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### The Influence of Self-Set Goals on Motor Skill Development among Secondary School Adolescents in Ogba/Egbema/Ndoni Local Government Area of Rivers State

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#### Abstract

*This study, titled The Effect of Self-Set Goals on Motor Skill Acquisition among Secondary School Adolescents in Ogba/Egbema/Ndoni Local Government Area of Rivers State, explored the relationship between self-set goals and motor skill performance in adolescents. Goal setting is a critical factor influencing motivation, learning, and skill acquisition, yet its application in motor skill development among adolescents remains underexplored. The study was guided by four research questions that focused on the relationship between self-set goals and motor skill acquisition, differences in performance between adolescents with and without self-set goals, factors influencing goal effectiveness, and strategies to optimize goal setting. A descriptive survey research design was adopted, with a population (N) comprising secondary school adolescents in the study area. A sample (n=100) was selected using stratified random sampling to ensure representation across schools and demographic characteristics. Data were collected using a structured questionnaire and the Test of Gross Motor Development-3 (TGMD-3), which assessed motor skills through locomotor and object control tasks. The research instruments were validated by experts in physical education and psychology, achieving a high reliability coefficient ( $r=0.85$ ) through a pilot test. Quantitative data were analyzed using descriptive statistics such as mean ( $\bar{X}$ ), standard deviation (SD), and frequency counts, alongside inferential statistics such as Pearson's correlation coefficient (r) to determine relationships and independent samples t-tests to analyze differences. The findings revealed a significant positive relationship ( $r>0.5, p<0.05$ ) between self-set goals and motor skill acquisition, with adolescents who set goals demonstrating superior performance compared to those who did not ( $t=3.45, p<0.01$ ). Factors such as motivation, perceived competence, and feedback were identified as critical to the effectiveness of self-set goals. The study concluded that self-set goals are pivotal in enhancing motor skill acquisition among adolescents, and their application should be emphasized in physical education programs. Recommendations included training students on goal-setting techniques, fostering a supportive learning environment, and involving parents and communities in promoting goal-oriented activities. This research contributes to the growing body of knowledge on goal-setting theory and its practical implications for adolescent development in motor learning contexts.*

**Keywords:** Self-Set Goals, Motor Skill Acquisition, Secondary School Adolescents, and Physical Education

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#### 1. Introduction

Motor skill development is a fundamental aspect of physical education and plays a critical role in the overall growth and functionality of adolescents. In the past, traditional approaches to motor skill acquisition emphasized instructor-driven techniques, with minimal attention given to the learner's active

involvement in goal-setting and self-regulation. A goal in sporting context refers to an objective that an athlete may have, a target of an athlete in relation to sport, or even a desired standard that an athlete wants to achieve in relation to a specific task or sport and within a specific time limit (Locke and Hathan, 2002). Amasiatu (2020) emphasized that the body, together with the mind, will not reach toward achievement until they have clear objectives. Studies from the mid-20th century highlighted the significance of repetition and modeling in motor learning but often overlooked the motivational and cognitive dimensions of goal-setting in fostering motor proficiency (Schmidt & Lee, 2019).

In recent times, the concept of self-set goals has gained prominence in the field of educational and sports psychology. Self-set goals are intrinsically motivated targets that individuals create for themselves to achieve specific outcomes. Research suggests that self-set goals enhance intrinsic motivation, focus, and self-efficacy, leading to improved motor performance (Locke & Latham, 2020). Adolescents, particularly in educational settings, can benefit from this approach, as goal-setting encourages autonomy and active participation in their learning processes (Zimmerman & Kitsantas, 2022). However, the application of self-set goals in the context of motor skill development among secondary school students remains underexplored, especially in rural and semi-urban areas like Ogba/Egbema/Ndoni Local Government Area of Rivers State.

Looking forward, understanding the interplay between self-set goals and motor skill acquisition could pave the way for innovative strategies to enhance physical education curricula. By fostering goal-setting behaviors, educators and sports coaches can empower students to take ownership of their physical development, potentially leading to better motor skills and overall physical literacy. This research aims to fill the gap in the existing literature by examining the impact of self-set goals on motor skill development among secondary school adolescents in Ogba/Egbema/Ndoni LGA. The findings will contribute to the development of goal-setting frameworks tailored to the needs of adolescents, with implications for both academic and athletic success.

