

(2) Goal-setting and strategic planning: the learner analyses learning goals and plans improvements in existing learning strategies.

(3) Putting a plan into action and monitoring it: the learner applies known learning strategies to perform a task

(4) Monitoring outcomes and refining strategies: the learner decides whether applied strategies were appropriate in relation to his or her results

This study is also grounded in Self-Regulation Learning Theory. Self-regulated learning is defined by scholars as the capacity to manage all facets of one's learning, encompassing before planning and subsequent performance evaluation. It is a technique that allows students to regulate their ideas, behaviours, and emotions throughout their educational experiences. It also characterises self-regulation as the deliberate endeavours of students to manage, guide, and regulate intricate learning tasks. Self-regulation theories often encompass the following elements: metacognitive skills, strategic utilisation, and motivational control. Recently, scholars have characterised self-regulated learning as the self-beliefs and autonomous processes that enable students to utilise their cognitive talents in academic performance, advocating for self-regulation as a crucial component of the learning process[108].

The author identifies self-regulation as a means to enhance students' study skills and foster improved learning habits. Identifying effective solutions to enhance students' self-regulated learning is crucial for academic performance and can significantly bolster academic self-efficacy in multiple ways. The following processes should be imparted to students to enhance their self-regulation in learning: goal setting, planning, self-motivation, attention control, adaptive application of learning strategies, self-monitoring, effective help-seeking, and self-evaluation. To promote self-regulation in students, the following tactics must be implemented: direct instruction

and modelling of self-regulation processes, guided and independent practice, social support and feedback, along with reflective practice. The paradigm of self-regulated learning posits that academic self-efficacy can be augmented. Consequently, this study commenced its exploration[110].

2.3 Review of Empirical Studies

2.3.1 Goal Setting and Academic Motivation

A study conducted in Ogun State, Nigeria, revealed that academic motivation had a substantial total effect of 0.321, with a direct effect of 0.270 attributed to goal setting on students' attitudes towards academic motivation. This finding corroborates the research of a scholar, as referenced in a study indicating that students with high academic desire are more likely to engage in extensive goal-setting training and exhibit reduced dropout rates[111]. A study revealed that students had considerable variations in their goal-setting training contingent upon their level of academic motivation. The study's results indicated that students who received goal-setting instruction and exhibited high motivation scored academically superior to their less motivated counterparts. This scholar's study aligns with another scholar's findings, as noted, indicating that goal-setting instruction significantly impacts students' academic motivation. He noted that the rewarded participants derived less enjoyment from the exercise and shown diminished subsequent behavioural persistence compared to the non-rewarded ones[112].

A study finding is noteworthy as it illustrates a scenario where individuals pursue valued objectives, yet the method employed adversely impacts their inherent proactive growth-oriented disposition. The author saw this erosion of intrinsic motivation as a sign that the participants' previously self-motivated activity became regulated by external rewards, so diminishing their sense of autonomy[113].

Research indicates that pupils who received goal-setting instruction exhibited enhanced achievement and academic desire. A study revealed that early intrinsic motivation is correlated with subsequent motivation and achievement, and that later motivation can be predicted from early achievement. These scholarly discoveries support the Self-Determination Theory. This idea posits that humans possess an intrinsic inclination for stimulation and learning from birth, which is either fostered or hindered by their surroundings. The scholar elucidated that the extent to which this innate drive or intrinsic motivation is actualised depends on the satisfaction of an individual's psychological requirements[114].

A study indicated that goal-setting training significantly influenced the effect of motivation on academic performance when comparing male and female students (t = 9.4, tcrit = 1.96, df = 448, at the 0.05 level). The study's results indicated that male pupils exhibited greater academic enthusiasm than their female counterparts. The male students achieved a mean score of 48.3, whilst their female counterparts attained a mean score of 33.4. This study contradicts that of a professor who determined that females exhibit greater academic drive, as measured by fear of failure, than their male counterparts. t = -1.98, df = 302, p = 0.048. In this study, female students exhibited a mean score of 16.705, whilst male students demonstrated a mean score of 16.042[112]. The study's results indicated that male pupils exhibited greater academic enthusiasm than their female counterparts. The male students achieved a mean score of 48.3, whilst their female counterparts attained a mean score of 33.4. This study contradicts that of a professor who determined that females exhibit greater academic drive, as measured by fear of failure, than their male counterparts. t = -1.98, df = 302, p = 0.048. In this study, female students exhibited a mean score of 16.705, whilst male students demonstrated a mean score of 16.042[115].

A study conducted revealed that goal-setting training significantly influenced the academic motivation levels of students from both urban and rural secondary schools. The survey revealed that pupils from urban schools achieved a mean score of 159.155, whilst their rural counterparts attained a mean score of 116.761. This indicates that students in urban secondary schools had more motivation to learn compared to their counterparts in rural institutions. The researchers found no statistically significant differences in student motivation levels between urban and rural secondary schools. Literature indicates that goal-setting training about the predictive relationship between academic motivation and students' academic success is significant for educational psychologists. Interest in this problem has increased among educational academics and school workers due to the variability of academic motivation influenced by environmental and interpersonal factors. Parents, educators, and other school personnel can cultivate an environment conducive to enhancing children' academic motivation, hence potentially improving their academic achievement. Research indicates that a decrease in academic achievement during the transfer to Middle School is a consistent predictor of diminished desire and self-confidence in intellectual capabilities. The researchers suggested that these reductions stemmed from a developmental incongruence between early adolescents and their school environment, leading to adverse motivational effects, particularly for difficult students[116].

Numerous researches have investigated the correlations between goal-setting training and academic motivation. Survey research employing goal-setting training scales indicates a correlation between objectives, symptom intensity, academic motivation, maternal support, and family functioning. Enhancements in goal-setting training have been shown to correlate with an improvement in academic motivation among college students[115]. While such evidence cannot

establish direct causation, it suggests a correlation between goal-setting training and the management of academic motivation in students, with some studies indicating that goal-setting training may more effectively predict a reduction in academic motivation[117].

A study indicated that goal-setting training diminished academic motivation among students more than the control group, whereas another study demonstrated that the effectiveness of goal-setting training greatly enhanced academic motivation among participants. A researcher discovered that the goal-setting training exhibited enhanced goal-setting skills at the conclusion of the study and plays a crucial function in managing academic motivation among college students. A study revealed a substantial primary effect of goal-setting training on the management of academic motivation among higher education students, but both treatment methods improved academic motivation more than the baseline control[118].

Research to date indicates that goal-setting training influences students' academic motivation, encompassing the pedagogical methods employed, teacher-student relationships, parental attitudes and expectations, peer interactions, classroom environment, school culture and structure, as well as socio-demographic factors, gender, and age. Moreover, additional study has investigated the impact of goal-setting training on students' academic motivation. While numerous interventions, such as goal-setting training, have effectively improved students' academic motivation, attributional patterns, goal orientations, and sense of control, along with diminishing anxiety, the studies on goal-setting interventions concentrate on a limited range of dimensions pertaining to students' academic motivation[119].

Investigations on goal-setting interventions concerning academic motivation have been limited. Research on goal setting interventions has primarily concentrated on the effects of academic motivation among college students. The subsequent section reviews the scant research

on goal-setting interventions across various client populations. Goal-setting and planning (GAP), a training program that encourages the formulation of precise and self-concordant goals, has been analysed in several research concerning academic motivation. A researcher conducted GAP in three one-hour group sessions with a sample of 64 college students regarding academic motivation and adults from the community. Findings demonstrated that Goal-settings and planning GAP training correlated with heightened academic motivation and enhanced life happiness. This study indicates that goal-setting skills may be imparted in a group context; nevertheless, a subsequent investigation revealed that participants who underwent an isolated GAP intervention exhibited comparable enhancements to those in the group setting[120].

A researcher has demonstrated in their study that goal setting enhances academic motivation. In light of the prevalent consensus that goals facilitate therapeutic processes, new research has shifted focus to the optimal management of goal creation in relation to academic motivation. The clarity of the goal-setting intervention is deemed significant, as a scholar reported that clients who perceived their goal-setting as clear experienced a diminished therapeutic alliance, reported increased effectiveness of the intervention on academic motivation, and expressed a greater need for subsequent sessions. The methodology employed to delineate goal setting is regarded as important, with a preference for a collaborative approach. A meta-analysis of studies on goal consensus and collaboration across therapeutic orientations showed that when therapists and clients align on psychotherapy goals and engage in active collaboration, they typically achieve more favourable treatment outcomes regarding academic motivation[121].

A researcher conducted a study investigating the impact of a goal-setting intervention involving 238 participants in a statewide academic motivation program. The goal-setting intervention was founded on the Choose-Get-Keep (CGK) model of academic motivation, which

aids individuals in formulating significant adjustment goals. Participants who established residential treatment objectives shown notable enhancements in academic motivation related to those goals. Participants in the study who established work objectives shown notable enhancements in academic motivation. Study participants who established employment objectives shown notable enhancements in employment functioning following the completion of the 18-month program. The scant research on goal-setting interventions indicates that they positively influence academic motivation. The outcomes have been documented for persons with psychiatric illnesses and those without identified psychiatric conditions[122]. No studies were identified that investigated the effects of such a program on Second year teenagers[122].

A study investigated the correlation between goal-setting training and academic motivation. Adolescents who prioritised social, physical, or athletic objectives were more inclined to improve their academic motivation. Conversely, goal-setting training exhibited a high correlation with academic desire. The effectiveness of the goal-setting intervention may be attributable to additional factors, such as involving the student in the goal-setting process, so enhancing their metacognitive abilities[121]. Goal-setting interventions may be integrated into a multi-faceted intervention plan and enhanced to address the requirements of kids exhibiting the most acute and enduring needs. As tiered support systems become more prevalent, educators are seeking methods to optimise their limited resources to enhance current interventions and deliver intense care. Goal setting exemplifies an intervention that may be integrated into current practices, such as the formulation and continuous assessment of annual individualised education program (IEP) objectives. It may also serve as an independent intervention aimed at shorter durations, such as days or weeks. Moreover, goal-setting interventions can be methodically enhanced through a data-driven individualisation framework to address student-specific

requirements. For the data to be valid, it is essential that the intervention is implemented with fidelity[123].

2.3.2 Study Skill Training and Academic Motivation

While researchers and educators have historically employed study skill treatments to enhance academic motivation, current studies suggest an increasing frequency of study skill training aimed at boosting academic motivation. A review of trials including 1,359 participants revealed that the predominant disability designation was Emotional and Behavioural Disorders (EBD), and the intervention aimed to target various characteristics, including social skills enhancement, task completion, on-task behaviour, and classroom readiness. A scholar articulated some advantageous insights. Firstly, they discovered that all trials, several of which encompassed numerous components, yielded favourable results. Secondly, they noted that students were more inclined to achieve their objectives when participating in study skills training. A majority of participants deemed study skill training to be socially valid[54].

Research on study skill training interventions demonstrates that educators can adeptly integrate these interventions into current behaviour management systems, thereby augmenting academic motivation. To ascertain whether study skill training interventions were implemented as independent interventions or integrated into other classroom management strategies, an analysis of 40 studies was conducted to evaluate intervention components. The findings revealed significant variability in the delivery of study skill training interventions, which frequently constituted merely one element of a multi-faceted academic motivation approach. The predominant interventions associated with study skill training comprised versions of Check-in/Check-out (55%), self-management (17.5%), social problem-solving (17.5%), and targeted study skill (10%)[124].

Teachers employing study skill training inside a Check-in/Check-out intervention generally utilise a daily behaviour report card to monitor the student's study skills. In this structure, educators convene with students at the start of each day to discuss study skills and reconvene at the day's conclusion to evaluate data and ascertain whether the student has met their objectives. Educators that integrate study skill training to augment the academic motivation framework generally need their students to monitor and assess their behaviours and academic motivation, occasionally incorporating contingent reinforcement.

A contingent reinforcement occurs when students obtain a favoured object or activity based on the attainment of their aim[125]. When study skill training is integrated into a social problem-solving intervention, the objectives often pertain to social interactions, encompassing positive conduct in academic motivation. Educators employing study skill training as a social problem-solving intervention generally facilitate small group meetings, supervised by support personnel (e.g., social worker, school psychologist), to engage students in discussions, practise, and establish achievable objectives concerning effective social relations. When educators execute targeted goal-setting interventions, students generally choose objectives based on their initial data and check their progress regularly (e.g., each class). The authors of the studies encompassed in the study reported favourable results concerning several behavioural and academic metrics across all categories of goal-setting interventions[125].

A researcher investigated the impact of a course on collegiate study skills training. It was delivered to a cohort of vulnerable first-year students at a small, private liberal arts institution. The course demonstrated a beneficial effect on most participants, although individuals with low motivation for college studies were less impacted than those with greater motivation levels. This study skill instruction is beneficial for all students, but it is particularly essential for at-risk pupils

with diminished academic motivation. A study revealed that at-risk first-year college students possessed a restricted repertoire of study techniques, were unable to articulate the use of a strategy, and could not evaluate the adequacy of their preparation. Study skills training shown a significant impact on student retention and academic engagement[126].

A study examined the impact of study skills training on students' academic motivation in the classroom. He discovered that students who participated in the course exhibited higher achievement and an increase in good behaviours in their classes, in contrast to the control group. Moreover, it was disclosed that students' evaluations of their study skills training, the estimated weekly study hours dedicated to college coursework, and their aspiration for a high-level degree were significant predictors of academic motivation in college[127].

Furthermore, a researcher examining the efficacy of graphic organisers as tools for reading and academic writing, involving 153 college students, found that, with sufficient time, students who engaged with graphic organisers acquired a deeper understanding of hierarchical and coordinate relationships. Consequently, they exhibited greater success in integrating knowledge and composing integrated essays compared to students who studied outlines or text in isolation. This aligns with findings from a scholar who examined the effects of study skill training on academic motivation. The findings indicated that study skill training significantly enhances academic motivation, resulting in superior retention of knowledge transfer compared to mere copying and pasting of notes after a one-week interval[128].

Diverse training programs exist to enhance study skills, providing solutions for good studying and time management. Research indicates that study skills training (SST) alone is ineffective in reducing anxiety or improving academic performance. The integration of study-

skills training with behavioural techniques, such as systematic desensitisation, is more effective and efficient than employing study skills training (SST) alone to alleviate anxiety[129].

A scholarly integrative literature analysis indicated that the most significant effect sizes for anxiety reduction were identified when study skills training was paired with behavioural interventions. Consequently, anxiety can be significantly diminished when study skills are integrated with behavioural therapies or cognitive-behavioral techniques, resulting in a reduction of test anxiety by approximately 0.8 to 1.2 standard deviations in precollege and high school students, respectively. Lent and Russell's meta-analysis reveals that SST alone can enhance test scores by approximately 0.39 standard deviations in postsecondary populations; when combined with systematic desensitisation, performance improves by nearly double, reaching about three-quarters of a standard deviation. The enhancement of test scores through test-wiseness training was realised in both school-aged and postsecondary populations by a margin of one-quarter of a standard deviation. Moreover, evidence suggests that while the academic performance of students with moderate to low test anxiety can be enhanced with study coaching, there is less evidence supporting its efficacy in improving the grade point average of children with severe test anxiety[130].

The synergistic impact of study-skills training and behavioural therapy is evident in the enhanced efficacy of many interventions addressing the intertwined issues of test anxiety and inadequate preparation. Consequently, study-skills training may be an essential component of any test-anxiety rehabilitation program. It is important to acknowledge that study-skills instruction can enhance students' study habits; however, it does not consistently result in increased academic motivation or elevated scores, as academic motivation develops

progressively. It is challenging to anticipate quick advantages from counselling interventions for students, but those with proficient study skills may see a slight reduction in anxiety as a result[130].

