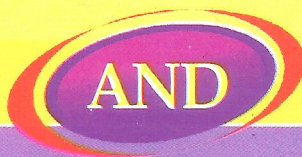


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JOURNAL OF APPLIED EDUCATION AND VOCATIONAL RESEARCH

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JOURNAL OF APPLIED EDUCATION AND VOCATIONAL RESEARCH

EDITORIAL

The eight volume, number two - Vol. 8, (2) March, 2011 of the Journal of Applied Education and Vocational Research is a special edition of the College of Applied Education and Vocational Technology, that is poised to report cut-edge research findings and discuss educational issues of interests. The topics of the articles in this issue are contemporary and challenging with their implications for national development and global empowerment.

The editorial board of JAEVR wishes to solicit through this medium well researched studies and articles for future publications. I will like to thank the reviewers and assessors of the articles published for their time and other resources well spent. To the contributors, the board says thank you and please continue to research and send qualitative papers to JAEVR. We solemnly promise a continued improvement in the subsequent publications.

Prof. Niyi Benedict
Editor-in-Chief

JOURNAL OF APPLIED EDUCATION AND VOCATIONAL RESEARCH

Guidelines for Authors

The journal of Applied Education and Vocational Research is the official publication of the College of Applied Education and Vocational Technology, Tai Solarin University of Education, Ijebu-Ode, Nigeria. Normal authors submitting manuscripts are expected to present their research work for assessment and review.

The following guidelines are to assist authors in preparing manuscripts to be submitted and considered through review and editorial process.

Language

- Submit all manuscripts in English.

Topic

- Subject matter from all areas of education and vocational, technology.
- Report of research studies or project should include a section on practical implications and applications of the study or project.

Manuscript preparation

- Use APA format being that, it is employed consistent throughout the manuscript.
- All manuscripts must be computer generated double spaced, with 1 inch margins, and pages numbered. Incorrectly prepared manuscripts will be returned without review to corresponding authors.
- Prepare a title page containing each author's name, position, affiliation, address and telephone numbers and e-mail address.
- For multiple authorship, identify which author should receive correspondence from all editor.
- Try to make the manuscripts no longer than 8 – 12 double-spaced pages, make the best and more appropriate length articles.
- Receipt of manuscript is acknowledge to corresponding author by the editor.

Submission process

- Submit relevant pictures to give greater impact to your manuscript black and white prints are preferred.

TIME MANAGEMENT, PEER INFLUENCE AND STUDY HABITS AS CORRELATES OF ACADEMIC ACHIEVEMENT MOTIVATION AMONG ADOLESCENTS IN PRIVATE CATHOLIC SECONDARY SCHOOLS IN IBADAN ARCHDIOCESE

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Abstract

Many adolescents begin school with a thirst for learning. They keenly and inquisitively hunt for new or challenging tasks. Therefore, it can be extrapolated that adolescents begin school intrinsically motivated. However, over time, this thirst for learning, and hunger for academic achievement wane drastically, owing to factors such as low intelligent quotient, lack of mechanism to act purposefully, inability to think rationally, inadvertent handling of academic tasks, poor time management, poor study habit and negative peer influence among others. In the light of this perspective, this study investigated time management, peer influence, and study habits as correlates of academic achievement motivation among adolescents in private catholic secondary schools in Ibadan archdiocese. Using a descriptive survey, a sample of 400 students were randomly drawn from four private catholic secondary schools in Ibadan archdiocese. Four validated instruments were used. Also three research questions were raised and three hypotheses generated. Test of statistics used to test the research questions and hypotheses at 0.05 levels of significance were Multiple Regression Analysis and Pearson Product Moment Correlation. The results show that there is relationship between the variables (independent and dependent) ($r = .229, p < 0.05$) identified in the study. The

Akiwowo Anthony O., Nwoha, P., Ojukwu, M., Uwakwe, CBU & Adekeye, O. A.