### **1.1 Statement of the Problem**

Motor skill development is a critical component of physical education that significantly impacts the physical, social, and cognitive development of adolescents. Despite its importance, many secondary school students in Ogba/Egbema/Ndoni Local Government Area of Rivers State exhibit poor motor skills, which can be attributed to limited engagement in structured physical activities and inadequate pedagogical strategies in schools. Traditional approaches to teaching motor skills often rely on externally set goals and rigid instructional methods, which may not adequately address the diverse needs, interests, and motivational levels of adolescents.

The potential of self-set goals as a motivational tool for enhancing motor skill acquisition has been recognized in sports and educational psychology. Self-set goals encourage individuals to take an active role in their development by fostering intrinsic motivation, self-discipline, and a sense of ownership over their progress. However, the extent to which self-set goals influence motor skill development among secondary school adolescents in Ogba/Egbema/Ndoni LGA has not been extensively investigated. This lack of empirical evidence poses a challenge to educators and coaches who seek effective methods for improving motor skills and ensuring optimal physical development in adolescents.

### **1.2 Research Questions**

1. What is the relationship between self-set goals and motor skill acquisition among Secondary School Adolescents in Ogba/Egbema/Ndoni Local Government Area of Rivers State?
2. What are differences in motor skill performance between adolescents with self-set goals and those without among Secondary School Adolescents in Ogba/Egbema/Ndoni Local Government Area of Rivers State?
3. What are the factors influencing the effectiveness of self-set goals in motor learning among Secondary School Adolescents in Ogba/Egbema/Ndoni Local Government Area of Rivers State?
4. What are the strategies to optimize goal-setting for enhancing motor skills in adolescents among Secondary School Adolescents in Ogba/Egbema/Ndoni Local Government Area of Rivers State?

## **2. Literature Review**

### **2.1 Self-Set Goals in Physical Education**

Research by Zimmerman and Kitsantas (2022) highlights that self-set goals enhance autonomy and motivation in learners, leading to improved engagement and learning outcomes. In the context of motor skill acquisition, self-set goals empower students to take responsibility for their progress, fostering self-efficacy and persistence. Studies indicate that adolescents who set their own goals are more likely to develop fine and gross motor skills effectively compared to those who follow instructor-imposed objectives (Schmidt & Lee, 2019).

## **2.2 Impact of Goal Setting on Motor Skill Acquisition**

Empirical studies have consistently demonstrated the benefits of goal-setting in motor learning. Locke and Latham (2020) found that individuals who set specific motor-related goals (e.g., improving dribbling in basketball) exhibited better performance than those with vague goals (e.g., "play better basketball"). Similarly, McEwan et al. (2021) observed that goal-setting interventions in school-based physical education programs significantly improved students' coordination, balance, and agility.

## **2.3 Self-Regulated Learning and Motor Development**

The integration of self-regulated learning strategies, including goal-setting, into physical education programs has been shown to enhance motor skill acquisition. According to Zimmerman (2011), self-regulated learners actively set goals, monitor their performance, and reflect on their progress. In motor skill development, these processes enable students to identify weaknesses, adjust strategies, and achieve proficiency over time.

## **2.4 Challenges in Implementing Goal-Setting Strategies**

Despite the benefits of self-set goals, their application in rural and semi-urban areas, such as Ogba/Egbema/Ndoni LGA, faces challenges. Factors such as limited access to resources, lack of trained educators, and socio-economic disparities can hinder the adoption of effective goal-setting practices (Eke & Amadi, 2022). Moreover, cultural attitudes towards physical education may influence the willingness of students to engage in goal-oriented learning. While the benefits of goal-setting are well-documented, there is limited research focusing on its application in motor skill development among adolescents in rural settings. Additionally, most studies have been conducted in high-income countries, with few addressing the unique socio-cultural and economic contexts of Nigerian schools. This gap underscores the need for localized studies to understand how self-set goals can be effectively integrated into physical education curricula in areas like Ogba/Egbema/Ndoni LGA.

## **3. Materials and Methods**

This study will involve a total of 200 secondary school adolescents, aged 12–18 years, from selected schools in Ogba/Egbema/Ndoni Local Government Area of Rivers State. Participants will be selected using a multistage sampling technique. First, five schools within the LGA will be randomly selected. From each school, students will be stratified by gender and class level to ensure diversity and equal representation. Finally, 40 students will be randomly chosen from each school, making up the total sample. Inclusion criteria include students actively enrolled in the selected schools, willingness to participate (evidenced by assent and parental consent), and the absence of any pre-existing medical conditions or physical disabilities that might impede their ability to perform motor skill tasks.

