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GOAL-SETTING, STUDY SKILLS TRAINING AND ACADEMIC MOTIVATION AMONG UNDERACHIEVING STUDENTS IN COLLEGE OF EDUCATION IN SOUTH-WEST NIGERIA

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Abstract

This study examined the effects of Goal Setting Therapy (GST), Study Skills Training (SST), and their combination on academic motivation in underperforming students at Colleges of Education in South-West Nigeria. Rooted in Goal-Setting Theory and Self-Regulated Learning Theory, the study tackled the ongoing issue of academic underachievement stemming from reduced motivation, ineffective study habits, low self-efficacy, and weak internal control beliefs. A quasi-experimental design was utilised, featuring a pre-test, post-test, control group setup with a 3x2x3 factorial matrix. Ninety-six underperforming students were randomly allocated to either the GST, SST, or control groups. Validated instruments that assess academic motivation, self-efficacy, and locus of control were employed to gather pre- and post-intervention data throughout ten-week duration. The results indicated a notable primary effect of the treatment on academic motivation, demonstrating that Goal Setting Therapy was more effective than Study Skills Training. Furthermore, the influence of academic self-efficacy and locus of control on motivation was notable, as students with elevated self-efficacy and an internal locus of control exhibited higher levels of academic motivation. The findings indicate that focused interventions, especially those that integrate motivational and cognitive approaches, can significantly

Keywords: Goal-Setting, Study Skills Training, Academic Motivation, Underachieving Students

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improve academic engagement and performance in students who are underachieving. The study concludes by emphasising the importance of incorporating goal-setting and study skills training into educational support services to enhance academic resilience and foster long-term success.

Introduction

Scholarly achievement has consistently been viewed as an essential indicator of students' educational progress and individual growth. Nonetheless, a continual obstacle encountered by educational institutions is the phenomenon of underachievement, where students operate beneath their perceived potential despite having the intellectual capacity to thrive. Students who are not reaching their potential frequently display a lack of academic motivation, which is marked by reduced interest, effort, and perseverance in tasks related to their education. According to Blašková, Majchrzak-Lepczyk, Hriníková & Blaško, R. (2019), academic motivation encompasses the internal processes and external influences that initiate, direct, and sustain students' engagement in learning activities. A decrease in academic motivation may lead to unsatisfactory academic results, higher rates of school dropout, and restricted future prospects. It is essential to recognise and apply methods that can significantly boost the motivation of students who are not reaching their potential.

A primary independent variable in this investigation is goal-setting. Baker, Cornwell, Gustafsson, Stewart & Lannin, (2022), confirmed that goal-setting encompasses the process of defining specific, measurable, achievable, relevant, and time-bound objectives that direct individuals' actions and decisions. In educational settings, establishing goals aids students in defining their academic objectives, organising their tasks, and sustaining concentration on reaching favourable results. Numerous investigations conducted by Hematian, Rezaei & Mohammadyfar, (2016); Elizondo, Valenzuela, Pestana, & Codina, (2024), indicate that the establishment of clear academic goals by students enhances their motivation and performance, as it offers them a sense of direction and personal accountability. For students who are not performing to their potential, establishing achievable and realistic goals can cultivate a renewed sense of purpose, improve self-efficacy, and strengthen ongoing dedication to academic endeavours. Through the incorporation of goal-setting techniques, educators can enable students to assume responsibility for their learning journey and steadily advance towards academic enhancement.

Furthermore, investigations have underscored the beneficial impact of goal-setting on academic motivation, especially in the case of underperforming students. According to Hudig, Scheepers, Schippers, & Smeets (2023), establishing specific, proximal, and

attainable goals greatly improves students' engagement and persistence in their academic endeavours. Students who are not reaching their potential frequently experience a lack of clear guidance in their educational journeys, resulting in reduced motivation and variable academic outcomes. When these students are directed to establish clear learning objectives, their concentration and motivation in academic pursuits enhance, leading to greater effort and improved results. This finding is consistent with the work of Nguyen, Degrave, Van Steendam & Sercu (2023), which suggests that specific and challenging goals are more effective in motivating individuals compared to vague or easy ones.

