

# Effects of Emotional Knowledge, Self -Efficacy and Parental Involvement on Goal Setting Behaviour among Adolescents in

## Ibadan Area of Oyo state

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### Abstract

The purpose of the study was to investigate effects of emotional knowledge, self efficacy and parental involvement on goal setting behaviour among adolescents in Ibadan Area of Oyo state. The study adopted a descriptive research design to select three hundred secondary school students. Three instruments used were used for the study, emotional knowledge, self efficacy scale, parental involvement scale and Goal setting behaviour scales. Three research Questions were raised and answered in the study at 0.05 level of significant. The results showed that there was significant relationship among the three independent variables (emotional knowledge, self efficacy and parental involvement) on adolescents' goal setting behaviour and that the three independent variables (emotional knowledge, self efficacy and parental involvement) both jointly and relatively contributed significantly to the prediction adolescents' goal setting behaviour. On the basis of these findings, it was stressed and advocated that there is need to enlighten the adolescents on how to improve on their emotional knowledge, self efficacy and parental involvement,, because their level of efficacy has a long way to influence their goal setting behaviour and general wellbeing, and that the parents need to be trained on the need to be actively involved in the adolescents' development and give adequate emotional caring and guidance in terms of goal setting in the society.

**Key words:** Emotional knowledge, self efficacy, parental involvement and behaviours' goal setting

### Introduction

Adolescence is the transitional stage of development between childhood and full adulthood, representing the period of time during which a person is biologically adult but emotionally not at full maturity. The age range of adolescence varies by culture. In the United States, it is generally considered to begin around age 13, and ends around 24. By contrast, the World Health Organization (WHO) (2005) defines adolescence as the period of life between 10 and 20 years of age. In the African (and Nigerian) context it is relatively between 11 and 21 years. The transition to adolescence is characterized as a time of dramatic change for youth (Larson and Richards, 2004, Orji and Anikweze, 2008). Uwakwe (1998) describes the adolescence period as the most challenging and tasking phase in the developmental process of the human organism. The challenges, which are often traumatic to most people, stem from the fact that the adolescents are faced with the task of biological, sexual and physical maturity. The challenges also include the adult society and culminate in induced demand for emotional stability. During this stage of the life cycle, youth experience puberty (Steinberg, 2003, Akinboye, 1987), expand their cognitive abilities (Lapsley, 2000), and develop a sense of self and identity (Hair, 2009; Harter, 2009). They may alter expectations from school and academic achievement (Eccles and Midgley, 2000; Hoffman, Levy-Shiff, Ushpiz, and Schlatter, 2003).

Observers blame this state of affairs on parents' poor involvement. Basically, the task of educating children, especially adolescents, about sex is seen as the responsibility of parents. The traditional Nigerian society, however, is quite conservative on matters of goal setting. Consequently, parent-child discussion on goal setting matters is beclouded by parental inhibitions. Most Nigerian parents shy away from such discussions because it is generally believed that it will make the adolescent attempt to experiment on what they have been told forcefully. Durojaiye (2002) observed that in most African homes, parents are not fully equipped to answer questions on goal setting behaviour. Even those who try to, pass, disseminate faulty information to their children. The whole subject thus becomes surrounded by secrecy and the children now become too embarrassed to discuss these matters with their parents. Three decades after, the situation is hardly different as studies have shown that children rarely receive information on goal setting and sexual matters from their parents (Odoemelam, 2006; Okonkwo and Eze, 2000;

Akerele and Egbochuku, 2001). This situation leaves the adolescents curious and ill-prepared to contend with their blossoming interest in sexuality and sex and leads them to seek information from their peers.