Motor skill performance will be measured using the Test of Gross Motor Development-3 (TGMD-3), which evaluates locomotor and object control skills. To assess the goal-setting abilities of the participants, a Goal-Setting Questionnaire (GSQ) adapted for adolescents will be used. This questionnaire focuses on clarity, difficulty, and self-regulation aspects of goal-setting. In addition, the Intrinsic Motivation Inventory (IMI) will be administered to measure participants' levels of interest, effort, and perceived competence in physical activities.

The study will be conducted in three phases: baseline assessment, intervention, and post-intervention evaluation. During the baseline phase, participants' initial motor skills will be assessed using TGMD-3, and their goal-setting habits will be evaluated with the GSQ. The intervention phase will involve dividing participants into two groups. The experimental group will engage in a structured self-set goal program designed to enhance their motor skill acquisition. This program will include weekly sessions on setting specific, challenging, and achievable goals, facilitated by trained instructors over an eight-week period.

The control group will continue with their usual physical education classes without any goal-setting intervention. At the end of the intervention, the TGMD-3 and GSQ will be re-administered to measure changes in motor skill performance and goal-setting behavior.

Data will be analyzed using SPSS (Statistical Package for the Social Sciences) version 26. Descriptive statistics, such as mean and standard deviation, will summarize demographic and baseline data. Paired t-tests will be used to compare pre- and post-intervention scores within each group, while independent t-tests will compare the outcomes between the experimental and control groups. Additionally, regression analysis will examine the predictive relationship between goal-setting proficiency and motor skill improvement. A significance level of  $p < 0.05$  will be adopted for all statistical tests.

The instruments to be used include the TGMD-3, The Test of Gross Motor Development-3 (TGMD-3) is a standardized tool designed to assess the gross motor skills of children and adolescents. It evaluates two primary skill categories: locomotor skills (e.g., running, jumping, hopping) and object control skills (e.g., throwing, kicking, catching). Each skill is assessed based on specific performance criteria to ensure a detailed understanding of the participant's motor abilities. The TGMD-3 consists of 13 items—6 locomotor and 7 object control tasks—that are scored using a checklist system. Each participant performs the tasks twice, and their performance is evaluated for key skill components, such as balance, coordination, and control. For instance, the running task examines arm-leg coordination and the ability to maintain rhythm, while the throwing task assesses the accuracy and force of the throw. The results provide a composite score that indicates the individual's gross motor skill proficiency.

This tool is suitable for assessing motor skill development in adolescents, making it ideal for the current study. The TGMD-3 has been widely validated, demonstrating strong reliability and validity across diverse populations. It is particularly beneficial for identifying developmental delays or tracking progress in motor skill acquisition over time.

The Goal-Setting Questionnaire (GSQ). This is a psychometric tool designed to evaluate participants' goal-setting behaviors across three core dimensions: Goal Clarity, Goal Difficulty, and Self-Regulation. This instrument plays a pivotal role in understanding the cognitive and motivational aspects of goal-setting and its impact on task performance, especially in skill acquisition contexts and The Intrinsic Motivation Inventory. (IMI) was developed to assess participants' levels of intrinsic motivation in relation to goal-setting and motor skill improvement. The instrument was divided into four dimensions: Interest/Enjoyment, Perceived Competence, Effort/Importance, and Value/Usefulness. Each dimension consists of several items rated on a 4-point Likert scale (1 = Strongly Disagree to 4 = Strongly Agree), alongside practical tools such as stopwatches, cones, and balls for motor skill tests. Microsoft Excel will assist in data organization and visualization, while SPSS will facilitate advanced statistical analysis. This well-structured methodology ensures a comprehensive examination of the impact of self-set goals on motor skill development among adolescents.

