Relationships among Goal Setting, Time Management and Academic Achievement Motivation of Secondary School Students in Ebonyi State, Nigeria

Arua, Patricia (Ph.D)¹, Otta, Florence E. (Ph.D)², Ifelunni, Ike Chunuwe Sarduana(Ph.D)³ & Nduka-Ozo, Stella N.⁴

¹Unity Secondary School Amikpo-Ozizza, Afikpo, Ebonyi State.
²& ⁴Department of Educational Foundations, Ebonyi State University Abakaliki
³Department of Educational Foundation, University of Nigeria, Nsukka

Correspondent Author

Abstract

This study investigated the relationships among goal setting, time management and academic achievement motivation of secondary school students in Ebonyi State, Nigeria. Five research questions and four hypotheses guided the study. Correlation research design was adopted for the study. The population of the study comprised 22,298 Senior Secondary II (S.S.2) students of Public Secondary Schools in Ebonyi State. Random sampling technique was used to compose the sample for the study. In all, 1,200 respondents in S.S.2 were randomly composed from twelve (12) public schools (four schools per education zone). A modified version of Study Habit Inventory by Bakare (1977), Students Problem Inventory by Bakare (1977), and Students Behaviour Inventory by Ekennia (1991) were used to collect data. The data obtained were analyzed using linear model, multiple correlation procedure, t-test and multiple regressions. The findings revealed that there is a positive relationship between the independent variables (goal setting and time management) and the dependent variable (academic achievement motivation) of secondary school students. In addition, the data also revealed that all the null hypotheses (1, 2, 3 and 4) were rejected since there is a significant relationship between goal setting and time management of secondary school students in Based on these findings, it was recommended that counselling units be established in every public secondary school in the State and education authority should endeavour to post trained Guidance counsellors to these schools for effective educational counselling.

Keywords: Goal Setting, Time Management, Academic Achievement Motivation
INTRODUCTION

Academic performance of secondary school students has been of great concern to teachers, parents and government as it is indicative of the child’s progress. Academic performance is the observable and measurable behaviour of a student (Yusuf, 2001). Yusuf is of the opinion that academic performance culminates and influences academic achievement since academic achievement is cumulative and progressive. Academic performance and achievement can be used interchangeably; it is the timeframe that determines whether it is academic performance or achievement in educational research.

Academic achievement is the extent to which a student has achieved his academic goals which are measured by examination or continuous assessment. Achievement is measured by how well a student meets standards set out by the educational institution. Students’ inner motive to do well in school can influence his academic performance. The inner motive (intrinsic motivation) compels the student to strive for excellence. Some of the reasons for students failure may include "No vision" (lack of motivation) by the student. This is to say that some students do not have a clear picture of their future (no set goals). Some students often believe that ability is the primary element for achieving success and lack of ability is the primary reason for failure, their motive then becomes avoiding failure and protecting their self-worth from the perception that they have low ability (Alderman 1999). Earlier researcher like Akinade (1984) in his study on academic achievement focused on intelligent as a determining variable for effective academic achievement. The researchers are of the view that age bracket of secondary school student can have impact on their academic achievement, since secondary school age coincides with adolescence period. This period is very crucial in the development of every human being and need to be well managed to protect students from falling victims of the challenges posed by this developmental stage. Victims of this period lack concentration on their academic work. They want experiment with life and the environment around them.

The school environment could go a long way to make or mar students’ academic achievement. Stimulating academic environment motivates the student academically to do well in his studies. Ayodele (2006), observed that academic environment (extrinsic motivation) of a child goes a long way in influencing his learning ability and finally his academic achievement in school. School experience and environment therefore need to be stimulating as to motivate students to learn. But beside the environment, some other factors could lead to poor academic achievement. Martin (1991) listed five of such factors to include anxiety, time management, stress management, poor study skills and poor note taking skills. Similarly, Kagu (2000), included such factors as lack of effective study habit, inability to properly plan and organize time for study, poor note taking and making, peer group influence, lack of interest and motivation as contributory factors to poor academic achievement. Academic failure in most cases is not attributable to poor intelligence or knowledge but because many students lack right attitude and habits and are yet to condition themselves for achieving academic excellence (Akinade, 2004). Ifelunni (2003) is of the view that many students fail in examination because they fail to lay good
foundation. The good foundation he referred to as good study habit which begins from attendance to class to private individual study. Ifelunni found that many students absent themselves from class and emphasizes that students should attend classes regularly and punctually. He is of the opinion that when students take note from their friends, they are likely to encounter problems like bad hand-writing, incomplete ideas and equally miss teacher's explanation.