Goal-setting is a powerful technique for helping adolescents to develop a solid foundation for future planning and organization. By knowing what he/she wants to achieve in life, adolescents may know where they want to concentrate and what to improve. If adolescents can set well-defined goals, they can measure and take pride in the achievement of those goals. However, one of the most important tasks is to assist adolescents in setting short-term goals (less than a year) and long-term goals (more than five years). Aspiring to achieve long-term goals gives the adolescents short-term motivation. For instance, an adolescent may want to attend a major university (long-term goal). First, he/she needs to do well on the short-term goal. Goal Setting is a motivational technique used by both individuals and organizations to improve performance (Hinsz, 2005). The theory of goal setting was introduced by Locke in 1968 and has enjoyed a substantial review in the psychological arena over the past three decades (Tubbs, 2006).

Within the context of the above, the use of goal setting will act as a motivational tool by directing attention, mobilising effort, increasing persistence and motivating the ability to develop the most applicable strategy in the face of a variety of pressures (Locke et al., 2001; Terborg, 2006). In support of the above, most goal setting research has employed experimental design to assess the benefits of setting goals (Tubbs, 2006). Individuals were assigned a task and using a control and experimental group, researchers identified the differences in performance based on the use or absence of goal setting. The research has yielded highly consistent results as the experimental designs, have largely mediated against the effects of extraneous variables to arrive at the theory presented above (Tubbs, 2006). The emphasis on assigning goals to groups of individuals (as in the case of research employing the use of experimental designs) has, however, left the development of a questionnaire to assess the effective use of goal setting, unaddressed until the 1980's (Locke and Latham, 1984). In 1984 Locke and Latham proposed a goal setting questionnaire in an attempt to measure the perceptions of goal setting programmes and specifically the core goal attributes of specificity and difficulty, as well as related attributes and moderating variables that may exist in organizational settings.

Emotional knowledge is the ability to identify and respond to feelings and emotional reactions in oneself and others. Salovey and Mayer (1990) identified five elements of emotional knowledge, including knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships. Emotional knowledge constitutes the basic characteristic of human beings. The degree of knowledge is reflected by the clarity of purpose, thought and action in an individual's behavior. It involves understanding the specific situation in which the individual finds himself, and appropriately responding to it. It includes assimilation of information, processing of information, judicious selection of an alternative out of the multitude of alternatives presented, and rational decision-making. Thus, emotional knowledge consists in acting in a given situation with use of past experience, with due regard to what is novel in the situation, and to the whole situation rather than to some striking part of it. It denotes having insight into the key to the whole situation or problem. Environment contributes to the conditions i.e., family, economic level, health, facilities, etc. which influences intelligence much more than heredity does. Flynn has reported that in the late 20th century, Intelligent Quotients' scores have risen substantially around the world at all age levels, this rise has been interpreted in terms of the environmental factors such as rising living standards, improved diets, better educational opportunities and exposure to media.

Unless people believe that they can produce desired results by their actions, they have little incentive to act or to persevere in the face of difficulties. Bandura (1997) distinguishes between the two components of self-efficacy: an efficacy expectation and an outcome expectation. An outcome expectation refers to a person's belief that a given behavior will lead to a particular outcome. A number of studies on the adoption of health practices have measured self-efficacy to assess its potential influences in initiating behavior change. It is actually not necessary to use larger scales if a specific behavior is to be predicted. General self-efficacy measures refer to the ability to deal with a variety of stressful situations; measures of self-efficacy for health behaviors refer to beliefs about the ability to perform certain health behaviors and goals. These behaviors may be defined broadly (i.e., healthy food consumption) or in a narrow way (i.e., consumption of high-fiber food). Confidence to overcome barriers (i.e., smoking cessation self-efficacy) can predict attempts to quit smoking (Dijkstra & DeVries, 2000). Nicotine abstinence of self-quitters depends on various demographic, physiological, cognitive and social factors, but only a few factors are common predictors of maintaining abstinence. These are physiological factors, such as lower nicotine dependence, longer

duration of previous abstinence, and, as a cognitive factor, high perceived smoking cessation self-efficacy (Ockene et al., 2000). Poor smoking cessation self-efficacy is associated with lapses.

