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GOAL-SETTING AND VALUE-CLARIFICATION INFLUENCE ON STUDENT LEADERSHIP IN URBAN AND RURAL AREAS OF BAYELSA STATE

BOB, HELEN – INAFA

Department of Educational Foundations, Niger Delta University, Wilberforce Island, Bayelsa State.

Abstract

Setting goals and having values is a great practice of leadership skills. Leaders use goals to motivate themselves and others to complete required tasks. Setting goals helps develop decision-making, organizational, and strategic thinking skills. Recognizing the necessity of goal-setting and value-clarification in leadership, this study is to determine the effects of school location (rural and urban) on students' achievement in leadership development when exposed to goal-setting and value-clarification training programmes in secondary schools in Bayelsa State. With the adoption of a quasi-experimental groups design with a 3 x 3 x 2 x 2 factorial arrangement, using descriptive statistics (simple percentage, mean and standard deviation) to answer research questions and inferential statistics: analysis of covariance (ANCOVA) with pretest results as covariates, multiple classification analysis (MCA) and multiple regression analysis was used for comparisons of every hypothesis at a 0.05 level of significance. The study established that there is no significant difference between urban and rural school location students' achievement in leadership development when exposed to goal-setting and value-clarification training programmes in secondary schools of Bayelsa State. Thus, the inclusion goal-setting and value-clarification training programmes should be included students' activities at all levels.

Keywords: Goal-Setting, Leadership, Rural, Urban, Value-Clarification

Introduction

In today's fast-paced, connected world, the importance of leadership, the well-being of the citizenry and a strong desire for community outcomes cannot be overstated. Organisations, institutions, communities, families and governments that prioritise these aspects create an environment that fosters personal and professional growth, enhances employee, team members and citizenry satisfaction, and contribute to the betterment of society (Norman, 2023). The relationship between goal-setting and leadership is symbiotic as hypothesized by Therrien (2023), this nexus further connects value-clarification, as effective goal-setting and value-clarification are essential aspect of good leadership and strong leadership is necessary for successful goals achievement.

Hence, goal-setting is the process of defining specific, measurable, achievable, relevant, and time-bound objectives that an individual or organization wants to achieve. It provides direction and focus, helps motivate and engage team members, and measures progress. Good leaders understand the importance of setting clear and challenging goals for themselves and their teams, and use goal-setting as a tool to improve performance and achieve success (Therrien, 2023). While the ability to identify your core values gives an individual insight and allows them to look inside themselves and discover what is truly important to them. This is a process that requires support to dig deep and find out what drives you, which is basically called the value-clarification process.

Overall, the relationship between value-clarification, goal-setting and leadership is dynamic, with each aspect supporting and reinforcing the other. Great leaders use goal-setting as a means to improve performance and achieve success, but a strong goals-setting habit relies on effective leadership to guide and support team members to achieve their goals (Therrien, 2023).

Setting goals and having values is a great way to practice leadership skills. Leaders use goals to motivate themselves and others to complete required tasks. Setting goals helps develop decision-making, organizational, and strategic thinking skills. By setting goals, we raise the bar of our own potential and push ourselves to achieve what we only ever hoped was possible. Therefore, this study is to determine

the effects of school location (rural and urban) on students' achievement in leadership development when exposed to goal-setting and value-clarification training programmes in secondary schools in Bayelsa State. And it was guided by the hypothesis: There is no significant difference in the pretest and post-test mean scores of the control and experimental groups based on school location.

Literature Review

A study by Asmusa et al. (2015) found that even without financial incentives, goal-setting improves worker performance by 12 to 15% compared to a situation in which no goals were defined. The results for all three goal dimensions, output amount, output quality, and energy consumption, clearly show that goal-setting enhances learning effects. This is especially true for output quantity, as the differences between the control and objective groups have been statistically significant. The results also demonstrate that goal-setting had distinct consequences on the analyzed goal dimensions: output amount, output quality, and energy usage. The study was carried out as a real-world experiment at *Technische Universität München's* Training Factory for Energy Productivity. The participants' performance was assessed by verifying the quantity and quality of built items, as well as measuring the amount of compressed air consumed per finished good. Four groups were formed, each in a different experimental context. The study is one of the first to examine goal-setting in an industrial production context.