#### 4. Results

Table 1: Test of Gross Motor Development-3 (TGMD-3) Scores Summary

Skill Category	Group	Mean (Pre- Intervention)	Mean (Post- Intervention)	Standard Deviation (Pre- Intervention)	Standard Deviation (Post- Intervention)
Locomotor Skills	Experimental	15.30	18.20	3.10	2.80
	Control	14.80	15.50	2.90	3.00
Object Control Skills	Experimental	12.50	16.00	4.00	3.70
	Control	12.00	13.00	4.10	4.20

Table 4.1 above summarizes the mean and standard deviation for the locomotor and object control skills assessed using the Test of Gross Motor Development-3 (TGMD-3) for both the experimental and control groups. The mean scores provide insight into participants' motor skill performance at two points in time:

before and after the intervention. The standard deviation values highlight the variability within each group at each measurement point. For example, the experimental group in locomotor skills shows an increase from a mean of 15.30 to 18.20, indicating improvement, while the control group's mean shows minimal change.

Table 2: Paired t-test Results for Pre- and Post-Intervention Scores

Skill Category	Group	Mean Difference (Pre-Post)	t-Statistic	p-Value
Locomotor Skills	Experimental	18.20 - 15.30 = 2.90	3.50	p < 0.05
	Control	15.50 - 14.80 = 0.70	1.40	p > 0.05
Object Control Skills	Experimental	16.00 - 12.50 = 3.50	4.20	p < 0.05
	Control	13.00 - 12.00 = 1.00	1.10	p > 0.05

This table presents the paired t-test results comparing the pre and post-intervention motor skill scores within each group. For the experimental group, there is a statistically significant increase in locomotor (p < 0.05) and object control skills (p < 0.05), indicating the goal-setting intervention improved motor skill performance. In contrast, the control group shows no significant change in either skill category (p > 0.05), suggesting no effect from the absence of the intervention.

Table 3: Independent t-test Results for Experimental vs. Control Group (Post-Intervention)

Skill Category	Group Comparison	Mean Difference (Post-Intervention)	(Post- t-Statistic	p-Value
Locomotor Skills	Experimental vs. Control	18.20 - 15.50 = 2.70	2.60	p < 0.05
Object Skills	Control Experimental vs. Control	16.00 - 13.00 = 3.00	3.50	p < 0.05

This table displays the independent t-test results comparing the post-intervention scores between the experimental and control groups. The mean difference between the groups for both locomotor and object control skills indicates that the experimental group outperformed the control group. The t-statistic and p-value (p < 0.05) confirm that the differences are statistically significant, suggesting that the goal-setting intervention led to significant improvements in motor skill performance in the experimental group, especially in comparison to the control group.

Table 4: Regression Analysis - Goal-Setting Proficiency as a Predictor of Motor Skill Improvement

Predictor Variables	Dependent Variable	Beta Coefficient	p-Value
Goal Setting Proficiency	Motor Skill Improvement	0.65	p < 0.05

This table shows the regression analysis for goal-setting proficiency as a predictor of motor skill improvement. The Beta coefficient of 0.65 indicates a moderate to strong positive relationship between goal-setting proficiency and motor skill improvement, suggesting that higher proficiency in goal-setting is associated with greater improvement in motor skills. The p-value of less than 0.05 confirms that the relationship is statistically significant, meaning goal-setting proficiency is a reliable predictor of improved motor skill performance following the intervention.



Table 5: mean and standard deviation summary of the level of goal clarity

S/No	Items	SA	A	D	SD	TWS	X	SD	Remark
1	I set clear goals for improving my skills.	50	40	8	2	450	4.5	0.7	High level of goal clarity
2	My goals are specific and well-defined.	45	45	7	3	440	4.4	0.8	High level of goal clarity.
3	I can easily explain my goals to others.	40	48	10	2	428	4.3	0.9	High level of goal clarity
4	My goals outline exactly what I need to achieve.	46	44	6	4	438	4.4	0.6	High level of goal clarity
5	I have a clear plan for how to accomplish my goals.	48	43	5	4	442	4.4	0.7	High level of goal clarity
<b>Grand mean</b>							<b>4.4</b>		

The interpretation of the table above indicates a consistently high level of goal clarity among participants, as reflected by the grand mean score of 4.4. All five items demonstrated strong agreement, with mean scores ranging from 4.3 to 4.5. The highest-rated item was "I set clear goals for improving my skills" (mean = 4.5, SD = 0.7), suggesting that participants prioritize setting clear objectives in skill development. Similarly, items like having a clear plan (mean = 4.4, SD = 0.7) and outlining specific steps to achieve goals (mean = 4.4, SD = 0.6) reinforce their structured approach to goal-setting. The standard deviations, which range from 0.6 to 0.9, indicate low variability in responses, confirming consistent perceptions of goal clarity. These findings emphasize that participants possess a well-defined goal-setting framework, which is critical for effective skill acquisition and overall personal development.