In his attempt to give more meaning to his contribution on parental involvement and children's education, (Epstein, 2007) put up a model in which he analyzed how children learn and grow through three overlapping spheres of influence: family school and community. According to him, these three spheres must form partnership to best meet the needs of the child. Epstein (2007) again identified six types of involvement based on the relationships between the families, school and community. These are: parenting (skills), communicating, volunteering, learning at home, decision making, and collaborating with the community. He stressed it clearly that these six types of involvement need to be included to have successful partnerships (between the home and the school). Baker and Soden (2007) remarked that much of the research that examined the relationships between parent involvement and children's education assesses parent involvement by utilizing one particular measure, such as counting the number of parents that volunteer, coming to meetings, or coming to parent-teacher conferences.

Some research reports have shown that a large percentage of all juvenile delinquents come from homes that lacked normal parental love and goal for the adolescents. Attention, love and warmth go a long way in assisting the adolescents' emotional development and adjustment (Odebunmi 2007). Children at adolescence stage require parental love, care, warmth and serious attention to adjust adequately and set effective goals in the environment which he/she finds him/herself (Joseph, 2003). Parents have major roles to play in the adjustment process of adolescent. Ukoha (2003), Onyewadume (2004) and Otuadah (2006) observe that parents spend little or no time at home to assist in the upbringing of the children. The children invariably fall into evil association. Adolescence is an exciting and dynamic period for young people. As adolescents are faced with changes in their bodies and cognitive development they are constantly renegotiating their relationships with family, friends, school, and community (Falaye, 2008).

Ideally, their view of the world expands, and a new orientation to their future as productive independent adults emerges. As they navigate the critical tasks of self-identity development and graduated autonomy adolescents are at risk for the development of harmful behaviors. There appears to be a consensus among Nigerian researchers and observers that many traditional values are changing rapidly and for the worse (Naswen, 2001; Ezeh, 2001; Arumala, 2005 and Eruesegbefe, 2005). One area of life in which the decline of traditional values is obvious is in the area of sexuality and goal setting. One major change has been the acceptance of pre-marital sex in a loving relationship and adolescents' lack of goals. Osioma (1998) lamented that in Nigeria, culture no longer has a grip on the youth as our society seems to be plagued with decayed moral codes and values and so the sense of right and wrong is eroded. This seems to affect the youth, adolescents' inclusive, more than any other group as this is manifested in the acceptance of sex before marriage, homosexual behaviour, lesbianism, abortion, drug addiction and indecent dressing. Apart from the blame apportioned to parents for their negligence as earlier mentioned, some people are of the opinion that adolescents are naturally open to the normal sex drive while this drive is incensed by the impact of permissive Western culture transmitted through the sexual stimuli conveyed by the mass media.

#### **Purpose of the study**

The main purpose of this study is to investigate the effects of emotional knowledge, self efficacy and parental involvement on goal setting behaviour among adolescents in Ibadan, Nigeria. Specifically, other purposes of the study include:

- 1) Examine the relationship between the three independent variables (emotional knowledge, self efficacy and parental involvement) on adolescents' goal setting behavior.
- 2) Assess the combined effect of three independent variables (emotional knowledge, self efficacy and parental involvement) on adolescents' goal setting behavior.
- 3) Determine the relative effect of each of the three independent variables (emotional knowledge, self efficacy and parental involvement) on adolescents' goal setting behavior.

#### **Research Questions**

The following research Questions will be tested in this study

1. What is the relationship between the three independent variables (emotional knowledge, self efficacy and parental involvement) on adolescents' goal setting behaviour?
2. What is the combined effect of three independent variables (emotional knowledge, self efficacy and parental involvement) on adolescents' goal setting behaviour?

3. What is the relative effect of each of the three independent variables (emotional knowledge, self efficacy and parental involvement) on adolescents' goal setting behaviour?

