

**ADOLESCENTS' GOAL – SETTING AND STATE OF
READINESS IN SOME SELECTED SECONDARY
SCHOOLS IN SABON TASHA INSPECTORATE
DIVISION; KADUNA STATE.**

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**A THESIS SUBMITTED TO THE POST GRADUATE
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DECLARATION

I hereby declare that this thesis is a record of my research. It has not been presented partially or wholly anywhere previously for the application of higher degree; all quotations are indicated and the sources of information specifically acknowledged by means of contact and references.

Ana Hannah Tauna.

CERTIFICATION

This thesis entitled: Relationship Between Adolescents Goal-setting and The State of School's Readiness. A case study of some secondary schools of Sabon Tasha Division in Kaduna. By Ana Hannah Tauna, met the regulation governing the award of Master's degree in Education by the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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Date

DEDICATION

First, I dedicate this work to my Heavenly Father who is creator of all mankind but has also given man free will to choose the course of life one desires.

Secondly, I dedicate it to my late husband Dr. B. T. Tauna for his great determination to raise an enlightened family. To our children who have been so prayerful, obedient, respectful and considerate over our parental struggle.

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ABSTRACT

The purpose of this study was to examine whether the adolescents in Kaduna State Secondary Schools had goals set in going to school. If they do, why then the mass failure in the West African Secondary School Certificate Examinations (WASSCE). In addition, the author examined possible factors that were likely to have influence on these adolescents' goal set minds, such as: (a) students' background, (b) the school readiness, (c) the students' ways of reasoning and behaviour. An Ajzen's Model for Explaining Human Behaviour along with a check list were used as guide to interview students and staff. Data were analysed by means of descriptive statistics comparing the degree of relationship using the Pearson correlation moment and t-test. The results revealed that: all students had a common goal set; the goal set were affected by the issue of infrastructure, facilities, number of staff, and the students reasoning/action. It was recommended that the teaching/learning environment be made conducive. Teachers need to involve their students' in planning and executing school programmes. And Proprietors should keep the structure of the schools simple and flexible.

OPERATIONAL DEFINITION OF TERMS

- Adolescence:** Is that period of life that ranges from ages 12-18 or 20 depending on the group or society. It is a general term signifying the period from onset of puberty to adulthood.
- Adolescent:** Is the individual person of ages 12 – 18 or 20 depending on the group.
- Behaviour:** Is everything that is potentially observable about a person or event (Combs in Pillari, 1988).
- Curriculum:** Is a plan of learning opportunities intended to bring about certain changes in learners and the assessment of the extent to which these changes have taken place.
- Developmental Tasks:** A complex organization of problems that all individuals encounter in some form or other at certain stages in their lives, harving hurst 1972.
- Extra Curriculum Activities:** Refers to the additional learning acts other than the primary classroom learning programmes.
- Goal:** The intention towards which effort is directed.
- Goal Setting:** Target or planned intention which one desires to reach.
- Harmonised Scheme:** Selected subject contents put together as a guiding plan for all teachers in the various disciplines taught to all level of learners in the state primary or post – primary schools.
- Infrastructure and Facilities:** Refer to the physical and spatial enablers of teaching and learning. They include classrooms, libraries, laboratories, workshops, playfields, school farms and gardens, as well as provisions for electricity, water and sanitation.
- Planned Behaviour :** Refers to action decided upon by the individual for instance Determination to go to School, Determination to read Hard, Determination to Earn High Scores, copying notes and doing assignment, using of textbooks, respecting other peoples views, goal importance, goal setting, etc.
- Readiness:** Means a preparation for action (Hilgard 1981).
- Reasoned Action :** Refers to the way one thinks and behaves. Behavioural Intention, Believes, Outcome Evaluation, Normative Beliefs, Motivation to Comply, Perceived Behavioural Control.
- Schools' State of Readiness:** Refers to the degree of preparedness by the place called the school to receive and train the learner effectively and comfortably to a satisfactory level as proposed in the initial plan for establishing it (school). That is, in terms of having adequate infrastructure and facilities, required resources like working materials, man power and accessibility to all other necessary requirements for teaching/learning. The school stead of readiness in this write up is being refereed to as the “school status”.
- State:** Refers to the condition or the situation of the item or event.
- Social Development:** is the process by which individuals adopt behaviours that are Customary and acceptable to the standards of their reference group.
- Special Room:** Instructional room designed specifically for the teaching of specific subjects, for example; Home Management Laboratories, Science Laboratories, Geography room, Fine Arts Studio, a Typing Pool, etc.
- State of Readiness:** Refers to level of preparation.
- Status:** Refers to the position or condition of the item concerned.
- Syllabuses:** An outline of a plan containing the main points of a course of study.

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CHAPTER ONE

INTRODCUTION

1.1 Background to the Study

The birth of a human child into the world marks the beginning of a journey to some unknown destination. Thus the individual also needs to be guided through the various routes if one must safely arrive that destination. The child, of course, is always an ignorant person about life situation. In support of this view, Mukherjee (2004) said that young children are not able to decide for themselves partly because of their immaturity, and partly due to their ignorance of the various factors of reality. The Nigerian National Policy on Education (2004 - Section 7) has shown that a great majority of students in secondary schools are overtly optimistic in their occupational aspirations, and they usually aspire to professional careers, irrespective of the fact that they lack knowledge about that profession; they do not know the abilities and qualities needed in the different occupations and type and the amount of education or training needed in different occupations. In order to attend to the apparent ignorance of this Country's young-people, learning has to take place.

Learning of course, is said to be that permanent change in behaviour, understanding that results from experience. This experience brings about gain to the learners for their survival (Mukherjee 2004).

1.2 Statement of the Problem:

The West African Secondary Schools Examination results obtained from

the State Educational Resource Centre reveals that majority of the Kaduna State Secondary Schools Students results' have been very poor. Thus, meaning that academically, learning is not really taking place in the State public schools as expected by the government, parents and all concerned. It is this concern that has led to the rise of the question; "who is to be blamed for these learners' yearly poor results in Kaduna State". For this reason, the Honourable Commissioner for Education thought it wise to summon all concerned to put heads together and come up with measures that could enhance performance of students at subsequent Senior Secondary School Examinations (SSCE) on the 4th of April,2005. Along with that, a team of researchers had been assigned to look into the problem areas that might be the cause for the mass failure of these youngsters in these examinations. It was also from this point that the researcher got the urge for this particular investigation. This study was motivated by the researcher's experience as a teacher, parent, school administrator, an inspector of schools and Educational Psychologist trainee within the state educational system. As a teacher, parent and school administrator of long standing experience in the various schools, the researcher had been approached by the youngsters and their parents over the issue of transiting from primary school to the secondary education. The struggle besets disappointment for parents, the teachers and the school proprietors when at the end of the study, these students' have nothing to show for attending the secondary school.

My experience and duties as an inspector gave room for constant

contact to observe the daily happenings in these schools. Experience from the educational psychology training revealed that most of the school youngsters had a variety of problems, which required some attention. Majority of the adolescents of Kaduna state pass through schools not achieving anything. They can neither read nor write. They cannot express themselves. They are non-productive. The West African Examination Council results released to the State Education Resource Centre revealed that in the year 2002, of the about 20,000 candidates sat for the West African Senior Secondary School Certificate Examination (WASSCE), only 1,497 or 7.5% met university admission requirement. In the year 2003, about 26,000 candidates sat the examination and only 2,078 or 8.0% candidates scaled through. In the year 2004, about 25,000 sat the examination with only 557 or 2.2% candidates being qualified for university entry.

Looking into the situation, one is forced to believe that there are many variables leading to the students' failure to achieve their goals of coming up with good results. This research was to examine one of the possible problematic areas that might be responsible for retarding these adolescents' ability to succeed in school, whereby barring them from attaining their set goals in learning.

There is the general belief that, once there is determination, the individual can strive to a certain extent to reach the specific goal he has set for himself. However, that which tampers with the effort to reach goals set is a combination of many factors amongst which the writer chose to examine

the students themselves by sampling their views and opinions concerning themselves. Hence, the study of the student goal-setting behaviour in relation to the state of readiness of their learning environments.

1.3. **Objectives of the Study:**

The following objectives will guide the study: -

- 1) To study adolescents' goal-setting behaviour in relation to the level of schools' state of readiness on their admission, and training of students.
- 2) To study the degree of influence which adequate number of relevant staff has on the preparation of these students towards their goals setting in learning.
- 3) To ascertain the effects of school authority's supervision of teachers during the process of helping students to realise their set goals.

1.4 **Research Questions**

- 1) Do the quantity, size and quality of teaching/learning infrastructure and facilities in schools affect goals set by the students?
- 2) Does the number of relevant teachers available in school influence student's goal-setting?
- 3) Is there any relationship between student goal-setting and the way he/she reasons and behaves/acts?

1.5. **Hypotheses:**

This study is guided by the following hypotheses.

Hypothesis: 1.

There is no significant difference in the level of goal-setting by students from schools with and without adequate infrastructure and

facilities for teaching/learning.

Hypothesis: 2.

Teachers' qualification has no significant influence on adolescent goal setting and planned behaviour.

Hypothesis: 3.

There is no significant relationship between students' goal setting and adolescent reasoned action.

1.6 Basic Assumptions:

It was assumed that students' lack of determination and aspiration prevents them from performing well at learning in school.

That the poor performance of Kaduna students at the WASSCE and NECO is as a result of improper preparedness/readiness of the school as the receiving institution.

That conditions in schools in terms of adequate infrastructure and facilities for learning: adequate manpower have influence on the student's goals setting.

1.7 Significance of the Study

Determining readiness and promoting the proper state of preparedness in relation to the student's aspiration in learning is the basis of this study. It is deemed necessary to conduct a research in the area of students' goal setting and schools' state of readiness because it will call to attention all bodies responsible for secondary education to play their roles. For example;

- a) It will raise awareness about the need for those involved in making decisions about learners to take into account the views of the learners.
- b) The proprietor will see to the provision of all necessary infrastructure and

facilities. That is building enough classrooms to accommodate the entire population of students, having all special rooms in order, and also, furnishing and equipping them, thus, making the environment conducive for teaching/learning.

- c) The teachers will all know the amount and nature of work/service required for the learners in the school environment. That is to say, if teachers all make use of the National Curriculum and Syllabuses as the guide for what they teach, they will be forced to survey all avenues and sources of materials and information necessary for teaching/learning effectiveness. Along with the issue of sources of information and materials comes the question of methodology and activities involved.
- d) To help the teachers see the need for using the National Curriculum and syllabuses as guides during the course of teaching and learning process.
- e) This study will encourage principal to teacher, teacher to teacher, teacher to student, and student-to-student interaction through the extra curricular activities and also respect for the learners' opinion and to guide them appropriately.
- f) To help the teachers see and recognised that all learners are individuals with personal feelings and desires who need to be guided aright in their behavioural intentions, beliefs, outcome evaluation, normative beliefs, motivation to comply, perceived behavioural control.