A study by Dawes (2017) examined the significance of evaluating students' social objectives throughout the early stages of adolescence, when friends become more influential and young individuals undergo significant changes in the educational environment as they go on to middle school. The study used a qualitative research design. The discussion centred on social goals commonly supported and highly applicable to this stage of development and the social and academic adjustment of young people in school. These goals include aspirations for social status (such as popularity and peer preference), goals related to agency and community, and goals related to social achievement (such as social development, social demonstration approaches, and social demonstration avoidance). This study provides a conceptual analysis of studies that establish a connection between social aspirations and several indicators of school adjustment, including both the social realm (such as aggressive behaviour and social anxiety) and the academic realm (such as classroom effort and grade point average). This text presents an overview of the social objectives that are associated with indicators of good school adjustment. The paper discussed the implications for educators and provides suggestions for further study on the social aspirations of early adolescents.

The study by McKenzie et al, (2017) reviewed Values in view of leadership and two key topics that surfaced as areas of value description in management foundation courses were found by this study through interviews. The curriculum, course design, and leadership learning environment are all included in these programs. Multiple sub-themes surfaced inside each main topic. In light of our study questions and the particular circumstances of the leadership course, we have concentrated on these two major aspects. Through leadership training, students can develop into more capable global leaders with transferable skills that are valuable in the workforce. A distinctive learning environment can enhance behavioral and leadership development (Roche & Anthony, 2012). Students in leadership courses have the opportunity to comprehend their own experiences and duties as program leaders through a reflective and experiential learning environment (Guthrie & Bertrand Jones, 2012).

Research by Padilla-Walker, (2007) investigated a theoretical framework that explored the connection between teenagers' positive values and behaviours and their correct assessment and acceptance of parental values. A total of 151 pairs consisting of a mother and an adolescent completed surveys that assessed the adolescent's and mother's views on prosocial ideals and the adolescent's behaviours. The

average age of the adolescents was 16.34 years. Path analysis using structural equation modeling demonstrated a favourable relationship, both in terms of addition and multiplication, between the precise perception and acceptance of mother values and personal values. The correlation between accurate perception and acceptance and teenagers' antisocial behaviours was negative, whereas personal values showed a favourable correlation with adolescents' prosocial behaviours.

In the study by Gamage (2021) he examined the relationship between personal values and students' selection of learning methods, as well as the resulting influence on their academic performance. Additionally, it examines the significance of cultivating an individual's personal values within the context of their broader education while harmonising these values with the desired qualities of graduates and effectively combining them with knowledge and skills in order to generate accomplished individuals in society. This study used a systematic evaluation of the literature, relying only on internet databases, to provide a narrative summary. The results demonstrated that research focused on values provides a clear understanding of the function of values in personal life and, to some extent, as a determinant of academic life. Therefore, if an individual lacks clarity on their own values, they will also lack clarity on their objectives and will be unproductive in managing their lives.

Summary of Literature Review

Numerous studies have been done on goal-setting and values among students across the world. Among the reviewed literatures are studies relationship between students' values and goal-setting and their academic decisions and performances. Also, studies on goal-setting and employees' performances were also reviewed. Thus, studies investigating the influence of goal-setting and value-clarification on students' leadership in respect of their location either in rural or urban were not accessed. This may be a result of scarcity of such studies or it is a new path of study. Therefore, this study is to determine the effects of school location (rural and urban) on students' achievement in leadership development when exposed to goal-setting and value-clarification training programmes focused on secondary schools in Bayelsa State.

Research Design

A quasi-experimental groups design with a 3 x 3 x 2 x 2 factorial arrangement was selected for this study. This experimental design was selected because it represents two experimental and one control groups in the study. The factorial arrangement consists of three experimental groups levels; two training programs for goal-setting and value-clarification groups and one group without training. Another three age range levels; (14-15 years, 16-17 years, and 18-19 years), and two gender levels (male and female) and two school location levels (urban and rural). The factorial arrangement according to Onwioduokit, (2000) is an arrangement that consists of many factors with different levels and represents an arrangement in a study to determine the joint effect of two or more independent variables. The structural representation of the experimental design is as indicated below:

Experimental Design

E1:	01	x	02
E2:	03	X	04
C3:	05	0	06
Where	E1	=	Experimental group 1
	E2	=	Experimental group 2
	C3	=	Control group 3
	01	=	Pretest administration to the experimental group 1
	02	=	Posttest administration to the experimental group 1
	03	=	Pretest administration to the experimental group 2

04	=	Posttest administration to the experimental group 2
05	=	Pretest administration to the control group
06	=	Posttest administration to the control group
X	=	Treatment administered to the experimental group
0	=	No treatment

Due to the two different geographical locations under the study, there are two different treatments for the two independent variables and one control group for the dependent variable under the study areas.