The researchers have observed from their experience in working with adolescents in this state that the motivation to achieve has been largely extinguished among students as they lazy about and absent themselves from classes. Therefore, that inner urge to achieve appears lacking. In education intrinsic motivation promotes the student's ability to influence what he does in his academic pursuit. This implies that self determination and setting personal goals can be enhanced with challenging opportunities for students to be motivated in their academics. The question that readily comes to mind is, how well do students set their goal and what impact does that have on their academic achievement?

Goal setting helps students towards achieving their academic objectives. Academic goal is necessary to motivate students to manage their time (study habit) effectively. A goal may be defined as a statement of what one intends to achieve. It could be short term or long term. Schunk (2009) sees goal as a behaviour an individual is consciously trying to attain. In education, goal setting stimulates students to put in considerable efforts and perform better in their academic work by setting academic goals. Academic goals are the objectives an individual wants to achieve in his/her academic pursuit. An instance of academic goal could be to finish a study and find a job, or to reach a particular Grade Point Average (GPA).

Eze (2010) asserts that many students perform poorly academically because of lack of set goals. He added that goals serve as reinforcement which propels the learner to work hard to achieve. Academic goal setting is a method of mapping out strategies and working towards accomplishing the stated objectives. Haralambos, Holbon and Heald (2004) emphasizing on the importance of goal achievement in relation to time management were of the view that organized time produce organized life. They stress that management is organization, when one is organized, it affects the way he/she uses time and when one organizes his/her time, it will affect the way he lives and the way he lives determines what he becomes, (how great, successful or poor). Academic goal setting therefore is a decision taken by a student to reach a certain level of academic excellence.

Lock, Shaw, Sarri and Lathan (1981) in their study on behavioral effect of goal setting concluded that 90% laboratory and field studies involving specific and challenging goal led to higher performance than easy or no goal. The authors concluded that a goal is of vital importance because it facilitates an individual in focusing his effort in the specific direction. This makes for better time management. Time is the most valuable resource a student has, but to stick to planned time is very difficult for most students. It requires a lot of discipline to allocate time in the most productive manner.
The popular slogan that time waits for nobody implies that good use of available time depends on the user.

Commenting on lack of seriousness and poor time management among students, Achikanu and Nwobodo (2005) observed that most students are usually busy chatting and playing or even watching football when they ought to be in class. In a similar vein, Okorie (1999:81) has this to say: "when the time meant to be utilized by students for academic work is diverted to other tasks, poor performance is bound to result". Some students fail to achieve excellence in their academic work not because they are incapable of doing so but because they are occupied with other energy sapping activities that distract their concentration. A student should be the manager and controller of his/her time. This he can achieve by mapping out strategies to achieve personal goals by making task list and setting priorities to ensure that the time is managed properly. Perhaps, there is the need to help students manage their time appropriately by employing some known theories such as Wright (2002). Wright (2002) in his pickle jar theory of time management is of the opinion that the theory helps in prioritizing one’s activities with available time and avoids distraction that leads to mismanagement of time.

Time management plays a significant role in the academic pursuit of students. In proper time management, a student should find out the activity that is more essential to him, and how much time should be assigned to it. Time management simply implies making appropriate use of one's available time. In the context of education, academic time management is defined as the effective management of amount of time spent on academic activities for excellent performance. This research is however, unravels the extent academic time management relates with academic achievement motivation of secondary school students in Ebonyi State. Motivation is an essential factor in any human endeavour and achievement,

Motivation according to Singh (2011) is a term that refers to the drive that evokes controls and sustains a particular behavior in human beings. Abercrombie, Hills and Turner (2000) assert that achievement motivation determines a person's effort and persistence to accomplish a task. Butler (1999) in his study on achievement motivation proposed that people’s achievement goals affect their achievement related attitude and behaviour. The study identifies two types of achievement related attitude to include task-involvement and ego- involvement. From the foregoing definition of achievement motivation, it is the urge or striving to excel in one's academic activities for excellent performance. Bakare (1977) in his study habit inventory (SHI) and students problem inventory (SPI) developed some question items concerning students habits and methods of reading, students problems and methods of reading respectively, to elicit responses from students in relation to their study habit, time management and academic achievement. In the same vein, Ekannia (1991) in his students behavior inventory (SBI) developed some question items to take care of time management and goal setting. These inventories are indications that students are confronted with problems of goal setting, time management and academic achievement motivation. In Ebonyi state, the trend is same with students reporting all manners of problems and exhibiting lackadaisical behaviours towards their school
work, especially academic achievement. These may be symptoms of inadequate time usage and goal setting. It is against this background that the present study investigates the relationship among goal setting, time management and academic achievement motivation of secondary school students in Ebonyi state.