independent variables (time management, peer influence and study habits) significant and relative contributive effect ($F(3,396) = 9.356; R = .257, .066, \text{Adj. } R^2 = 0.59; P < .05$) on the academic achievement motivation of adolescents in private catholic secondary schools in Ibadan Archdiocese (dependent variable) with study habit contributing the most and time management the least (Time Management ($\beta = -.139, P < .05$), Study Habits ($\beta = .243, P < .05$), and Peer Influence ($\beta = .084, P > .05$)). Based on the findings, the study recommended that school going adolescents should be given necessary support, attention and direction by the school authorities, parents and society to stimulate their desire to attain academic success in school. **Keywords:** Time Management, Peer Influence, Study Habits, Academic Achievement Motivation, Adolescents, Private Catholic Secondary Schools, Ibadan Archdiocese

Background to the Study

Many adolescents begin school with a thirst for learning. They keenly and inquisitively hunt for new or challenging tasks. Therefore, it can be extrapolated that adolescents begin school intrinsically motivated. However, over time, this thirst for learning, and hunger for academic achievement wane drastically, owing to factors such as low intelligent quotient, lack of mechanism to act purposefully, inability to think rationally, inadvertent handling of academic tasks on the part of the students. Other factors may include, traditional, obsolete style of teaching and maladjusted interaction with the students, poverty, neglect, and parental separation.

Many researchers had attempted to identify factors that are responsible for low academic achievement motivation among school-going adolescents. For instance, Bakare (1994) highlights child, family, school and society, as quadratic-variables that can affect students' educational achievement. To break the ground of combining the quadrants of Bakare, made Aremu (2003) to add government as the fifth causative variable, and subsequently use the four variables-child, family, school, society and government, as factors to measure and predicting academic performance of learners. Morakinyo (2003) believes that the falling level of academic achievement is attributable to teacher's use of verbal reinforcement strategy. However, Uwaifor (2008) identifies family structure and parenthood as factors militating against academic achievement motivation.

Academic achievement motivation, no doubt, tops the hierarchy of factors for some Nigerian adolescents. This is because they perceive education as a

of self development (Sokan, 1992). There is no gainsaying therefore that every educator needs to be concerned about academic achievement motivation, especially as it affects adolescents. Gottfried (1990) states that the impact of motivation on children's education certainly could not be more critical as professionals and the public are concerned about declining test scores and escalating drop-out rates. Sequel to this, academic achievement motivation is one quality that students, teachers, parents, school administrators, and other stakeholders in education must work at if educational system in Nigeria is to prepare adolescents adequately for the challenges and demands of the current and coming centuries.

Education at secondary school level is expected to be the substratum for knowledge at the tertiary institution. In addition, it is an asset as well as a tool that can be used to achieve a more rapid economic, social, political, technological, scientific and cultural development in the country. The National Policy on Education (2004) stipulates that secondary education is an instrument for national development that fosters the worth and development of the individual for further education and development, general development of the society and equality of educational opportunities to all Nigerian children, irrespective of any real or marginal disabilities.

Hence, the role of secondary education is to lay the foundation for further education and if a good foundation is laid at this level, there are likely to be no problem at subsequent levels. However, different people at different times have passed the blame of poor performance in secondary school to students because of their low retention, parental factors, association with wrong peers, low achievement, low achievement motivation and the likes (Aremu & Sokan, 2003; Aremu & Oluwole 2001; Aremu, 2000). Despite much outstanding research works that had been done in the past in a bid to unfold factors that are both militating against, and facilitating academic achievement motivation among adolescents in secondary schools, there is still a great deal we do not know about academic achievement motivation, and very little had been done in combining factors such as time management, peer influence and study habit as correlates of academic achievement motivation. Hence, this work is set out in particular to explore the relationship between time management, peer influence, and study habit with academic achievement motivation among private secondary school in Ibadan archdiocese.