Method of Data Analysis

The gathered data were subjected to descriptive statistics (simple percentage, mean and standard deviation) to answer research questions and inferential statistics: analysis of covariance (ANCOVA) with pretest results as covariates, multiple classification analysis (MCA) and multiple regression analysis was used for comparisons of every hypothesis at a 0.05 level of significance.

Sample and Sampling Technique

A sample size of one hundred and twenty (120) SS1 to SS3 students out of the total 1853 SS1 to SS3 students' population were selected through purposive sampling technique for the study and was further distributed as 59 males and 61 females of two (2) treatment groups and a control group with age distribution of 49 (14-15), 53(16-17) and 18 (18-19) age ranges for 3 urban and 3 rural located secondary schools.

Results

Demographic Data Analysis

Table 1: Frequency and Percentages Distribution of Experimental Group

<i>Exposure</i>	<i>Frequency</i>	<i>Percentage</i>
Exposed to training programmes	80	67
Not exposed to training programmes	40	33
Total	120	100

Source: Fieldwork, 2024

Table 4.1 displays the data indicating that 80 (67%) of the total respondents took part in the training program, while 40 (33%) did not. This indicates that the proportion of students who participated in the program was greater than the proportion of students who did not participate.

Table 2: Frequency and Percentage Distribution of Treatment Group

<i>Treatment Group</i>	<i>Frequency</i>	<i>Percentage</i>
Goal-setting	40	50
Value-clarification	80	50
Total	120	100

Source: Fieldwork, 2024

The data presented in Table 4.2 reveals that 40 (50%) of the total respondents were exposed to goal-setting training programme and 40 (50%) were of value-clarification training programme. This simply means that students exposed to both training programmes were the same in number in the study.

Table 3: Frequency and Percentage Distribution of Treatment Group by Sex

<i>Sex</i>	<i>Frequency</i>	<i>Percentage</i>
Male	39	49
Female	41	51
Total	80	100

Source: Fieldwork, 2024

According to the information in Table 4.3, 39 (49%) of the total respondents were students, and 41 (51%) were female. This suggests that there were more female students in the study than there were male counterparts.

Table 4: Frequency and Percentage Distribution of Treatment Group by School location

School Location	Frequency	Percentage
Urban Location	40	50
Rural Location	40	50
Total	80	100

Source: Fieldwork, 2024

According to Table 4.4's data, 40 (or 50%) of all respondents were from urban areas, and 40 (or 50%) were from rural areas. This suggests that the study used an equal number of students from both locations.

Table 5: Mean and Standard Deviation of Pretest and Posttest Scores of Treatment Group by Levels of Training Programmes and School Location

Training Programmes	School Location	N	Pretest Scores		Posttest Scores		Mean Gain Scores
			Mean	SD	Mean	SD	
Goal-Setting	Urban	20	33.75	8.72	64.75	13.03	31.00
	Rural	20	33.50	9.19	58.50	12.47	25.00
	Total	20	33.63	8.84	61.63	12.98	28.00
Value-Clarification	Urban	20	33.00	7.09	63.25	13.60	30.25
	Rural	20	34.00	7.54	60.00	10.39	26.00
	Total	20	33.50	8.26	61.63	12.06	28.13
Total	Urban	20	33.38	8.80	64.00	18.17	30.62
	Rural	20	33.75	8.30	59.25	11.35	25.62
	Total	80	33.56	8.50	61.63	12.45	28.07

Table 6: Two-way Analysis of Covariance (ANCOVA) of Post-test Scores of Treatment Group Students' using Pre-test Scores as Covariates

Source of variation	Sum of Squares	Df	Mean Square	F	Sig.	Decision at $P < .05$
Covariate pretest scores	9427.790	1	9427.790	313.825	.000	
Main effects (combined)	548.241	2	274.120	9.125	.000	
Training programmes	.516	1	.516	.017	.896	
School location	547.725	1	547.725	18.232	.000	
2-way interactions training programmes*School location	9.605	1	9.605	.320	.573	NS
Model	9985.636	4	2496.409	83.099	.000	
Residual	2253.114	75	30.042			
Total	12238.750	79	154.921			

NS = Not Significant at .05 level; N = 80

The data presented in Table 4.5 indicates that the mean post-test score of students from urban school districts who participated in the goal-setting training program (64.75) was higher than the mean post-test score of students from rural school districts who participated in the goal-setting training program (58.50). Table 4.8 further indicates that the mean post-test score of students from urban school districts who participated in the value-clarification training program (63.25) was higher than the mean post-test score of students from rural school districts who participated in the value-clarification training program (60.00).