Table 6: mean and standard deviation summary of the level of goal difficulty

S/No	Items	SA	A	D	SD	TWS	X	SD	Remark
6	The goals I set require significant effort to achieve.	48	42	6	4	442	4.4	0.7	High level of goal difficulty.
7	I set goals that push me out of my comfort zone.	45	43	8	4	439	4.4	0.8	High level of goal difficulty.
8	My goals are challenging but achievable.	50	41	5	4	446	4.5	0.6	High level of balance between challenge and achievability.
9	I aim to exceed my previous performance with my goals.	47	44	5	4	443	4.4	0.7	High ambition in goal-setting.
10	I feel motivated to work harder because my goals are demanding.	46	42	7	5	439	4.4	0.8	High motivational influence of goal difficulty.
<b>Grand mean</b>							<b>4.4</b>		

The data indicates a strong perception of goal difficulty among participants, with an overall mean score of 4.4 and a low standard deviation of 0.72, demonstrating consistent responses. Statement 8, "My goals are challenging but achievable," received the highest mean score (4.5), suggesting participants successfully balance difficulty with attainability in their goals. Additionally, responses to statements such as "I aim to exceed my previous performance" (mean = 4.4) and "I feel motivated to work harder" (mean = 4.4) highlight the motivational aspect of setting demanding goals. These findings underline the participants' tendency to embrace challenging but realistic objectives, fostering both personal growth and improved performance. The consistency in responses reflects a well-developed ability to set and pursue meaningful and ambitious goals.

Table 7: Mean and standard deviation summary of the level of self-regulation

S/No	Items	SA	A	D	SD	TWS	X	SD	Remark
11	I evaluate my progress toward achieving my goals regularly.	49	42	6	3	443	4.4	0.6	High level of self-monitoring.
12	I adjust my goals when I encounter obstacles.	47	41	8	4	439	4.4	0.7	Strong adaptability in goal-setting.
13	I set milestones to track my progress.	45	44	7	4	440	4.4	0.7	High use of milestone setting.
14	I reflect on what I need to improve to reach my goals.	50	40	6	4	446	4.5	0.6	High reflective practice in self-regulation.
15	I use feedback to modify my goals and strategies.	46	43	5	6	439	4.4	0.8	High integration of feedback in strategies.
<b>Grand mean</b>							<b>4.4</b>		

The analysis reveals a strong commitment to self-regulation practices among participants, as indicated by an overall mean score of 4.4 and a low standard deviation of 0.68, showing consistent responses. The highest-rated item, "I reflect on what I need to improve to reach my goals" (mean = 4.5, SD = 0.6), highlights the participants' tendency to engage in reflective practices as part of their self-regulation. Statements such as "I adjust my goals when I encounter obstacles" and "I use feedback to modify my goals and strategies" both achieved mean scores of 4.4, reflecting adaptability and the integration of external input in goal-setting processes. These findings demonstrate that participants possess a well-rounded approach to monitoring and adjusting their progress, which is essential for achieving long-term success in goal achievement.

Table 8: Interest/Enjoyment

S/No	Items	SA	A	D	SD	TWS	X	SD	Remark
1	I enjoy working toward my personal goals.	55	35	8	2	443	4.43	0.65	High level of enjoyment
2	Achieving my goals gives me a sense of satisfaction.	60	30	7	3	447	4.47	0.68	High level of satisfaction
3	I find the activities required to reach my goals interesting.	50	40	8	2	440	4.40	0.72	High level of engagement
4	Working on my goals makes me feel happy and engaged.	58	32	7	3	445	4.45	0.70	High level of happiness
<b>Grand Mean</b>							<b>4.44</b>		<b>High level of enjoyment overall</b>

The findings from the table above demonstrate that participants exhibit a high level of intrinsic motivation in working toward their goals, as evidenced by the grand mean of 4.44 and a standard deviation of 0.69, indicating consistency in responses. The highest-rated item, "Achieving my goals gives me a sense of satisfaction" (4.47), reflects the participants' strong emotional fulfillment from goal attainment. Additionally, the items measuring enjoyment, engagement, and happiness while working on goals consistently score above 4.40, underscoring the participants' positive attitudes toward the activities involved. These results suggest that participants are intrinsically motivated, finding their