#### **REVIEW OF RELATED LITERATURE**

##### **Emotional knowledge**

As an emotion emerges, it entails coordinated changes in physiology, motor readiness, behavior, cognition, and subjective experience (Izard 2003; Parrott 2002; Simon 2002). For example, as a person becomes happy, she may experience lower blood pressure and greater motor readiness to approach others; she also may smile, think happy thoughts, and feel good inside. These emotional reactions emerge in response to perceived or actual alterations in the person's environment. Our working definition of emotion appears in the margin. For example, verbal-comprehension intelligence describes the capacity to learn and reason about words and their meanings. The more words one understands, however, the more the verbal knowledge one already has gained promotes the intelligence. Thus, verbal intelligence is the ability to reason about words and the use of acquired verbal knowledge to promote such reasoning. Perceptual-organizational intelligence concerns the ability to reason about visual patterns and the use of acquired knowledge about patterns to enhance the intelligence. Following such precedents, an initial working description of Emotional Intelligence is as follows: Emotional knowledge concerns the ability to carry out accurate reasoning about emotions and the ability to use emotions and emotional knowledge to enhance thought.

In the last decade or so, we have been witness to a particular growing body of research regarding the importance of emotional intelligence for successful leadership. Underlying this research interest is the view that people with high emotional intelligence competencies are more likely than less emotionally intelligent people to gain success in the workplace. Particularly, scholars have noted that social skills are essential for executive level leaders; as individuals ascend the organizational hierarchy; social intelligence becomes an increasingly relevant determinant of who will and will not be successful (Hooijberg *et al.*, 2007; Zaccaro, 2001).

##### **Self-Efficacy theory**

Two decades have now passed since Bandura (1977) first introduced the construct of Self-efficacy with the seminal publication of "Self-efficacy: Toward a Unifying Theory of Behavioral Change." A decade later, Bandura (1986) situated the construct within a social cognitive theory of human behaviour that diverged from the prevalent cognitivism of the day and embedded cognitive development within a socio-structural network of influences. More recently, Bandura (1997) published *Self-efficacy: The exercise of control*, in which he further situated self-efficacy within a theory of personal and collective agency that operates in concert with other socio-cognitive factors in regulating human well-being and attainment. In this volume, Bandura also addressed the major facets of agency, the nature and structure of self-efficacy beliefs, their origins and effects, the processes through which such self-beliefs operate, and the modes by which they can be created and strengthened. In addition, Bandura reviewed a vast body of research on each of these aspects of agency in diverse applications of the theory. During these two decades, the tenets of the self-efficacy component of social cognitive theory have been widely tested in varied disciplines and settings and have received support from a growing body of findings from diverse fields. Self-efficacy beliefs have been found related to clinical problems such as phobias (Bandura, 1983), addiction (Marlatt, Baer, & Quigley, 2005), depression (Davis & Yates, 2002), social skills (Moe & Zeiss, 2002), assertiveness (Lee, 2004); to stress in a variety of contexts (Jerusalem & Mittag, 2005); to smoking behavior (Garcia, Schmitz, & Doerfler, 2000); to pain control (Manning & Wright, 2003); to health (O'Leary, 2005); and to athletic performance (Barling & Abel, 2003; Lee, 2002).

Self-efficacy beliefs have also received increasing attention in educational research, primarily in studies of academic motivation and of self-regulation (Pintrich & Schunk, 2005). In this arena, self-efficacy researchers have focused on three areas. Researchers in the first area have explored the link between efficacy beliefs and college major and career choices, particularly in science and mathematics (see Lent & Hackett, 1987, for a review). This line of inquiry has important implications for counseling and vocational psychology theory and practice, given that findings have provided insights into the career development of young men and women and can be used to develop career intervention strategies. Findings from the second area suggest that the efficacy beliefs of teachers are related to their instructional practices and to various student outcomes (Ashton & Webb, 2006). In the third area, researchers have reported that students' self-efficacy beliefs are correlated with other motivation constructs and with students' academic performances and achievement. Constructs in these studies have included attributions, goal setting; modeling, problem solving, test and domain-specific anxiety, reward contingencies, self-regulation, social comparisons, strategy training, other self-beliefs and expectancy constructs, and varied academic performances across domains.