Before doing any study job, it is essential to have certain study skills, including reading and critical thinking abilities. In other words, study skills are essential for defining, analysing, solving, and reporting problems independently and academically. Scholars assert that learning skills comprise the elements of a learning strategy, which encompasses reading, writing, information retrieval, and organisation, whereas a learning strategy pertains to the method of selecting and structuring the learner's skills. Similarly, several scholars contend that the essential elements for effective learning include the development of learning and memory techniques, the acquisition of study strategies, the application of reading skills (e.g., SQ3R method), essay writing, note-taking, outlining, and time management. The application of study skills markedly differs from other teacher-led instructional methods. Effective studying necessitates deliberate intention and the commitment to acquire and implement knowledge pertinent to study abilities. Students that encounter academic difficulties, in contrast to proficient peers, fail to employ effective study strategies during their reading activities, resulting in challenges in comprehending academic literature[133].

Students are expected to employ certain study skills when completing assignments or studying for tests; however, professors often allocate minimal time to address these skills and provide guidance for effective reading. Scholars contend that study skills can enhance active learning; yet, for secondary school students, learning often becomes a routine task that does not significantly contribute to the formation of their identities. They have not engaged as active learners due to the abundance of readily available resources. Moreover, they exhibit no particular initiative to seek new information due to diminished motivation to acquire knowledge[131].

Only students who employ study skills and have developed independence are driven to pursue higher education and, as a result, are theoretically equipped to assume responsibility for their learning and its outcomes. Furthermore, as their optimistic attitudes are bolstered, their drive and inspiration to persist in their efforts will augment, ultimately resulting in elevated self-esteem. Furthermore, academic motivation is positively affected by study skills[134]. Consequently, it is essential to implement frequent study skills interventions for all students, with a specific emphasis on freshmen. Thus, their self-regulation in learning may be enhanced, although this is not essential at the high school level. Recent research indicates that individuals experiencing significant test anxiety and possessing inadequate test-taking skills can greatly benefit from study-skills training (SST) programs aimed at enhancing these skills. SST is a cognitive-deficit model aimed at improving cognitive activities that affect the organisation, processing, and retrieval of information, such as test-taking skills and study habits; however, training in study skills does not explicitly address the cognitive phenomenon of test anxiety. Rather, it aims to enhance other cognitive therapies[132].

2.3.3 Academic Self-Efficacy and Academic Motivation

Researchers discovered that academic self-efficacy contributes to enhancing students' academic motivation. Specifically, academic self-efficacy enables students to recognise their challenges and gaps in knowledge, as learning obstacles can enhance adolescents' academic motivation. Academic self-efficacy enhances student academic motivation. A research of Chinese fifth-graders revealed that withdrawn children possessed favourable evaluations regarding academic motivation in the areas of physical ability, appearance, and peer relationships[133].

A study involving young adolescents (ages 18–21) revealed that academic self-efficacy predicted academic motivation, particularly among individuals with a high level of media efficacy and multiple friendships. Research indicates that adolescents like academic self-efficacy as it enhances their academic motivation in school. Authors discovered that academic self-efficacy may serve as a detrimental factor that enhances academic motivation among students. A study conducted by a different author revealed that academic self-efficacy had a motivational impact on students' academic motivation. This study is corroborated by another author's findings, which indicate that elevated academic self-efficacy from these sources fosters academic drive[134].

Another author conducted a study involving 184 undergraduate students and discovered that those with elevated academic self-efficacy typically achieve higher scores in academic motivation. This study has determined that academic self-efficacy and its components regulate the impact of academic motivation on students' academic experiences. In a cross-sectional study, another author discovered that first-year students with elevated perceived academic self-efficacy exhibited no superior adjustment, characterised by diminished well-being and happiness, nor reduced distress, indicated by lower levels of sadness and anxiety[134].

A scientist discovered in his research that students favour academic self-efficacy and have a heightened propensity for academic motivation within the school setting. This is due to their difficulty in assimilating and a deficiency in camaraderie and empathy throughout their victimisation among peers. Another author discovered that teenagers exhibiting academic self-efficacy show elevated levels of academic desire and adverse outcomes, which frequently lead to diminished accomplishment scores and increased dropout rates in both educational institutions and society at large. High internet addiction promotes online engagement; yet, children

excessively preoccupied with the internet are susceptible to diminished self-esteem during adolescence in secondary school[135].

Another study revealed that academic self-efficacy significantly influences academic motivation. Other scholars have discovered that the influence of academic self-efficacy significantly impacts academic motivation, hindering peers from attaining their aspirations and hence obstructing academic progress. The author discovered that academic self-efficacy exerted a greater influence on academic motivation than among peers with parents possessing lower educational attainment, even after adjusting for other significant variables associated with parental education. However, not all studies indicate that peers with elevated academic self-efficacy correlate with increased academic motivation[136].

Researchers indicate that youngsters experience heightened academic motivation issues stemming from their academic self-efficacy in relation to their peers. Additionally, another author has shown a significant association between academic self-efficacy and academic motivation, indicating that elevated levels of academic self-efficacy are connected with heightened academic drive among college students. Academic self-efficacy was found to be one of the most important factors for students' academic motivation[137].

Other scholars have discovered that academic self-efficacy enhances the influence of academic motivation among students. A separate study indicated that academic self-efficacy did not assist in managing academic life stressors or alleviate the burden of academic motivation among college students. Other scholars indicate in their study that a student's academic self-efficacy contributes to emotional instability and psychological imbalance regarding academic motivation, hence increasing the likelihood of school dropout[138].

The author discovered that academic self-efficacy leads students to exhibit high levels of unskillfulness in their academic motivation, hence exacerbating bad academic performance. The inadequate instruction of academic self-efficacy adversely affects children's academic motivation. Children exhibit emotional instability in relation to academic self-efficacy and motivation. Children experience heightened vulnerability and stress following their engagement in academic self-efficacy, which subsequently enhances their academic drive both in school and at home. Other studies have demonstrated that academic self-efficacy correlates with increased student academic motivation and diminished self-concepts. They have low adaptability to academic motivation and living in later stages of their existence[138].

The scholar discovered that students experience dissatisfaction with teachers, but academic self-efficacy is significantly linked to enhancing students' academic motivation. There may be a total connection between the kids and their past experiences. Additional research on the effects of academic self-efficacy on students suggests that it significantly influences academic motivation, school behaviours, grades, and self-concept[139].

Self-efficacy pertains to individuals' convictions regarding their capacity to achieve desired outcomes and attain success in their selected profession. It also improves learning and performance. The scholar highlights the concept of self-efficacy within social cognitive theory and its influence on learning, as this belief in one's capabilities affects activity selection, effort, necessary behaviours for goal attainment, academic interest, motivation, and the development of cognitive competencies and achievements. Self-efficacy regularly predicts academic accomplishment due to its substantial influence on effort and persistence. Students exhibiting heightened self-efficacy are more inclined to exert requisite effort to attain desired outcomes and to persevere longer when confronted with academic problems[139].

Self-efficacy refers to an individual's assessment of their capacity to plan and implement the actions necessary to achieve specific academic motivations. It pertains not to the skills one possesses, but to the assessment of what one can achieve with those existing skills. Students with self-efficacy are inclined to devise and evaluate alternate strategies when they do not achieve early success. They excel in the classroom due to their heightened levels of effort and perseverance, and they manage challenging situations more successfully by controlling the cognitive and emotional processes associated with such circumstances. A substantial body of research indicates that self-efficacy is directly correlated with undergraduates' grade point average (GPA) and performance[140].

The significance of self-efficacy in the learning process of pupils is unequivocal. Self-efficacy is crucial in improving pupils' confidence when confronting examinations. Indeed, variations in effectiveness levels are closely associated with alterations in well-being and academic motivation[143]. Lack of efficacy appears to serve as a precursor in the academic burnout process rather than constituting a fundamental component of the burnout condition. Students exercise human agency through intentionality and self-regulation, encompassing self-reaction, self-motivation, and self-efficacy regarding their talents, functional quality, life significance, and the routes they elect to pursue[141].

Efficacy beliefs are the cornerstone of agency by influencing our adaption to experiences and affecting other behavioural factors. Empirical evidence has demonstrated the association between self-efficacy and genuine academic motivation. It has been shown to reliably forecast academic motivation due to its influence on effort and perseverance, as individuals exhibiting higher levels of self-efficacy are more inclined to exert the requisite effort and endure longer when confronted with academic obstacles. It governs students' performance in four dimensions:

cognitive, motivational, affective, and social. Self-efficacy affects individuals' approaches to problems and their persistence in adversity and failure. Effective students are inclined to utilise structures as opportunities and navigate structural limits when required for optimal academic motivation. It is therefore hypothesised that students' self-efficacy correlates with academic motivation[142].

2.3.4 Locus of Control and Academic Motivation

An internal locus of control is essential for diminishing responsibility and augmenting academic drive-in students, while an external locus of control contributes to students' justifications for failure. The internal locus of control fosters academic motivation in kids. Other scholars observed that academic motivation and locus of control are substantially associated and necessitate selectivity, which is the ability to differentiate between outcomes influenced by human agency and those that are not. Students who do not acknowledge the prevailing non-contingency in their current academic tasks (e.g., environmental factors) often continue their efforts unreasonably, making them vulnerable to frustration and disappointment. Conversely, pupils who erroneously perceive outcomes as largely non-contingent, although not being inherently so (e.g., the belief in the fixed nature of intellect), may lack sufficient perseverance before abandoning their efforts. An internal or external locus of control may lead to either high or low academic motivation[143].

Locus of control is a prevalent criterion employed to differentiate academic motivation. A study conducted by scholars found a positive association between internal locus of control and academic motivation. Individuals with psychological imbalances possess a diminished and transient sense of personal control. The author indicated that persons with an external locus of

control are less likely to get knowledge regarding academic tasks, which may hinder their academic motivation[144].

In his dissertation, he examined the impact of existential-phenomenological counselling on the locus of control among college students. The sample comprised 24 students, with 12 assigned to the experimental group (group counselling interventions) and 12 to the control group (no counselling interventions). The locus of control scale, personal control relief measure, aggressiveness questionnaire, and demographic survey were employed to gather data, and a multivariate analysis of covariance (MANCOVA) was conducted to analyse the data. Barren discovered that an external locus of control correlates with academic motivation and students' undesired actions[145].

Many theories about the inclination to perceive oneself as in control have incorporated an internal Locus of Control, although other psychological frameworks have indicated an external Locus of Control. This control orientation is seen as a fundamental aspect of personality, encompassing various implications for students' locus of control and academic motivation. Nonetheless, there appears to be substantial agreement that control orientation is not an immutable characteristic, but rather a reaction to life's achievements and disappointments[146].

Students with a locus of control endeavour to alter the causes contributing to their low academic accomplishment. If they are unable to effect any change and this circumstance adversely impacts their lives, particularly regarding academic motivation, these children are likely to withdraw from school or drop out. When the academic motivation of students with an external locus of control who attribute the outcomes of their experiences to external forces, more powerful individuals, and factors such as luck and fate is diminished, they either disregard the situation or endure it, anticipating resolution by external entities[154]. The survey of literature on

locus of control and academic motivation reveals numerous studies on these subjects. The findings of a scholarly study indicate that pupils' locus of control and its impact on academic motivation are directly influenced by the environments of both school and home. A separate study revealed that pupils with an internal locus of control exhibit greater academic motivation than those with an external locus of control. Research conducted by a scholar on the correlation between locus of control and students' academic motivation. The findings indicated that students with an internal locus of control experience a greater loss of motivation in learning compared to those with an external locus of control. The author determined that a substantial association exists between locus of control and students' academic motivation. Another scholar's study indicates that locus of control influences various aspects of students' lives, revealing that students with an external locus of control experience emotional difficulties and a lack of motivation, which is directly correlated with their academic motivation levels. The author discovered a substantial impact of locus of control on students' academic motivation[147].

A different scientist performed a study examining the impact of locus of control on the academic motivation of pupils at several schools in China. The author discovered that an internal locus of control enhances academic motivation. The results indicated a considerable influence of locus of control on the prediction of students' academic motivation[158]. The research conducted by experts involving secondary school pupils from the Netherlands demonstrated a positive correlation between locus of control and academic motivation. The authors discovered a substantial correlation between locus of control and students' academic motivation[148].

A longitudinal research study with a substantial sample of human service personnel in China revealed a correlation between locus of control, emotional demands, and academic motivation. Evidence suggests that students with a pronounced external locus of control are more

susceptible to burnout, which may adversely impact their academic motivation. The authors concluded that their locus of control significantly influenced students' academic motivation. A comparable study conducted by a scholar indicates that locus of control correlates with academic motivation, while external locus of control is linked to academic motivation and adverse health outcomes for students[149].

A further study was undertaken by a scholar to investigate the role of locus of control in connection to students' academic motivation. A total of 35 college students participated randomly in the study. The study encompassed assessments of locus of control, demographic variables, and academic motivation. The researcher randomly selected 40 participants from the 35 students who scored above one and exhibited a standard deviation over the mean in the motivation test. These subjects were then randomly divided into two groups: an experimental group and a control group, each including 20 subjects. There exists a substantial positive correlation between locus of control and pupils' academic motivation. Secondly, there exists a substantial adverse correlation between demographic characteristics and students' academic motivation. The outcomes of multiple regression analysis demonstrated that locus of control forecasted students' academic motivation[150].

A comparable study conducted by a scholar indicated that internal and external locus of control influences academic motivation. The objective of the study was to examine the type of locus of control and its correlation with academic motivation. The study has concentrated on students to ascertain the type of locus of control they possess and its influence on their academic motivation. The findings demonstrate a favourable association between locus of control and academic motivation, as well as between external locus of control and academic motivation. A partial positive link exists between external locus of control and academic desire. No substantial

correlation exists between internality and demographic variables such as gender and academic desire. No substantial correlation exists between externality (chance) and demographic variables such as gender and academic motivation[151].

A separate study conducted by a scholar examined the correlation between locus of control and academic motivation among students in Punjab, India. A cohort of 50 students was chosen from several colleges in Amritsar city, Punjab, India. The research demonstrates a substantial correlation between locus of control and academic motivation among college students. Male students with high academic motivation exhibit a superior external locus of control compared to their female counterparts with similar motivation levels. A study examined the impact of locus of control on students' academic motivation. The entire sample comprises 60 students from colleges and universities. The findings indicate a negative correlation between locus of control and academic desire[152].

An international study conducted by a scholar examined the influence of locus of control and academic motivation among students at private international schools in the Sultanate of Oman. A descriptive research methodology was employed, and simple random sample was selected for the investigation. The population consisted of eight private international schools in Muscat. The research identified the phenomena associated with locus of control and academic motivation among students in the Sultanate of Oman. Demographic characteristics, including gender, age, and experience, influenced locus of control and academic motivation. The findings revealed that pupils at the private international school were predominantly influenced by an external locus of control, and their elevated dissatisfaction positively impacted their academic motivation. The author determined that a substantial association exists between locus of control and students' academic motivation[153].

A researcher examined the influence of locus of control and gender on the academic motivation of university students. The findings indicated a considerable influence of locus of control on the academic motivation of college students. Differences in locus of control were evident in the perceived conflict between academic responsibilities and personal identity. The interaction between locus of control and gender resulted in variations in expressions of overload and leisure role overload, leading to diminished contentment with existing jobs and increased intends to seek different possibilities, so influencing academic motivation[154].

A study including 21 scientists examined the correlation between locus of control, task complexity, and academic motivation. He discovered that individuals with a locus of control were dissatisfied, unmotivated, and had a high degree of academic drive. A comprehensive study of college students demonstrated a significant positive link between academic desire and external locus of control. Another scholar identified a correlation between individuals' locus of control and academic motivation about task challenges, diminished efficacy, and insufficient feedback from class assignments. Individuals with an internal locus of control perceived a lack of opportunity to achieve favourable academic performance. A study conducted by a scholar studied the association between locus of control, academic motivation levels, and stress. He discovered a substantial association between locus of control and academic motivation, with external locus of control showing a notable correlation with the academic motivation of thirty-six university students from the southwestern United States[155].