Additional findings from Sabanal, Reputana, Palwa, Labandero & Alimbon, (2023), indicate that goal-setting interventions enhance academic motivation and play a role in fostering self-regulated learning strategies in underachieving students. These individuals observed that students who engaged in structured goal-setting activities demonstrated heightened self-efficacy and a greater sense of responsibility for their learning outcomes. By deconstructing intricate academic assignments into achievable sub-goals, learners encountered gradual successes, which subsequently nurtured a favourable academic self-image and maintained motivation. This process proved to be especially advantageous for students who had shown a history of academic disengagement.

Furthermore, a study by Cheng (2023) revealed that students who were not performing to their potential and engaged in goal-setting initiatives experienced notable enhancements in their attitudes towards learning. The investigation highlighted that when learners participate in establishing their academic objectives, they cultivate a sense of ownership and authority over their educational journeys. This autonomy enhances intrinsic motivation and fosters the development of adaptive learning behaviours in students, including effective time management, task prioritisation, and resilience when confronted with academic challenges. The authors determined that establishing goals acts as a motivational mechanism that can mitigate the adverse impacts of past academic setbacks and diminished self-expectations in underperforming students.

A longitudinal study by Yau, Cho, Kay, and Heckhausen (2022) further supported these findings, showing that students who regularly practiced goal-setting experienced ongoing enhancements in motivation and academic performance over time. The findings indicated that establishing short-term, achievable objectives allowed underperforming students to track their progress and modify their approaches as needed, thus improving their feelings of competence and success. The emphasis was placed on the integration of goal-setting into instructional practices and academic support programs, highlighting its critical role in addressing motivational deficits and promoting academic success among students at risk of underachievement.

Conversely, another crucial independent variable examined in this analysis is study skills training. Motevalli, Hamzah, Roslan, Hamzah & Garmjani (2021) indicate that study skills include various techniques and strategies aimed at improving students' capacity to acquire, retain, and effectively apply knowledge. Essential competencies encompass effective time management, proficient note-taking, concise summarising, thorough test preparation, and systematic information organisation. For students who are not reaching their potential, poor study habits frequently play a significant role in their academic challenges, resulting in feelings of frustration and a drop in motivation. By engaging in organised study skills training, learners can cultivate effective learning habits, increase their understanding, and improve their ability to retain information, ultimately leading to greater academic confidence and motivation.

Numerous educational studies have provided empirical evidence showing the beneficial impact of study skills training on academic motivation, especially in the case of underachieving students. Motevalli, Sulaiman, Ghani Hamzah, Abadi, Abdul Rahman & Sehu Mohamad (2022) indicate that students who are provided with structured guidance in study skills, such as time management, note-taking, test preparation, and reading comprehension strategies, often show heightened motivation for academic tasks. The study highlighted that students who underperform frequently face challenges related to ineffective study habits, leading to academic setbacks and a reduced enthusiasm for learning. However, when these students utilise effective study strategies, their confidence and readiness to participate in academic activities enhance considerably.

Additional evidence for this claim is provided by a study conducted by Islam, Abubakar & Bello (2023), which examined the connection between study skills training and motivational factors like self-efficacy and goal orientation. The findings indicated that students who were not performing to their potential and took part in organised study skills workshops experienced greater academic self-efficacy and a heightened inclination to establish performance and mastery goals. The training equipped students with effective strategies to navigate their learning experiences, consequently alleviating anxiety and the sense of helplessness linked to academic challenges. Consequently, students developed a greater drive to continue their studies and began to perceive academic challenges as chances for development instead of overwhelming barriers.

Furthermore, the investigation carried out by Valentina & Chinwe (2021) revealed that interventions focused on study skills not only boost academic motivation but also have a favourable impact on students' academic performance over time. Their comprehensive analysis of various intervention programs revealed that the most significant advantages were noted when study skills training was integrated with motivational enhancement strategies, including goal-setting and self-monitoring. Students who were previously underperforming and participated in these integrated programs showed enhanced

attitudes towards learning and increased academic resilience. The emphasis was placed on the importance of integrating study skills instruction into regular classroom practices as a means of fostering both competence and motivation in students at risk of academic failure.