Adolescence is a time of transformation in many areas of an individual's life. In the midst of these rapid physical, cognitive, emotional, and social changes, youth begin to question adult standards and the need for parental

guidance. It is also a time for individuals to make important decisions their commitment to academics, friends, family, and perhaps religion. Adults begin to ask questions such as, "Is school important to me?"; "Who are my friends" and "How do I want to spend my time?" The choices adolescents make regarding their motivation, engagement, and achievement in school (and in life) and the satisfaction they obtain from their choices depend in part, on the context in which they make such choices (Ryan, 1995). Intelligence is not the only determinant of academic achievement. Motivation and engagement in learning have consistently been linked to reduced dropout rates and increased levels of student success (Kusurum, Sieber, & Harold, 2000). The motivation which is the subject-matter of this study includes: Time Management, Peer influence and Study habit.

Time Management usually encompasses the creation of processes and strategies that increase efficiency and productivity" (Waldron, 1994). With less time actually being spent in the classroom and more time being necessary for a student to complete a guided study, time management is at the forefront of being a successful student. On the contrary, what is being experienced today among secondary school students is the vast misuse of time due to engagement in other programmes and activities that are detrimental to their quest for academic excellence. Consequently, many students engaged in absenting themselves from schools and from classes, and some even abandoned their home works/assignments. Therefore, this study hopes to discuss the need for time management as an impetus for academic achievement motivation.

Peers form important microsystem for adolescents and play important roles in motivating the adolescents' academic achievement. Adolescents have always been exposed to peer influence, but the kinds of peer influence they encounter have changed tremendously in the past years. Peers can influence everything from what an adolescent chooses to wear to whether or not an adolescent engages in drug related or other delinquent behaviours. Yet, not all adolescents are able to gain positively from peer influence. As a negatively motivated adolescent is plunged into at-risk behaviours which include substance use and abuse. Thus, this work tends to assist adolescents within the ambit of time management, on how to gain positively from peer influence so as to pave way for increase academic achievement motivation.

Inadvertent time management and negative peer relation are some of the ingredients of poor study habit. Consequently, poor study habit culminates in low academic achievement motivation and low academic achievement. Low academic achievement motivation leads to low academic performance. The spate of gross academic

failure in senior secondary schools' terminal examinations in Nigeria recently is partly due to poor students' study habit. Therefore, how school-going adolescents can form good study habit is one of the main concerns of this work. In summary, the crux of this work is to investigate how students in Catholic secondary schools in Ibadan Archdiocese manage their time, cope with peer influence, and study well in respect to academic achievement motivation.

The Purpose of the Study

An essential purpose of education is to facilitate the molding of students who are able to direct their own lives by setting goals, monitoring their progress toward those goals, and making the necessary changes to attain those goals. In most secondary schools, the teachers assume the responsibility for monitoring students' performance. Thus, the challenge here is to create an environment that will shift the responsibility from teacher-directed to a more student-motivated learning environment. And this academic independence occurs when students learn how to regulate their own behaviours in order to have personal control over academic outcomes. Consequently, the development of academic achievement motivation in adolescents is an important goal for adolescents' effective school functioning, as well as for future functioning. Therefore, the purpose of this study is to investigate whether adolescents who engage in good time management, experience positive peer influence, and practice good study habit are better academically motivated than adolescents who are poorly motivated in respect of time management, peer influence, and study habit.

Research Questions

This study seeks to respond to the following research questions:

1. Are there significant relationships between the independent and dependent variables?
2. What is the joint influence of the independent variables (time management, peer-influence and study habit) on the dependent variable (academic achievement motivation of adolescents in private catholic secondary schools in Ibadan Archdiocese)?
3. What is the relative contribution of each of the independent variables (time management, peer influence and study habit) on the dependent variable (academic achievement motivation of adolescents in private catholic secondary schools in Ibadan Archdiocese)?

Hypotheses

In this study, three null hypotheses were tested for significance level at 0.05 margin of error. They are:

- H0₁:** There is no significant relationship between time management and the academic achievement motivation of adolescents in private Catholic secondary schools in Ibadan Archdiocese.
- H0₂:** There is no significant relationship between study habit and the academic achievement motivation of adolescents in private Catholic secondary schools in Ibadan Archdiocese.
- H0₃:** There is no significant relationship between peer influence and the academic achievement motivation of adolescents in private Catholic secondary schools in Ibadan Archdiocese.