1.8 **Scope and Delimitation:**

This study was designed to examine the probable reasons why the majority of youngster's of Kaduna State were unable to succeed at school. The study was aimed at finding out whether variables like: - qualified and adequate number of teaching staff, availability and correct utilization of resources, existence and practicing of clubs, societies, games and sports in the schools were related to students determination in learning. This study was limited to four secondary schools of Sabon - Tasha Division, (two co-educational day secondary school, one was purely a boys' school while the other was purely a girls' as well as a boarding school with the necessary infrastructure and facilities). Sabon tasha division is one out of the twelve educational divisions of Kaduna State. It cuts across seven local government areas of the state. Namely: - Chikun, Kajuru, Kachia, Kagarko, Igabi, Kaduna South, and Riga Chikun. It was hoped that this selection of schools would help in the generalization of the results.

1.9 **Summary**

This is an introductory chapter that deals with the problem identification, the scope and significance of studying the problem. The problem which is the poor performances of the post-primary schools students in their WASCE. That is, the inability to excel by these students as expected by the society was a clear evidence that learning does not take place. In view of this, the researcher decided to look into the students' goal setting in relation to the school's state of readiness as one of the problematic areas as well as the amount of the consideration given to the learner himself.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The purpose of this chapter was to present some relevant views expressed in some other literature. The chapter will look at the concept and origin of goal theory; the concept of goal setting behaviour, theories of planned and reasoned behaviour, adolescents reasoning and action, which has to do with the ways he thinks of himself and behave or act; issues relating to school readiness in Nigeria Public Schools and elsewhere, kinds of goals set by adolescents in Kaduna State, Background of school readiness, the state of Nigerian public schools readiness, the expected state of school readiness, other related previous researches.

2.1 Conceptual Framework:

Goals are what one wants to achieve or attain. Goals influence motivation (the relative energy that directs behaviour towards certain goals) in two ways. First, a goal provides a person with a target to shoot for, something to aspire towards. The existence of the goal then generates motivation within the person to work towards the attainment of the goal. Secondly, goals influence motivation by providing a basis for assessing how well a person is doing in terms of how close he/she has come to reaching the goal. People cannot really tell how well they are doing without some standard of comparison, and goals provide that standard. Goals influence human motivation (Okon 2001). Goals can be categorized into immediate, intermediate and long term goals.

The immediate goals can satisfy fairly easily, allow one to taste some of the fruits of his labour on a day-to-day basis while the other categories take a little longer or longest to achieve.

Why people set goals is to bring satisfaction. People set goals to evaluate the direction their lives are taking periodically. People set goals to appraise goals previously initiated.

To succeed in life one needs to set goals for him/her self (Okon 2001).

Types of goals that are set by people include: achievement goal, performance goal, mastery goal, self regulatory goal, evaluation goal, prediction goal, outcome goal, classroom goal.

The goal theory is said to have stemmed out from Edward C. Tolman's major systematic work, called purposive behaviourism. Tolman observed the said purposive behaviour in animals and men in the 19th century, later on, he and others called it a sign-gestalt theory or an expectancy theory. Tolman was said to be concerned with how behaviour theory was to make contact with such notions as knowledge, thinking, planning, inference, purpose and intention. He was a sort of layman's behaviourist, often describing an animal's behaviour in terms of its motives, bits of knowledge (cognition) expectations, intentions and purposes, just as an intelligent layman would describe another person's behaviour.

Tolman's main beliefs were that behaviour should be analysed at the level of actions, not movements; meaning that behaviour was goal directed or purposive, and that behaviour was docile and varied according to

environmental circumstances in pursuit of a given goal, Hilgard and Bower (1981).

Under normal circumstances, people generally opt out to do the things that seem important to them. That is to say that, those things that they value provide the foundation for their goals. It is important, therefore, that an individual's goals be consistent with what he/she desires, strives for and approves in life.

Findings have it that, values form the bases of behaviour. If a man values honour, for example, he establishes goals of conduct, which allow expression of that value. LeVine, R. A. (1962) in his study of Achievement Motivation among Nigerian Students had this to say, "values are also termed goals or wants, and are seen as socially desirable". He further defined value motif as a group of words or phrases which serve as a guide for overt behaviour. The guides can be prescriptive, indicating behaviours and goals, or they can be proscriptive, indicating behaviours and goals to be avoided. The individuals' personal goals become manifestations of the ideals he holds to be important. Okon (2001) states that values are acquired. They are culturally learned through experience. He further explained that, since the life experience of no two individuals are the same, it is understandable that one man's values are not the same, as another's in every detail. On the other hand, every society has certain values which characterize it, and the individuals who have grown up in that society tend to hold those values in common. One may ask at this point, what are examples of common basic

values that the Kaduna people hold. Each adult of Kaduna State is to check this up by him/her self to see if one lives a life worth emulating by the young ones.

People can be thought of as having a variety of needs that influence their motivation. These can vary from very basic needs for items such as food and shelter to the more complex need for friendship, a sense of self-esteem and personal achievement. To the extent that a person is experiencing a particular need, that person is expected to be motivated to engage in behaviour that would lead to the satisfaction of the need (Maslow, 1954). Teachers should always keep in mind the best-known variety of different types of human needs that can have an influence on motivating the individual to behave the way they would. The existence of the goal then generates motivation within the person to work towards the attainment of the goal. Again, goal provides the basis for assessing how well a person is doing in terms of how close he/she has come to reaching the goal. People can not really tell how well they are doing without some standard of comparison, and goals provide that standard. Okon (2001) confirmed that only personal goals motivate one self. One will not expect the student who goes to school, because his parents want him to, to perform as he would have if it was his own desired plan. In other words, a goal has to be one's personal goal if it is to motivate that person. Jones 1987 in Okon (2001) observed that it is easy to set a goal, but it is a different thing to achieve the goal set. That those who successfully set goals usually plan exactly what they want to achieve.

When individuals explain what goals they set for themselves:- they should (1) explain exactly what they want to achieve; (2) establish when they expect to accomplish it; (3) anticipate the obstacles which might stand between them and their objectives and (4) make wise plans for overcoming the barriers or obstacles.

To measure and explain or predict human behaviour, varieties of measures are required to be put into use. Clark L. Hull in his search for a theory of behaviour that explained how and why organisms make the responses they did, was said to have stated that, "stimulating environment is only partly responsible for the behaviour selected; we must recognize other influences such as the organism's history of prior training in this or similar situations, biological need-states created by deprivation of food, water or the like, the organism's state of health or fatigue, injection of drugs and so on" (Bower & Hilgard 1981:85). Research findings have confirmed that there are many factors associated with human behaviour, thus, to explain the how and why of it, many models have to be utilised. One of the most widely used model for explaining human behaviour has been Ajzen and Fishbein models cited in Sideridis and Rodafinos (2001) who studied the theory of reasoned action, of planned behaviour in which they were tempted to explain human behaviour based on attitudinal and social forces. They studied the theory of reasoned action and its reformulation in an attempt to explain student achievement, alas with moderate success. In 1988, Ajzen worked on the theory of planned behaviour. Both theories were attempts to explain human

behaviour based on attitudinal and social forces.

Their study suggests that human behaviour is a function of one's intention to emit a certain behaviour. In support of this view, Gibbons, Gerard, Blanton and Russel, cited in Sideridis and Rodafinos (2001) stated that intention is considered as the only point of attachment on which other parts of any action depend and is caused by the direct influences of the individuals behavioural belief and its expected outcomes. They went on to say that intention is caused by the direct influence of the attitudes of significant others towards specific behaviour or its social importance. Ajzen (1988) observed that intention is caused by the individual's willingness to comply to the request and desires of the significant others. This statement means that human behaviour is either determined by other people around the actor or others have direct link or influence on other people's behaviour. Bandura, a behaviourist whose emphasis had been on modelling had this to say "Planned behaviour theory, the reformation of reasoned action, added the component of perceived behavioural control (Bandura 1977:84). In the Sideridis and Rodafinos (1998) study, planned behaviour theory was compared to the theory of reasoned action for the explanation of student's study behaviour in college. Their study model explained the variances and covariances of the variables better than the reasoned action model.

However, it is stated that significant amount of variability was left unexplained, the author then suggested that alternative or supplementary theoretical frame works was required to be examined. In relation to their

study report of Sideridis and Rodafinos (1998), conducted 2 studies to measure student's study behaviour. The findings were said to have been comparable. The study 2 was reported to be attempts to examine model consistency if study behaviour is measured at a different time in a semester.

Another study was, Interest In the Study Behaviour and Achievement by (Cooper, Lindsay, Nye & Greathouse, (1998) Sideridis (1989) Sideridis (1997), Cooper et al reported significant positive correlations between study behaviour and academic achievement, as measured by student's grade point average (GPA) of course, quantity in amount of study does not always justify high performance. Quality of study time is also an issue here. To this end, several researchers like Greenwood (1989), Sideridis, Utley, Greenwood, Dawson, Delquadri (1998) suggested that active student engagement with the academic task (for example, by working on exercise), is a significant positive correlate of academic achievement. Thus, it is reasonable to assume that one's study behaviour may partly provide an index of his/her performance.

Goal importance is another aspect of planned behaviour that was viewed differently by different researchers. For example, variations of this concept have been referred to as valence by (Tubbs, Boehne and Paese 1991); Hull (1931) called that drive; Atkinson (1964) referred to need or achievement; Mc Clelland, Atkinson, Clark and Lowell (1953), term it intrinsic value; Pintrich and De Groot, (1990), termed it willingness; Gibbons et al (1998) termed it commitment; Shepphard, Hartwick, and Warshaw, (1988)

termed it individual importance; Marsh (1993) called it importance certainty and Ajzen (1988) called it vested interest. According to Powers (1978) goal importance captures individual differences in how closely one set of goals is regulated relative to other sets of goals. Hollenbeck and Williams (1987) suggested that the notion of goal importance has implication for goal setting. They claimed that the positive effect that difficult goals have on task performance may be increased further depending on the degree of importance attributed to these specific goals (Hollenbeck and Williams 1987). Therefore, the relation between goals and performance would be stronger for individuals who perceive those goals as important.

Applying the notion of goal importance in education suggests that for students who perceive performance goals as important, the relation between these performance goals would be stronger (Sideridis and Rodafinos, 1998). On the contrary, for low achievers past performance may be detrimental to future goal setting and to goal importance (Wigfield and Guthrie 1997).

Thus, there is the possibility that the relationship between goal setting and performance can be increased by considering the importance of these goals (as suggested by control theory). Goal importance in the study of Sideridis and Kaissidis-Rodafinos 1998 refers to the weight – importance an individual assigns towards achieving a goal.