2.4 Conceptual Model

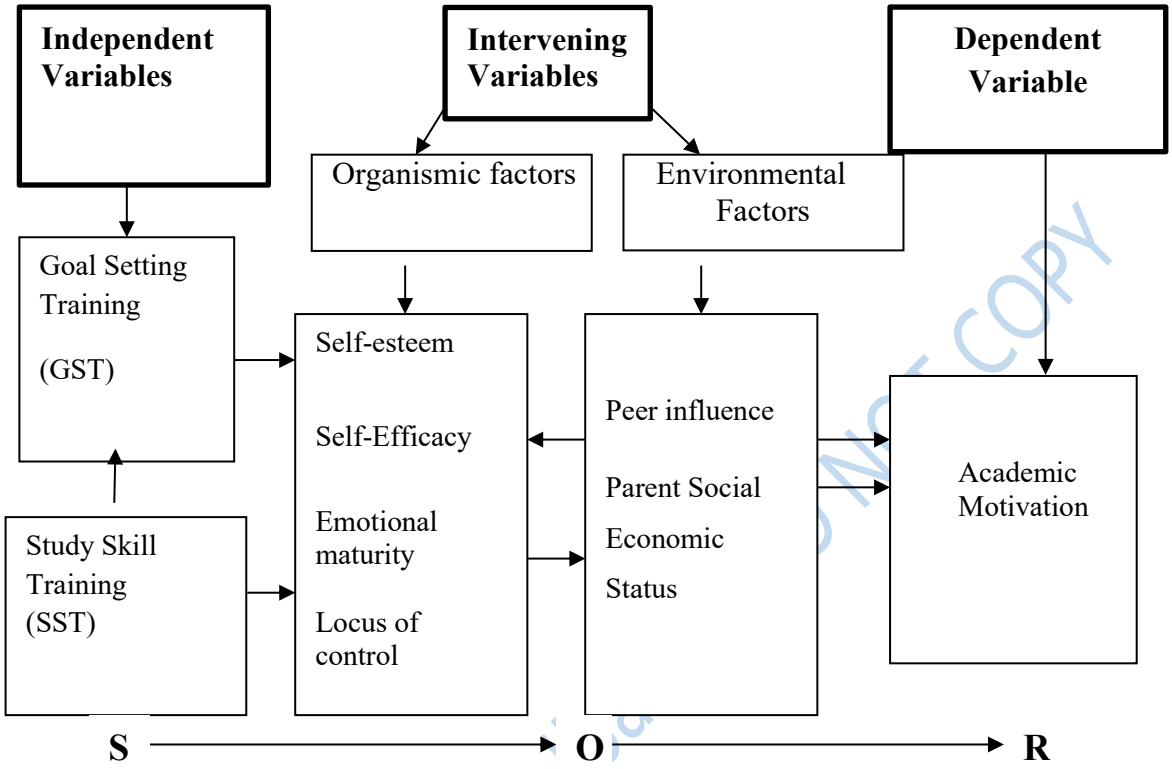


Fig 2.1: Conceptual Model

Source: Develop by the Researcher

2.4.1 Explanation of Conceptual Model

The conceptual model for this study comprises the independent variable, which includes the treatment packages: Goal Setting Training (GST) and Study Skill Training (SST). The researcher will modify these variables to see their impact on the dependent variable (academic motivation). The mediating variables comprise organismic and environmental influences. Organismic factors are intrinsic elements within the individual, including locus of control, academic self-efficacy, and self-esteem, among others. Environmental factors are external influences that may influence participants' responses to the treatment package.

Environmental influences include peer influence and parental socioeconomic status, among others. These variables mediate between the independent and dependent variables, and when altered, are anticipated to yield quantifiable effects on the dependent variable, which is the enhancement of academic desire. While numerous intervening variables can affect the efficiency of the interventions aimed at improving academic motivation in this study, the primary variables of interest are locus of control and academic self-efficacy. This is due to data indicating that these factors significantly enhance the academic motivation of Second year students in colleges of education in southwest Nigeria.

2.5 Summary of the Gap in Literature Reviewed

Under the review of related literature in this study, many concepts were defined and reviewed; such concepts include goal setting, study skill training, locus of control, academic self-efficacy, and academic motivation. The meanings of the concepts as they relate to this present study were equally given.

Motivating students to learn in college of education is a topic of great concern for educationist today and motivating students so that they can succeed institutions is one of the greatest challenges of this century. Motivation is a big hurdle in learning and a pertinent cause in the deterioration of education standards. Getting students to learn and sustaining their interest in what they are learning therefore should be the sole objective of teachers in the classroom. Academic motivation has long been identified as playing an important role in learning and achievement. Academic motivation is positively associated with participation in class, educational aspirations, enjoyment of school, use of adaptive learning strategies, and academic achievement.

Apart from the general Second year, Colleges of Education students, there appeared to be difference in achievement from one Colleges of Education to the other. It may be argued that such variation in academic motivation is unavoidable. Although, the incidence appears to be more common in Colleges of Education students, private Colleges of Education are not free from the declining trend. The consequence of mass failure in public examination today is the inability of learners to proceed to higher educational institution. As a result of this Second year, stakeholders in education are curious to know the causal factors associated with the problem. Colleges of Education students with depression are vulnerable to Second year. Also, using information based on a resource allocation model of the effect of a depressed mood on cognition, students with symptoms of depression are predisposed to focus their attention on interfering, irrelevant thoughts, leaving little sustained attention available for cognitive tasks which then leads to Second year or academic failure.

Within the literature, there are numerous theories articulating key elements of academic motivation. These theories describe how and why motivation is important in educational outcomes on its own right, as well as how and why motivation is important means to other desirable educational outcomes (e.g., achievement). Importantly, across this broad literature, there are synergies in the major elements of motivation. In this research, these elements and the theories in which they feature are briefly summarised. This is followed by a focus on a multidimensional framework, the motivation wheel which is an example of one approach that traverses salient motivation factors from major theory and research. These factors encompass positive motivation constructs of mastery, self-efficacy, and valuing, as well as positive constructs of planning, task management, and persistence. Less adaptive constructs are also included: negative motivation constructs of anxiety, uncertain control, and failure avoidance.

Motivation is a complex and multidimensional, there exist numerous different theories that traverse a range of constructs. Academic motivation has been described as Colleges of Education students' energy and drive to engage, learn, work effectively, and achieve to their potential at Colleges of Education and the behaviours that follow from this energy and drive. Academic motivation significantly influences students' engagement with and satisfaction in educational institutions. Academic motivation also underlies their success. Given the significant impact of academic motivation on the academic accomplishment of students in Colleges of Education, it is essential to investigate the elements that influence academic motivation. Academic motivation is significantly associated with students' class involvement, educational ambitions, enjoyment of school, academic learning, and academic accomplishment. Motivation denotes an individual's propensity, vigour, orientation, and determination concerning learning and accomplishment. Multiple perspectives delineate the fundamental components of student motivation. Academic motivation is crucial for educational outcomes in its own right, as well as for its significance in achieving other favourable educational results among students in the college of education.

Comprehending the factors that drive a pupil to pursue brilliance is a pivotal concern in contemporary education. Most educators concur that various elements influence a student's academic motivation. Burnout and self-efficacy are posited as characteristics that either hinder or enhance student academic performance. Nevertheless, findings regarding the correlation among burnout, self-efficacy, and academic motivation have been markedly discordant. Some investigations determined that these dimensions are not significantly correlated with academic motivation, whilst others established a significant association between self-efficacy and academic motivation, as well as between burnout and academic motivation. Moreover, the

majority of the studies were performed in Western nations, so potentially introducing cultural bias into the comprehensive knowledge of this link. This study also examined the theoretical foundation underpinning the current research. The theories encompass self-determination theory, Expectancy-value theory, and self-regulation theory. The examined literature indicated that certain researchers employed a descriptive survey research strategy in their investigations. Certain researchers employed questionnaires as their data gathering instrument. Some employed the mean, percentage t-test, and ANOVA in their data analysis. In this study, the researcher will employ a quasi-experimental design to analyse the data and test the hypothesis at a significance level of 0.05. The examined literature also detailed the empirical studies on academic motivation undertaken in Nigeria, America, China, Europe, India, New York, and Canada. Research has been conducted in Nigeria regarding academic motivation in Southwestern region, specifically focussing on the effects of goal setting and study skill training on improving academic motivation among underperforming College of Education students in Nigeria.

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Chapter Three

Methodology

This chapter elucidates the methodology employed in the investigation. This encompasses the research design description, study population, sample and sampling methodologies, instrumentation, data collection procedures, summary of activities in the experimental groups, and data analysis methods.

3.1 Research Design

The research employed a pre-test, post-test, control group, quasi-experimental design including a 3 x 2 x 3 factorial matrix. The row comprises Goal Settings Therapy, Study Skills Training, and a control group. The row was intersected with locus of control categorised into three levels (internal and external) and academic self-efficacy classified into two levels (High, Moderate, and Low Academic Self-Efficacy). This is illustrated in the table below

Table 3.1: A 3x2x3 Factorial Matrixes on Enhancing of Academic Motivation

Treatments	Locus of Control									
	Internal (B_1)			External (B_2)						
	Academic Self-Efficacy									
	High (C_1)	Middle (C_2)	Low (C_3)	High (C_1)	Middle (C_2)	Low (C_3)	High (C_1)	Middle (C_2)	Low (C_3)	Total
GST (A_1)	5	4	3	5	4	3	4	4	2	34
SST (A_2)	5	3	2	5	3	2	5	4	3	32
CG (A_3)	4	3	3	4	4	3	4	3	3	30

Source: Develop by Researcher

Key: LC = Locus of Control, ASE = Academic Self-Efficacy, GST = Goal Setting Therapy, SST = Study Skill Training Therapy, CG =Control Group

A_1= GST

A_2=SST

A_3=Control

B_1= Internal LC

B_2= External LC

C_1= High ASE

C_2= Moderate ASE

C_3= Low ASE

This design is schematically represented as

O1 X O2

O3 X O4

O_5 O_6

O_1, O_3 and O_5 = Pre-test Scores

O_2, O_4 and O_6 = Post-test Scores

XA1 = Experimental treatment of Goal Settings Therapy

XA2 = Experimental treatment of Study Skills Training Therapy

= No treatment was given to the Control Group

3.2 Population

The population for the study comprised of all second-year students in Colleges of Education in south-west Nigeria. Justification of the low achieving colleges of education students involves ensuring it represent the target group accurately and sample enhances generalizability and validity of findings. Firstly, a diverse low second year colleges of education students reflect real-world complexities, minimizing bias and allowing broader applicability of results. This comprises both male and female low achieving college of education students in

Southwestern, Nigeria. Lastly, well-justified population selection strengthens the study reliability and facilitates meaningful interpretation of results.

3.3 Sample and Sampling Techniques

Multi-stage sampling procedure was used to select the participants for the study. The first stage involved a simple random sampling technique, using loitering or hart to select three (3) Colleges of Education (Oyo, Osun and Ogun) out of six (6) Colleges of Education in South-West, Nigeria. The three Colleges of Education selected are, Federal College of Education (Special), Oyo, Federal College of Education Osiele Abeokuta, Ogun state and College of Education, Ila Orangun, Osun state.

The second stage involved purposive random sampling technique was used, using cluster sampling in selecting thirty (30) Second year students in each of the three Colleges of Education given a total of ninety-six (96) participants.

The third Stage, three hundred (300) Second year Students in Colleges of Education who were willing to participate across the Colleges of Education in south-western state were screened with Academic motivation inventory Scale and (96) who scored 40 below were selected making 96.

Finally, the groups were randomly assigned to the two treatment conditions and one control group. Respondents from Federal College of Education (Special) Oyo and Federal College of Education Osiele Abeokuta was used for the two-treatment group while respondents from College of Education, Ila Orangun, Osun state was used for the control group. The low achieving colleges of education students was randomly ascended into Goal-Settings (34), Study Skills (32) and Control group (30).

3.4 Inclusion Criteria

The study enrolled ninety (96) participants and the participants for this study had the following criteria

- Participants were bonafide Colleges of Education students.
- Participants were willing to engage in the study without being coerced
- Participants voluntered in participation for the treatment programmes.

3.5 Description of Research Instruments

3.5.1 Academic Motivation Scale: Academic motivation was assessed utilising the Academic Motivation Inventory Scale (AAIS) created by researchers, which was employed to evaluate participants in conjunction with the inclusion criteria outlined in the study. The academic motivation measure comprises a 28-item inventory. Illustrations of items within the scale comprise: "Because with only NCE Certificate I would find a high-paying job later on, For the intense feelings I experience when I am communicating my own ideas to others, To prove to myself that I am capable of completing my NCE certificate, Because I experience pleasure and satisfaction while learning new things. Because I think that a college of education will help me better prepare for the career I have chosen". Each item was evaluated on a 4-point scale (1=strongly disagree to 4=strongly agree). This scale is a summative measure that accounts for certain things being scored in reverse. All responses were evaluated and aggregated to reflect the degree of academic motivation among education college students, with a higher score signifying a larger prevalence of academic motivation. The validity findings of the original version of the scale ranged from .74 to .85. The internal consistency reliability coefficient was 0.89. The researcher re-validated the altered version of the instrument, and the Cronbach alpha was reported.

3.5.1.1 Academic Motivation Scale: The Academic Motivation Scale (AMS), created by a scholar, comprises 16 items and seven subscales. According to self-determination theory, the scale comprises seven subscales: one for motivation, three for intrinsic motivation, and three for extrinsic motivation. Seven subscales designated in Turkish: Intrinsic Motivation to Know (IMTK): İçsel Motivasyon Bilme (İMBİ); Intrinsic Motivation to Accomplish (IMTA): İçsel Motivasyon Başarma (İMBA); Intrinsic Motivation to Experience Stimulation (IMES): İçsel Motivasyon Hareket (İMH); Extrinsic Motivation External Regulation (EMER): Dışsal Motivasyon Düzen (DMD); Extrinsic Motivation Introjected Regulation (EMIN): Dışsal Motivasyon Kendini İspat (DMKİ); Extrinsic Motivation Identified Regulation (EMID): Dışsal Motivasyon Tanınma (DMT); and motivation (MOT): Motivasyonsuzluk (MS). The items are evaluated on a seven-point scale, from 1 (not at all corresponding) to 7 (corresponds precisely). Each subscale comprises four items; hence, subscale scores may vary from four to twenty-eight. A high score on a subscale signifies strong endorsement of that specific facet of academic motivation.

3.5.2 Locus of control Scale: The Multidimensional Locus of Control Scales was established by a scholar. The instrument comprises 24 items with a response scale from strongly agree to strongly disagree. Examples of objects from the scale include: 'Whether or not I get to be a leader depends mostly on my ability, 'I feel like what happens in my life is mostly determined by powerful people. The scale was subdivided into three categories namely Internal Locus of Control with items 1, 4, 5, 9, 18, 19, 21, and 23; then add 24; Powerful Others with items 3, 8, 11, 13, 15, 17, 20, 22 then 24 and Chance items 2, 6, 7, 10, 12, 14, 16, and 24. It also has a score between 0 and 48. A high rating on the Internal Locus of Control scale indicates that such an individual have a strong internal locus of control. The researcher reported a Cronbach's alpha

of .71, .81, and .83 for the Internal, Chance, and Powerful Others subscales, respectively. While for the present study, the researcher finds a reliability alpha of 0.66, .44 and .21 for Internal Locus of Control, Powerful Others and Chance respectively. However, the adapted version of the instrument was re-validated by the researcher and Cronbach alpha was reported.