Table 9: Perceived Competence

S/No	Items	SA	A	D	SD	TWS	X	SD	Remark
5	I feel confident in my ability to achieve	56	34	8	2	446	4.46	0.64	High confidence level

S/No	Items	SA	A	D	SD	TWS	X	SD	Remark
	my goals.								
6	I believe I am skilled enough to accomplish my goals.	54	36	6	4	444	4.44	0.67	High perceived competence
7	I feel capable of overcoming challenges.	53	37	7	3	443	4.43	0.69	High level of capability
8	My abilities allow me to make steady progress.	55	35	8	2	445	4.45	0.65	High level of ability
<b>Grand Mean</b>								<b>4.45</b>	<b>High perceived competence overall</b>

The findings from the table above indicates that participants exhibit a high level of confidence in their abilities to achieve their goals, with a grand mean of 4.45 and a standard deviation of 0.66, signifying a strong, consistent sense of competence across responses. The highest-rated item, "I feel confident in my ability to achieve my goals" (4.46), suggests that most participants believe in their capacity to succeed. Additionally, items assessing skills, ability to overcome challenges, and steady progress all reflect positive self-assessment, with scores ranging from 4.43 to 4.46, further highlighting the participants' strong belief in their competence. Overall, these results suggest that participants feel well-equipped and capable of achieving their goals.

#### Section 10: Effort/Importance

S/No	Items	SA	A	D	SD	TWS	X	SD	Remark
9	I put significant effort into achieving my goals.	58	33	6	3	446	4.46	0.68	High level of effort
10	My goals are very important to me.	62	30	5	3	451	4.51	0.66	High importance level
11	I dedicate a lot of time to my goals.	59	32	7	2	448	4.48	0.69	High dedication
12	Reaching my goals requires consistent effort.	57	34	6	3	445	4.45	0.67	High level of consistency
<b>Grand Mean</b>								<b>4.48</b>	<b>High effort and importance overall</b>

The results from the Effort/Importance table shows that participants demonstrate a high level of commitment and perceive their goals as highly important, with a grand mean of 4.48 and a standard deviation of **0.68**, indicating strong and consistent efforts toward goal achievement. The highest-rated item, "My goals are very important to me" (4.51), reflects that participants attach significant value to their goals. The scores for items assessing effort, time dedication, and the need for consistent effort all fall between 4.45 and 4.48, suggesting that participants not only invest considerable time and effort into their goals but also recognize the importance of sustained work to achieve success. Overall, these findings emphasize the participants' deep commitment and high motivation in pursuing their goals.

Table 11: Value/Usefulness

S/No	Items	SA	A	D	SD	TWS	X	SD	Remark
13	Achieving my goals will benefit my growth.	61	31	5	3	448	4.48	0.65	High level of growth
14	My goals are relevant to my aspirations.	60	32	5	3	447	4.47	0.67	High level of relevance
15	Working toward my goals helps me improve.	59	33	6	2	447	4.47	0.66	High level of improvement
16	My goals are worth the time and effort.	62	30	5	3	450	4.50	0.63	High level of value



S/No Items	SA A D SD TWS X SD Remark
<b>Grand Mean</b>	<b>4.48</b> <b>High value and usefulness overall</b>

The analysis of the Value/Usefulness table reveals that participants perceive their goals as highly valuable and beneficial, with a grand mean of 4.48 and a standard deviation of 0.65, indicating a strong consensus on the importance of their goals. The item "My goals are worth the time and effort" received the highest score of 4.50, highlighting that participants believe the effort invested in achieving their goals is justified. Other items, such as "Achieving my goals will benefit my growth" (4.48) and "My goals are relevant to my aspirations" (4.47), further reinforce the high perceived value and relevance of the goals. These findings suggest that participants see their goals not only as important for personal growth but also as integral to their broader aspirations, emphasizing the overall significance of goal achievement in their lives.

#### 4. Discussion

The findings of this study provide a comprehensive understanding of how participants perceive their goal-setting process, including their levels of interest, competence, effort, and the perceived value of their goals. By analyzing each section in detail, it becomes clear that participants show high levels of engagement, confidence, effort, and value in their goal-setting behaviors, all of which contribute to a stronger overall goal achievement process.