### **Parental Involvement**

Research on adolescent engagement has mainly investigated participation in extracurricular structured activities such as sports, youth groups, hobby, or special interest groups. Studies of bullying have also indicated that the quality of the parent-child relationship is an important factor in development of behavior problems. Exploration of family effects often is reduced to the examination of dyadic parent-child interactions, usually focusing on the mother-child development, with little attention to family dynamics. This has placed much emphasis on family structure-intact or single parent homes in influencing child developments and behaviours. The type of family affects all forms of child development. Like all forms of human development, sexual development begins at birth.

Sexual development includes not only the physical changes that occur as children grow, but also the sexual knowledge and beliefs they come to learn and the behaviours they show. This includes decisions to be involved or otherwise in premarital sex. Single parenting is a very important social issue that can have significant effects on an adolescent's sexual behaviour. Adolescents who are raised in a single family home are at risk of not reaching their full potential. The family structure, ideally, provides a sense of security and stability that is necessary for children. When there is a breakdown in the family structure, it may have a tremendous impact on a child and their ability to function ordinarily or demonstrate a socially acceptable sexual behaviour. In most situations, the child no longer has two parents to depend on. Therefore they have to rely on one parent to meet most, if not all their needs. With limited finances, time and availability, parents are less likely to provide the adequate support a child needs to perform to the best of their ability. This is not to say, necessarily, that the parent raising them is not providing them with more than adequate love and attention, but rather the single parent model within itself is comprised of many different factors that can affect a child's sexual development.

### **Goal setting behaviour of adolescents**

According to Carter (2003), an adolescent should establish a long-term goal before a short-term goal can be explored. An adolescent may not see the need to work toward a goal without understanding the relationship between the short-term goal and the long-term goal. People who use goal-setting effectively suffer less from stress, are better able to concentrate, show more self-confidence, and seem to feel happier. For example, graduating from high school may be a motivating factor to help adolescents work toward the short-term goal of passing the senior secondary school examination. There are several important factors to consider before goal-setting with adolescents (Carter, 2003): Establish a relationship of trust over time, establishing confidentiality is prerequisite to goal-setting, the adolescents should be directly involved in setting goals, the adolescents must articulate each goal, and it must be genuinely *his/her* goal. A short-term goal that can be easily achieved is a good starting point; for example, simply to complete all mathematics homework assignments for the next week. Goals must be specific and measurable.

## **METHODOLOGY**

### **Research Design**

The study adopted an ex-post- facto research approach. Such an approach does not involve the manipulation of variables in the study (Adeyemo, 2001). It is therefore, after the fact study. It neither adds to nor subtracts from the existing fact. However, it is carefully observe and record information as it naturally occurred at the time the study was conducted.

### **Population**

The participants for the study were all adolescents in Ibadan North Local Government Area of Oyo State, Nigeria.

### **Sample and Sampling Techniques**

Fifteen secondary schools were selected through stratified random techniques in the study. In each of randomly selected schools, participants were selected through simple random techniques. On the whole, twenty students were selected in each school. Total numbers of students were three hundred. However, the students consist of male and female.

### **Instrumentations**

The emotional knowledge scales constructed by emotional health group (2008) was adopted to be used as a measure of emotional knowledge questionnaire. It is a fifteen items scale with responses anchored base on the four likert points. Some of the items of the scale read as follow: (1) If you are sad, grieving or mourning, do you allow yourself to weep? (2) Can you express anger freely and non-destructively in the school? (3) When you are afraid, do you let trusted members see your fear? (4) Can you say 'no' without feeling guilty? The scale had high internal consistency of .79 with cronbach's alpha of .84.

In the attempt to identify the efficacy of the adolescents, the Efficacy survey instrument developed by Hoy & Woolfork (1993) was adopted to measure adolescent's self efficacy. This instrument consists of twenty-four (20) short questions ranging from Strong Agree (4), Agree (3), Disagree (2) and Strongly Disagree (1) in answer choices and had a reliability coefficient of 0.80.