3.5.3 Academic Self-Efficacy Scale: The items on the Academic Self-Efficacy Scale were drawn from scholar "Self-Efficacy for Self-Regulated Learning" subscale and College Academic Self- Efficacy Scale (CASES) were combined to create a 40- item Academic Self-Efficacy Scale. Bandura's "Self- Efficacy for Self- Regulated Learning" subscale is an 11- item Likert scale taken from his "Children's Self-efficacy Scale" (unpublished). The alpha coefficient (Rule and Griesemer, 1996) for this subscale is .81. The CASES has an alpha internal consistency estimate of .90 and .92. Over an 8-week period the stability estimate was .85. The CASES also shows strong incremental validity. Three primary factors emerge within cases: "(1) Overt, Social Situations, (2) Cognitive Operations, (3) Technical Skills" (Rule and Griesemer, 1996). The Academic Self- Efficacy Scale constructed for the study was used to determine any changes in individual participant's academic self-efficacy during the course of the study.

Examples of some of the items of the scale are; How well can you concentrate on school subjects? How well can you take class notes of class instruction? How well can you participate in a class discussion? The instrument however re-validated and Cronbach alpha value was obtained after administering the instruments in a pilot study to a selected sample of fifty (30) private college of education students in Nigeria.

3.6 Validity of the Research Instruments

The research instruments used in this study were validated through the application of face and content validity procedures. The instruments were evaluated and reviewed by experts to determine their accuracy, appropriateness, and relevance in measuring the intended variables: academic motivation, locus of control, and academic self-efficacy. The researcher's supervisor and other experts in Educational Psychology, Educational Management, and Guidance and Counselling conducted a thorough examination of the initial drafts of the instruments. The professionals evaluated how well the instruments encompassed the relevant constructs and variables pertinent to the study.

A pre-testing exercise was also conducted to assess the clarity, comprehensiveness, and contextual suitability of the instruments. The instruments were given to a specific cohort of students from private Colleges of Education in Nigeria, distinct from the primary study population. The feedback obtained from this pilot study allowed the researcher to pinpoint ambiguities, vague statements, and irrelevant items, which were then revised according to expert recommendations.

The items across the different scales were assessed to ensure that they comprehensively and adequately captured all aspects of the study variables. Deficient, redundant, or unrelated items to the research objectives were systematically modified and eliminated in accordance with the observations provided by the supervisor and the experts. The thorough validation process confirmed that the final versions of the instruments met the necessary criteria for content coverage, conceptual relevance, and face validity, aligning well with the study's objectives.

3.7 Reliability of the Research Instruments

The research instruments' reliability was assessed to evaluate the consistency, stability, and dependability of the measures used in this study. A pilot study was conducted with thirty (30) students from private Colleges of Education. These students exhibited characteristics akin to those of the main study participants but were not included in the actual study sample. The initial testing allowed the researcher to evaluate the reliability of the instruments in terms of internal consistency.

The data gathered from the pilot study underwent analysis through the application of Cronbach's Alpha reliability coefficient, a method suitable for assessing the internal consistency of Likert-type scales. The Academic Motivation Inventory Scale yielded a Cronbach's Alpha coefficient of 0.89, demonstrating a strong degree of internal consistency. In a similar vein, the adapted Multidimensional Locus of Control Scale produced Cronbach's Alpha values of 0.66 for the Internal Locus of Control subscale, 0.44 for the Powerful Others subscale, and 0.21 for the Chance subscale. Although certain subscales exhibited lower coefficients, the instrument underwent revision informed by item-total correlation analysis and expert feedback to improve its reliability.

The Academic Self-Efficacy Scale, which integrates items from Bandura's Self-Efficacy for Self-Regulated Learning subscale and the College Academic Self-Efficacy Scale (CASES), achieved a Cronbach's Alpha value of 0.85, indicating strong internal consistency. After conducting the reliability analysis, adjustments and modifications were implemented to enhance item clarity and confirm that each scale accurately measured its corresponding construct. The final versions of the instruments exhibited satisfactory reliability levels, thereby validating their appropriateness for implementation in the main study.

3.8 Method for Data Collection

The researcher obtained letter of introduction from head of department before carrying out the study. A letter of introduction was collected from the Department of Arts & Social Science Education, Faculty of Art & Education, Lead City University, Ibadan which will be submitted to the administrative office of the selected Colleges of Education. The researcher visited the selected Colleges of Education in southwestern to obtain permission for the students' participation in the study after informing the administrative the purpose of the research work and what they stand to gain from it. The participants was reached and retained through the help of guidance counsellor allocated to the colleges of education. After administering the screening instrument to the colleges of education students in experimental group, students with low academic achievement were selected from each arm. Research assistants were trained to assist the researcher in the field. Also, the study was carried out in four phases: pre-sessional activities, pre-test, treatment and post-test. The researcher held an average of one hour training session for each of the experimental groups for 10 weeks while the control group were engaged with other academic information. However, the three groups will be administered with the same pre-test and post-test instrument. Though the control group will not be treated, participants will be exposed to a lecture titled, "Importance of Academic Aspiration". The post-test were administered following the conclusion of the programme. After each training session, the participants will be given drinks and biscuit as a way of incentive.

3.9 Treatment Packages (Outline)

Experimental Group 1: Study Skills Training (SST)

Session 1: Pre-Test Administration

Objectives: At the end of the session, the researcher should be able to;

- Initiate and establish rapport with the participants
- Administer the pre-test
- Introduce participants to Study Skill Therapy

Session 2

Topic: Familiarity and Study Skill Training Intervention

Objective: By the end of this session, the participants were be able to:

- Understand and explain the meaning of Study Skill Training Intervention
- Reporting and identifying the advantages of the Study Skill Training Intervention,
- Purpose of Study Skill Training Intervention

Step 1: The meaning of Study Skill Training Intervention

Step 2: The advantages of Study Skill Training Intervention

Step 3: The Purpose of Study Skill Training Intervention

Step 4: Homework

Session 3

Topic: Formulation in Study Habit

Objectives: By the end of this session, the participants should be able to:

- Get accustomed to the idea that the researcher check the homework each week
- Background/experiences of Study Habit/ PQ4R
- Learning styles and reading efficiency on study habit

- Time management and Memory

Step 1: Reading and PQ4R

Step 2: Protective measure and safety strategies on Study Habit

Step 3: Time management on study habit and memory

Session 4

Topic: Test Taking Skills

Objectives: By the end of this session, the participants should be able to:

- Definition of test taking skill.
- Advantages of test taking skill
- Purpose of test taking skill

Step 1: Test taking skill,

Step 2: Advantages of test taking skills

Step 3: Purpose of test taking skills

Step 4: Preparation and Concentration

Session 5

Topic: Note Taking

Objectives: By the end of this session, the participants should be able to:

- Understand the importance of good note taking
- Creating an image of your note taking hints
- Other Major point
- Supporting Information on Note taking hints

Step 1: Good Note Taking

Step 2: Importance of Good Note taking

Step 3: image of your note taking hints

Step 4: Other Information on Note taking

Session 6

Topic: Memory and Recall

Objectives: By the end of this session, the participants should be able to:

- Understand the meaning of memory
- How memory could be improved.
- Maximise depth of processing
- Remembering and Forgetting

Step 1: Mindfulness and Concentration

Step 2: Develop proper compassionate self

Step 3: Develop listening skills

Step 4: Proper self-criticism to compassionate self-correction

Session 7

Topic: Memory strategies

Objectives: By the end of this session, the participants should be able to:

- Remembering faces
- Indices of remembering
- Fifteen strategies of Remembering

Step 1: Understanding Memory strategies

Step 2: Bring Compassionate to Indices of remembering

Step 3: the strategies of remembering

Step 4: Closing Remarks:

Session 8

Topic: Problem Solving Strategy

Objectives: By the end of this session, the participants should be able to:

- Understanding of Problem Strategy
- Indices of Problem Strategy
- Full concentration

Step 1: Attention and Emotion

Step 2: Managing Fear

Step 3: Blocks of distraction

Step 4: Closing Remarks:

Session 9

Post-Experiment Test Administration and Conclusion

Experimental Group 2: Goal Setting Training (GST)

Session 1: Pre-test administration

Topic: Pre-test administration and Introduction

Objectives: At the end of the session, the researcher was able to;

- Initiate and establish a rapport with the participants, and welcomed the participants into the programme. Participants were informed that people they will be having eight (8) sessions of one hour each for a period of eight weeks.
- The researcher explained the reason for the programme and the benefit attached by the end of the programme.
- The researcher also explained the rules guiding the conduct of the programme and what is expected of the participants.

- The researcher will administer the pre-test instruments to the participants.
- The participants will be given a take home assignment to identify different factors that contribute to academic motivation among secondary school students.

Session 2: Identify and Understanding Goal Setting Therapy

Objectives: By the end of this session, the participants were able to:

- Participants to understand goal setting therapy
- Describe clearly the importance of Goal Setting Intervention
- Choose the core issue to focus on target behaviour

Step 1: Speaking of capabilities and effectiveness of goal setting intervention

Step 2: What is goal setting intervention?

Step 3: Importance of Goal Setting therapy

Session 3: Establish a Behavior Monitoring Plan

Objective: By the end of this session, the participants were able to:

- Determine the effectiveness of goal setting intervention
- Asking the patients on behavioural monitoring plan
- Specific plan to work on capabilities

Step 1: Discover your potential

Step 2: Changing How You View Things

Step 3: Building Capabilities

Session 4: Collect Baseline Data

Objective: By the end of this session, the participants should be able to:

- Understand the nature of Collect Baseline Data

- Teaching the concept of how data accurate reflections of the need for a goal-setting intervention
- Providing internal and stable to increase hope and optimism

Step 1: Student's behavior is improving and diminishes the integrity of the intervention

Step 2: The Prospects with Similarities on goal setting intervention

Step 3: Home work

Session 5: Set Goal

Objective: By the end of this session, the participants were able to:

- Understand how the baseline data are effectives and realistic.

Step 1: Understanding the baseline and set goal

Step 2: Effectiveness of individual to set a goal

Step 3: Participate in enjoyable activities

Session 6: Progressing Monitoring

Objective: By the end of this session, the participants were able to:

- Understand strength assessment
- Ways to use strength every day and expectation

Step 1: Impact of Strength and SMART goal

Step 2: Common Sources of Strength

Step 4: Make an effort be active-constructive in your goal

Session 7: Being Active-Constructive

Objective: By the end of this session, the participants were able to:

- Learn about the active-constructive responding

Step 1: Strength and Expectation

Step 2: good things that happened in a day before sleeping

Step 3: Homework

Session 8: Review Data to Fade, Maintain, or Intensify

Objective: By the end of this session, the participants were able to:

- Learn how review data and intensify changes in you.
- Learn how little changes in you that can change your behaviour to positive
- Learn all the component of goal setting intervention

Step 1: Acceptance and Change

Step 2: Making Changes

Step 3: Listening Skills

Step 4: Changing Your Patterns/Component of Goal setting intervention

Step 5: Post-Test: Administration of Post-Test

Experimental Group 3: (Control)

Session 1: Administration of pre-test instruments

Session 2: Academic Aspiration

Objectives: The following objectives are expected to be achieved at the end of this session:

- The participants should be able to illustrate the importance of academic aspiration on academic performance?
- The participants were able to explain the meaning of academic aspiration and factor affecting

Step 1: Need to prepare for academic aspiration

Step 2: Determinant of academic aspiration

Step 2: Study Environment

Step 4: Effect of academic aspiration on academic performance

Session 3: Administration of Post-Test Instrument.

Objective: Administration of post-test instrument

3.9 Control of Extraneous Variables

Extraneous variables are those factors or attributes that may affect the outcome of the experimental study aside from the psychotherapies to be employed. The researcher guide against effects of such variables through the following: appropriate randomisation of participants into the two intervention groups and the control group; adherence to inclusion criteria; effective use of the 3x2x3 factorial matrix design and the Analysis of Covariance (ANCOVA) statistical tool that was used to equally take care of likely extraneous.

3.10 Method of Data Analysis

Analysis of Covariance (ANCOVA) was the major statistical tools employed in this study. Simple percentage was used to analyse the demographic characteristics of the respondents, while ANCOVA was used to test the hypotheses on the main effects and interaction of treatments and the moderating variable at 0.05 level of significance. Also, scheffe post-hoc analysis was used to determine the extent of the significance of the main effects of the independent and moderating variables.

3.11 Ethical Approval

Ethical approval to carry out the study was obtained from the relevant authorities' right from the Head of Department of art & Social Science, Lead City University, Ibadan, as well as Management in the selected Colleges of Education in the three selected Federal Colleges of Education.

Chapter Four

Results and Discussion of Findings

This chapter presents results and discussion of findings. Section I constitutes the presentation of the demographic information using frequency counts, percentage and mean. Section II presents the results to the research hypotheses, which the study sets out to answer and test. Section III of this chapter presents the discussion of findings.

4.1 Demographic Data Analyses

Table 4.1: **Percentage Distribution of Respondent by Gender**

Gender	Frequency	Percent (%)
Male	50	52.1%
Female	46	47.9%
Total	96	100.0%

Source: Fieldwork 2025

The table reveals that out of 50 (52.1%) of the respondents were male while 46 (47.9%) of the respondents were female

Table 4.2: **Percentage Distribution of Respondent by Age**

Age	Frequency	Percent (%)
19 - 25	55	57.2%
26 – 35	41	42.8%
36 and above	-	
Total	96	100.0%

Source: Fieldwork 2025

Table 2 reveals that 55 (57.2%) of the respondents were aged 19-25 years old while 41 (42.8%) of the respondents were aged 26-35 years old

Table 4.3: **Percentage Distribution of Respondent by Religion**

Religion	Frequency	Percent (%)
Muslim	59	61.4%
Christianity	37	38.6%
Total	96	100.0%

Source: Fieldwork 2025

Table 3 reveals that 59 (61.4%) of the respondents were muslim while 37 (38.6%) of the respondents were christianity.

Table 4. 4: **Percentage Distribution of Respondent by Family Background**

Family Background	Frequency	Percent (%)
Polygamy	52	54.2%
Monogamy	38	39.6%
Single parenthood	6	6.2%
Total	96	100.0%

Source: Fieldwork 2025

Table 4 reveals that 52 (54.2%) of the respondents were polygamous family background, 38 (39.6%) of the respondents were monogamous family background while 6 (6.2%) of the respondents were single parenthood.

Table 4.5: Frequency Distribution of Respondents by Current Family Status

Current Family Status	Frequency	Percentage %
Parent living together	59	61.5
Parent living separately	30	31.2
Parent divorced	8	8.3
Total	96	100.0

Source: Fieldwork 2025

Table 5 reveals that 59 (61.5%) of the respondents parent were living together, 30 (31.2%) of the respondents parent were living separately while 8 (8.3%) of the respondents parent divorced.

Table 5.6: Frequency Distribution of respondents by Parent Educational Background

Parent Educational Background	Frequency	Percentage %
Primary education	10	10.4
SSSCE	14	14.6
OND/Diploma	19	19.8
HND/B.SC	36	37.5
M.Sc./M.Ed.	17	17.7
Total	96	100.0

Source: Fieldwork 2025

Table 6 reveals that 10 (10.4%) of the respondents parent had primary education, 14 (14.6%) of the respondents parent had SSSCE, 19 (19.8%) of the respondents parent had OND/Diploma, 36 (37.5%) of the respondents parent had HND/B.Sc. while 17(17.7%) of the respondents parent had M.SC./M.Ed.