The proposed study is concerned about goal setting as the planned behaviour to be looked into among the Kaduna State adolescents, as they happily transit from the primary into the secondary schools. Since human beings regardless

of race, geographical location, language or culture in general, have one thing in common, that is, the passing through of the developmental stages of life. This researcher therefore is making an attempt to examine the behaviour of Nigerian adolescents based on the ideas and methods used by other researchers in other parts of the world.

2.2 **Adolescent and Goal Setting Behaviour.**

The subjects for this study were students in the secondary schools of Kaduna State in Nigeria, whose age's range between ten (10) to twenty (20) years. This period coincides with the human developmental stage termed the adolescence by mental physiologists. This period, because of the rapid growth due to hormones is according to most experts, a psychologically and socially turbulent period of human development, and is characterized by problems and developmental needs. This growth and changes create certain feelings of insecurity and self-consciousness in the adolescent (Gordon 1962). Harvinghust (1972), refers to these problems as developmental tasks which are conceptualised as adjustive difficulties or hurdles that must be surmounted by the adolescent before adult status can be realised. He presented the following developmental tasks which a developing youngster must accomplish at various stages of his growth: -

- *Achieving more mature relation with age mates of both sexes*
- *Achieving a muscular or feminine sexual role*
- *Accepting ones physique and using the body effectively.*
- *Achieving emotional independence of parents and other adults.*

- *Achieving a measure of economic independence.*
- *Selecting and preparing for an occupation*
- *Preparing for marriage and family life*
- *Developing intellectual skills and concepts needed for assuring the duties and privileges of citizenship*
- *Desiring and achieving socially responsible behaviour.*
- *Acquiring a set of values and an ethical system as a guide to behaviour.*

According to Harvinghust (1972), successful achievement of these developmental tasks takes the adolescent to further growth and probable success with later tasks while failure inhibits growth, leads to disapproval of society and difficulty with later tasks. He concluded that these tasks need much attention during this period.

Earlier on, Hall (1970) had pointed out that with the adolescent, status, friends, appearance, clothes, and reputation become all important. He noted that as soon as adolescents begin to date, they are subject to new pressures to which their reaction can be unreasonable and excessive. They soon come into conflict with their parents and often with the community. Their interest in social relations may become so extreme that all other phases of life suffer. Hall (1970) added that adolescents tend to revolt against whatever code of morals may be in vogue in their corner of the world and they can become completely obsessed by almost any moral problem. Garrison in Kure (1984) pointed out that the causes of conflict between the child and the parents are

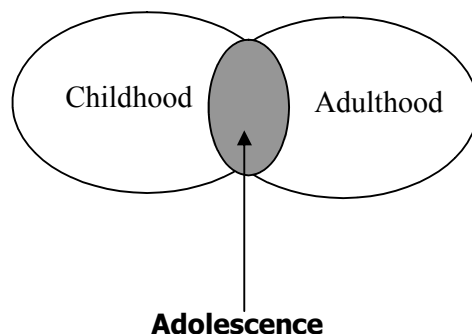
many, but the failure of the parents to realise that the child is growing up, stands out as a common observation. The tendency of parents to thrust their exact pattern of conduct and ways of behaving on the child is also present. The social pattern in the home will do much to affect the child's social development. Inconsistent authority and punishment will present a condition of bewilderment for the growing child. He further observed that growing up itself is accompanied by many problems. These relate to the various aspects of the adolescent's life and are very real and significant to the individual boy or girl concerned. Garrison in Kure (1984) observed that the school and the home problems loom in the lives of the growing boys and girls. He also noted that many problems of the adolescent growing up are closely related to changes in interests.

While analysing changes during adolescence, Gordon (1962), observed that during adolescence the youngster undergoes a concurrent series of agonizing reappraisal of himself, his immediate interpersonal world and his view of the world at large. Lawin in Gordon (1962) observed adolescence to be a stage of change in group belongings: "The individual has been considered by himself and by others as a child. Now, he does not wish to be treated as such". Erikson (1954) had characterised adolescence as a period fraught with the danger of role diffusion as the youth seeks identity. Erickson observed that during this period the adolescent has many battles to fight. For example, he is primarily concerned with the question of how to connect the roles and skills cultivated earlier with the occupational prototypes of the day. The search for

identification with appropriate sex role and the search for inner control as well as new look at parents are inseparable. In this ambiguous and ambivalent position, the youngster becomes what has been labelled a "marginal person". He does not belong to the child's world: he has not yet been admitted to the adult world. They (adolescents) tend to have unbalanced behaviour, to either boisterousness or shyness, exhibiting too much tension, and a frequent shift between extremes of contradictory behaviour, (observed by Erickson).

In his own submission, Child (1989) observed that the adolescence is distinguished by significant physical changes that culminate in sexual maturity. To him, these adolescence, and that there is more to that change; it is a period of cognitive development as well. Schiamberg (1988) said adolescence begins in biology and ends with culture. That the world of adolescent has sometimes been called a "no man's land" between childhood and adulthood. The World Book Encyclopedia (1989,Vol.8) sees an adolescence as a person who is no longer a child but not yet an adult.

Adolescent period can be represented in the following: -



Since several studies in human development have shown that adolescence is a crucial stage that needs the attention of all those that matter to assist the

adolescent unto the right lane of his life's journey. Thus, this study recognizes that all human beings need some attention and adequate preparedness to help them realise who they are and what they could be. In support of this, Gordon (1962) said that in adolescence, the child experiences a series of events, some of which are initiated by his own body, some initiated by the people who surround him, and some initiated by his own self-system. With this view, Gordon characterized the pre and adolescence years as the mysterious years or the unknown years. The reason why little is known about this phase of development is because, it is a phase, which is especially disappointing for the adult that loves youth and is interested in it. The secondary school students of Kaduna, who are mostly adolescents, need this attention to help identify who each one is and who she/he wishes to be. Okon (1988) supported that there is need to help the adolescent in his development. And for effective guidance and instruction giving, there must be some degree of readiness. For the learner to be able to assimilate all that she/he is taught, the individual has to be ready. The school which served as the second home for the youngster's training has to be ready too by having the appropriate and sufficient personnel responsible for this guidance; the appropriate and adequate environments required so as to help the adolescent realise the goal he has set in life.

2.3 Goals setting and School Readiness:

From an interview conducted on some students (N = 80) of Kaduna State

public schools by this researcher in April 2005, it was observed that all adolescents go to school with very high determination/aspiration to become one thing or the other in their lives after leaving school. Every student confronted with the question "What do you wish to become when you finish school? " had some form of profession in their dreams. Okon (2001:103) has this, "Many young people usually dream about what they will like to do occupationally in future. They talk about the kind of person they would like to become in future. We should help them understand that becoming the person we are in our fantasies or dreams is not easy. We should encourage young people not to give up on becoming the kind of person they would like to be". Moore in Kolo (2004) observed that ages 6-14 are years of day-dreaming with some human developmental stages. With some persons, these dreams turn out to be reality, while with others, they turn out to be a mirage. Therefore, the youths need help and guidance to understand what they want most from life. Each youngster needs help to plan for his/her future. A youngster will not be able to make a final decision about his/her future life while still a student in school, thus, guidance counsellors, teachers, parents, government should work together to help all youngsters prepare and plan effectively for the future.

People should understand that some youngsters come from families where attending secondary school and college or university is an exception. Some come from homes where they cannot go beyond primary or secondary school. People should not overlook the early school leavers. All youngsters

need help from adults to plan for their future. Failure to receive such help tends to limit the young peoples outlook.

The current interest in and understanding of readiness dates back to E. L. Thorndike's law of readiness in the 19th century. This law referred primarily to emotional response to action or expected action. Hilgard and Bower (1981:21) said that Tolman viewed Thorndike's earliest writing as "association between sense impressions and impulse to action (responses). Such an association came to be known as a "bond" or a "connection". Because it is these bonds or connection between sense impressions and responses which become strengthened or weakened in the making and breaking of habits. Thorndikes system, has sometimes been called a "bound" psychology or simply "connectionism". It is the original stimulus – response, or SR psychology of learning".

Today, the concept of readiness is broader than that proposed by Thorndikes and is generally used in reference to learning or performance readiness (Hilgard, 1981). Readiness means a preparation for action. Hilgard indicates that Thorndikes did not develop, or even foresee, readiness for learning in the broad sense that it is understood today. He says "...it will be historically inaccurate to construe his law of readiness as an anticipation of maturational readiness" (Bower and Hilgard 1981) noted that the concept of readiness is much more complex than was suspected some years back. It was assumed that learning depended solely on physical maturation, while verbal learning depended only on intellectual development. Recently, it has however,

broadened scope. The work of Cronbach (1954) and Ausubel (1963) and Watson (1962) indicated that the concept readiness is much complex than was suspected. It has recently been pointed out, that the concept of readiness involves all aspects of the child's development. It has recently been pointed out however, that the concept of readiness is not quite so simple. The interrelationship of physical, mental, and emotional factors in readiness has been emphasised by Cronbach 1954 and Ausubel (1963), and Watson (1962). The following statement by Cronbach illustrates the complexity of the concept of readiness: all aspects of development interact. A change in any facet of the child's readiness can alter his whole system of responses. When the normal sequence of development is interrupted in any way, effects are to be seen throughout the child's development.

Ausubel (1963) states that the two principals in readiness are maturation and learning. He indicates that a combination of the two is usually important, although for certain tasks only one might be strategic. For example: -

A poor physical self-image can adversely influence all aspects of a young person's intellectual, social and physical development. Physical exhaustion can greatly limit the extent of a student's intellectual pursuit, similarly, a person who is limited in intellectual ability will have difficulty in learning a complex motor skill in-addition, he will have serious difficulty in adapting to intricate teamwork and strategy. It is therefore unwise to assume that mental and physical maturation are separate and contribute to only one phase of the

individual development.

It is also clear that certain activities cannot be taught before an appropriate level of psychological maturity has been established. Because of the interaction of physical, mental, and emotional factors in determining one's readiness for learning, it is often impossible to pinpoint the reason for a child's inability to learn a particular task. Is it the immaturity or simply lack of interest?

Today, the concept of readiness is broader than that proposed by Thorndike and is generally readiness. In the original law Individuals learn and perform better when they are determined and have a set goal. What will the performance be like when the learner is determined, having a set goal and the school environment is prepared for him? Teachers and parents need to know what readiness means for each learning condition of the environment. In the investigation conducted in some schools of Sabon Tasha Division, to measure the students' level of aspiration to learn and become someone useful in the society, the findings were proved to be highly positive. But why majority of these young persons fail to attain these set goals is baffling. Thus, the choice to examine the institutional state of readiness to receive and prepare these adolescents under the umbrella of the schools, for proper instructions and guidance throughout is under trial. This researcher saw readiness to learn and perform as one of the most important topics in Educational Psychology. Determining readiness and promoting the proper state of preparedness are the basic aspects of this study. And then,

investigation of the various states of determination (goal setting) and their effects upon learning and performance. The interest in learning aims at matching the school learning environment with the students' aspiration.