STATEMENT OF THE PROBLEM

Academic achievement of secondary school students has attracted the attention of teachers, parents and educationists. The researcher's personal experience and observation as teachers for over fifteen years shows that academic achievement of secondary school students has fallen. In spite of the efforts of teachers to see that students' academic achievement is improved, some students do not devote time for their studies. The number of students with academic failure is still on the increase. Teachers in all public Secondary schools in Ebonyi State now provide extra lesson outside school period for students so that school curriculum will be covered and well revised before examination, yet few students attend the lesson and this portrays lack of interest and motivation among the students. Some of the students that attend lessons do so not because they are intrinsically motivated but because teachers and parents compel them to do so. They manifest this lack of interest by not being punctual (lateness) and absenting themselves from the lessons. However, some students prefer social activities in the school to being involved in academic activities (like debating, quiz and essay competition) that will help to improve their performance. This attitude of some students is of great concern as one wonders whether these students have focus for their future, or have no urge in them (intrinsic and extrinsic) that motivates them to plan (set goals) for their future.

As professional counselors over the years, experience has shown that in schools where there is a professional counselor to help students plan their personal timetable and prioritize their academic activities; most students do not seek the assistance of the counselor (lack of goal). The few that seek assistance do not make use of the time table (lack of time management). At times when they do, they do not follow it strictly. The researchers suspect lack of "academic achievement motivation" which is the urge to excel in academic pursuit, as the major cause of students' poor academic achievement. This is because, when a student is motivated to achieve, he is bound to set academic goal. It is against these speculations that this study investigated the relationship among goal setting, time management and academic achievement motivation of secondary school students in Ebonyi state. The study specifically determined the relationship;

- Between goal setting and academic achievement motivation of secondary school students in Ebonyi state.
- Between time management and academic achievement motivation of secondary school students in Ebonyi state.
- Between goal setting and time management of secondary school students in Ebonyi State.
Among goal setting, time management and academic achievement motivation of secondary school students in Ebonyi state.

RESEARCH QUESTIONS

The study was guided by the following research questions:

1. What is the relationship between goal setting and academic achievement motivation of secondary school students in Ebonyi state?
2. What is the relationship between time management and academic achievement motivation of secondary school students in Ebonyi state?
3. What is the relationship between goal setting and time management of secondary school student in Ebonyi State?
4. What are the multiple relationships among goal setting, time management and academic achievement motivation of secondary school students in Ebonyi State?

HYPOTHESES

In this study, the following four null hypotheses were tested at 0.05 level of significance (P<0.5).

Ho1: There is no significant relationship between goal setting and academic achievement motivation of secondary school students in Ebonyi state.

Ho2: There is no significant relationship between time management and academic achievement motivation of secondary school students in Ebonyi state.

Ho3: There is no significant relationship between goal setting and time management of secondary school students in Ebonyi state.

Ho4: There is significant relationship among goal setting, time management and academic achievement motivation of secondary school students in Ebonyi State.

METHODOLOGY

The study adopted correlation survey design. The Population of the study comprised all the senior secondary II students in public secondary schools in Ebonyi State. Multistage sampling procedure was used to select 1,200 SS11 public secondary school students. The instrument that was used for data collection was structured questionnaire named: Goal Setting, Time Management and Academic Achievement Motivation Questionnaire (GSTMAAMQ). The structured questionnaire was developed from the modified versions of Study Habit Inventory (SHI) by Bakare (1977), Student Problem Inventory (SPI) by Bakare (1977) and Study Behavior Inventory (SBI) by Ekennia (1991). The study habit inventory (SHI) is a five (5) point
scale questionnaire which has been used by professional counselors and psychologists to elicit responses from students in relation to their study habit, time management, academic achievements and other related areas. The items from SHI took care of goal setting, time management and academic achievement motivation. The entire instrument emanated from already standardized instruments in the market whose validities and reliabilities have already been established. The reliabilities for SHI are .64, SPI is .79 and SBI is -------. Data were collected by the researchers using on the spot delivery and collection approach hence ensuring 100% return of the instruments. In analyzing the data for the study, linear model was used to answer research question 1 to 3 and multiple correlation procedure was used to answer research question 4. T-test of linear relationship was used to test null hypotheses 1 to 3 (Ho₁, Ho₂ and Ho₃) at 0.005 level of significant. Multiple regressions were used to test Null hypothesis 4.