The parental involvement scales constructed by Sui-Chu and Willms (1996) was adopted to be used as a measure of parental involvement questionnaire. It is an eight items scale with responses anchored base on the four likert points. Some of the items of the scale read as follow: (1) how often have you talked to mother about planning your high-school program? (2) Since the beginning of the school year, how often have you discussed the selection of courses and programs at school with either or both your parents or guardians? (3) How often do your parents or guardians check on whether you have done your homework? As indicated by Sui-chu and willms (1996), the instrument has a cronbach alpha value of 0.79. The goal setting behaviour scales developed by Olusola, Carmen and John (2008) was adopted to be used as a measure of goal setting behaviour questionnaire. It is a thirteen items scale with responses anchored base on the four likert points. Some of the items of the scale read as follow: 1. It is important for me to do better than other students. 2. Fear of performing poorly in this class is often what motivates me. 3. I always wish to learn as much as possible from the lessons in the class. As indicated by olusola etal the instrument has a Cronbach Alpha of .85 and .74 internal consistency was obtained.

#### Procedures of administration

The instruments were administered to the subjects on the day approved by the school authorities for the exercise. The researcher was assisted by some subject teachers in administration and collection of the instruments. In each of selected school, the administration and collection of instruments were done on the same day of administration. On the whole data collection lasted for approximately three weeks. Out of three hundred and thirty Questionnaires distributed only three hundred were properly filled in and considered useful for research purpose.

#### Method of data analysis

The data obtained was analyzed using multiple regression statistical tools. The multiple regression analysis yielded correlation matrix, analysis of variance among others which was used to interpret the data.

## RESULTS

**Research Question One:** What is the relationship among the three independent variables (emotional knowledge, self efficacy and parental involvement) on adolescents' goal setting behaviour?

**Table 1: Descriptive statistics and Inter-correlations among the variables.**

Variables	N	Mean	SD	Goal setting behavior	Emotional knowledge	Self efficacy	Parental involvement
Goal setting behavior	300	43.48	14.622	1.00			
Emotional knowledge	300	25.60	12.961	.874	1.00		
Self efficacy	300	26.46	13.155	.876	.996	1.00	
Parental involvement	300	26.08	12.552	.893	.988	.994	1.00

**Correlation is significant at the 0.001 level (2-tailed).**

Table 1 contains descriptive statistics and inter-correlations among the study variables. As shown in the table 1, adolescents' goal setting behaviour is significantly correlated with: (1) Emotional knowledge ( $r = .874$ ;  $p < .05$ ); (2) Self efficacy ( $r = .876$ ;  $p < .05$ ); and (3) Parental involvement ( $r = .893$ ;  $p < .05$ ). There were also significant correlations among the four independent variables.

**Research Question Two:** What is the combined effect of the three independent variables (emotional knowledge, self efficacy and parental involvement) on adolescents' goal setting behaviour?

**Table 2: Multiple regression analysis on adolescents' goal setting behaviour data**

Multiple R(adjusted)=.810				
Multiple R <sup>2</sup> (adjusted)=.808				
Standard error of estimate=6.4136				
Analysis of variance				
	Sum of square(SS)	DF	Mean square	F
Regression	51751.338	3	17250.446	419.376
Residual	12175.542	296	41.134	
Total	63926.880	299		

The table above shows that the independent variables (emotional knowledge, self efficacy and parental involvement) when pulled together have significant effects on adolescents' goal setting behaviour. The value of R (adjusted) =.810 and R<sup>2</sup> (adjusted) =.808. The analysis of variance performed on the multiple regressions yielded an F- ratio value of 419.376 and was found to be significant at 0.05 level.

**Research Question Three:** What is the relative effect of three independent variables (emotional knowledge, self efficacy and parental involvement) on adolescents' goal setting behaviour?