Table 4.7: Frequency Distribution of Respondents by Father's Occupational Status

Father occupational status	Frequency	Percentage %
Unemployed	8	8.3
Unskilled/semi-skilled workers	48	50.0
Professional	40	41.7
Total	96	100.0

Source: Fieldwork 2025

Table 7 reveals that 8 (8.3%) of the respondents father were unemployed, 48 (50%) of the respondents father were unskilled/semi-skilled workers while 40 (41.7%) of the respondents father were professional.

Table 4.8: Frequency Distribution of respondents by Mother's occupational status

Mother occupational status	Frequency	Percentage %
Unemployed	20	20.8
Unskilled/semi-skilled workers	42	43.8
Professional	34	35.4
Total	96	100.0

Source: Fieldwork 2025

Table 8 reveals that 20 (20.8%) of the respondents mother were unemployed, 42 (43.8%) of the respondents mother were unskilled/semi-skilled workers while 34 (35.4%) of the respondents mother were professional.

4.2 Presentation of Data

4.2.1 Test of Hypothesis

This section presents the analysis of seven (7) null hypotheses tested at $\alpha = 0.05$ level of significance. The data were analyzed using Analysis of Covariance (ANCOVA) statistical method. The results are presented as follow:

Hypothesis One: There will be no significant main effect of treatment on academic motivation of Second year students in Colleges of Education.

To test this hypothesis, Analysis of Covariance (ANCOVA) was adopted to analyse the post-test scores of the participants on their academic motivation using the pretest scores as covariate to ascertain if the post experimental differences are statistically significant.

Table 4.9: Summary of 3x2x3 Analysis of Covariance (ANCOVA) showing the significant main and interactive effect of treatment groups, self-efficacy and locus of control among Second year students in Colleges of Education in southwest, Nigeria

Source	Type IIIdf Sum of Squares		Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	35240.116[a]	18	1957.784	28.726	.000	.870
Intercept	2281.184	1	2281.184	33.471	.000	.303
Pre-test	59.104	1	59.104	.867	.355	.011
Treatment	20688.960	2	10344.480	151.781	.000	.698
Self-efficacy	594.667	2	297.333	4.363	.016	.102
Locus of control	608.467	1	608.467	8.928	.004	.104

Treatment group * self-efficacy	755.498	4	188.874	2.771	.033	.126
Treatment group * locus of control	362.865	2	181.433	2.662	.076	.065
Self-efficacy locus of control	91.944	2	45.972	.675	.512	.017
Treatment group * Self-efficacy locus of control	173.628	4	43.407	.637	.638	.032
Error	5247.873	77	68.154			
Total	731201.000	96				
Corrected Total	40487.990	95				

a. R Squared = .870 (Adjusted R Squared = .840)

Source: Fieldwork 2025

The table 4.9 showed that there is a significant main effect of treatment on academic motivation of Second year students in Colleges of Education ($F_{(2, 77)} = 151.781$, $p < .05$, partial $\eta^2 = .698$). This implies that there was a significant difference in the academic motivation of the treatment groups. The table further reveals that treatment groups explained 69.8% variance in academic motivation experienced by participants. For further clarification on the margin of differences between the treatment groups and the control group, a Scheffe post-hoc analysis was computed and the results is as shown in the Tables 4.10 respectively.

Table 4.10: Scheffe Post-hoc Analysis Showing the Significant Differences of Academic Motivation among Various Treatment Groups and the Control Group

Treatment group	**N**	**Subset for alpha = 0.05**		
		1	**2**	**3**
Goal Setting Training (GST)	34	61.4223		
Study Skill Training (SST)	32		83.0223	
Control group (CG)	30			105.8006
Sig.		0.035	0.043	0.022

Source: Fieldwork 2025

From the table 4.10, it was revealed that experimental group I (Goal Setting Therapy (GST)) ($\bar{x}$ =61.4223) had the lowest mean while the experimental group II (Study Skill Training Therapy (SST)) ($\bar{x}$ =83.0223) and control group ($\bar{x}$ =105.8006). By implication Goal Setting Therapy (GST) was more potent in enhancing academic motivation of the second year students in Colleges of Education in southwest, Nigeria than Study Skill Training Therapy (SST). The coefficient of determination (Adjusted R^2 = .840) overall indicates that the differences that exist in the group account for 84% in the variation of academic motivation of the Second-year students in Colleges of Education in southwest, Nigeria.

Hypothesis Two: There will be no significant main effect of academic self-efficacy on academic motivation of Second year students in College of Education.

Table 4.9 further shows that there is a significant main effect of academic self-efficacy on academic motivation of Second year students; $F_{(2,77)}$= 4.363, $p<0.05$, η^2= 0.102. This implies that there is a significant difference in the academic motivation of college of education students with low and high level of academic self-efficacy. The table further reveals that

level of Academic self-efficacy accounts for 10.2% variance in the academic motivation of Second year students. For further clarification on the margin of differences among the academic self-efficacy levels, a Scheffe posthoc analysis was computed and the results are as shown in the Tables 4.11 respectively.

Table 4.11: Scheffe Post-hoc Analysis Showing the Significant Differences of Academic Motivation based on levels of Academic self-efficacy

Academic self-efficacy	**N**	**Subset for alpha = 0.05**		
		1	**2**	
Low Academic self-efficacy	30	91.5517		
Moderate Academic self-efficacy	32		86.977	
High Academic self-efficacy	34			72.833
Sig.		0.050	0.053	0.045

Source: Fieldwork 2025

From the table 4.11, it was revealed that participants with high academic self-efficacy ($\bar{x}$= 72.83) recorded the academic motivation mean score, followed by those with moderate academic self-efficacy ($\bar{x}$= 86.98) and those with low academic self-efficacy ($\bar{x}$= 91.55). By implication, participants with low academic self-efficacy are more prone to academic motivation than those with moderate and high socioeconomic status.

Hypothesis Three: There will be no significant main effect of locus of control on academic motivation of Second year students in College of Education.

Table 9 further shows that there is a significant main effect of locus of control on academic motivation of Second year students; $F_{(1,77)}$= 8.928, $p<0.05$, partial η^2= 0.104. Hence the null hypothesis is rejected. This implies that there is a significant difference in the academic

motivation of Second year students with internal and external level of locus of control. The table further reveals that level of locus of control explained 10.4% variance in the m academic motivation of Second year students. To further clarify where the difference lies, a pair-wise comparison was computed using bonferonni correction the result is shown in table 4.12.

Table 4.12 Bonferonni correction pair-wise comparison showing the significant difference in the academic motivation of Second year students based on their level of locus of control of Second year students in College of Education

		Mean Difference		
(I) Locus of Control	**(J)** Locus of Control	**(I-J)**	**Std. Error**	**Sig.[c]**
External LOC ($\bar{x}$= 85.369)	Internal LOC	7.999	.965	.003
Internal LOC ($\bar{x}$= 93.368)	External LOC	-7.999	.965	.003

Source: Fieldwork 2025

Table 4.12 reveals that after controlling for the effect of pre-test academic motivation score, participants with external locus of control displayed lower ($\bar{x}$= 85.369) academic motivation mean score than those with internal locus of control ($\bar{x}$= 93.368). By implication participants' with internal locus of control have higher tendency to experience academic motivation than those with external locus of control.

Hypothesis Four: There will be no significant interaction effect of treatment and academic self-efficacy on academic motivation of Second year students in Colleges of Education.

Table 9 showed that there is a significant interaction effect of treatment and academic self-efficacy on academic motivation of Second year students in Colleges of Education. ($F_{(4, 77)} = 2.771$, $p < .05$, partial $\eta^2 = .126$). Hence, the null hypothesis is rejected. This implies, that academic self-efficacy significantly moderated the effect of treatment on academic motivation of Second year students in Colleges of Education. The interaction effect between treatment and academic self-efficacy accounted for 12.6% variance in participants' academic motivation. To further clarify where the difference lies, a pair-wise comparison was computed using bonferonni correction the result is shown in table 4.13.

Table 4.13 Bonferonni correction pair-wise comparison showing the interaction effect of treatment and academic self-efficacy on academic motivation of Second year students in Colleges of Education

Treatment group	Academic self-efficacy	Mean	Std. Error
GST	Low academic self-efficacy	61.787[a]	2.435
	Moderate academic self-efficacy	66.480[a]	2.593
	High academic self-efficacy	59.888[a]	4.524
SST	Low academic self-efficacy	85.627[a]	3.199
	Moderate academic self-efficacy	85.392[a]	2.429
	High academic self-efficacy	70.493[a]	2.705
Control	Low academic self-efficacy	106.275[a]	3.769
	Moderate academic self-efficacy	103.106[a]	1.998

	High academic self-efficacy	107.915[a]	2.370

Source: Fieldwork 2025

Table 4.13 shows that after controlling for the effect of pre-test academic motivation mean score, experimental group I (GST) was more moderated by academic self-efficacy than experimental group II (SST) and control group. Participants in experimental group I recorded varying level of academic motivation based on their academic self-efficacy. GST was more effective in enhancing academic motivation among participants with high academic self-efficacy ($\bar{x}$= 59.88) than those with moderate ($\bar{x}$= 61.78) and low academic self-efficacy ($\bar{x}$= 66.48). While SST was also effective in enhancing academic motivation of participants with high academic self-efficacy ($\bar{x}$= 70.49) than those with moderate ($\bar{x}$= 85.39) and low academic self-efficacy ($\bar{x}$= 85.62).

Hypothesis Five: There will be no significant interaction effect of treatment and locus of control on academic motivation of Second year students in Colleges of Education.

Table 4.14: Analysis of Covariance interaction effect of treatment and locus of control on academic motivation of Second year students in Colleges of Education

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	35240.116[a]	18	1957.784	28.726	.000	.870
Intercept	2281.184	1	2281.184	33.471	.000	.303
Pre-test	59.104	1	59.104	.867	.355	.011
Treatment group * locus of control	362.865	2	181.433	2.662	.076	.065

Source: Fieldwork 2025

The results in table 4.14 indicated that there is no significant interaction effect of treatment and locus of control on academic motivation of Second year students in Colleges of Education; ($F_{(2, 77)} = 2.662$, $p > .05$, partial $\eta^2 = .065$). This implies that locus of control did not significantly moderate the effect of treatment on academic motivation of Second year students in Colleges of Education in southwestern Nigeria.

Hypothesis Six: There will be no significant interaction effect of academic self-efficacy and locus of control on academic motivation of Second year students in Colleges of Education

Table 4.15: Analysis of Covariance interaction effect of academic self-efficacy and locus of control on academic motivation of Second year students in Colleges of Education

Source	Type IIISum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	35240.116[a]	18	1957.784	28.726	.000	.870
Intercept	2281.184	1	2281.184	33.471	.000	.303
Pre-test	59.104	1	59.104	.867	.355	.011
Self-efficacy locus of control	91.944	2	45.972	.675	.512	.017

Source: Fieldwork 2025

The results in table 4.15 indicated that there is no significant interaction effect of academic self-efficacy and locus of control on academic motivation of Second year students in Colleges of Education ($F_{(2, 77)} = 0.675$, $p > .05$, partial $\eta^2 = .017$). Therefore, the null hypothesis was accepted. This implies that academic self-efficacy did not significantly moderate the effect of locus of control on of Second year students in Colleges of Education in southwestern Nigeria.

Hypothesis Seven: There will be no significant interaction effect of treatment, academic self-efficacy and locus of control on academic motivation of Second year students in Colleges of Education'

Table 4.16: Analysis of Covariance effect of treatment, academic self-efficacy and locus of control on academic motivation of Second year students in Colleges of Education

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	35240.116[a]	18	1957.784	28.726	.000	.870
Intercept	2281.184	1	2281.184	33.471	.000	.303
Pre-test	59.104	1	59.104	.867	.355	.011
Treatment group Self-efficacy locus of control	173.628	4	43.407	.637	.638	.032

Source: Fieldwork 2025

The results in table 4.16 indicated that there was no significant three-way interaction effect of treatment, academic self-efficacy and locus of control on academic motivation of Second year students in Colleges of Education ($F_{(4, 77)} = 0.637$, $p > .05$, partial $\eta^2 = .032$). By implication, academic self-efficacy and locus of control are not significant moderator of the effect of treatment on academic motivation of Second year students in Colleges of Education in southwestern Nigeria.

4.3 Discussion of Findings

In response to research hypothesis one that examined the main effects of treatment on academic motivation of Second year students in Colleges of Education in south-west, Nigeria. The finding revealed that there was significant main effect of treatment on academic motivation of Second year students in Colleges of Education in southwestern Nigeria.

This suggests that a notable disparity existed in the academic motivation of Second year students within Colleges of Education in south-western Nigeria. The Scheffe post hoc analysis elucidated that experimental group I (Goal Settings Therapy) exhibited the lowest mean score for academic motivation in the post-test, succeeded by experimental group II (Study Skills Training Therapy) and the control group. Consequently, Goal Settings Therapy (GST) demonstrated a greater efficacy in improving the academic motivation of Second year students in Colleges of Education compared to Study Skills Training Therapy (SSTT). This finding aligns with the research conducted by an author who examined 110 college students who participated in goal-setting therapy workshops throughout the United States. The author documented a rise in their scores on the Academic Motivation-Short Form following the workshop, with a further increase observed six weeks post-completion of the workshop[1].

Correspondingly, multiple empirical studies aligned with the findings of this research, with some indicating a notable enhancement in students' academic motivation following engagement in a brief intervention involving goal-setting therapy. Participation in the goal-setting therapy workshop was associated with an increase in academic motivation and a decrease in academic stress[2]. Goal setting therapy seemingly equips College of Education students with the competencies to address the teaching and learning patterns that predict academic motivation: teaching approach, learning environment, parental influence, and

individual factors. Goal setting therapy provides a remedy for the detrimental attitudes identified as predictors of academic motivation[3].

The author discovered comparable outcomes among 55 participants exhibiting low achievement in the United Kingdom. In this investigation, participants were supplied with a manual for Goal Setting Therapy (GST) to engage with autonomously over a duration of five weeks. Participants in the GST condition, in contrast to those in a control condition, indicated a markedly greater enhancement in positive academic motivation[4]. Furthermore, these participants indicated notable enhancements in their academic motivation subsequent to the completion of the GST intervention and during a follow-up conducted five weeks later. Another scholar investigated GST among 56 college students exhibiting underachievement in the United Kingdom. This investigation involved the GST intervention, which comprised four group sessions, each lasting two hours. The findings from the study indicated that participants who underwent the GST intervention exhibited a more significant enhancement in their academic motivation relative to those in the waitlist condition[5].

Another author found that goal setting training to increase academic motivation among students more that the control group whereas another study found that effectiveness of goal setting training significantly increased academic motivation and improved motivation among the participants[6]. A scholar additionally found the goal setting training displayed more goal setting skill at the end of the study and plays pivotal roles in the management of academic motivation among college students[7]. A study also found that there is significant main effect between goal setting training and enhancement of academic motivation of higher learning students, although both treatment therapies enhanced academic motivation more than the baseline control. A study was conducted that examined the effects of a goal-setting intervention

involving 238 participants in a state wide academic motivation program. The intervention focused on goal-setting was grounded in the Choose-Get-Keep (CGK) model of academic motivation, which aids individuals in formulating significant adjustment goals. Individuals who established objectives for residential treatment exhibited notable advancements, as indicated by the academic motivation associated with those goals. Individuals involved in the study who established employment objectives demonstrated notable advancements in their employment capabilities following the completion of the 18-month program[8]. The existing studies on goal-setting interventions indicate that these approaches positively influence academic motivation. The findings indicate that goal setting therapy was more effective in enhancing academic motivation among students. The GST framework significantly contributed to enhancing academic motivation in college students, regardless of whether they had psychiatric disorders or not[8]. Conversely, study skill training techniques (SSTT) were also identified as effective in improving academic motivation, albeit not to the same extent as goal setting therapy. Nonetheless, the effectiveness of study skill training techniques is supported by the author, who found that these techniques significantly enhance academic motivation, with longitudinal data available to demonstrate the program's efficacy[9].