Research Question 1

What is the relationship between goal setting and academic achievement motivation of secondary school students in Ebonyi State? Data collected from the students on goal setting (x) were correlated with the data on academic achievement motivation (y) of the same students using a linear model. Summary of data analysis is presented in Table 2.

Table 1: Relationship between Goal Setting and Academic Achievement Motivation of Secondary School Students in Ebonyi State

<table>
<thead>
<tr>
<th>Computed r</th>
<th>r. square</th>
<th>Adjusted r square</th>
<th>Std Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.2349</td>
<td>0.05516</td>
<td>0.05437</td>
<td>14.45512</td>
</tr>
</tbody>
</table>

Summary of data analysis presented in Table 1 reveals that the computed r is 0.2349 implying a low positive relationship between goal setting and academic achievement motivation. As shown in the table the coefficient of determination (r²) is 0.05516 implying that approximately 6% of academic achievement motivation of the students could be attributed to the goal setting of the students.

Research Question 2

What is the relationship between time management and academic achievement motivation of secondary school students in Ebonyi State? Data collected from the students on time management (x) were correlated with the data on academic achievement motivation (y) of the same students using a linear model. Summary of data analysis is presented in Table 2.

Table 2: Relationship between Time Management and Academic Achievement Motivation of Secondary School Students in Ebonyi State

<table>
<thead>
<tr>
<th>Computed r</th>
<th>r. square</th>
<th>Adjusted r square</th>
<th>Std Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.1907</td>
<td>0.03637</td>
<td>0.03557</td>
<td>14.59812</td>
</tr>
</tbody>
</table>
Summary of data analysis presented in Table 2 shows that the index of relationship between time management and academic achievement motivation of the students is 0.1907. This also indicates a low positive relationship between time management and academic achievement motivation of secondary school students. The summary of result also indicates that the coefficient of \( r^2 \) is 0.03637 implying that approximately 4% of academic achievement of the students could be attributed to time management of the students.

**Research Question 3**

What is the relationship between goal setting and time management of secondary school students in Ebonyi State? Data collected from the students on goal setting (x) were correlated with the data on time management (y) of the same students also using a linear model. Summary of data analysis is presented in Table 3.

<table>
<thead>
<tr>
<th>Computed r</th>
<th>r. square</th>
<th>Adjusted r square</th>
<th>Std Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.10681</td>
<td>0.01141</td>
<td>0.01058</td>
<td>16.06130</td>
</tr>
</tbody>
</table>

Summary of data presented in Table 3 reveals that the computed \( r \) is 0.10681 implying a low positive relationship between goal setting and time management of secondary school students. As shown in the table the coefficient of determination \( r \) is 0.01141 implying that approximately 1.14% of time management of the students could be attributed to goal setting of the students.

**Research Question 4**

What is the relationship among goal setting, time management, and academic achievement motivation of secondary school students in Ebonyi State? Data collected from the students on goal setting \( (x_1) \) and time management \( (x_2) \) were subjected to a multiple correlation procedure with the academic achievement motivation \( (y) \) as the dependent measure. Summary of data analysis is presented in Table 4.

<table>
<thead>
<tr>
<th>Multiple r</th>
<th>r. square</th>
<th>Adjusted r square</th>
<th>Standard Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.28794</td>
<td>0.08291</td>
<td>0.08138</td>
<td>14.24721</td>
</tr>
</tbody>
</table>

Summary of data analysis presented in Table 4 reveals that the computed multiple \( r \) is 0.28794 implying a low relationship among goal setting, time management, and academic achievement motivation of secondary school students. Table 4 also reveals that the coefficient of determination \( (r^2) \) is 0.08291 implying that 8% of academic
achievement motivation of the students could be attributed to collective relationship among goal setting and time management of secondary school students in Ebonyi State.