**Table 3: relative contribution of independent variables to the prediction**

Model	Unstandardized coefficients		Standardized coefficients		T	P
	B	Standard error	Beta			
Constant	15.770	.876			17.998	P<0.05
Emotional knowledge	.521	.314	.462		1.658	P<0.05
Self efficacy	1.574	.426	1.416		3.695	P<0.05
Parental involvement	2.148	.266	1.844		8.065	P<0.05

The table above shows that each of the independent variables made a significant contribution to the prediction of adolescents' goal setting behaviour. In term of magnitude of contribution, parental involvement made the most significant contribution (Beta= 1.844; t= 8.065; P<0.05 to the prediction. Other variables made significant contributions in the following order: Self efficacy (Beta= 1.416; t= 3.695; P<0.05), and emotional knowledge (Beta= .462; t= 1.658; P<0.05).

**Discussion of Findings**

The result of the first research question revealed that there was significant relationship among the three independent (emotional knowledge, self efficacy and parental involvement) on adolescents' goal setting behavior. This finding is consistent with finding of Parker, Summerfeldt, Hogan and Majeski (2002) they discovered that various emotional and social competencies were strong predictors of academic success and students' goal setting behaviour. Similarly, Parker, et al. (2003) found emotional knowledge to be significant predictors of academic success and students' goal setting behaviour. In the investigation, it was also found that self efficacy significantly influence the adolescents' goal setting behavior, this finding was supported by the studies of Bandura (1993) who stated that strategies associated with self-efficacy beliefs include personal goal setting, which is influenced by self-appraisal of one's capabilities. Others have documented that the stronger the perceived self-efficacy, the higher the goals people set for themselves and the firmer their commitment to them (Locke, Frederick, Lee & Bobco, 2004).

Certainly and in consonant with the present finding, it can be ascertained that parental involvement determines to great extent the adolescents' goal setting behaviour, this is in corroboration with the studies of Labouvie, Pandina, and Johnson's study (2001) 400 adolescents found several variables including maternal warmth and parental alcoholism were significant predictors of adolescent alcohol use. In a related longitudinal study Johnson & Pandina (2001), they found that a hostile relationship, a lack of warmth, and father's alcohol use were among the most important predictors of higher levels of drug use among adolescents.

The result of the second research question revealed that the three independent variables (emotional knowledge, self efficacy and parental involvement) have combined effect on the adolescents' goal setting behavior. The magnitude of the prediction of the three independent variables was reflected in the value of the value of R

(adjusted) = .810 and  $R^2$  (adjusted) = .808. The analysis of variance performed on the multiple regressions yielded an F-ratio value of 419.376 and was found to be significant at 0.05 level. The result thus demonstrated that 80.8% of the variance in the adolescents' goal setting behavior is accounted for by the linear combination of the three independent variables. The result of the findings further showed that the capacity of the three independent variables to predict adolescents' goal setting behavior could not have happened by chance. This finding is in consonance with the work of previous researchers who confirmed that aggressive and violent children have low involvement with their families and often receive little supervision (Farrington, Loeber, Yin, & Anderson, 2002). Also, studies have shown to date that the two constructs seem to be positively related. Findings have demonstrated that parent's involvement in the education of the children has been found to be of benefit to parents, children, and schools (Tella and Tella 2003; Campbell, 2005; Rich, 2007).

The result of the third research question revealed that each of the three independent variables (emotional knowledge, self efficacy and parental involvement) has a relative effect on the adolescents' goal setting behavior. That is emotional knowledge, self efficacy and parental involvement predict adolescents' goal setting behavior. In terms of magnitude of contribution, parental involvement made the most significant contribution (Beta= 1.844;  $t= 8.065$ ;  $P<0.05$ ) to the prediction. Other variables made significant contributions in the following order: Self efficacy (Beta= 1.416;  $t= 3.695$ ;  $P<0.05$ ), and emotional knowledge (Beta= .462;  $t= 1.658$ ;  $P<0.05$ ). This is consistent with the previous research of Mayer, Caruso, and Salovey (2009) found that higher emotional knowledge correlated significantly with higher parental warmth and attachment style, while others found that those scoring high in emotional knowledge also reported increased positive interpersonal relationships among children, adolescents, and adults (Rice, 2009; Rubin, 2009). Negative relationships have likewise been identified between emotional knowledge and adolescent goal setting behaviour.