2.4 **Relationship Between Adolescent Goal Setting and School Readiness:**

The quarterly Journal "Education Today" (2000) discussed the state of basic education in Nigeria under the following subheadings:-

- **Access:** That most school-age children in Nigeria do not have access to basic education due to:-

Apathy on the part of parents towards western education, poverty, Inadequate number of schools, difficult terrain, long distances to schools, low level of public awareness on the need to send children to schools and Poor planning resulting from problems associated with politicised educational data.

- Enrolment based on gender disparity: In Kajuru Local Government Area more boys are enrolled in school than girls, while in Kaduna South Local Government Area the reverse is the case. The disparity is more pronounced in the rural areas due to: Early marriage. preference for male education by parents, commercial purposes (boys dropping out of school to learn trades, lack of adequate facilities, teacher related problems (inadequate number of qualified and committed teachers, lack of motivation and low teacher morale, incessant strikes, non-professionalization of teaching and non payment of complete salaries), Unfriendly school environments e.g. lack of seats, frequent changes in educational policies and administrators, inadequate facilities for

effective monitoring and supervision, inadequate number of non-formal adult education centres, and low community participation in education. Despite the constraint listed above an appreciable level of teaching/learning is being recorded in these schools. From the geo-political zones of the country's report, one will agree that the state of education is not the expected.

For a school to be considered ready, the following minimum standard are required: - Size of classrooms, laboratories and equipment available, the kinds of flow roof, adequate infrastructure and facilities for teaching/learning, other special rooms, availability of teachers in the relevant subjects areas, relevant textbooks etc. are needed.

2.5 **Influence of Teachers on Adolescents' Goal Setting:**

In their study to identify effective and ineffective schools and then examine behaviour in those schools to determine what account for the differences, Brookover (1979) reported the differences in school processes as based on:-

- Quality of students at the intake, physical factors; example, size of the school, academic emphasis and teacher's behaviour. They discovered that school resources did not predict students' success; classroom processes such as academic emphasis were associated with variation in student achievement. Edmonds (1983) reported that school effectiveness depended on: -
- Leadership of the principal reflected by substantial attention to the quality of instruction

- A pervasive and broadly understood instructional focus
- An orderly, safe climate conducive to teaching and learning
- Teacher behaviours that convey the expectation that all students are to obtain at least minimum mastery
- The use of measures for pupils' achievement as the basis for programme evaluation.

Brookover (1979) found that teachers in higher achieving schools spent more time on instruction and that teachers and students had more academic interactions in these schools than in the low-achieving schools. Climate variables explained much variation in achievement as did input variables. They do suggest that schools with comparable resources can have very different climates.

Purkey and Smith (1983), observed how principals interact with teachers; teachers – teacher communication; teacher – student communication and were suspicious of school site management in which a number of studies indicated that the leadership and staff of a school needed considerable autonomy in determining how they addressed problems.

- The great principal theory, which seems clear that leadership is necessary to initiate and maintain school improvement.
- Staff stability, under which they observed that once a school experiences success, training the staff seems to maintain effectiveness and to promote further success.
- Curriculum articulation and organization at the secondary level, a

planned, purposeful programme of courses seems to be academically more beneficial than an approach that offers many elective and few requirements.

- School-wide staff development essential change involves altering people's attitudes and behaviour as well as providing them with new skills and techniques.
- Parental involvement and support meant that. Parents need to be informed of school goals and school responsibilities.
- Cohen (1983), suggested that school effectiveness is clearly dependent on effective classroom teaching. Secondly, school effectiveness requires careful coordination and management of the instructional programme at the building level.

And thirdly, effective schools generate a sense of shared values and culture among both students and staff.

Goodlad (1984) studied 'A Place Called School Prospects For the Future'. He found out that despite some variation found between schools, he stressed that the general form of schooling is everywhere very much the same. That is, teachers rarely abandon lectures, workbooks and written exercises in favour of observation of things outside school, examination of primary documents, and collaboration with colleagues. Goodlad suggested that schools must present major academic knowledge but must also pay more attention to the personal problems and needs of individual students. Sizer (1984) in his study of teachers, students and the curriculum in school, argued

that a basic problem of the high school is mediocrity – that thoughtful. He contended that there are five imperatives for better schools:-

- Give room to teachers and students to work and learn in their own appropriate ways;
- Insist that students clearly exhibit mastery of school work;
- Use appropriate incentives for students and teachers;
- Focus school work on the use of students' minds; and
- Keep the structure of schools simple and thus flexible.

Relationship between students (adolescents) goal setting behaviour and their school readiness is the topic in focus to be examined by the present researcher. As a base for her study, she referred to the works of some previous researchers like: Lee and Gavine (2003), and evaluated a classroom-based project for increasing pupil involvement in their learning. The targets focused on two areas, specified by the teachers. Measures of perception of progress were also taken to explore whether both teachers and pupils become closer in their perceptions. The findings of the study provided evidence that involving pupils in their learning can raise attainment levels in spelling and punctuation. Other factors such as feedback to pupils equally raise attainment levels.

Goal-setting and self-assessment in Year 7 students: Lee and Gavine (2003) Glasgow; Schutz, Growder, and White (2001) investigated how the goal of becoming a teacher emerges by using interviews to develop goal histories for 8 preservice teachers. 4 sources of influence for their goal to

become a teacher were identified:

- (a) Family influences; suggesting that the person become a teacher
- (b) Teacher influences; encouraging the person to become a teacher; modelling teaching behaviour exposing the person to teaching experiences
- (c) Peer influences; discouraging the person from becoming a teacher
- (d) Other critical incidents like emotions and socio-historical factors, such as the status and pay of teachers were prominent in the goal histories of the participants

The results of the study confirmed the categories and types of the person's influences. Hardre and Reeve (2003) tested a motivational model to explain the conditions under which rural students formulate their intentions to persist in, versus dropout of, high school. Their findings using 483 rural high school students showed that the provision of autonomy support within classrooms predicted students' self-determined motivation and perceived competence. These motivational resources predicted student' intentions to persist versus dropout.

McGregor and Elliot (2001), in 3 studies investigated mastery, performance approach, and performance avoidance goals as predictors of achievement-relevant processes prior to the undergraduate examination experience. The results across the 3 studies was said to have supported the researchers' hypotheses, and revealed different predictive pattern for each of the achievement goals.

Bandalos, Finney, and Geske (2003) tested a model of statistics performance based on achievement goal theory. Data were collected after the midterm and final examinations in an introductory statistics course. The findings revealed that learning goals were positively related to the use of deep-processing strategies and self-efficacy and were negatively related to test anxiety. Performance goals were positively related to disorganization in study strategies and to test anxiety. Both learning and performance goals affected achievement indirectly through study strategies, self-efficacy, and test anxiety.

Flower and Hayes in Page – Voth and Graham (1999), who found that skilled writers are those that develop content as well as process goals when writing. They further stated that the importance of goal setting is especially apparent in composing behaviour of professional writers. In handling children with learning difficulties Graham (1990), Englert, and Gregg in Page – Voth and Graham (1999) observed one possible means for increasing the goal – directed behaviour of poor writers ..., by directed incorporating goal setting into the writing process. Matsuchashi and Gordon (1995 in Graham et al.1999) found in college students who were poor writers made more substantive revisions when assigned specific goal to add five new ideas to their composition versus a more general goal to review their paper to improve it. Goal setting has also been used to increase the writing productivity of poor writers, reported by (Graham, MacAuthor, and Schwartz 1985).

In a study of 13 years – old boys with learning difficulties by Hopman and

Glynn (1989) was increased by asking them to set a performance goal for the number of words they could include in their essays. Similarly, Hull, (1981), was said to have reported that college students in remedial writing classes increased the amount of journal writing completed when a goal was set for the number of lines to be written each day.

Okon (2001) studied goal setting behaviour in Nigerian schools where he found many pupil's, student's and adults have not learned how to set goals, yet they would like to succeed and accomplish their personal, social and carer goals. The purpose of his study was for goal seeking process.

The state of readiness of schools has been studied in different forms. That is researchers indirectly examined factors that make the school an effective learning centre or training ground. For example Brookover (1979) suggested that school climate matters. Purkey and Smith (1983) suggested communication between principal and teachers, teachers versus teacher, teachers versus students, and students among themselves. In addition to communication the location where the school is sited, the condition of staff stability, the school curriculum, and parental involvement and their support of the school programmes are also relevant factors.

In the related literature, the two variables were studied separately by the previous researchers though related to the proposed study since the same elements are set in focus. The difference here will be that, a comparison will be made on the relationship that goal setting has with school state of readiness.

2.6 **Summary**

This chapter which reviewed works of earlier researchers on the topic proposed begins with an introduction; it examined the origin of goal theory, looked into the concept of goal setting behaviour in general. The theory of goal setting was reviewed. The issue of adolescence reasoning and action was also examined considering the types of goals commonly set by the adolescents.

For the second variable of the study, the background of school readiness was looked into, and then other similar related studies were looked into to check on how they relate or differ from the proposed study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

In this chapter, the methodology that was adopted for conducting the study has been described. The following specific areas are discussed in this sequence.

1. The Research design
2. The population of the study
3. Procedure for sampling from the population
4. Instrumentation
5. Data gathering procedure
6. Procedure for analysing the data.

3.1 Research Design

Survey method was used to gather data for the study, because is believed to be the best method available to the social scientist who is interested in collecting original data for describing a population too large to be observed directly. It is used for descriptive, explanatory and exploratory purposes, Survey method is chiefly used in studies that have individual people as the units of analysis as well as groups or interactions, and it is necessary that these individual persons are used as respondents or informants. In this method, careful probability sampling provides a group of respondents whose characteristics may be taken to reflect those of the larger population, and carefully constructed standardized questionnaires provide data in the same

form from all respondents.

Babbie, (1989) justifies that survey research is the most frequently used mode of observation in social science today. Survey method is believed to be the best method available to the social scientist who is interested in collecting original data for describing a population too large to be observed directly.