**Hypothesis 1**
There is no significant relationship between goal setting and academic achievement motivation of secondary school students in Ebonyi State. The index of relationship obtained for goal setting (X) and academic achievement motivation (Y) was subjected to a test of significance at 95% confidence level using the t-test of significance of r. Summary of data analysis is presented in Table 6.

**Table 5: Significant Relationship between Goal Setting and Academic Achievement Motivation of Secondary School Students in Ebonyi State**

<table>
<thead>
<tr>
<th>Computed r</th>
<th>r. square</th>
<th>Adjusted r</th>
<th>Std Error</th>
<th>Beta</th>
<th>t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.2349</td>
<td>0.05516</td>
<td>0.05437</td>
<td>14.45512</td>
<td>0.234860</td>
<td>8.359</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Result of data analysis summarized in Table 5 shows that the index of relationship between the two variables is 0.2349. As shown in the table the t. test of significance of r is 8.359 at an alpha level of 0.05. The Table further reveals that the significance of t (probability value) is 0.000. Since the level of significance (0.05) is greater than the significant of t. value (0.000), the researcher rejects the null hypotheses and concludes that there is a significant relationship between goal setting and academic achievement motivation of secondary school students in Ebonyi State.

**Hypothesis 2**
There is no significant relationship between time management and academic achievement motivation of secondary school students in Ebonyi State. The index of relationship obtained for time management (X) and academic achievement motivation (Y) was subjected to a test of significance at 95% confidence level using the t-test of significance of r. Summary of data analysis is presented in Table 6.

**Table 6: Test of Significance of Relationship between Time Management and Academic Achievement Motivation of Secondary School Students in Ebonyi State**

<table>
<thead>
<tr>
<th>Computed r</th>
<th>r. square</th>
<th>Adjusted r</th>
<th>Std Error</th>
<th>Beta</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.1907</td>
<td>0.03637</td>
<td>0.03557</td>
<td>14.59812</td>
<td>0.190716</td>
<td>6.722</td>
</tr>
</tbody>
</table>

As shown in Table 6 the alpha level (0.05) is greater than the computed significance of t (t. probability) value. Hence the researcher rejects the null hypothesis and
concludes that there is a significant relationship between time management and academic achievement motivation of secondary school students.

**Hypothesis 3**

There is no significant relationship between goal setting and time management of secondary school students in Ebonyi State. The index of relationship obtained for goal setting (X) and time management (Y) was subjected to a test of significance at 95% confidence level using the T.test of significance of r. summary of data analysis is presented in Table 7

**Table 7: Test of Significance of Relationship between Goal Setting and Time Management of Secondary School Students in Ebonyi State**

<table>
<thead>
<tr>
<th>Computed r</th>
<th>r. square</th>
<th>Adjusted r square</th>
<th>Std Error</th>
<th>Beta</th>
<th>t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.10681</td>
<td>0.01141</td>
<td>0.01058</td>
<td>16.06130</td>
<td>0.106805</td>
<td>3.716</td>
<td></td>
</tr>
</tbody>
</table>

Result in table 7 reveals that the t. value is 3.716 while the t. probability at an alpha level of 0.05 is 0.0002. Based on the decision rule the researcher rejected the null hypothesis that said that there is no significant relationship between goal setting and time management of secondary school students.

**Hypothesis 4**

What is the multiple relationships among goal setting, time management, and academic achievement motivation of secondary school students in Ebonyi State. Data collected from the students on goal setting and time Management (X and X2) with academic achievement motivation (Y) as the dependent variable was subjected to a multiple regression procedure to determine the t. significance of the multiple r. Analysis of the data is presented in Table 8.

**Table 8: Test of Multiple Relationships among Goal Setting, Time Management, and Academic Achievement Motivation of Secondary School Students in Ebonyi State.**

<table>
<thead>
<tr>
<th>Computed r</th>
<th>r. square</th>
<th>Adjusted r square</th>
<th>Std Error</th>
<th>t-value</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.28794</td>
<td>0.08291</td>
<td>0.08138</td>
<td>14.24721</td>
<td>20.665</td>
<td>0.000</td>
</tr>
</tbody>
</table>

Table 8 also reveals that the alpha level (0.05) is greater than the computed t-probability level. As such the researcher rejects the null hypothesis and concludes that there are multiple relationships between goal setting, time management and academic achievement motivation of secondary school students is statistically significant.
DISCUSSION