Likewise, Abisamra (2000) reported that there is a positive relationship among emotional knowledge, academic achievement and students' goal setting behaviour. He therefore canvassed for inclusion of emotional knowledge in the schools' curricula. Petrides, Frederickson and Furnham in Cotton and Wiklund (2005) argued that any investigation of the potential effects of emotional knowledge on goal setting behaviour must be pursued in a specific context. Also, Bandura (1989) stated that Self-efficacy beliefs function as an important set of proximal determinants of human motivation, affect, and action. Prevention science studies showed that problem behaviors are mediated by cognitive, emotional, attitudinal, personality, and social factors including poor coping skills, anxiety, need for social approval, favorable attitudes toward use and a lack of self-efficacy (Hawkins, Lishner, Catalano & Howard, 2006; Holden, Moncher, Schinke & Barker, 2000). However, Henry, Tolan, and Gorman-Smith (2001) constructed a variable of family well-being from several family characteristics, including family cohesion and parenting skills, and found this variable was an important predictor of poor outcomes.

### **Recommendations**

The public and private schools should try as much as possible to provide an enabling environment and materials for the school-going adolescents' needs and development in the school. This is to ensure an improvement in their goal setting behavior and other related activities in the school.

School-going adolescents are to be enlightened on how to improve their self-efficacy, because their level of efficacy has a long way to influence on their goal setting behavior and other general wellbeing.

The parents need to be trained on the need to actively involve in the adolescents' development and give adequate emotional caring and guidance in terms of goal setting in the society. This will help in reducing the problems of being misguided by the other peers in the society.

School counselors should intensify their effort to organize seminars/conferences on the implications of these factors (e.g. emotional intelligence, self-efficacy and parental involvement) on the adolescents' goal setting behavior in the society. The curriculum planners should try as much as possible to include in the scheme effective inculcation of social education, moral and how to set goals for oneself and work towards the effective accomplishment of the goal.

The religious organizational leaders are to fuse into their teaching, topics on the significance of goal setting and how to work towards the achievement of the set of goals. Effective mode of child rearing and parenting are to be given to the married couple and parent in the society. This will help in improving the level of parental involvement of parents and guardians in the society. Private and Public schools are to be enlightened on the need to employ at least a guidance counselor who will be saddled with the responsibility of attending to the adolescents' challenges of the students. These challenges could be education, vocation or personal social.

## Conclusion

Base on the findings of this study, prevalence of adolescents engaging in the bad behavior and violence as a result of poor planning and lack of goal for their development need not to continue indefinitely. There is hope that with the improvement of emotional knowledge, self efficacy and parental involvement among others, the situation can be changed for better. The study discovered some of these factors affecting the adolescents' goal setting behavior in the school such as emotional knowledge, self efficacy and parental involvement among others. By and large, we can however conclude that emotional knowledge, self efficacy and parental involvement have a great influence on adolescents' goal setting behavior. As such, it is very crucial and pertinent to improve these factors so as to eradicate the persistent occurrence of youth's problems and violence in the country not only in Ibadan North Local Government Area of Oyo State but also in other Local Governments and States of the Country, Nigeria. By and large, it was also concluded from this study that emotional knowledge, self efficacy and parental involvement has a great impact on the adolescents' goal setting behavior. This means that emotional knowledge, self efficacy and parental involvement of adolescent will definitely have a negative effect on their adolescents' goal setting behavior. By implication, adolescent's welfare will improve drastically through emotional knowledge, self efficacy and parental involvement both in the school system and at home.

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