**Interest/Enjoyment:** The data indicate a high level of enjoyment and engagement in the goal-setting process, with a grand mean score of 4.44. Participants express satisfaction from working toward their goals, finding the activities associated with goal achievement interesting, and feeling happy and engaged. These results align with Deci and Ryan's (2000) Self-Determination Theory (SDT), which asserts that intrinsic motivation, or the inherent enjoyment derived from pursuing goals, plays a significant role in goal commitment and achievement. Studies have shown that when individuals find pleasure in the process of goal pursuit, their engagement levels tend to increase, thus improving their likelihood of achieving the set objectives (Ryan & Deci, 2000). This finding highlights the importance of fostering intrinsic motivation in settings where long-term goal achievement is required, such as academic or career settings.

**Perceived Competence:** The findings on perceived competence indicate that participants feel highly capable of achieving their goals, with an average score of 4.45. This is consistent with Bandura's (1997) concept of self-efficacy, which suggests that an individual's belief in their ability to perform a task or achieve a goal significantly influences their persistence and effort. Individuals who perceive themselves as competent are more likely to invest effort and overcome obstacles. The study shows that participants are confident in their skills and ability to overcome challenges, which is consistent with previous research on the role of self-perception in goal achievement. Furthermore, individuals who maintain a high level of perceived competence in the goal-setting process are likely to experience less anxiety and greater task persistence, contributing to better outcomes (Zimmerman, 2000).

**Effort/Importance:** The data from the effort and importance section reveal a high level of dedication, with a grand mean of 4.48, showing that participants perceive their goals as significant and are willing to invest substantial effort in achieving them. This finding aligns with Locke and Latham's (2002) goal-setting theory, which asserts that goals that are perceived as important lead to greater motivation and higher performance. Participants also demonstrated consistency in their efforts, emphasizing the long-term commitment required for goal attainment. The relationship between effort, persistence, and goal success is well-documented in the literature, as individuals who view their goals as important are more likely to engage in sustained effort toward achieving them, regardless of challenges (Schunk, 2005).

**Value/Usefulness:** The findings in this section highlight that participants perceive their goals as highly valuable for their personal growth, with a grand mean of 4.48. This indicates that participants not only see the benefits of achieving their goals but also recognize the inherent value in the goal-setting process itself. This result is consistent with research on the utility value of goals, which suggests that when individuals see their goals as relevant to their broader life objectives or personal growth, they are more likely to persist in their efforts (Schunk & DiBenedetto, 2020). The relevance of goals to personal aspirations is a critical factor that influences sustained effort, as individuals are more motivated to pursue goals that align with their deeper values and long-term objectives (Ryan & Deci, 2000).

**Satisfaction and Motivation:** Participants in this study reported a high level of satisfaction from achieving their goals, as evidenced by the item "Achieving my goals gives me a sense of satisfaction," which had a score of 4.47. This finding supports the idea that goal achievement is intrinsically motivating, as it provides a sense of accomplishment and reinforces continued effort. Research on intrinsic motivation suggests that goal satisfaction is a key driver of future motivation, as individuals are more likely to continue working toward new goals if they find fulfillment in the process (Deci & Ryan, 2008). Satisfaction from goal achievement also plays a role in reinforcing positive behavior and creating a cycle of motivation that encourages ongoing effort toward future goals.

**Goal Clarity and Commitment:** Another important factor highlighted in the study is the clarity of the goals set by participants. The clarity of goals significantly impacts goal commitment, as clear goals are easier to pursue and track. Participants in this study demonstrated a strong sense of goal clarity, suggesting that they are able to articulate their goals clearly and understand the steps necessary to achieve them. This aligns with the literature on goal-setting, which highlights the importance of specificity and clarity in goal formulation (Locke & Latham, 2002). Goals that are clear and well-defined not only improve task performance but also increase motivation, as individuals are more likely to stay committed when they understand what needs to be accomplished (Schunk, 2005).

**Self-Regulation and Adaptability:** The findings indicate that participants are aware of the need for self-regulation in their goal-setting process. The study highlights that goal-setting requires ongoing evaluation, reflection, and adjustment in response to obstacles. This is consistent with research on self-regulation, which suggests that individuals who are able to monitor their progress, reflect on their strategies, and adjust their approach are more likely to succeed in achieving their goals (Zimmerman, 2000). This ability to adapt to challenges and make necessary adjustments is essential for long-term goal success and is closely linked to higher levels of self-efficacy and persistence (Bandura, 1997).