From the literatures reviewed, it is crystal clear that no earlier research work has combined time management, peer influence and study habit as correlate of academic achievement motivation. Some of the reviewed works contains either one or two of the independent variables of this current work, while some feature our dependent variable (academic achievement motivation), as the independent variable - either as a whole construct or as a delineation of the whole construct. For instance, Grobler and Myburgh (2001) work on time management focuses on the difference in the time concept of high and low achievers accordingly. Besides, Adeyemo and Torubeli (2008) examined self-efficacy, self-concept and peer-influence as correlates of academic performance among adolescents in transition while Onomuodeke (1988) investigated the study habits of secondary school students in Benin City. Based on this, the current study wishes to add to the body of knowledge by investigating both the composite and relative effect of time management, peer influence and study habit on the academic achievement motivation of students in private Catholic secondary schools in Ibadan Archdiocese.

Methodology

Research Design

This study adopts a descriptive survey research design. Questionnaires were employed in collecting data from the respondents on the variables of the study.

Population and Sampling

The population of this study consists of 400 school-going adolescents randomly selected through simple random sampling technique from two co-

educational private secondary schools which include: Our Lady of Fatima Academy, Iwo and Seat of Wisdom College, Ikoyi, as well as from two single sex private secondary schools namely: Regina Mundi Girls' Secondary School, Iwo and Sacred Heart College, Ring Road, Ibadan. The sample was opened to both the junior and senior secondary school students of the selected schools who fall within the age range of nine to nineteen years of age.

Instruments

A questionnaire consisting of three sections was used for the study. The first part – section A consists of the Bio-data of the respondent such as sex, age, class, birth order, parental background, parents' educational status and so on. The second part – section B is made up of three segments namely, Time Management, Peer Influence and Study Habits. The items for this part were culled from Animasahun (2007) *Academic Success Barrier Battery* (ASB²). These scales have reliability co-efficient as follow: Time Management .77; Peer Influence .90; and Study Habits .91 respectively. The response format that is adopted is Five-Point Liker Rating Scale which ranges from strongly agree (5points), agree (4points), not sure (3points), disagree (2points), to strongly disagree (1point). The third part – section C is on the dependent variable of the study, that is, academic achievement motivation. The items for this part are adapted from Aremu and Hammed's *Ibadan Multi-Dynamic Inventories of Achievement Motivation*, and has a revalidated reliability co-efficient of .86. This was done through a pilot study. The response format ranges from - very unlike me (1point), unlike me (2points), like me (3points), and very like me (4points).

Administration of the Research Instruments

The questionnaires were administered to 400 participants in their various private secondary schools. They were administered by the research team, and with the assistance of some teachers and five private volunteers contracted by the researchers and trained for the purpose of this study. The questionnaires were distributed during the normal school hours after seeking the consent of the school authority. Before embarking on the administration of the questionnaires, the participants were given an orientation on the purpose of the study. The respondents were given enough time to complete all the items. The questionnaire forms were collected on the spot after its administration. The 400 correctly filled questionnaires were used for data analysis.

Data Analysis and Results

Data analysis was done using Multiple Regression Analysis to find relationship among the variables and Pearson Product Moment Correlation used to find if the relationship among the variables were significant to warrant acceptance or rejection of the Null hypotheses.

Table 1: Correlation Matrix of Relationship between Dependent and Independent Variables

Variables	N	Mean	SD	1	2	3	4
Acad Motivation	Ach 400	47.13	7.395	1.000			
Time Management	400	36.44	7.275	.003*	1.000		
Peer Influence	400	32.51	9.954	.130	.525	1.000	
Study Habits	400	87.11	14.365	.229	.401	.487	1.000

*Not Significant at .05 alpha level

Table 1 gives description of measures of association between the variables identified in this study. The scores indicate that there is significant relationship among the variables (time management, peer-influence and study habit). A striking outcome of the inter-correlation results is that study habit correlates most positively with the academic achievement motivation of Adolescent private Catholic secondary schools in Ibadan Archdiocese ($r = .229, p < 0.05$).