3.2 **The Population of the Study**

Participants were selected from 4 out of 43 public secondary schools of Sabon-Tasha, Division. These participants were in their 1st, 2nd, and 3rd year of both Junior and Senior Secondary. To be admitted into these schools, each candidate was required to have passed the State Common Entrance Interview. This indicated that they were all interested and determined to go into the school. The schools involved were Government Secondary School, (GSS) Jere, Kakuri, Queen Amina College and Sabon – Tasha. These schools were selected based on the following peculiarity: -

- GSS Jere is a co-educational day school sited in a rural area of Kaduna State.
- GSS Kakuri is purely a boy's day school in the urban area of Kaduna State.
- Queen Amina College (Q.A.C) is purely a girl's boarding school serving as a unity school for the 19 Northern States of Nigeria including Akwa-Ibom and across Rivers State.
- G.S.S Sabon Tasha is a Coeducation Day Secondary School on the outskirts of Kaduna Town.

On the part of staff, 20 staff from the 4 selected Public Secondary Schools. These staff included the Principals and the departmental heads (Humanities, Languages, Sciences, Vocation and Technical Department).

3.3 Sample And Sampling Procedure

For this study, a purposive sampling procedure was followed by asking the year group teachers to select those students who were present in the school that very day and are able to read and write, so that they could independently state their personal feelings and desires. The sample size for the research activity was 10% of the population of each of the selected schools as indicated in the table below. The 4 Principals along with 4 heads of departments of the 4 schools making up 20 staff were interviewed to find out the states of readiness of these selected schools.

Table 1: Population Sample Ratio.

	School	Class	Population	Sum-total	Sample Size	Staff
A	GSS Jere	JS I – III	721	1,257	120	5
		SS I – III	536			
B	GSS Kakuri	S I – III	1,626	2,692	261	5
		SS I – III	1,066			
C	QAC	JS I – III	844	1,623	160	5
		SS I – III	779			
D	GSS S/Tasha	JS I – III	2,651	4,510	451	5
		SS I – III	1,850			
	Abcd = 4 Schools		10,073	10,073	992	20

3.4 Instrumentation

The Ajzen Model for explaining human behaviour which is said to have been used for over 50 years (Sideridis et al 2001), was adopted in this study for accessing students' thoughts and behaviour that are related to successful learning as well as the learning environment, the questionnaire was administered to the participants to investigate their behavioural intentions, their behavioural beliefs, outcome evaluation, normative beliefs, motivation to comply, perceived behavioural control, goal importance and goal setting in going to school. Each item was assessed with both direct statement (I intend to - - -) and indirect statement (I am determined to - - - in order to). Some items in the questionnaire were slightly modified into simple language so as to enable the respondents understand the demand of each item.

These 8 major items were modified and splintered into twenty (20) sub-items and each item was followed by a 5 points scale on which respondents indicated the degree to which the statement describes their behaviour

a	b	c	d
1. Very Unlikely	Very bad	Not at all	Strongly disagree
2. Unlikely	Bad	No.	Disagree
3. Not Sure	Not Sure	Not sure	Not sure
4. Likely	Good	So	Agree
5. Very likely	Very good	Very much so	Strongly agree

For the staff, a check list as the second questionnaire was provided to serve as a guide for their interview. It was an inventory, and scoring for measuring the step of learning readiness in the secondary schools. This tool

was designed by this researcher after the model of Kolo (1997) part (a) of the tools, demand for general information about the school, part (b) was to investigate on the state of school readiness by finding out the number of teaching staff, syllabuses, infrastructure/other facilities and resources available in the selected schools. These are based on the minimum standard requirement stated in the National Policy of Education.

The scaling of these items included Yes / No; Actual Statement; Yes all/some/none; always/sometimes/never.

a	b	c	d
Yes/No	Actual Statement	Yes all	Always
		Some	Sometimes
		None	Never

Actual statement to Yes/No alternatives; yes and always.

3.5 **Validity and Reliability of the Instrument.**

To authenticate the tool for this study, the researcher adopted the instrument used by Sideridis, et. al (2001) which had been examined, validated and put into to use for over 50years.

It is on the bases of this expert’s opinion that the current researcher administered the instrument on a group of eighty (80) students selected from (GSS Nassarawa N=40) and (GSS Kallah N40). The students were all able to respond to the questionnaire independently. This meant that the students/respondents understood the content of the questionnaire, thus, their ability to respond appropriately.

3.6 **Procedure for Data Collection:**

The researcher obtained an introductory letter from the office of the

Dean of the Faculty to the Honourable Commissioner for Education for permission to allow the researcher access to the schools selected. The researcher requested from the Principal of each school for some reliable staff that assisted in administering and retrieving the questionnaire from the students. Only students who could read and write were accepted for the exercise. The year group masters were recommended and they administered the instrument to students in their classrooms for school 1 and 2 then, for school 3 and 4 the selected students were seated in the Assembly halls to complete the questionnaires. Students were told that this questionnaire was simply seeking for individual and personal opinion, therefore, they were not allowed to discuss amongst themselves, but were free to ask the year group teacher for explanation on any item they were not clear about, students were assured that their responses were confidential and that only the researcher would have access to the data. Finally, they were informed that there were no right nor wrong answer, but statements that reflect behaviours concerning their schooling.

For the second category of investigation the Principals' were allowed to complete the questionnaires on their own, while the heads of the departments were called into the Principal office where the researcher administered the check list by asking them verbally and did the ticking by herself.

3.7 Procedure for Data Analysis

For the analysis of this data collected, a descriptive and inferential

statistics were used. The responses from the items on the questionnaire were classified into frequency distribution tables, school by school, and according to the kinds of environment. The frequency distribution table was converted into averages, percentages and the standard deviations in order to examine the differences in the responses.

For statistical evidence and hypotheses testing, t-Test was used for the analysis of the hypotheses, the researcher also used Pearson correlation test for handling the hypothesised relationships between the variable and construct been measured. That is, data were analysed in several steps.

Data were analysed in several steps. First to examine relationships between the adolescents' goal setting and their age, sex, class and home background. Secondly, to establish whether the state of school readiness affects the goal setting of these adolescents. The school readiness was split into the following: - availability of infrastructure, facilities; availability of teaching staff and other resources e.g. textbooks, lastly to examine relationship between adolescent goal setting and their ways of reasoning/planned behaviours.

3.8 **Summary**

This chapter focused on the procedure of investigation used in this study. This included the research design, the population and sampling procedure and the questionnaire that was developed. The chapter also discussed the instruments, their administration and the manner of scoring. The statistical procedure employed was also discussed.

CHAPTER FOUR
RESULTS AND DISCUSSION

Background of Respondents

This section A shows the findings on the background information of these respondents. This indicated that the total number of schools picked for sampling were 4. The frequency distribution tells of the number of students accepted as the sample group from each of the schools. The corresponding % therefore were the class frequency over the total population of the sample group x 100. Thus, the:

School 1	N	=	120 or 12%
School 2	N	=	261 or 26.3%
School 3	N	=	160 or 16.1%
School 4	N	=	451 or 45.5%

Class Distribution

A total of 992 respondents were used for this study, out of which 84 or 8.5% were in JSSI; while 172 or 17.3% were in JSSII, and 233 or 23.5% were in JSSIII. Among the senior student classes, those of SSI were 45 or 4.5%, while 206 or 20.8% were of SS II, and 244 or 24.6% were of SS III. This distribution was an accidental process for it was the student free will to complete the questionnaire even though the researcher insisted on dealing with those who could read and write only and no class had priority over the other in the selection.

Age Distribution.

The 992 cases studied was made up of 26 or 2.6% who did not respond to the questionnaire: 21 or 2.1% were below ages 12 ; 300 or 30.2% ranged

between ages 12 – 15; 483 or 48.7% ranged between ages 16-19; and the rest 162 or 16.3% were 20 years and above.

Distribution by Sex.

A total of 992 subjects were used in this study out of which 442 or 44.6% of the frequency distribution were females. While 526 or 53.0% were males, 24 or 2.4% did not respond.

Fathers' Occupation

From the universal total of 992 respondent 516 or 52.0% were children of civil servants; 240 or 24.2% were peasants' children; while 208 or 21.0% whose fathers were of trades group. 28 or 2.8% did not specify their fathers' occupation.

Mothers Occupation:

From the total subjects of 992 respondents 34 or 3.4% did not specify their mothers' occupation; 204 or 20.6% had mothers that were civil servants; 278 or 28.0% had mothers who were peasants, While 476 or 48.0% had mothers who were traders.

Despite the variation in their background information these adolescent all aspire to become and to have something doing someday in their lives.

Responses to Items on the Planned Behaviour:

This section tells of findings with regards to the planned behaviours of these respondents through which behaviour could be predicted as follows:

Table 2: Score, Percentage, Mean and Standard Deviation (SD) among the measured variables in the study.

S/N	VARIABLES	SCORE	%	mean	SD
1	Behavioural Intention				
	Determination to go to school	814	82.1	4.66	0.97
	Determination to go to school and read hard	895	90.2	4.77	0.90
2.	Behavioural Believes				
	Believes in studying hard daily	441	44.5	3.40	1.72
	Refusal studying hard	340	24.1	3.40	1.71
3.	Outcome Evaluation				
	Use of Textbooks	174	17.5	2.52	1.52
	Copying Notes and Doing Assignments	621	62.6	4.12	1.36
4.	Normative Believes				
	Regard Peoples Views	122	12.3	2.27	1.42
	The Worth of High Score in C.A.	433	43.6	3.64	1.52
5.	Motivation to Comply				
	Not Doing what people think	140	14.1	2.41	1.15
	Doing what Friends Think	514	51.8	3.73	1.77
6.	Perceived Behavioural Control				
	Getting High Score in C.A. Easily	588	59.3	4.26	1.22
	Having Control over ones effort	518	52.2	3.81	1.66
7.	Goal Importance				
	Highest Priority is School	99	10	2.01	1.39
	Frequency in Attending School	583	58.8	3.82	1.94

Scoring procedures

The responses for each question were ranked from 5 to 1 as follows: -

5 for strongly agree

4 for agree

3 for not sure

2 for disagree

1 for strongly disagree

The mean response was computed by summing all the responses over the 992 respondents and dividing the sum by 992, with the mean response, the standard deviation was calculated. Test of hypotheses, students t-distribution, t-test was used for differences of members at 95% or 0.05 significance level.

The test statistic is

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{1}{N_1} + \frac{1}{N_2}}}$$

Where \bar{x}_1, \bar{x}_2 are the means of the samples, N_1, N_2 are the sample sizes S_1 and S_2 are the standard deviations of the samples.

However, $N_1 = N_2 = 992$ in this case, each hypothesis is listed at 95% significance level and $N_1 + N_2 - 2$ degrees of freedom.