The finding of this study revealed positive relationship between goal setting and academic achievement motivation of secondary school students in Ebonyi State and that approximately 6% of academic achievement motivation of the students is attributed to goal setting of the students. The result also reveals that the level of significance (0.05) is greater than the significance of p. value (0.000), hence the null hypotheses was rejected since there is a significant relationship between goal setting and academic achievement motivation of secondary school students. This implies that their achievement motive could not enhance the level of goal setting of the students. This is in line with the hierarchal model of achievement motivation of Elliot and McGregor (1999) who assert that achievement motives can have direct or distal influence while achievement goals have direct proximal influence on academic outcome. The result of this study confirmed the assertion of Eze (2010) that many students perform poorly academically because of lack of set goals. This is well expressed in the goal - setting theory of Locke, (2000) where he postulated that setting challenging goals and valid feedback will enhance better performance. The finding also supports Schunk (2009) who opined that goals are essential component of students' motivation, self regulation and achievement in educational setting. This result also confirms Ifelunni (2003) assertion that many students fail in their examinations because they fail to lay good foundations. This finding could be as a result of the secondary school students’ inability to set goals for their academic work. For instance, it is expected that students will have their personal time table and set priorities on the subjects they find more difficult since over learning of a particular subject enhances retention.

The result of this study shows that time management had a positive relationship with academic achievement motivation of secondary school students in Ebonyi State. The coefficient of determination implies that approximately 4% of academic achievement motivation of the students could be attributed to time management of the students. Results also show that significant relationship exists between time management and academic achievement motivation of secondary students. This finding could be as a result of the student's inability to utilize their time effectively for academic time excellence. For instance, they engage themselves in their parents’ commercial business, some domestic chores and watching of home videos at the detriment of their academic work. This would certainly lead to poor academic time management and eventually poor academic achievement. This finding supports the assertion of Aluede, Imhonde and Egwuavoien (2006) that poor time management is high among the students in Nigeria. Okojie (2007) is equally of the opinion that a good number of students in Nigeria spend too much time on social activities for school task. The result of this study has also confirmed the assertion of Okorie (1999) that when the time meant to be utilized by students for academic work is diverted to other tasks; poor performance is bound to result.

The study reveals that positive relationship exists between goal setting and time management of secondary school students. Coefficient of determination implies that approximately 1.14% of time management of students could be attributed to goal
setting of the students. The result indicates that academic goal setting is influenced by academic time management. The result of this study shows that academic goal settings significantly relate to the academic time management of secondary school students. In other words, lack of goal setting and poor time management affect academic achievement of secondary school students. This finding confirms a good number of assertions that there is no significant relationship between goal setting and time management of secondary school students. This finding confirmed that lack of goal setting and poor time management influence academic achievement motivation of students. This equally confirms the assertion of Crutsing (1994) that effective time management involves setting goals, prioritizing the goals, deciding how much time to assign to a particular task, amending plans as changes occur, revisiting the goals and setting priorities and regularly observing result. It equally confirms the work of Haralambos and Heald (2004) emphasizing on the importance of goal achievement in relation to time management were of the view that organized time produce organize life, this in turn affects the use of time generally.

The result of this study reveals that there is a relatively low relationship among goal setting, time management and academic achievement motivation of secondary school students. The coefficient of determination implies that 8% of academic achievement motivation of the students could be attributed to collective relationships among goal setting and time management of secondary school students. The study also reveals that alpha level (0.05) is greater than computed t-probability level. Hence the null hypothesis was rejected and the researchers assert that there is a multiple relationships among goal setting, time and academic achievement motivation of secondary students. The result of this study indicates that actually, lack of academic goals and ineffective time management has relationship with the academic achievement motivation of secondary school students.

**CONCLUSION**

Based on the findings of this study the following conclusion is drawn: That goal setting and time management have relationship with academic achievement motivation of secondary school students. Therefore, secondary school students should be advised to set academic goals and make good use of their academic time in order to improve in their academic achievement level.

**RECOMMENDATIONS**

Based on the findings of this study, the following recommendations were made; establishment of counseling unit in every public secondary school; education authority should endeavour to post professional Guidance counselors to all public Secondary Schools;

Counselors should provide the following services for students. They should provide counselling services to the individuals' student who needs educational counselling on issues brothing on academic goal setting and academic time management. They
should equally organize group guidance and orientation programme for new students in secondary schools on proper time use to foster the academic well being of the secondary school students.

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