Overall, the mean post-test score of students from urban school districts who participated in the goal-setting and value-clarification training program (64.00) was higher than the mean post-test score of

students from rural school districts who participated in the goal-setting and value-clarification training program (59.25). Table 4.10 also shows that the average growth of students from urban school districts (30.62) was higher than the average growth of students from rural school districts (25.50) when they participated in the goal-setting and value-clarification training program. This means that the success rate of leadership development of students from urban school districts was higher than that of students from rural school districts when they participated in the goal-setting and value-clarification training program. Due to the differences and effects of school location on student performance in leadership development, an analysis of covariance (ANCOVA) was conducted to determine if the differences and effects were significant (see Table 4.6).

Discussion

The results in Table 4.6 show that there is no significant difference in the performance of students from urban and rural school districts in acquiring good leadership skills when they participate in a training program on goal-setting and value-clarification in secondary education. This means that students from urban and rural school districts have equal opportunities to achieve good leadership development in secondary education. However, it is interesting to note that despite this equality in students' performance, students from urban school districts outperformed students from rural school districts in terms of acquiring good leadership skills (Table 4.5).

The results of this study are consistent with the results of Ezeudu and Obi, (2013) who found that there was no significant difference in the performance of students from urban and rural school districts in chemistry after receiving specialized teaching methods. The lack of significant difference in the performance of students from urban and rural school districts in acquiring good leadership skills in secondary education when they participate in a training program on goal-setting and values-clarification is consistent with the findings of Abamba, (2021). That is, there is no significant difference in the performance of students in urban and rural school districts in physics after being exposed to the instructional strategies.

However, the findings of this study contradict those of Howley, (2002) who clearly stated that there is a significant difference in the mathematics performance of students from urban and rural school areas. For instance, Alokan and Arijesuyo, (2013) observed that there is a significant difference in the average performance of students from urban and rural school areas in science subjects in primary school. This further implies that urban school students showed better academic performance than students from rural school areas. This applies to secondary school students in Ondo State, Nigeria.

Conclusion

There is no significant difference between urban and rural school location students' achievement in leadership development when exposed to goal-setting and value-clarification training programmes in secondary schools of Bayelsa State. Based on the outcome of this investigation, the following conclusions were obtained:

In secondary schools in Bayelsa State, Nigeria, the goals-setting and values-clarification training program has a major effect on students' success in leadership development. This suggests that if leadership development in secondary schools starts soon after enrolment and continues until the last day of school, students will be better leaders today and tomorrow. There is no significant difference in the performance of students from urban and rural school districts in developing good leadership skills when participating in the goal-setting and value-clarification training programme in secondary schools in Bayelsa State. And goal-setting and value-clarification training is a vital component of students' leadership development.

By providing students with the skills and knowledge to set effective goals and clarify their values, educational institutions can empower them to become confident, purpose-driven, and effective leaders. Hence, investing in goal-setting and value-clarification training, educational institutions can shape the now and next generation of leaders who will make a positive impact in their communities and the world. Thus, in fostering a culture of goal-oriented and values-driven leadership, we can create a brighter future for all.

Recommendations

- i. The Federal Ministry of Education in collaboration with State governments should integrate goal-setting and value-clarification training into leadership development programmes for secondary school students.
- ii. School administrators should provide workshops and seminars on goal-setting and value-clarification, facilitated by experienced leadership development professionals.
- iii. The Federal Ministry of Education should incorporate value-clarification exercises, such as value sorting and personal mission statements, to help students identify their core values.
- iv. School administrators and teachers should encourage students to reflect on their values and goals, and how they align with their leadership development journey.
- v. School administrators should provide opportunities for students to practice goal-setting and value-clarification in real-world scenarios, such as team projects and leadership roles.
- vi. School administrators and counselors should encourage peer mentoring and coaching, where students can support and guide each other in achieving their goals and living their values.

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