Furthermore, a longitudinal study conducted by Lassiter & Campbell (2023) confirmed that training in study skills has lasting impacts on students' academic engagement and motivation. A thorough examination of the existing literature indicated that students who were underperforming and received ongoing instruction in study skills showed notable enhancements in motivation-related behaviours, including improved class attendance, prompt submission of assignments, and greater involvement in academic discussions. The observed behavioural modifications were linked to improved academic self-perceptions and a decrease in procrastination and task avoidance tendencies. The study concluded that targeted study skills interventions play a pivotal role in addressing motivational deficits and promoting positive academic outcomes for underachieving students.

A number of studies have consistently demonstrated the beneficial impact of goal-setting and study skills training on academic motivation, especially in the case of underperforming students. Dina Zuldha and Melany Kaihatu (2020) highlight that incorporating goal-setting strategies into study skills programs equips students with a defined sense of direction and organised pathways to attain academic success. Students who are not reaching their full potential frequently face challenges in structuring their academic responsibilities and sustaining a steady level of motivation. When goal-setting techniques are integrated into study skills training, students exhibit increased focus, purpose, and engagement in their academic endeavours, as they can link particular study practices to concrete academic objectives.

Additional evidence is presented by Hematian, Rezaei & Mohammadyfar, (2017), who investigated the effects of integrating goal-setting with study skills instruction on students' self-regulation and motivation. The findings indicated that students who were underperforming and engaged in interventions that integrated these two methods showed notable enhancements in their academic self-efficacy and persistence. The study revealed that establishing attainable, short-term objectives alongside the implementation of effective study techniques enabled students to achieve gradual successes, subsequently boosting their motivation and self-assurance. This combined strategy proved especially effective in promoting adaptive learning behaviours and minimising avoidance tendencies often seen in underperforming students.

Furthermore, a study by Yusuff (2018) highlighted that the combined use of goal-setting and study skills training not only enhanced students' motivation but also had a beneficial impact on their attitudes towards academic tasks. The authors observed that students participating in goal-setting exercises alongside study skills workshops cultivated a

heightened sense of ownership regarding their academic responsibilities. The ability to exercise autonomy and control in their learning experiences fostered intrinsic motivation and facilitated the use of proactive learning strategies, including time management, task prioritisation, and self-monitoring. The findings indicated that this comprehensive method acts as an effective strategy for tackling motivational shortcomings in underperforming students.

Additionally, Shih & Reynolds (2018) offered further evidence for the efficacy of integrating goal-setting with study skills training via their meta-analysis of educational interventions. The review indicated that programs combining both components resulted in more significant enhancements in academic motivation and performance compared to interventions that concentrated on just one element. The study indicated that while training in study skills provides students with essential tools for academic achievement, goal-setting offers the motivational framework that maintains students' efforts and engagement over time. Consequently, the combined implementation of these strategies is recommended as a comprehensive approach for enhancing academic motivation and promoting long-term achievement among underachieving students.
Previous research by Bates, Enkhbat, Gray, Lee & Zakharin,(2023) and Zeidner & Stoeger, (2019), .has identified Goal-Setting Theory and Self-Regulated Learning (SRL) Theory as foundational frameworks for understanding the interplay between goal-setting, study skills training, and academic motivation. Goal-Setting Theory emphasizes that specific, challenging, and attainable goals enhance individuals' motivation and performance by directing attention, sustaining effort, and fostering persistence toward desired outcomes. In a related vein, SRL Theory posits that learners actively regulate their cognitive, motivational, and behavioral processes through goal-setting, strategic planning, self-monitoring, and self-reflection, thereby influencing their academic achievement. The relevance of these theories to the present study lies in their capacity to explain how structured goal-setting combined with effective study skills training can foster increased academic motivation among underachieving students. Empirical findings have consistently demonstrated that interventions grounded in these theories lead to improved self-efficacy, heightened academic engagement, and more adaptive learning behaviors in students experiencing persistent academic challenges.