The frequency distribution shows that out of the 992 respondents, 814 or 82.1% of the respondents generally were very likely to go to school and were determined to attend all classes. 802 or 80.8% had great determination to have high score in their C.A., 895 or 90.2% were very likely determined to read hard, 441 or 44.5% were very likely determined to study hard everyday for a high score in their C.A; 306 or 34.3% were very unlikely to study hard everyday. 174 or 17.5% had their very own copies of the recommended textbooks because they were very sure of the chances there in; 621 or 62.6% of the respondents very much agreed that taking down notes and doing their assignments gave them better chances of having high scores in their C.A; 122 or 12.3% of the respondents very much bother about what others think of them; 433 or 43.6% of the respondents believed that the strive for high score in the C.A. was not worthwhile; 140 or 14.1% of the respondents very much accepted that they do what others think of them; 514 or 51.8% of the total respondents very much believed in their friends; 588 or 59.3% very much

believed that making a high score in C.A. could be an easy task; 518 or 52.2% strongly agreed that they had control over their own efforts; 99 or 10.0% of the respondents took schooling as their highest priority in learning; 583 or 58.8% always went to school.

Descriptive Statistics On Goal Setting

Table 3: Score, Percentage, Mean and Standard Deviation (SD) among the measured variables in the study.

S/N	VARIABLES	SCORE	%	MEAN	SD
1.	Goal Setting				
	Preferring Games to Class Lessons	103	10.4	1.83	1.37
	Attend School without Fuss	712	71.8	4.11	1.61
	Taking Required Materials to School	579	58.4	3.84	1.63
	Taking Messages to Parent	615	62.0	3.87	1.64
	Following school rules	786	79.2	4.47	1.24

From the frequency distribution 103 or 10.4% out of the total respondents preferred being on the field for games and sports rather than being in the classroom for lessons; 46 or 4.6% liked being on the field most of the times; 61 or 6.1% were not sure. But 195 or 19.7% preferred being in their class rather than being on the field sometimes. 543 or 54.7% of the respondents never liked being on the field. They would rather remain in the classroom for their lessons. This distribution got a mean of 1.830 with a standard deviation of 1.371.

Attend School without fuss.

The frequency distribution shows that 712 or 71.8% out of the total respondents attended school regularly and without fuss; 56 or 5.6% attended school most of the times; 30 or 3.0% were not sure of their school attendance; 66 or 6.7% of the respondents sometimes attended; while 70 7.1% never attended school without fuss. This frequency distribution got a

means of 4.109 with a standard deviation of 1.605.

Taking required materials to school.

Out of the 992 respondents as seen in the frequency distribution table above, 579 or 58.4% always went to school with their working materials; 117 or 11.8% most of the times took working materials to school; 25 or 2.5.% were not sure of doing so; while 159 or 16.0% sometimes took working materials to school. But 56 or 5.6% never did. This distribution has a mean of 3.843 with a standard deviation of 1.625.

Taking Messages to Parents.

As indicated in the frequency distribution table above, 615 or 62.0% of the respondents always took messages from school to parents; 79 or 8.0% took messages to parents most of the times, 9 or .9% were not sure if they did; 187 or 18.9% sometimes did so; while 47 or 4.7% never did. This frequency deviation got a mean of 3.870 with a standard deviation of 1.638.

Following school rules

From the frequency distribution table above, 786 or 79.2% of the respondents knew and always obeyed the school rules, 82 or 8.3% did most of the times; 15 or 1.5% were not sure; But 63 or 6.4% sometimes did; while 8 or .8% never did. This frequency distribution got a mean of 4.473 with a standard deviation of 1.235.

Descriptive Statistics on the State of School Readiness:

School's Status: Although the location and condition of each of the 4 selected school is unique, their type and effect on the adolescents are similar based on the information collected and analysed.

Table: 4 Distribution of Infrastructure and Facilities:

Schools	Student Population	No. of Classrooms Available	Library	Laboratories	Toilets
A	1,257	19	1	1	18
B	2,692	25	NIL	NIL	12
C	1,623	16	1	2	82
D	4,510	30	NIL	NIL	12

From the table 4 above, schools 1 and 3 had some infrastructure and facilities, as for school 2 and 4 their infrastructure are rather inadequate considering the size and population.

The frequency distribution shows the total number of respondents that studied in the two categories of schools. Category 1 reads that 160 or 16.1% had access to infrastructure and facilitates for the learning exercises while category 2 reads that 832 or 83.9% of the respondents studied where there were no infrastructure and facilities for learning.

Table 5: Distribution of Teachers

Schools	Highest Qualification of Teaching Staff in these Schools				
	B,Ed, BA(Ed), BSc.Ed, M.Ed, MA/MSc. Ed, Ph.D Ed.	BA. BSc., MA, MSc., Ph.D Without teaching qualification	NCE	OND/HND	Total
A	10	-	10	1	21
B	43	15	33	6	97
C	22	14	18	3	57
D	48	15	49	9	121

The frequency distribution shows that total number of teachers teaching in the four schools selected is two hundred and eighty six out of which two hundred and twenty three were trained while sixty three were the untrained teachers.

Looking at the given table above, having 78% trained teachers is a good reason for students to perform better in their SSCE.

The untrained teachers among them are just 22% which is negligible. If the 78% can not guide these adolescents to success, the there is a problem

somewhere which need to be dictated.

Hypothesis 1:

There is no significant difference in the level of goal setting by students from schools with and without adequate infrastructure and facilities for teaching/learning.

$$N = 992, \bar{X}_1 = 3.0052, \bar{X}_2 = 3.0236, P\text{-Value} = .792$$

Table 6: t-Test of differences in goal setting of students from schools with and without adequate infrastructure and facilities.

No. of Student in School	N	\bar{X}	SD	T Value	P
With infrastructure & facilities	992	3.0052	.784	.26	.792
Without infrastructure & facilities		3.0236	.814		

There is no significant difference.

Since the hypothesis seeks for differences in level of goal setting by students from schools with and without infrastructure/facilities for teaching and learning, t-test was used in the analysis. The hypothesis was tested at 0.05 probability level, it was found out they were not significantly different from each other. The null hypothesis is therefore retained.

Hypothesis 2:

The qualification of teachers has no significant influence on adolescent goal setting and planned behaviour.

Items: - Behavioural Intention (BI), Behavioural Beliefs (BB), Outcome Evaluation (OE), Normative Beliefs (NB), Motivation to Comply (MC), Perceived Behavioural Control (PBC), Goal Importance (GI), Goal Setting (GS).

(BI)

Table 7: The influences of teachers on students behavioural intention.

No. of Students taught by	N	\bar{X}	SD	t value	P
Untrained Teachers	992	4.6279	0.813	2.08	0.037
Trained Teachers		4.7186	0.558		

There is significant influence:

The result shows that teachers have very significant influence on their students Behavioural Intention ($t=2.08$, $p=0.037$).

(BB)

Table 8: The influences of teachers on students behavioural beliefs.

No. of Students taught by	N	\bar{X}	SD	t value	P
Untrained Teachers	992	4.0344	1.080	-1.48	.140
Trained Teachers		3.9352	1.021		

No significant influence.

The result shows that teachers have no significant influence on their students Behavioural Beliefs ($t= -1.48$, $p=.140$).

(OE)

Table 9: The influences of teachers on students Outcome Evaluation.

No. of Students taught by	N	\bar{X}	SD	t Value	P
Untrained Teachers	992	3.1532	1.148	4.14	.000
Trained Teachers		3.4352	.993		

There is significant influence.

The result shows that teachers have significant influence on their students Outcome Evaluation ($t= 4.14$, $p=.000$).

(NB)

Table 10: The influences of teachers on students Normative beliefs.

No. of Students taught by	N	\bar{X}	SD	t value	P
Untrained Teachers	992	2.7138	1.069	6.19	.000
Trained Teachers		3.1401	1.075		

There is significant influence.

The result shows that teachers have significant influence on their students Normative Beliefs ($t= 4.14$, $p=.000$).

(MC)

Table 11: The influences of teachers on students Motivation to comply.

No. of Students taught by	N	\bar{X}	SD	t Value	P
Untrained Teachers	992	2.8729	1.147	4.43	.000
Trained Teachers		3.2084	1.203		

There is significant influence.

The result shows that teachers have significant influence on their students Motivation to Comply (t= 4.43, p=.000).

(PBC)

Table 12: The influences of teachers on students Perceived behavioural control.

No. of Students taught by	N	\bar{X}	SD	t Value	P
Untrained Teachers	992	3.9869	1.083	1.23	.220
Trained Teachers		4.0736	1.110		

There is no significant influence.

The result shows that teachers have no significant influence on their students Perceived Behavioural Control (t= 1.23, p=.222).

(GI)

Table 13: The influences of teachers on students Goal importance.

No. of Students taught by	N	\bar{X}	SD	t Value	P
Untrained Teachers	992	2.7922	1.099	2.94	.003
Trained Teachers		3.0000	1.101		

There is no significant influence.

The result shows that teachers have no significant influence on their students Perceived Behavioural Control (t= 2.94, p=.003).

(GS)

Table 14: The influences of teachers on students Goal Setting.

No. of Students taught by	N	\bar{X}	SD	t Value	P
Untrained Teachers	992	2.8852	.836	4.58	.000
Trained Teachers		3.1205	.773		

There is significant influence.

The result shows that teachers have significant influence on their students Perceived Behavioural Control ($t= 4.58, p=.000$).

Pertaining to adolescent's behavioural beliefs, and perceived behavioural control, these are rather personal thing which teachers cannot interfere with weather they be trained or untrained.

Hypothesis 3

There is no significant difference between goal setting of student taught by trained and untrained teachers.

Table 15: The difference between goal setting of student taught by trained and untrained teachers.

No. of Students taught by	N	\bar{X}	SD	t Value	P
Trained Teachers	992	2.8852	.836	4.58	.000
Untrained Teachers		3.1205	.773		

There is no significant difference

Hypothesis 4

There is no significant relationship between students' goal setting and adolescent reasoned action.

Since the hypothesis seeks for relationship between goal setting and planned behaviour, Pearson Correlation Product Moment was used in the analysis. The hypothesis was tested at 0.05 probability level with the result presented in table 6 below:

Table 16: Pearson's Correlation on goal setting behaviour Vs Reasoned Action.

Item	N.	r. Value	Level of Significance
Behavioural Intension	992	0.2824	0.000
Behavioural Beliefs	992	0.1135	0.000
Outcome Evaluation	992	0.1118	0.000
Normative Beliefs	992	0.1366	0.000
Motivation to Comply	992	0.1940	0.000
Perceived behavioural control	992	0.1611	0.000
Goal importance	992	0.1653	0.000

The table above is the presentation of correlation between goal setting and other variables. The table shows significant correlation between goal setting and the variables listed above. The result shows very significant correlation between goal setting and behavioural intention ($r=0.2824$, $p=0.000$), behavioural beliefs $r=0.1135$, $p=0.000$), outcome evaluation ($r=1118$, $p=0.000$), normative beliefs ($r=0.1366$, $p=0.000$), motivation to comply ($r=0.1940$, $p=0.0000$), perceived behavioural control ($r=0.1611$, $p=0.000$) and goal importance ($r=0.1653$, $p=0.000$). The result suggests that goal setting behaviour of secondary school students is subject to processes of planned behaviour.