In the same vein, series of empirical studies also found that emerging adults that participated in the study skill training techniques, when compared to control emerging adults, had more increased in academic motivation, improved teacher-student relationship, communication with their peer in colleges, improved or maintained a high level of interactions with their peers in the long term, exhibited levels of school connectedness, reported a significant increased in academic motivation[10]. It can be plausible to affirm that goal setting therapy appears to be very effective in a short while above study skill training technique. However,

provides an insight that study skill training technique gain more effectiveness on the long run rather than on a short run. An academic outlined several beneficial insights. Firstly, it was observed that all the studies, several of which incorporated various elements of study skill training, indicated favourable outcomes in academic motivation. Secondly, it was noted that students had a higher likelihood of achieving their goals when they participated in study skill training. The findings indicate that training in study skills significantly boosts academic motivation in college students. Investigations into study skill training interventions reveal that educators can seamlessly and effectively integrate these strategies into current behaviour management practices, thereby boosting academic motivation[11].

A researcher discovered in their investigation that first-year college students at risk exhibited a restricted repertoire of study strategies, were unable to articulate the rationale behind the efficacy of a particular strategy, and lacked the capacity to evaluate the adequacy of their preparatory efforts. The training in study skills has demonstrated a considerable impact on both student retention and academic motivation. An investigation was conducted to examine the influence of study skills training on the academic motivation of students within the classroom environment[12]. The findings indicated that participants in the intervention programme exhibited enhanced academic performance and a notable increase in positive behaviours within their classrooms, in contrast to the control group. Moreover, it was uncovered that students' evaluations of their study skills training, the estimated weekly hours dedicated to college study, and their aspirations for advanced degrees emerged as significant predictors of academic motivation in a collegiate context[13].

A review of the literature on study skills training conducted by scholars indicates that the most significant effect sizes for anxiety reduction were noted when study skills training was

integrated with behavioural therapies. The synergistic impact of study-skills training alongside behavioural therapies is evident in the enhanced efficacy of various approaches addressing the complex issues surrounding academic motivation[15]. Consequently, training in study skills could serve as an essential component of any initiative aimed at improving academic motivation. It is important to recognise that training in study skills has the potential to enhance students' academic motivation; however, this enhancement does not invariably result in immediate improvements in motivation or elevated scores, as the development of academic motivation tends to occur progressively over time. It is challenging to anticipate that students will experience immediate advantages from counselling interventions; however, those with proficient study skills may observe a slight alleviation in their anxiety as a result of such interventions[15].

The second hypothesis stated that there was no significant main effect of academic self-efficacy on academic motivation of Second year students in College of Education in southwestern Nigeria. The hypothesis was tested using ANCOVA at 0.05 alpha level of significance. The result showed that there was a significant main effect of academic self-efficacy on academic motivation. This indicates that the academic motivation of Second year students in College of Education varies along their academic self-efficacy. The post-hoc analysis showed that college of education students with low academic self-efficacy recorded low academic motivation than those with high academic self-efficacy. This result agrees with the findings of author who discovered that, academic self-efficacy among students facilitate a greater likelihood of heightened academic motivation[16]. Another study found out that academic self-efficacy increase or play a pivotal role on academic motivation appropriately[17]. Other scholar found that influence of academic self-efficacy plays a vital role on academic motivation and makes peers

not to be able to achieve their heart desire in other way debar academic achievement[18]. The author found that academic self-efficacy had reported to have more acts on academic motivation than their peers whose parents had lower levels of education, even after controlling for other key variable related to parental education. Yet not all studies have suggested that peers from higher levels of academic self-efficacy are related to higher levels of academic motivation[19].

Scholar in their finding shows that children have greater academic motivation problems due to academic self-efficacy with their peer. Furthermore, a positive correlation between academic self-efficacy and academic motivation has been reported by another author reported in that high level of academic self-efficacy have been associated with high level of academic motivation in college students[19]. Academic self-efficacy was found to be one of the most important factors for students' academic motivation[20]. Other scholar found that academic self-efficacy has been found to increase the impact of academic motivation among students. Another study for example found that academic self-efficacy could not help to cope with academic life stressor and lightened the burden of academic motivation among college students[21]. Other scholar reveals in his work that academic self-efficacy from a student makes them to be emotionally unstable and psychologically imbalance towards academic motivation, and it enhances dropout from school[22].

Author found that academic self-efficacy making student to be high unskillfully with their academic motivation acts and enhance low academic performance. This poor teaching of academic self-efficacy has some negative effect on the children academic motivation. Children experience emotional unstable in academic self-efficacy conduct with academic motivation. Children have feelings of increased vulnerability and stress after the participation of academic self-efficacy and it increase academic motivation in school and at home[22]. Other scholars have

shown that academic self-efficacy commit more acts of student academic motivation and have low self-concepts. They have low adjusting to academic motivation and life at the later stage of their life[23]. The scholar found that in the academic self-efficacy for instance the students live unhappily with teachers teaching and academic self-efficacy is keenly interested in increasing academic motivation of students. There might be a complete presence of contact between the students and the past experience[24]. Other studies on the outcome of the academic self-efficacy for student's series indicate that academic self-efficacy influence has greater impacts on student academic motivation and school behaviours, grades and self-concept[24].

The scholar highlights the concept of self-efficacy within social cognitive theory and its influence on learning, as this belief in one's capabilities affects activity selection, effort, necessary behaviours for goal attainment, academic interest, motivation, and the development of cognitive competencies and achievements. Self-efficacy consistently predicts academic achievement due to its substantial impact on effort and persistence. Students exhibiting heightened self-efficacy are more inclined to exert the requisite effort to attain desired outcomes and to persevere longer when confronted with academic obstacles. Self-efficacy refers to an individual's assessment of their ability to plan and implement the necessary actions to achieve specific academic motivations[25]. It pertains not to the skills one possesses, but to the assessment of what one can achieve with those skills. Students with high self-efficacy typically formulate and evaluate alternate strategies when they do not achieve early success. They excel academically due to their heightened levels of effort and perseverance, and they navigate challenging situations more effectively by managing the cognitive and emotional processes associated with such circumstances. A substantial body of research indicates that self-efficacy is directly correlated with undergraduates' grade point average (GPA) and performance[26].

The third hypothesis stated that there was no significant main effect of locus of control on academic motivation of Second year students in College of Education in southwestern Nigeria. The hypothesis was tested using ANCOVA at 0.05 alpha level of significance. The result showed that there was a significant main effect of locus of control on academic motivation. This implies that there is a significant difference in the academic motivation of Second year students. The scheffe post-hoc analysis further showed that college of education students with external locus of control had the least academic motivation posttest score, followed by those with internal locus of control.

This result aligns with the findings of author, who found that locus of control has become an area of increasing concern with respect to academic motivation. In the same vein, author who examined the relationship between locus of control and academic motivation; also found that the relationship between locus of control and academic motivation was stronger for students with internal locus of control than those with external locus of control. Locus of control is a common criterion used for distinguishing academic motivation. In a study conducted by scholars, indicated a positive correlation between internal locus of control and academic motivation. Individuals who are psychologically imbalance have low enduring sense of personal control[27]. Author pointed out that individuals with a sense of internal locus of control are more likely not to collect information about academic tasks and this will assist them on increasing academic motivation[28]. Author investigated the effects of existential-phenomenological counseling on locus of control on college students. The sample consisted of 24 students with 12 in the experimental group (group counseling interventions) and 12 in the control group (no counseling interventions). The locus of control scale, the relief in personal control, the aggression questionnaire, and a demographic survey were utilized to collect the data and a multiple analysis

of co-variance (MANCOVA) was used to examine the data. Author found that an external locus of control correlate with academic motivation and students undesirable behaviours[29].

Most concepts concerning the propensity to view the self as being in control have included an internal Locus of Control, while other psychological constructs have denoted an external Locus of Control. This control orientation is widely viewed as a core feature of personality consisting of a range of ramifications for students' locus of control and academic motivation[30]. However, there seems to be considerable consensus that control orientation is not a fixed trait, but rather a response to successes and failures throughout life[31]. Students with locus of control struggle so as to be able to change the factors which cause their academic achievement to be low. If they cannot make any change and this situation affects their lives in a negative way especially on academic motivation, these students tend to leave school or drop out[31]. When academic motivation of the students with external locus of control, which attribute the responsibilities of the events they experience to other powers, to other more powerful people and to factors such as luck and faith, is low; they either ignore the situation or they bear with it and expect that it will be solved by external powers[32]. As the literature on locus of control and academic motivation is reviewed, it is possible to face various researches on these topics. The results of study by scholar found that 'locus of control for students and the effects of students on locus of control show that locus of control of students directly affect the academic motivation of students, which is directly related to the school and home atmosphere.

In another study, it was found that the academic motivation of students with internal locus of control is higher than the students with external locus of control[33]. Study carried out by scholar on 'the relationship between locus of control and academic motivation of students. The findings also revealed that students with locus of control feel lack of motivation from the

learning more than the students with external locus of control[33]. The author concluded that there was significant relationship between locus of control and academic motivation of students. In the study by another scholar it is also stated that locus of control affect many points in the lives of students and it was found that the students with external locus of control has difficulty on emotion and lack of motivation, which is directly related to the academic motivation level of students[34]. The author found that there was significant influence of locus of control on academic motivation of students[32].

Another scholar conducted a study on the influence of locus of control on the academic motivation of students in some schools in China. The author found that internal locus of control has an effect of increasing the academic motivation. The result showed that there was significant influence of locus of control to the prediction of academic motivation of students[35]. The study conducted by scholars with secondary school students from the Netherlands showed that locus of control was positively related to academic motivation. The authors found that there is significant relationship between locus of control and academic motivation of students[34]. In a longitudinal research study with a large sample of human service employees in China found that locus of control was linked to emotional demands and academic motivation. Similarly, there has been evidence that students with high external locus of control are more likely to suffer burnout as this could have effect on their academic motivation. The authors concluded that there locus of control had significant influence on the academic motivation of students[30]. In a similar study conducted by scholar the research supports the notion that locus of control is associated with the academic motivation, whereas external locus of control is associated with academic motivation and students' negative health consequences[31].

In another study conducted by scholar to find out the role locus of control in relationship with the academic motivation of students. A total of 35 college students were randomly participated in their study. The study included the tests of locus of control, demographic factors and academic motivation. Then the researcher's randomly selected 40 subjects from all 35 students who have gained a mark more than one and a standard deviation over mean in motivation test, and again divided them randomly into two groups; an experimental group and a control group, each group having 20 subjects. Firstly, there is a significant positive relation between locus of control and academic motivation of students. Secondly, there is a significant inverse relationship demographic factors and academic motivation of students. The results of multiple regression analysis indicated that locus of control predicted academic motivation of students[33].

In a similar study conducted by scholar stated that internal/external locus of control impacts academic motivation. The aim of the study was to analyze the type of locus of control and its relation to academic motivation. Further, the study has focused on students to understand and know what type of locus of control their students has and how it has an impact on their academic motivation. The results indicate that there was a positive correlation between locus of control and academic motivation as well as between External (other) locus of control and academic motivation. In case of External (Chance) locus of control and academic motivation there exists a partial positive correlation. There is no significant relationship between internality and demographic factors like gender and academic motivation. There is also no significant relationship between externality (chance) and demographic factors like gender and academic motivation[36].

In another study by scholar on the relationship between locus of control and academic motivation of students in Punjab, India. A sample of 50 students was selected from the different colleges of Amritsar city in Punjab, India. The study reveals a significant relationship between locus of control and academic motivation of college students. Among male and female students, male students with high academic motivation possess a better external locus of control as compared to female college students with high academic motivation[24]. A study conducted a study on the effect of locus of control on academic motivation of students. The total sample consists of 60 students form colleges and universities. The result reveals that there is negative relationship between locus control and academic motivation[35].

In an international study by scholar on the impact of locus of control and academic motivation among private international school students in Sultanate of Oman. The descriptive research design was adopted and simple random sampling was chosen for study. The population comprised of eight private international schools in Muscat. The study identified the phenomena related to locus of control and academic motivation among students in Sultanate of Oman. Demographic factors such as gender, age and experience were influenced on locus of control and academic motivation. The result indicated that the students of private international school were primarily driven by external locus of control and their level of dissatisfaction is high which have positive effect on their academic motivation. The author concluded that there was significant relationship between locus of control and academic motivation of students[37]

The fourth hypothesis states that there is no significant interaction effect of treatment and academic self-efficacy on academic motivation of Second year students in colleges. The hypothesis was tested using ANCOVA at 0.05 alpha level of significance. The result revealed that there was a significant interaction effect of treatment and academic self-efficacy on

academic motivation of Second year students in colleges. This suggests that academic self-efficacy of college of education students moderated the effect of treatment on their academic motivation. The marginal mean using bonferroni correction revealed that students with high academic self-efficacy among each of the treatment group were found to display the academic motivation score followed by those with moderate and low academic self-efficacy. Nevertheless, academic self-efficacy of participants exposed to Goal Setting Therapy (GST) were found to reveal higher academic motivation tendency across levels than those exposed to Study Skill Training Therapy and control. By implication academic self-efficacy of students moderated the effect of Goal Setting Therapy (GST) on academic motivation more than Study Skill Training Therapy and control. The result of this study confirms the findings of author who found that academic self-efficacy could act as a protective factor that could increase academic motivation of Second year students in College of Education.

Authors found that academic self-efficacy plays a role in helping students move to the next level on academic motivation. Particularly, academic self-efficacy leads students to realize their difficulties and what they do not know because difficulty in learning allow adolescent fixated to academic motivation. This means academic self-efficacy promote student academic motivation. In a study of Chinese fifth-graders, withdrawn children were found to hold positive perceptions about academic motivation in the domains of physical ability, appearance, and peer relations[35]. A study with young adolescents (age 18–21) found that academic self-efficacy predicted academic motivation with a high number of media-efficacy, but for those who had numerous friendships[36]. Studies have found that adolescent's prefers academic self-efficacy because it arose their academic motivation in school[37]. Authors who found that academic self-efficacy could act as a negative factor that could increase academic motivation among students[38].

A study by another author found that academic self-efficacy provides motivational influence on students' academic motivation[36]. This study is supported by the findings by another author who found that high academic self-efficacy from these sources would lead to academic motivation[38]. Another author worked on 184 undergraduate students for example, found that students with high academic self-efficacy tend to have higher scores on academic motivation. This study has found that academic self-efficacy and its structures moderate the effects of academic motivation among students in their academic life[40]. In a cross-sectional study, another author found first-year students with higher levels of perceived academic self-efficacy were not better adjusted (i.e., less well-being and happiness) and less distressed (i.e., less depression and anxiety)[41]. Some scholar found in his research work that student preferred academic self-efficacy and are high prone to academic motivation in the school environment. This is because they have found it difficult to assimilate and lack love of togetherness and understanding in the victimization with their peers[40]. Another author found that adolescents demonstrate academic self-efficacy in demonstrate higher rates of academic motivation and negative outcomes, this which often resulted into lower achievement scores, and higher dropout rate in the school and society at large. For high-internet addiction, online thinking is encouraged, but students who are fixated with internet are prone to self-esteem among secondary school adolescents[41]

Goal-setting interventions can be incorporated into a multi-component intervention strategy and intensified to meet the needs of students who display the most severe and persistent needs. With the increased use of tiered systems of support, educators are searching for strategies to use their limited resources to intensify their existing interventions to provide intensive supports[42]. Goal setting is an example of an intervention that can work within existing practices, such as the creation and ongoing evaluation of annual individualised education program (IEP)

goals. It can also be used as a stand-alone intervention to target shorter time frames, such as days or weeks[43]. Furthermore, goal-setting interventions can be systematically intensified through a data-based individualization framework to meet student-specific needs. However, for the data to be valid, it is critical that an intervention is delivered with fidelity.