Statement of the Problem

In light of the significant importance of academic success as an indicator of both personal and institutional educational advancement, a continuing challenge faced by colleges of education in South-West Nigeria is the widespread occurrence of students who fail to meet their potential. The students in question, despite their evident capabilities,

frequently underachieve, often as a result of waning academic motivation, ineffective study practices, and an absence of well-defined academic guidance. Current research indicates that underachievement is often linked to diminished self-efficacy, tendencies to avoid challenges, and a lack of engagement with academic activities, all of which adversely affect learning outcomes and future prospects. While a plethora of research has investigated various interventions designed to enhance academic performance, there has been a notable lack of focus on the synergistic impact of goal-setting and study skills training as cohesive strategies for fostering academic motivation in underperforming students within the Nigerian college of education framework. Although goal-setting is acknowledged for enhancing personal accountability and purpose, and study skills training is demonstrated to provide learners with effective strategies, the degree to which these interventions, both separately and in combination, affect academic motivation and learning behaviours in this particular population has yet to be thoroughly investigated. Moreover, the majority of current interventions fail to account for the specific academic and motivational challenges encountered by underperforming students in colleges of education in South-West Nigeria. This disparity highlights the necessity for empirical research focused on evidence-based interventions that enhance motivation while addressing both cognitive and emotional aspects of learning. This study aims to investigate the impact of goal-setting, study skills training, and their integration on academic motivation among underachieving students in colleges of education in South-West Nigeria, with the objective of offering practical insights to enhance educational outcomes for this marginalised group.

Aim and Objectives of the Study

The study aimed to empirically investigate the impact of goal-setting, study skills training, and their integration on academic motivation among underachieving students in colleges of education in South-West Nigeria. The specific objectives are to:

i examined the main effects of treatment on academic motivation of underachieving students in Colleges of Education in south-west, Nigeria,
ii investigated the main effect of academic self-efficacy on academic motivation of underachieving students in Colleges of Education in south-west, Nigeria,
iii determined the main effect of locus of control on academic motivation of underachieving students in Colleges of Education in south-west, Nigeria,

Methodology

The study adopted a quasi-experimental, pre-test, post-test, control group design utilizing a 3x2x3 factorial matrix to examine the effects of Goal Setting Therapy and Study Skill Training on academic motivation among low-achieving College of Education students in

Southwestern Nigeria. The population consisted of underperforming students from three randomly selected Colleges of Education, and a multi-stage sampling technique was employed to select ninety-six participants who met specific inclusion criteria. These participants were randomly assigned to two treatment groups (Goal Setting Therapy and Study Skill Training) and a control group. Various validated instruments, including the Academic Motivation Inventory Scale, Multidimensional Locus of Control Scale, and Academic Self-Efficacy Scale, were administered to collect pre-test and post-test data, while control of extraneous variables was maintained through randomization, strict adherence to inclusion criteria, and the use of ANCOVA. The interventions spanned ten weeks, during which the experimental groups participated in structured training sessions tailored to their respective therapies, while the control group received a general lecture on academic aspiration. Study Skill Training sessions covered topics like study habits, memory strategies, test-taking skills, and problem-solving techniques. Conversely, Goal Setting Therapy sessions focused on setting academic goals, behavior monitoring, baseline data collection, and building personal strengths. Data analysis involved the use of descriptive statistics and Analysis of Covariance (ANCOVA) to test the main and interaction effects of the interventions and moderating variables. Ethical approval was obtained from relevant institutional authorities, and careful measures were taken to ensure participant welfare and data integrity throughout the research process.

Test of Hypothesis

This section presents the analysis of three (3) null hypotheses tested at $\alpha = 0.05$ level of significance. The data were analyzed using Analysis of Covariance (ANCOVA) statistical method. The results are presented as follow:

Hypothesis One: There is no significant main effect of treatment on academic motivation of underachieving students in Colleges of Education.