Discussion

The aim of the study was to examine weather the adolescents have goal set in going to school, to establish the probable factors that influence or affect

these goal set minds, and also to examine the relationship between goal setting and planned behaviour among the adolescents of secondary schools of Sabon Tasha.

Despite the variation in their background information these adolescent have a common goal set in going to, that is; all aspire to become and to have something doing some day in their life after schooling.

The findings of this study revealed that school status has no significant difference in the adolescent goal settings.

In all the school studied, the analysis of the data collected shows that there is no difference in the goal setting behaviour of students, whether they were from a school with or without the required infrastructure and facilities. That all students were alike in their goal setting behaviour. What actually matters was the school's state of readiness to receive them and maintain the learner's interest in schooling, by making the school an effective learning centre or training ground. This findings support those of Brookover (1979) who suggested that school climate matters. In their study to identify effect and ineffective schools and behaviour in those schools to determine what accounts for the differences, Brookover et-al (1979) reported the differences in school processes as based on quality of students at the intake; physical factors; example, size of the school, an orderly, safe climate conducive for teacher/learning. Schools with comparable resources can have very different climate, lack of adequate facilities brings frustration and could shattered the learner's desires.

Findings on the influence of teachers on students behavioural intention shows that all students go to school with the determination to learn and succeed. The question of who handles and leads them to that success, they do not know. The youngsters all move into secondary school with self-determination to succeed. The relevant person will be the trained teacher who has been given required skill of handling the learners with individual intentional behaviour.

The results is consistent with the findings of Brookover (1979) in his study he found that teacher in higher achieving schools spend more time in/on instruction and that teachers and students had more academic interactions in these schools than in low achievement schools. Past studies of Vallerand et.al., (1997) and Sideridis et.al., (2001) suggested that intention-behaviour relationship varies across situations. They added that when a behaviour is under the volitional control of the individual, intention alone should be sufficient in predicting behaviour. Intentionally or unintentionally, people act the way they think about most of the time. Thus, attitudes are formed having in mind the consequences of a behaviour.

Teachers status had no significance influence on students behavioural beliefs. The teacher that has much to offer to the learner wins his/her confidence and trust. Students have great respect for teachers who have the stuff and know how to impact it to the learners. The students do not only pay attention to such a teacher but always look up to such a teacher as a model. They always like imitating that type of a teacher.

The result of this finding indicates that outcome evaluation is quite different and does not relate to teachers' status. This variable, outcome evaluation has to do with the students' personal conviction of making up his/her mind to put in his/her best and then expect the result of his/her struggle. This finding supports that of Bandura and Schunk (1981) in which they concluded that outcome expectations are similar to self-efficacy expectation and that it contributes to student motivation in some of the ways as does perceived competence. This concept is sometimes addressed as the concept of "possible selves" which might also explain some of the motivational under pinnings of students' decision to continue their schooling. Issue of setting standard for oneself is completely a personal affair. Then the question of involving other people's opinion to one's standard is a matter of choice. That is, the student is free to accept or reject other people's opinion. This finding falls in line with Sideridis et.al.,(1998) finding in which the results indicated that behavioural beliefs and normative beliefs change by between .25 and .52 SD in absolute values.

This measure shows great difference in this study, for students have different things that could motivate them to behave the way they do. Since they come from different socio-economic backgrounds, and they are schooling within two different environments. The study shows that some were from urban area schools while others were in rural area schools. Some of the schools had adequate infrastructure and facilities, while others had inadequate provision of such. Some were privileged to be guided by trained

teachers, while others had none at all. Wolter (2004) results show that adolescents who expressed a stronger focus on learning and improving were more likely to report that they procrastinated less frequently within the context of their mathematics class and would voluntarily take additional mathematics classes in the future.

Perceived behavioural control is that aspect of behaviour which simply tries to dictate the self-confidence and conviction that the student has about him/herself. This study reveals that the students' perceived behavioural control relates with teachers' status. The learner that has confidence in himself and is determined to work hard receives any calibre of teacher's support. Any learner that exhibits both mental and physical capability in his/her struggle wins the support of both staff and fellow students. In support of this finding, Wolters (2004) in his study of students' perception of only their teachers noted that the findings has practical implications. But went on to say that when teachers provide their students with autonomy – supportive environments, they provide a classroom climate capable of nurturing motivation directly and nurturing achievement and persistence indirectly. As teachers find ways to support student's interest connect lessons to students lives and affirm students' competencies, they nurture students' perception of self-determination and competence.

Goal Importance is a measurement that has to do with the student ranking his/her priority in the schooling. The finding of this study reveals that the importance that individual student attaches to schooling varies according

to their teachers' status. Although the teachers can only play their role as guides and instructors, it is left for the individual learner to select that which he/she prefers. That is, either to concentrate and study hard or take to other activities to while away his/her time. When a learner attaches importance to his/her learning, there is devotion and full participation in all its activities.

Sideridis et.al., (2001) findings have confirmed it all by indicating that goal importance is a major determinant of study behaviour. For this present study, it is deduced that as long as the learner does not attach or see the importance of schooling, it will be difficult for the teacher to pin him/her to it.

Goal setting as a measure is to do with the students' actual participation in all school activities knowing its importance. That is, getting the learners involved in their learning, if possible, to have an input into decisions affecting their learning. The teacher had significance on the student goal setting behaviour since he serves as a guide to the learner's choice of activity in the school. Lee, and Gavine (2003) study provides evidence that involving pupils in their learning can raise attainment levels in spelling and punctuation.

Another purpose of this study was to examine how goal setting relates to the adolescent reasoned actions so as to confirm the need of seeking learners' views in planning and conducting school activities that concern them. Using the factor matrix r is the value of correlation coefficient, meaning that the result of significance could not have happened by chance, looking at table 6.

The findings of this study revealed that there is very high significant relationship between goal setting and behavioural intention; behavioural/normative beliefs, outcome evaluation, motivation to comply, perceived behavioural control, and goal importance. The magnitude of the weights indicated by the standard deviation unit in the study ranging from behaviour intention and goal importance is .68 and 1.19 in absolute value. Just as in the previous study of Sideridis, Kaissidis - Rodafinos, (2001) in which direct links were revealed between goal importance and the other variables. The linkages of goal importance and all other construct were positive, suggesting that goal importance is a positive determinant of study behaviour. In this present study, goal setting of students is positively related to their behavioural traits discussed above. So also the types of learning environment they found themselves.

4.5 **Summary**

In this chapter, the result of the analysed data was presented and there was a discussion of it also. From the result analysed. 2 of the null hypotheses were retained in goal setting and school status variation; in behavioural beliefs and teachers' status; in perceived behavioural control and teachers' status.

The 7 null hypotheses that were rejected were in:

- The influence of teachers' status on Students' behavioural intention.
- The influence of teachers' status on Students'-outcome evaluation.

- The influence of teachers' status on Students' normative beliefs.
- The influence of teachers' status on students' Motivation to comply
- The influence of teachers' status on students' Goal Importance.
- The influence of teachers' status on students' Goal Setting and
- Goal Setting in relation to Reasoned Actions.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Summary

This study set out to find out the relationship between adolescents' goal setting and the state of readiness of their schools; using four (4) secondary schools of Sabon Tasha Educational Division Kaduna. Four (4) major null hypothesis were formulated, with hypothesis 2 having eight (8) sub-hypothesis. Nine Hundred and Ninety Two (992) samples were drawn from the six arms of each of the four schools selected. The selection was done using the purposive sampling method.

The first of the study shows that the first major null hypothesis was retained. Out of the eight sub-hypothesis of the second major null hypothesis, two were also retained, while the other six were rejected. So also the third major null hypothesis was rejected. The first major hypothesis indicated that there is no significant difference in the student's goal setting behaviour whether they are in a school with or without infrastructure and facilities. The second major hypothesis showed that there is significant difference between students taught by professionals and non-professionals in their goal setting behaviours. The third major hypothesis indicated that there is relationship between students goal setting behaviour and professionalism of teachers. And the fourth hypotheses indicated that there is significant relationship between the goal setting behaviour and the reasoned actions of these students discussed above in chapter four.

5.1 **Conclusion**

This study is only an attempt to examine the learners themselves and the conditions they are in by investigating into the relationship between student's goal setting behaviour (attitudes) and the state of readiness of their schools as the learning environments.

The researcher has succeeded in establishing that there is a great significant relationship that exists between the students' attitudes to learning (goal setting) and the type of environment they found themselves.

Giving the correlations nature of the study, it is not possible to draw conclusions about casualty, so it is important that researchers continue to work on general school context in which goal setting has meaningful implications for student educational experience and achievement. The challenges facing education is on how goal setting can be supported in educational context and a way out is to present alternative outcomes to learners and encourages them to set realistic goals within the ambit of their ability. Goal setting is a self-regulatory device and educators should do everything possible to foster the adoption and maintenance of positive goals while students away from aversive regulatory foci. It is also necessary that teachers initiate rich school experience because daily school experience explains the process by which achievement goals are translated into longer-term achievement outcome. Goals and learning are both pathway to achievement and they deserve adequate attention.

This research will contribute to the educational system of this state by

providing first hand, practical and real information about what is currently happening within the secondary schools. This study has provided a true situational report of the existing secondary schools to present the use of inadequate and unreliable data in the making of policy decisions by the government of the day, since such decision have usually been based on purely political considerations without sound professional justification.

5.2 **Limitations**

The study has the following limitations.

- Considering the level of operation of the kinds of students found in the state public schools, one is not certain whether the respondents actually understood the items in the questionnaire that they completed.
- The student is handicapped in handling the situation for the fact that he cannot determine who teaches him talk less of the quality of the staff. He can not dictate what school to go to because of the limited number of schools that exist compared to the number of pupil's that transit from the primary to the secondary level.
- The researcher on her part is somehow handicapped too for the fact that she cannot enforce her ideas and findings for implementation. But she can only advise accordingly.
- Many variables raised in the study were left unanalysed due to limited time set for the completion of this course. And thus, creating more room for further research in that area.

- Previous studies conducted on plan behaviour and reasoned action used the experimental method for gathering their data through which they could observe the respondents directly. But for this present study the researcher used the survey method to sample the respondents' views which might have not been well expressed.
- The idea of allowing learners to have a say in educational programmes being planned for their benefit might sound very remote among the Nigerian cultural groups.
- Two questionnaires were administered but only one was fully analysed in incorporating just an aspect of the staff questionnaire, so as to control and organise the presentation and discussion according to the chosen problem or topic studied. The remaining information could not be analysed due to time required for such a study to be carried out.

Upon all these limitations, this study is still valid. The sample size and the sampling method used gave credence to the findings and can thus be generalized to the entire population studied.