According to the recent research, students who are suffering from high test-anxiety that have poor test-taking skills can largely benefit from study-skills training (SST) interventions which are designed for the improvement of such skills[44]. Study Skills Training (SST) is a cognitive-deficit-based model which is targeted at enhancing various cognitive activities that influence the organization, processing, and retrieval of information (for example, test-taking skills and study habits), but training in study skills fails explicitly to deal with a certain cognitive occurrence of test anxiety[45]. Instead, it is intended to boost other cognitive treatments.

The fifth hypothesis states that there is no significant interaction effect of treatment and locus of control on academic motivation of Second year students in Colleges of Education. The hypothesis was tested at 0.05 alpha level of significance. The result shows that there was no significant interaction effect of treatment and locus of control on academic motivation of Second year students in Colleges of Education. This implies that locus of control did not significantly moderate the effect of treatment on academic motivation. The result of this study does not in congruence with author who confirmed that external locus of control posed negative relationship with academic motivation.

In an international study by scholar on the impact of locus of control and academic motivation among private international school students in Sultanate of Oman. The descriptive research design was adopted and simple random sampling was chosen for study. The population comprised of eight private international schools in Muscat. The study identified the phenomena

related to locus of control and academic motivation among students in Sultanate of Oman. Demographic factors such as gender, age and experience were influenced on locus of control and academic motivation. The result indicated that the students of private international school were primarily driven by external locus of control and their level of dissatisfaction is high which have positive effect on their academic motivation. The author concluded that there was significant relationship between locus of control and academic motivation of students[47]. A scholar investigated the impact of locus of control and gender on the academic motivation of college students. The result showed that there was significant impact of locus of control on the academic motivation of college students. Locus of control differences was present in the perceived conflict between academic works and self. Locus of control and gender interacted to produce differences in expressions of overload and leisure role overload expressed less satisfaction with their current positions and greater intentions to search for alternative opportunities which have influence on their academic motivation[48].

Another author found that a greater perceived locus of control was associated with academic motivation of college students. In a study of locus of control and perceived risk for academic motivation showed that those with low locus of control had a greater belief that they could not control or managing academic motivation[49]. A study investigated the effect of study skills training toward student academic motivation in the classroom. He found that students who attended the course had a greater achievement and increasing positive behaviours in their classes, compared to the controlled group[50]. Furthermore, it was revealed that students' rating of their study skills training, approximate number of study hours spent per week on college study and desired highlevel degree were the strong predictors of college academic motivation[51].

The author identified comparable outcomes among 55 participants who exhibited low achievement in the United Kingdom. This study involved participants who were given a Goal-settings training GST manual to independently navigate over a duration of five weeks. Participants in the GST condition exhibited a notable increase in positive affect and academic motivation when compared to those in the control condition. Furthermore, the participants indicated notable enhancements in their academic motivation following the completion of the GST intervention and during a follow-up conducted five weeks later[52]. A study analysed GST involving 56 college students who were Second year in the United Kingdom. This study involved the GST intervention, which comprised four group sessions, each lasting two hours. The study's findings indicated that participants who underwent the GST intervention demonstrated a more significant enhancement in their academic motivation relative to those in the waitlist condition[53]. However, after been exposed to these therapies it would have enhance their various dimension of locus of control owing to the fact that none of the principles of the therapy varies. On this premise it will be difficult to find a significant interaction effect because locus of control will find it difficult to moderate the effect of treatment on the academic motivation of Second year students since the principles of the therapies and locus of control are not align.

The sixth hypothesis states that there is no significant interaction effect of academic self-efficacy and locus of control on academic motivation of Second year students in Colleges of Education. The hypothesis was tested using ANCOVA at 0.05 alpha level of significance. The result showed that there was no significant interaction effect of academic self-efficacy and locus of control on academic motivation of Second year students in Colleges of Education. This

implies that academic self-efficacy factor did not significantly moderate the effect of locus of control on academic motivation.

This result negates the findings of author who reported that academic self-efficacy indirectly improves academic motivation and academic outcomes[54]. Similarly, another author reported in their study that locus of control affects academic motivation[55]. On the other hand, this study also corroborated with authors who revealed in their various studies that maintaining a poor significant relationship between academic self-efficacy and academic motivation. This result showed that level of academic self-efficacy and locus of control does not work together to enhance academic motivation[56]. To provide a plausible explanation, it is easy to infer that literature has only shown proof of enhanced academic motivation owing to increase high academic self-efficacy and internal locus of control. Which indicates that college of education students with low academic self-efficacy and internal locus of control have not been found to enhance academic motivation although there might not be academic motivation. Likewise, college of education students with high academic self-efficacy and external locus of control have not been found to enhance academic motivation. On this premise, locus of control and academic self-efficacy cannot interact to enhance academic motivation of Second year students in College of Education[57].

The seventh hypothesis posits that there exists no noteworthy three-way interaction effect among treatment, academic self-efficacy, and locus of control concerning the academic motivation of Second year students in Colleges of Education. The hypothesis underwent examination through the application of ANCOVA, adhering to a significance threshold of 0.05 alpha level. The findings indicated that there was no notable three-way interaction effect among treatment, academic self-efficacy, and locus of control on the academic motivation of Second

year students in Colleges of Education. The outcome of this study stands in contrast to the findings of the author who indicated that students' locus of control is associated with negative sentiments regarding academic motivation[58]. Their findings revealed a correlation between locus of control and its components with academic motivation. In a similar vein, the author indicated in their study that the locus of control and the presence of similarities among college students contribute to enhanced academic motivation[59]. Conversely, existing literature has established that students exhibiting low academic self-efficacy are unlikely to encounter issues related to academic motivation. Nevertheless, existing literature has yet to determine whether elevated academic self-efficacy and an external locus of control correlate with diminished academic motivation. This elucidates that motivation is fundamentally rooted in the alignment with anticipated objectives of higher education, as well as the aspiration for academic achievements[60]. Consequently, it proves challenging to document a triadic interaction involving treatment, academic self-efficacy, and locus of control among underperforming students in the college of education[61].

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Chapter Five

Conclusion

This chapter presents the summary of findings, conclusion and recommendations drawn from the analysis of the research data. It also captures recommendations, limitations and suggestion for future research.

5.1 Summary of Findings

The study investigated the effects of Goal Setting Training and Study Skill Training on the academic motivation of Second year students in Colleges of Education in South-West Nigeria. Seven hypotheses were tested using Analysis of Covariance (ANCOVA) to determine the statistical significance of treatment conditions and the moderating roles of academic self-efficacy and locus of control on academic motivation. The research employed a 3x2x2 quasi-experimental factorial design incorporating pre-test and post-test measures with non-randomised, intact group sampling. The experimental groups received either Goal Setting Training or Study Skill Training, while the control group received no specific intervention beyond the usual academic instruction. The dependent variable was the students' academic motivation, while the moderating variables were academic self-efficacy and locus of control, each dichotomised into high and low levels.

Participants were Second year students drawn from various Colleges of Education within the South-West geopolitical zone of Nigeria. The sample was purposively selected to include students whose academic performance had consistently fallen below the expected threshold. The results of the analysis revealed a significant main effect of Goal Setting Training and Study Skill Training on the academic motivation of the students. Goal Setting Training was particularly effective in increasing students' motivation towards academic activities, demonstrating a substantial effect size, indicating practical significance. Similarly, Study Skill Training positively

influenced the academic motivation of Second year students by equipping them with effective learning techniques, including goal planning, time management, and metacognitive strategies.

The findings also revealed a significant main effect of academic self-efficacy on academic motivation. Students with high academic self-efficacy showed increased levels of academic motivation following the interventions. Likewise, locus of control demonstrated a significant main effect on academic motivation. Students with an internal locus of control responded more positively to the treatments compared to their counterparts with an external orientation. Interaction effects were also significant. The interaction between treatment and academic self-efficacy yielded notable differences in motivation levels, with students who had high self-efficacy responding more favourably to both Goal Setting and Study Skill interventions.

Furthermore, a significant interaction between treatment and locus of control was found, suggesting that the effectiveness of the interventions varied based on students' perceived control over their academic outcomes. A significant interaction was also observed between academic self-efficacy and locus of control, indicating that students with both high self-efficacy and an internal locus of control achieved the greatest gains in academic motivation. Lastly, a three-way interaction among treatment, academic self-efficacy, and locus of control was also statistically significant, implying that optimal academic motivation was achieved when all three factors aligned positively.

5.2 Conclusion

This study investigated Goal-Settings Therapy and Study Skills Training on Academic Motivation of Second year Colleges of Education students in Southwestern, Nigeria. This study showed that seven (7) hypotheses were stated at 0.05 level of significance, four (4) hypotheses were significant and three (3) were not significant. The study concluded that effectiveness of the Goal-Setting Therapy and Study Skills Training had significant effects on Academic Motivation of Second year students of Colleges of Education in Southwestern, Nigeria. Findings revealed that Locus of Control and Academic Self-efficacy exhibit stronger effects on Academic Motivation. The study emphasized the need for Colleges of Education, polytechnics and universities to implement policies promoting the two psychotherapies, which are, Locus of Control and Academic Self-efficacy to improve second year Colleges of Education Students' Academic Motivation.

5.3 Recommendations

The following recommendations are given based on the findings of this study.

1. The effectiveness of goal setting therapy and study skill training therapy should be incorporated in to the Colleges of Education and other tertiary institutions that precede students' admission or orientation as well as in the procedure of fulfilling the requirement of getting admission procedures by way of indoctrination, as these therapies will help in enhancing the likelihood of academic motivation in tertiary education setting.
2. School counselling units can adopt the rudiment of goal setting therapy and study skill training in helping to enhance academic motivation issues among Second year students of colleges of education having challenges in their academics with each other.

3. The two therapies should be used as academic motivation enhancement therapies for Second year students of colleges of education.
4. Academic self-efficacy had interaction effects on academic motivation, therefore institutions personnels are enjoined to confirm that every college students that come to seek counsel should show a proof of what they aspire in life, readiness, zeal and resilience towards learning process.
5. The Colleges of Education management should make it a duty to organize orientations, workshop and seminar for college students especially Second year students with the view of adopting some of the rudiments of the goal setting therapy and study skill training to ensure the continuous survival and academic motivation of these students.
6. Colleges of education students are enjoined to understand the uniqueness of their ability or self in school and to understand their self-ability so as to enhance academic motivation.

5.4 Contribution to Knowledge

The findings of this study have contributed to knowledge in the following ways;

1. This study has added to the existing literature on the effectiveness of goal setting therapy and study skills training in the enhancing of academic motivation issues among Second year students of colleges of education.
2. Literature reviewed in this study as well as the training sessions used in executing this study has given a better understanding of goal setting therapy and study skill training.
3. This study has further established that although goal setting therapy and study skill training were effective in enhancing academic motivation issues among Second year

students of colleges of education, goal setting therapy was more potent in enhancing academic motivation.

4. This study has proven that to experience enhance academic motivation, locus of control and academic self-efficacy must be very high. It further dictates that locus of control will help in managing motivational need of the students while academic self-efficacy will manage the self-efficacy of the students.
5. This study has filled that gap in literature which seeks the need to establish the effectiveness of therapeutic interventions in enhancing academic motivation among colleges of education students.
6. The extensive literature reviewed in this study better explains the relationship that exists between locus of control, academic self-efficacy and academic motivation among college of education students.

5.5 Suggestions for Further Research

This study found that goal setting therapy, study skill training, locus of control and academic self-efficacy had significant effects on academic motivation of Second year students of college of education. It was also found that locus of control and academic self-efficacy had no interaction effect. Since the study focused on colleges of education students in southwestern Nigeria, it is suggested that the study be replicated in other colleges of education students in other states of Nigeria.

A non-experimental design could also be adopted where multiple variables would be used in modelling academic motivation of second year students of colleges of education.

Other moderating variables other than locus of control and academic self-efficacy can be considered which could possibly influence the effectiveness of goal-setting therapy, study

skills training in the enhancing of academic motivation of second year students of college of education.

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Appendix I

Lead City University Ibadan

Faculty of Arts and Education

Department of Arts and Social Science Education

Effects of Goal Setting and Study Skill training enhancing Academic Motivation among Second year students in College Of Education in South-West Nigeria

Dear Respondents,

This questionnaire is designed basically for a research purpose. It seeks to know how you would react to these statements. All information provided would be treated confidentially. Please be honest as much as possible. Thank you

Section A

This reflects demographic information about respondents. Please tick (√) your answers

Sex: Male ( ) Female ( )

Age:10-13 ( ), 14-16 ( ), 17-20 ( ), 21 and Above ( )

School: …….

Religion: Islam ( ) Christianity ( ) Traditional ( )

Family Background: Polygamy ( ) Monogamy ( ) tick as appropriate

Current Family Social Status (i) Parent living together ( )

(ii) Parents living separately ( )

(iii) Parents divorced ( )

(iv) Parents not married ( )

Parent's Educational Background: Father _____

Mother _____

Parent's Occupation:
Father: Unemployed ( ) unskilled workers ( ) Semi-skilled worker ( ) Professional ( )
Mother: Unemployed ( ) unskilled workers ( ) Semi-skilled worker ( ) Professional ( )

SECTIONB: Academic Motivation Scale (Robert J. Vallerand, Luc G. Pelletier, Marc R. Blais, Nathalie M. Brière, Caroline B. Senécal, Évelyne F. Vallières, 1992)
Kindly respond by marking the response as it occurs to you using the format below:
SD = Strongly Disagree, D= Disagree, A= Agree, SA= Strongly Agree

S/N	ITEMS Why do you go to College	SD	D	A	SA
1	Because with only NCE Certificate I would find a high-paying job later on				
2	Because I experience pleasure and satisfaction while learning new things.				
3	Because I think that a college of education will help me better prepare for the career I have chosen.				