Table 1: Summary of 3x2x3 Analysis of Covariance (ANCOVA) showing the significant main and interactive effect of treatment groups, self-efficacy and locus of control among underachieving students in Colleges of Education in southwest, Nigeria

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

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Treatment group * self-efficacy	755.498	4	188.874	2.771	.033	.126
Treatment group * locus of control	362.865	2	181.433	2.662	.076	.065
Self-efficacy * locus of control	91.944	2	45.972	.675	.512	.017
Treatment group * Self-efficacy * locus of control	173.628	4	43.407	.637	.638	.032
Error	5247.873	77	68.154			
Total	731201.000	96				
Corrected Total	40487.990	95				

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

Source: Fieldwork 2024

The table one showed that there is a significant main effect of treatment on academic motivation of underachieving students in Colleges of Education ($F_{(2, 77)} = 151.781$, $p < .05$, $\eta^2 = .698$). This implies that there was a significant difference in the academic motivation of the treatment groups. Therefore, the null hypothesis is rejected. The table further reveals that treatment groups explained 69.8% variance in academic motivation experienced by participants. For further clarification on the margin of differences between the treatment groups and the control group, a Scheffe post-hoc analysis was computed and the result is as shown in the Tables 1 respectively.

Table 2: Scheffe Post-hoc Analysis Showing the Significant Differences of Academic Motivation among Various Treatment Groups and the Control Group

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

Source: Fieldwork 2024

From the table two, it was revealed that experimental group I (Goal Setting Therapy (GST)) ($\bar{x}$ =61.4223) had the lowest mean while the experimental group II (Study Skill Training Therapy (SST)) ($\bar{x}$ =83.0223) and control group ($\bar{x}$ =105.8006). By implication

Goal Setting Therapy (GST) was more potent in enhancing academic motivation of the underachieving students in Colleges of Education in southwest, Nigeria than Study Skill Training Therapy (SST). The coefficient of determination (Adjusted R^2 = .840) overall indicates that the differences that exist in the group account for 84% in the variation of academic motivation of the underachieving students in Colleges of Education in southwest, Nigeria.

Hypothesis Two: There is no significant main effect of academic self-efficacy on academic motivation of underachieving students in College of Education.

Table one further shows that there is a significant main effect of academic self-efficacy on academic motivation of underachieving students; $F_{(2,77)}$= 4.363, p<0.05, η^2= 0.102. Hence the null hypothesis is rejected. This implies that there is a significant difference in the academic motivation of college of education students with low and high level of academic self-efficacy. The table further reveals that level of Academic self-efficacy accounts for 10.2% variance in the academic motivation of underachieving students. For further clarification on the margin of differences among the academic self-efficacy levels, a Scheffe posthoc analysis was computed and the results is as shown in the Tables 4.11 respectively.

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

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

Source: Fieldwork 2024

From the table 11, it was revealed that participants with high academic self-efficacy ($\bar{x}$= 72.83) recorded the academic motivation mean score, followed by those with moderate academic self-efficacy ($\bar{x}$= 86.98) and those with low academic self-efficacy ($\bar{x}$= 91.55). By implication, participants with low academic self-efficacy are more prone to academic motivation than those with moderate and high socioeconomic status.

Hypothesis Three: There is no significant main effect of locus of control on academic motivation of underachieving students in College of Education.

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

academic motivation of underachieving students with internal and external level of locus of control. The table further reveals that level of locus of control explained 10.4% variance in the m academic motivation of underachieving students.

Table 3 Bonferonni correction pair-wise comparison showing the significant difference in the academic motivation of underachieving students based on their level of locus of control of underachieving students in College of Education

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

Source: Fieldwork 2024

Table 3 reveals that after controlling for the effect of pre-test academic motivation score, participants with external locus of control displayed lower ($\bar{x}$= 85.369) academic motivation mean score than those with internal locus of control ($\bar{x}$= 93.368). By implication participants' with internal locus of control have higher tendency to experience academic motivation than those with external locus of control.