5.3 **Recommendations**

The finding of this study reveals that on their transition from the primary to secondary school level, all youngsters have that intention to do so and are all desiring to succeed. But the issue of shoddy classrooms with leaking roofs and broken desks and chairs are hardly conducive to learning. Lack of committed and professional teachers, lack of specialist rooms, lack of toilets, teaching facilities plus potable water are among the problems most known to

deter learners. These youngsters have their own reasoning capacity and the way they reason commensurate with the way they act or behave. Since these findings have revealed that goal setting is highly related to their reason action, these show that there is the need to give these students opportunity to state their own opinions/views while planning activities or programme for them. Enough room and time need to be given to teachers and students to work and learn in their own appropriate ways. Teachers must insist that students clearly exhibit mastery of school work. School authorities need to apply appropriate incentives for students and teachers. School work must and need to be focus on the use of students minds and keep the structure of the school simple and flexible.

For these reasons, the following suggestions for the future are given towards implementation and improving the standard of the secondary schools. Thus, encouraging these youngsters in their determination to set goals in learning.

- a) Government and the proprietors of these secondary schools are to provide an enabling learning environment.
- b) Number of students per class should be reduced to range from 40 – 50 to decongest the present classes.
- c) Every student must have and use all the textbooks recommended.
- d) Qualified and professional teachers must handle their subject areas accordingly and stop lending teachers to other departments. And prompt evaluation of their work as well as that of students must be done.
- e) Preparation of teachers, that is, more teachers must be produced by sending them to be trained in essential subject areas required in the secondary schools.

- f) Transition from primary into secondary school should purely be on merit. That is, recruiting learners that are capable and are determined.
- g) Teachers must know their students and the goals set by each. And the teachers most endeavour to guide them appropriately.

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STUDENTS' QUESTIONNAIRE ON PLANNED BEHAVIOUR

INSTRUCTION:

All participants are to please note that the information you are giving would be used solely for research purposes, and as such this would be treated with confidentiality.

Name of School:.....

Class:.....Term:.....Week:.....

Age:.....Sex:.....

Father's Occupation:.....

Mother's Occupation:.....

With all honesty and sincerity from your heart, respond to the following statement by ticking the number that applies to you for example:

Section A – Planned Behaviour

S/ N	QUESTION	Very likely	likely	Not sure	Unlikel y	Very unlikel y
* a. b.	BEHAVIOURAL INTENTION: I intend to read to University level I am determined to read hard in order to reach University level					
* 1	BEHAVIOURAL INTENTION: In order to achieve a good grade in the Continuous Assessment (C.A.) I intend to go to school and attend all my lessons in order to achieve high scores during the term	Very likely	likely	Not sure	Unlikely	Very unlikely
2	I am determined to go to school and attend my lessons in order to achieve high scores in the C.A. during the term	Very likely	likely	Not sure	Unlikely	Very unlikely
* 3	BEHAVIOURAL BELIEFS Attending school to study hard everyday will result in achieving high scores in the C.A.	Very likely	likely	Not sure	Unlikely	Very unlikely
4	My refusal to attend school and refusal to put a lot of effort in studying will hinder my achieving of high score in the C.A.	Very likely	likely	Not sure	Unlikely	Very unlikely
* 5	OUTCOME EVALUATION My studying hard everyday using the recommended textbooks will result in me having better chances for high scores	Very likely	likely	Not sure	Unlikely	Very unlikely
6	My studying hard everyday does not include writing out my notes and completing my assignments	Very likely	likely	Not sure	Unlikely	Very unlikely
* 7	NORMATIVE BELIEFS Most people who are important to me think that I should attend school, and participate in all other school activities like games and sports, as well as clubs and societies so as to get high score in the C.A.	Very much so	Much so	Not sure	Not much so	Not very much so
8	My friends think that participating in all the school activities is a waste of time. And that the high score in the C.A. is not worthy	Very much so	Much so	Not sure	Not much so	Not very much so

* 9	MOTIVATION TO COMPLY Generally speaking, I often do what most people who are important to me think I should do	Always	Most of the times	Not sure	Some times	Never
10	Generally speaking, I often do what my friends think I should do	Always	Most of the times	Not sure	Some times	Never
* 11	PERCEIVED BEHAVIOURAL CONTROL For me to attend school and participate in games/sports and clubs/societies in order to achieve a high score in the C.A. is very easy:- I believe I have the mental and physical resources required to do school work in order to achieve high score in the C.A.	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
12	I have a lot of control over my effort to attend and do the school work in order to achieve high score in the C.A.	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
* 13	GOAL IMPORTANCE The highest priority for me right now is to go to school and learn in order to achieve high scores For me to attend school and do the school work in order to get high scores is extremely crucial	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
14	Rather than attending school, I have more important things to do than to go to school and participate in the activities.	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
Section B – GOAL SETTING						
* 15	Attitude to learning: School attendance and doing the school work (class participation; written exercises; attending and doing the practical; games and sports; clubs and societies; going to and visiting resource centres or persons). How often do you go to school and carry out your assignments?	Always	Most of the times	Not sure	Some times	Never
16	I ... like games and sports on the field more than my class room lessons	Always	Most of the times	Not sure	Some times	Never
17	I ... Attend school regularly without fuss	Always	Most of the times	Not sure	Some times	Never
18	I ... Bring required working materials to school	Always	Most of the times	Not sure	Some times	Never
19	I ... Take messages to parents from the school	Always	Most of the times	Not sure	Some times	Never
20	I Know and follow the school rules	Always	Most of the times	Not sure	Some times	Never

STAFF QUESTIONNAIRE

INVENTORY AND SCORING FOR MEASURING THE STATE OF LEARNING READINESS IN SECONDARY SCHOOLS.

(STAFF ONLY)

Part A:

GENERAL INFORMATION ABOUT THE SCHOOL

Name of School.....

Location.....

Session..... Term..... Week.....

Type.....

Principal/V. Principal.....M.....F

Qualification: M.E.d/M.A/M.S.C B.Ed/B.A./BSc H.N.D NCE O.N.D

Number of Teaching Staff Number of non teaching Staff

Students Population:-

YEAR GROUP	NO. OF STREAMS	NO. PER CLASS
JS I		
JS II		
JS III		
SS I		
SS II		
SS III		
TOTAL		

	YES	NO
Is time allotted for the following extra curricular activities in this School?		
Clubs and Societies		
Debate and Literary Societies		
Dramatic Society		
JETS Club		
WAIC Club		
Evening Games		
Red Cross Society		
Y.C.S.		
F.C.S.		
M.S.S		
Aids Club		
How often do these clubs and societies organise programmes in the School?	3 Always	2 Some Times
		1 Never

How often do they visit other Schools for competition?	3	2	1
Does the School have an active and functional parent teacher Association?	YES	NO	
How often do teachers and parents meet to discuss School issues affecting the learners?	3	2	1
PART B:			
1. SYLLABUSES:			
(i) Are copies of the following syllabuses available in your School?	YES	NO	
(a) National Curriculum			
(b) ministry of Education, Kaduna State Harmonised scheme			
(c) The NECO			
(d) WASCE			
(ii) Do you make use of these Syllabuses?			
(a) National Curriculum			
(b) The Kaduna State Harmonised Scheme			
(c) The NECO			
(d) WASCE			
(iii) Have you covered the topics in the Syllabuses as expected in the	YES	NO	
(a) National Curriculum			
(b) Ministry of Education, Kaduna State Harmonised scheme			
(c) The NECO			
(d) WASCE			
2. STAFFING:			
(a) Number of teachers and their qualifications			
	M.Ed.		
	MSc		
	BA Ed		
	BSc Ed		
	B.Ed		
	H.N.D		
	N.C.E		
	O.N.D		
(b) Years of teaching experience			
Under 1 Year			
1 – 7 Year			
8 – 14 Year			
15 – 21 Year			
22 – 28 Year			
29 – 35 Year			

<p>(ii) Staff Residence</p> <p>(a) How many teachers reside within the School?</p> <p>(b) How many teachers reside near the School?</p> <p>(c) How many reside in another part of the town?</p> <p>(d) How many reside in a different town?</p>			
<p>3. TIME TABLE</p> <p>(i) What is the staff's teaching load per week?</p> <p>(a) 8 – 15 periods</p> <p>(b) 16 – 24 periods</p> <p>(c) 25 – 30 periods</p> <p>(ii) What is the duration of a period in this school?</p> <p>(a) 30 Minutes</p> <p>(b) 35 Minutes</p> <p>(c) 40 Minutes</p>			
<p>4. LESSONS</p> <p>(i) Do teachers have enough time to present their lessons as planned?</p> <p>(ii) Do teachers have enough time to evaluate their students?</p> <p>(iii) Do teachers have enough time to evaluate their work?</p> <p>(v) Do you have well furnished staff rooms in the School?</p> <p>(vi) Is the staff room adequate?</p>	YES	NO	
<p>5. TEXT BOOKS:</p> <p>(i) Are you using the recommended text books?</p> <p>(ii) Does every student own his/her personal copies of text books in every subject of study?</p> <p>(iii) Are copies of such books available in the School library?</p>	YES	NO	
<p>6. INFRASTRUCTURES/FURNITURE/OTHER FACILITIES:</p> <p>(i) (a) Are there enough classrooms for the students?</p> <p>(b) Are the classrooms furnished?</p> <p>(ii) Are there provision for the following:</p> <p>(a) A Library</p> <p>(b) Home Economics laboratory</p> <p>(c) Science laboratory</p> <p>(d) Geography Room</p> <p>(e) Career Officer's Room</p> <p>(f) Agricultural Science demonstration farm:-</p>	YES	NO	None

	- Land			
	- Animals Pane			
	(g) Vocational Centre			
	(h) Physical and health Education Store			
	(iii) Are the specialist rooms adequately furnished with the appropriate furniture?	All	Few	None
	(iv) Are there equipment's in the Specialists rooms?	YES	NO	
	(v) Do teachers use teaching aids during their lesson?			
	(vi) If yes, how often?	Always	Sometimes	Never
7.	ACCESS TO RESOURCE CENTRE OR PERSON:			
	(i) How often does subject teacher invite experts from outside the school to give students a talk?	Always	Sometimes	Never
	(ii) How often does teacher conduct/organise educational visit for the students?	Always	Sometimes	Never
	(iii) How often does teacher encourage independent studies among students?	Always	Sometimes	Never
8.	PRACTICALS:			
	How often do students conduct practical lessons in the following areas?			
	(a) Geography			
	(b) Agricultural Science			
	(c) Home economics			
	(d) Sciences			
9.	GAMES AND SPORTS			
	(i) Are games and sports part of your school routine?			
	(ii) How often do teachers and students meet for games and sports?			
	(iv) How often does your school meet with other schools			