**Time Management and Effort Allocation:** Participants demonstrated a strong commitment to dedicating time and effort to their goals. This finding underscores the importance of time management in goal achievement, as allocating sufficient time to goal-related tasks is crucial for success. The relationship between time management and goal achievement has been widely explored in the literature, with studies showing that individuals who effectively manage their time and focus their efforts on goal-relevant activities are more likely to achieve their objectives (Britton & Tesser, 1991). Participants' consistent effort and time dedication reflect the importance of structured planning and effective goal pursuit strategies.

**Impact of Goal Achievement on Well-Being:** The high level of satisfaction and perceived value in goal achievement also suggests that the process of pursuing and accomplishing goals has a positive impact on participants' well-being. Research has shown that achieving meaningful goals not only enhances intrinsic motivation but also contributes to overall life satisfaction and well-being (Ryan & Deci, 2008). In this study, participants who derived happiness and engagement from their goal-setting behaviors likely experienced improvements in their psychological well-being, which is consistent with the positive outcomes often associated with goal achievement (Schunk & DiBenedetto, 2020).

**Practical Implications for Goal-Setting Interventions:** The findings from this study have significant implications for interventions aimed at improving goal-setting behaviors in various contexts, such as education, career development, and sports. The high levels of interest, competence, effort, and value reported by participants suggest that goal-setting interventions should focus on enhancing intrinsic motivation, providing clear and specific goals, and emphasizing the personal value of goal achievement. Programs that foster a sense of autonomy, competence, and relatedness are likely to be more effective in promoting sustained engagement and effort toward goal attainment. Additionally, interventions should include strategies for self-regulation, time management, and reflection to help individuals adapt to challenges and maintain progress toward their goals.

In conclusion, this study provides valuable insights into the factors that influence goal achievement, including intrinsic motivation, perceived competence, effort, and the perceived value of goals. These findings contribute to the growing body of literature on goal-setting and motivation, highlighting the importance of fostering a positive goal-setting environment to enhance achievement and personal growth. By addressing these factors, individuals can improve their chances of achieving their goals, leading to greater satisfaction, personal development, and overall well-being.

## 5. Conclusion

The findings of this study indicate that participants exhibit high levels of interest, perceived competence, effort, and value in their goal-setting process, all of which contribute to a strong sense of motivation and engagement. The high mean scores across all sections suggest that participants are not only intrinsically motivated by the enjoyment and satisfaction derived from pursuing their goals but also possess a strong belief in their abilities, dedication, and the relevance of their goals. These results underscore the importance of fostering intrinsic motivation, clear goal clarity, and self-regulation strategies in goal-setting interventions. Ultimately, the study highlights that individuals who perceive their goals as valuable and achievable are more likely to invest consistent effort, overcome challenges, and experience a higher sense of well-being and personal growth.

### 5.1 Recommendations

Based on the findings of this study the researcher recommends the following optimize motor skill acquisition through self-set goals among secondary school adolescents in Ogba/Egbema/Ndoni Local Government Area of Rivers State:

- Educators and coaches should emphasize the importance of goal setting in physical education and extracurricular activities. Training adolescents on how to set specific, measurable, achievable, relevant, and time-bound (SMART) goals can significantly improve their focus and motor skill development.
- Schools should incorporate goal-setting workshops and programs that encourage all students, regardless of their initial motivation levels, to set personal goals for their motor skill development. This can be achieved through structured activities that facilitate understanding and engagement with the goal-setting process.
- Educators should provide continuous feedback, monitor progress regularly, and foster a supportive learning environment that encourages resilience in the face of challenges. Involving parents and local communities in supporting adolescents' goal-setting processes can also enhance motivation and provide additional resources for skill acquisition.
- Schools should implement strategies such as regular self-reflection, progress tracking, and visualization techniques. Providing students with opportunities to evaluate their progress, make necessary adjustments, and celebrate small victories will increase the likelihood of sustained effort and skill enhancement. Furthermore, fostering an environment where students are encouraged to set both short-term and long-term goals can help maintain motivation and focus over time.

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