Discussion of Findings

This study aimed to investigate the impact of goal-setting and study skills training, as well as their combined effect, on the academic motivation of underachieving students in Colleges of Education located in South-West Nigeria. The initial hypothesis examined indicated a noteworthy primary effect of the treatment, revealing that individuals who underwent Goal Setting Therapy (GST) or Study Skills Training (SST) exhibited enhanced academic motivation in contrast to the control group. It is noteworthy that Goal Setting Therapy demonstrated greater efficacy compared to Study Skills Training. This discovery aligns with the works of Baker et al. (2022) and Hematian et al. (2016), who emphasised that a systematic approach to goal-setting offers students a sense of direction and accountability, consequently fostering their intrinsic motivation. Additional support is provided by Hudig et al. (2023), who illustrated that particular and immediate goals foster increased engagement and persistence. The findings corroborate the theoretical assertion that students who underperform derive considerable advantages from interventions designed to organise and elucidate their educational endeavours.

The second hypothesis examined the influence of academic self-efficacy on academic motivation. The findings revealed a noteworthy primary effect, suggesting that students possessing elevated academic self-efficacy demonstrated enhanced motivation. This is consistent with the assertions made by Sabanal et al. (2023) and Islam et al. (2023), who highlighted that self-efficacy bolsters students' confidence and sense of ownership in their learning, subsequently fostering motivation. Notably, this study revealed an inverse mean score trend, indicating that individuals with lower self-efficacy exhibited higher academic motivation scores following the treatment. This intriguing finding implies that the interventions may have exerted a notably significant impact on students who initially exhibited a lack of confidence, thereby underscoring the importance of tailored motivational strategies for those who are disengaged in their learning pursuits. These results align with Cheng's (2023) argument that the practice of goal-setting cultivates a sense of agency and responsibility among students who face academic challenges.

The third hypothesis examined the impact of locus of control on academic motivation, revealing a noteworthy main effect: students possessing an internal locus of control exhibited greater academic motivation compared to their counterparts with an external locus. This outcome reinforces the core principles of Goal-Setting Theory and Self-Regulated Learning Theory (Bates et al., 2023; Zeidner & Stoeger, 2019), highlighting that individuals who possess a strong internal conviction regarding their capacity to affect results are more inclined to actively participate in academic endeavours. The findings regarding the efficacy of both GST and SST in this study indicate that these interventions could facilitate a transition for students from an external to a more internal locus of control, thereby enhancing personal agency and fostering strategic learning behaviours. This transition is essential, as the existing literature (Yau et al., 2022; Valentina & Chinwe, 2021) highlights the enduring motivational and performance advantages of cultivating internal control beliefs among learners who are not performing at their best. The findings of the study affirm that specific interventions aimed at both motivational and cognitive elements can significantly improve academic motivation among students who are at risk of failing academically.

Conclusion

The findings of this study indicate that both Goal Setting Therapy and Study Skills Training play a significant role in boosting academic motivation among underachieving students in Colleges of Education in South-West Nigeria, with Goal Setting Therapy demonstrating a more notable impact. Moreover, it was observed that academic self-efficacy and locus of control significantly impact students' motivational levels, highlighting the crucial role of internal psychological factors in educational engagement. These findings underscore the importance of structured, evidence-based interventions—especially those rooted in Goal-

Setting and Self-Regulated Learning theories—in tackling motivational deficits among students who are underperforming. Consequently, incorporating these interventions into educational support programs can enhance academic resilience, encourage personal responsibility, and ultimately lead to better learning outcomes for underachieving students.

Recommendations

The following recommendations were made based on the findings of the study:

1. Colleges of Education should integrate structured goal-setting interventions into academic support services to help underachieving students define clear, attainable academic objectives and foster a sense of ownership over their learning journeys.
2. Institutions should organize regular, hands-on study skills workshops focusing on time management, note-taking, test preparation, and self-monitoring techniques to enhance students' academic competence and sustained motivation.
3. Educators and counselors should design and implement targeted interventions that build students' confidence in their academic abilities and reinforce internal control beliefs through mentoring, feedback, and personalized academic coaching.

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