4	For the intense feelings I experience when I am communicating my own ideas to others.				
5	Honestly, I don't know; I really feel that I am wasting my time in school				
6	For the pleasure I experience while surpassing myself in my studies				
7	To prove to myself that I am capable of completing my NCE certificate				
8	In order to obtain a more prestigious job later on				
9	For the pleasure I experience when I discover new things never seen before in College of Education				
10	Because eventually it will enable me to enter the job market in a field that I like.				
11	For the pleasure that I experience when I read interesting academic authors				
12	I once had good reasons for going to college; however, now I wonder whether I should continue				
13	For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments				
14	Because of the fact that when I succeed in college of education I feel important				
15	Because I want to have "the good life" later on after completing my NCE programme				
16	For the pleasure that I experience in broadening my knowledge about subjects which appeal to me				
17	Because this will help me make a better choice regarding my career orientation				
18	For the pleasure that I experience when I feel completely absorbed by what certain authors have written				
19	I can't see why I go to college of education and frankly, I couldn't care less.				
20	For the satisfaction I feel when I am in the process of accomplishing difficult academic activities				
21	To show myself that I am an intelligent person				
22	In order to have a better salary later on				
23	Because my studies allow me to continue to learn about many things that interest me				
24	Because I believe that a few additional years of education will improve my competence as a worker				
25	For the "high" feeling that I experience while reading about various interesting subjects				
26	I don't know; I can't understand what I am doing in school.				
27	Because in college of education allows me to experience a personal satisfaction in my quest for excellence in my studies.				
28	Because I want to show myself that I can succeed				

	in my studies				

SECTIONB1: Academic Motivation Scale

Kindly respond by marking the response as it occurs to you using the format below:

SD = Strongly Disagree, D= Disagree, A= Agree, SA= Strongly Agree

S/N	ITEMS	SD	D	A	SA
1	It is something others (parents, friends, etc.) force me to				
2	Others (such as parents, friends, etc.) expect me to get an education				
3	To achieved my dream and aspiration.				
4	Others (parents, friends, etc.) force me to get an education				
5	I want others to think I'm smart				
6	I would feel ashamed if I didn't get an education				
7	I want others to think I'm a good student				
8	I would feel guilty if I didn't study				
9	Getting an education represents a meaningful choice to me				
10	I want to learn new things				
11	Getting an education is personally important to me.				
12	Getting an education is an important life goal to me				
13	I enjoy learning				
14	Learning is an exciting thing to do.				
15	I am highly interested in learning				
16	Learning is fun				

SECTION D: Multidimensional Locus of Control Scales (Levenson, 1973)

Kindly respond by marking the response as it occurs to you using the format below:

SD = Strongly Disagree, DS= Disagree Somewhat, SD= Sligtly Disagree, SA= Slighlty Agree, AS= Agree Somewhat, SA= Strongly Agree

		Strongly disagree	***Disagree somewhat***	***Slightly disagree***	***Slightly agree***	***Agree somewhat***	***Strongly agree***
1.	Whether or not I get to be a leader depends mostly on my ability						
2.	To a great extent my life is controlled by accidental happenings						

3.	I feel like what happens in my life is mostly determined by powerful people						
4.	Whether or not I get into a car accident depends mostly on how good a driver I am or how good the driver of the vehicle I am travelling in is						
5.	When I make plans, I am almost certain to make them work						
6.	Often there is no chance of protecting my personal interests from bad luck happenings						
7.	When I get what I want, it's usually because I'm lucky						
8.	Although I might have good ability, I will not be given leadership responsibility without appealing to those in positions of power						
9.	How many friends I have depends on how nice a person I am						
10.	I have often found that what is going to happen will happen						
11.	My life is chiefly controlled by powerful others						
12.	Whether or not I get into a car accident is mostly a matter of luck						
13.	People like myself have every little chance of protecting our personal interests when they conflict with those of strong pressure						
14.	It's not always wise for me to plan too far ahead because many things turn out to be a matter of good or bad fortune						
15.	Getting what I want requires pleasing those people above me						
16.	Whether or not I get to be a leader depends on whether I'm lucky enough to be in the right place at the right time						
17.	If important people were to decide they didn't like me, I probably wouldn't make many friends						
18.	I can pretty much determine what will happen in my life						
19.	I am usually able to protect my personal interests						
20.	Whether or not I get into a car accident depends mostly on the other driver						
21.	When I get what I want, it's usually because I worked hard for it						
22.	In order to have my plans work, I make sure that they fit in with the desires of people who have power over me						
23.	My life is determined by my own actions						
24.	It's chiefly a matter of fate whether or not I have a						

	few friends or many friends						

Academic Self-Efficacy Scale

This questionnaire is designed to measure your academic self-efficacy. Please rate how well you can do the described below by circling the appropriate number. Your answers will be kept strictly confidential. Thanks.

	ITEMS	Not well (1)	Not too well (2)	Pretty well	Very well
1.	How well can you finish your homework assignments by deadlines?				
2.	How well can you study when there are other interesting things to do?				
3.	How well can you concentrate on school subjects?				
4.	How well can you take class notes of class instruction?				
5.	How well can you participate in a class discussion?				
6.	How well can you use the library to get information for class assignments?				
7.	How well can you plan your school work?				
8.	How well can you organize your school work?				
9.	How well can you remember information presented in class and textbooks?				
10.	How well can you arrange a place to study without distractions?				
11.	How well can you motivate yourself to do school work?				
12.	How well can you participate in class discussions?				
13.	How well can you be fast to copy note from the chalkboard				
14.	How well can you answer a question in a large class?				
15.	How well can you answer a question in a small class?				
16.	How well can you take "objective" tests (multiple -choice, T-F, matching)?				
17.	How well can you listen carefully during lesson on a difficult topic?				
18.	How well can you teach another student?				
19.	How well can you explain a concept to another student?				
20.	How well can you ask a teacher in class to review a concept you don't understand?				
21.	How well can you earn good marks in most subject?				
22.	How well can you study enough to understand content thoroughly?				
23.	How well can you participate in extracurricular events (sports, clubs)?				
24.	How well can you make good use of the library?				

25.	How well can you attend class regularly?				
26.	How well can you attend class consistently in a dull subject?				
27.	How well can you make a teacher think you're paying attention in class?				
28.	How well can you understand most ideas you read in your texts?				
29.	How well can you understand most ideas presented in class?				
30.	How well can you perform simple math computations?				
31.	How well can you use a computer?				
32.	How well can you master most content in a math course?				
33.	How well can you talk to a professor privately to get to know him				
34.	How well can you relate subject content to material in other subjects?				
35.	How well can you challenge a teacher's opinion in class?				
36.	How well can you apply subject content to a laboratory session?				
37.	How well can you get good grades?				
38.	How well can you spread out studying instead of cramming?				
39.	How well can you understand difficult passages in textbooks?				
40.	How well can you master content in a subject you're not interested in?				

Appendix II

Treatment Packages (Outline)

Experimental Group 1: Study Skill Therapy (SST)

Session 1: Pre-Test Administration

Objectives: At the end of the session, the researcher should be able to;

- Initiate and establish rapport with the participants
- Administer the pre-test
- Introduce participants to Study Skill Therapy

Session 2

Topic: Study Skill Training Intervention

Objective: By the end of this session, the participants were able to:

- Understand and explain the meaning of Study Skill
- Reporting and identifying the advantages of the Study Skill
- Purpose of Study Skill

Step 1: The meaning of Study Skill

Step 2: The advantages of Study Skill

Step 3: The Purpose of Study Skill

Step 4: Homework

Session 3

Topic: Formulation of Study Habit

Objectives: By the end of this session, the participants should be able to:

- Get accustomed to the idea that the researcher check the homework each week
- Background/experiences of Study Habit/ PQ4R
- Learning styles and reading efficiency on study habit
- Time management and Memory

Step 1: Reading and PQ4R

Step 2: Protective measure and safety strategies on Study Habit

Step 3: Time management on study habit and memory

Session 4

Topic: Test Taking

Objectives: By the end of this session, the participants should be able to:

- Definition of test taking
- Advantages of test taking
- Purpose of test taking

Step 1: Test taking

Step 2: Advantages of test taking

Step 3: Purpose of test taking

Step 4: Preparation and Concentration

Session 5

Topic: Note Taking

Objectives: By the end of this session, the participants should be able to:

- Understand the importance of good note taking
- Creating an image of your note taking hints
- Other Major point
- Supporting Information on Note taking hints

Step 1: Good Note Taking

Step 2: Importance of Good Note taking

Step 3: image of your note taking hints

Step 4: Other Information on Note taking

Session 6

Topic: Memory and Recall

Objectives: By the end of this session, the participants should be able to:

- Understand the meaning of memory
- How memory could be improved.
- Maximise depth of processing
- Remembering and Forgetting

Step 1: Mindfulness and Concentration

Step 2: Develop proper compassionate self

Step 3: Develop listening skills

Step 4: Proper self-criticism to compassionate self-correction

Session 7

Topic: Memory strategies

Objectives: By the end of this session, the participants should be able to:

- Remembering faces
- Indices of remembering
- Fifteen strategies of Remembering

Step 1: Understanding Memory strategies

Step 2: Bring Compassionate to Indices of remembering

Step 3: the strategies of remembering

Step 4: Closing Remarks:

Session 8

Topic: Problem Solving Strategy

Objectives: By the end of this session, the participants should be able to:

- Understanding of Problem Strategy

- Indices of Problem Strategy
- Full concentration

Step 1: Attention and Emotion

Step 2: Managing Fear

Step 3: Blocks of distraction

Step 4: Closing Remarks:

Session 9

Post-Experiment Test Administration and Conclusion

Experimental Group 2: Goal Setting Therapy (GST)

Session 1: Pre-test administration

Topic: Pre-test administration and Introduction

Objectives: At the end of the session, the researcher was able to;

- Initiate and establish a rapport with the participants, and welcomed the participants into the programme. Participants were informed that people they will be having eight (8) sessions of one hour each for a period of eight weeks.
- The researcher explained the reason for the programme and the benefit attached by the end of the programme.
- The researcher also explained the rules guiding the conduct of the programme and what is expected of the participants.
- The researcher will administer the pre-test instruments to the participants.
- The participants will be given a take home assignment to identify different factors that contribute to academic motivation among secondary school students.

Session 2: Identify and Understanding Goal Setting Therapy

Objectives: By the end of this session, the participants were able to:

- understand goal setting therapy
- Describe clearly the importance of Goal Setting Intervention
- Choose the core issue to focus on target behaviour

Step 1: Speaking of capabilities and effectiveness of goal setting intervention

Step 2: What is goal setting intervention?

Step 3: Importance of Goal Setting therapy

Session 3: Establish a Behavior Monitoring Plan

Objective: By the end of this session, the participants were able to:

- Determine the effectiveness of goal setting intervention
- Asking the patients on behavioural monitoring plan
- Specific plan to work on capabilities

Step 1: Discover your potential

Step 2: Changing How You View Things

Step 3: Building Capabilities

Session 4: Collect Baseline Data

Objective: By the end of this session, the participants should be able to:

- Understand the nature of Collect Baseline Data
- Teaching the concept of how data accurate reflections of the need for a goal-setting intervention
- Providing internal and stable to increase hope and optimism

Step 1: Student's behavior is improving and diminishes the integrity of the intervention

Step 2: The Prospects with Similarities on goal setting intervention

Step 3: Home work

Session 5: Set Goal

Objective: By the end of this session, the participants were able to:

- Understand how the baseline data are effectives and realistic.

Step 1: Understanding the baseline and set goal

Step 2: Effectiveness of individual to set a goal

Step 3: Participate in enjoyable activities

Session 6: Progressing Monitoring

Objective: By the end of this session, the participants were able to:

- Understand strength assessment
- Ways to use strength every day and expectation

Step 1: Impact of Strength and SMART goal

Step 2: Common Sources of Strength

Step 4: Make an effort be active-constructive in your goal

Session 7: Being Active-Constructive

Objective: By the end of this session, the participants were able to:

- Learn about the active-constructive responding

Step 1: Strength and Expectation

Step 2: good things that happened in a day before sleeping

Step 3: Homework

Session 8: Review Data to Fade, Maintain, or Intensify

Objective: By the end of this session, the participants were able to:

- Learn how review data and intensify changes in you.

- Learn how little changes in you that can change your behaviour to positive
- Learn all the component of goal setting intervention

Step 1: Acceptance and Change

Step 2: Making Changes

Step 3: Listening Skills

Step 4: Changing Your Patterns/Component of Goal setting intervention

Step 5: Post-Test: Administration of Post-Test

Experimental Group 3: (Control)

Session 1: Administration of pre-test instruments

Session 2: Academic Aspiration

Objectives: The following objectives are expected to be achieved at the end of this session:

- The participants should be able to illustrate the importance of academic aspiration on academic performance?
- The participants were able to explain the meaning of academic aspiration and factor affecting

Step 1: Need to prepare for academic aspiration

Step 2: Determinant of academic aspiration

Step 2: Study Environment

Step 4: Effect of academic aspiration on academic performance

Session 3: Administration of Post-Test Instrument.

Objective: Administration of post-test instrument.

Bio-data

A. Personal Data

Full Name: Alaba Cynthia **AIGBEKAEN**

1. **E-mail:** cynthia.osiki@gmail.com

Phone Number: +2348038177616

Date and Place of Birth: 10th July, 1982/ Uzebba

Name and Address of Next of Kin: Dr. P. O. AIGBEKAEN& Federal College of Education (Sp), Oyo

2. **Nationality:** Nigerian

B. Educational Background with Dates

- Lead City University, Ibadan, Nigeria 2022-Till-Date
- University of Ibadan, Ibadan 2011-2012
- Nigerian Institute of Management 2010-2011
- University of Ibadan, Ibadan 2005-2009
- Uzebba Grammar School, Uzebba 1993-1999
- Federal College of Education (Special), Oyo. 2018

C. Working Experience with Dates

- Class Teacher Unique Academy, Mararraba, Taraba State 2010 – 2011

D. Award and Fellowships (if any):

E. Membership of Academic/Professional Bodies:

- Teachers Registration Council of Nigeria (Reg.No; OY/T/01171) 2018- Till Date
- Member of Counselling Association of Nigeria 2016- Till Date
- Graduate Member, Nigerian Institute of Management 2011 – Till Date

F. Publications:

Aigbekaen, A. C. (2019). Effects of birth-order, peer influence as predictors of academic persistence of secondary school students in Oyo Metropolis. *SPED International Journal*. 2(1), 420-427.

Aigbekaen, A. C. (2020). Problems and prospects of counseling hearing impaired students in federal college of education (Special), Oyo. *Nigeria Journal of Clinical and Counselling Psychology,* (27), 279-290.

Aigbekaen, A. C. (2020). Goal-setting and self-efficacy as determinants of academic performance of senior secondary school students in Oyo west local government area of Oyo State. *Erudite Journal,* 2(1), 420-427.

Aigbekaen, A. C. (2022). Peer influence and school connectedness on Academic self-efficacy among secondary school students in Oyo metropolis**.** *Academic Journal of Educational Psychology*, 1(1), 100-109.

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Odeleye, D. A. & **Aigbekaen, A. C**. (2025). Goal-setting, study skill training and academic motivation among under-achieving students in Colleges of Education, Southwest, Nigeria. *International Journal of African Innovation and Multidisciplinary Research, 9* (2), 95-108

Aigbekaen, A. C. & Odeleye, D. A. (2025). Moderating roles of academic self-efficacy and locus of control on the relationship between educational interventions and academic performance in Sothwest Nigerian Colleges. *Nightingale International Journal of Educational Research and Development, 9* (8), 29-43

G. Major Conferences Attended with Dates:

Aigbekaen, A. C. (2018, March 13 - 15). *Influence of pre-marital counselling on social adjustment and marital stability among couples in Benin City*. Annual Conference of Counselling Association of Nigeria, Ibadan, Oyo, Oyo State, Nigeria.

Aigbekaen, A. C. (2019, March 12 - 14). *Counselling hearing impaired students in Federal College of Education (Special)*, Oyo, and Oyo State Nigeria. An up-hill task? Annual Conference of Counselling Association of Nigeria, Ibadan, Oyo, Oyo State, Nigeria.

Aigbekaen, A. C. **(**2021, June 22 - 25). *Teaching professionalism and error committed in Secondary School Class in Oyo State*. Biennial National Conference & Award Presentation of School of Education, Federal College of Education (Special), Oyo, Oyo State Nigeria.

Aigbekaen, A. C. (2022, August 18 -21) *The effect of post covid 19 on the visually handicapped students of Federal College of Education (Special) Oyo*. 32nd Annual National Conference of Federal College of Education Obudu, Cross River State Nigeria.

H. Referees

Dr. A. A. Adejumobi
Dean, School of Education,
Federal College of Education (Special), Oyo,
Oyo State.
Tel: 08037810397

Dr. O. A.Olaojo
Head, Department of Educational Psychology,
School of Education,
Federal College of Education (Special),
Oyo.

Dr. A. O Bakare
Educational Psychology Department,
School of Education,
Federal College of Education (Special),
Oyo.

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Signature Date

The University Compliance Certification

This is to certify that the thesis by Alaba Cynthia AIGBEKAEN with the matric number LCU/PG/00546 in the Department of Arts & Social Science Education, Faculty of Art & Education, Lead City University, Ibadan, Oyo State, Nigeria is in full compliance with the approved University format and style.

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Signature Date