Table 2: Regression summary table showing the joint influence of the independent variables on the academic achievement

R = .257				
R ² = .066				
Adj R ² = .059				
Source	df	SS	MS	F-Ratio
Regression	3	1444.277	481.426	9.356
Residual	396	20377.473	51.458	
Total	399	21824.750		

Table 2: It was shown in Table 2 that the joint effect of independent variables (Time Management, Study Habit, and Peer Influence) on Academic Achievement Motivation was significant ($F(3,396) = 9.356; R = .257$).

.066, Adj. $R^2 = 0.59$; $P < .05$). About 7% of the variation was accounted for by the independent variables while the remaining 93% was not due to chance.

Table 3: Showing Relative Contribution of the independent variables on the academic achievement motivation

Variables	B	Std Err	Beta	t	Sig.
Acad Motivation	Ach 39.319	2.447		16.065	.002
Time Management	-.141	.059	-.139	-2.386	.018
Peer Influence	6.272E-02	.045	.084	1.384	.167
Study Habits	.125	.029	.243	4.292	.000

Table 3 highlights the relative contribution of each of the independent variables on the dependent variable. The table revealed the magnitude of each independent variable contribution on the dependent variable. Time Management ($\beta = -.139$, $P < .05$), Study Habit ($\beta = .243$, $P < .05$), and Peer Influence ($\beta = .084$, $P > .05$) respectively. Hence, Time Management and Study Habit were significant.

Table 4: PPMC Summary Table showing Relationship between Time Management and Academic Achievement Motivation

Variables	N	Mean	SD	r	Sig.
Academic Achievement	400	47.13	7.395	.003*	>.05
Time Management	400	36.44	7.275		

*Not Significant at .05 alpha level

Table 4 shows that there was no significant relationship between Academic Achievement Motivation and Time Management ($r = .003$, $N = 400$; $P > .05$). Therefore, the Null hypothesis is accepted.

Table 5: PPMC Summary Table showing Relationship between Peer Influence and Academic Achievement Motivation

Variables	N	Mean	SD	r	Sig.
Academic Achievement	400	47.13	7.395	.130	.000
Peer Influence	400	32.51	9.954		

Table 5 shows that there was a significant relationship between Academic Achievement Motivation and Peer Influence ($r = .130^{**}$, $N = 400$, $P < .05$) therefore, the Null hypothesis is rejected.

Table 6: PPMC Summary Table showing Relationship between Study Habits and Academic Achievement Motivation

Variables	N	Mean	SD	r	Sig.
Academic Achievement	400	47.13	7.395	.229	.000
Study Habits	400	87.11	14.37		

Table 6: At shown in Table 6, there was a significant relationship between Academic Achievement Motivation and Study Habit ($r = .229^{**}$, $N = 400$, $P < .05$). Therefore, the Null hypothesis is rejected.

Discussion, Implication And Recommendation

The result of the first research question indicates that there are relationships among the variables (time management, peer influence and study habit) and the academic achievement motivation of adolescents in private Catholic secondary schools in Ibadan Archdiocese. The possible reason for this is that many adolescents begin school with a thirst for learning. They keenly and inquisitively hunt for new or challenging tasks. Therefore, it can be extrapolated that adolescents begin school intrinsically motivated. This is based on the premise that they are conscious of themselves and their environment considering the fact that they perceive education as a means of self development (Sokan, 1992). Also, the outcome of the result could be mirrored along the perspective of academic achievement motivation being an energy change generated by thoughts on achievement within an individual characterized by affective arousal and anticipated goal reaction. (Sokan, 1992). This equally subsumes the fact that academic achievement motivation is said to be dependent on ability, circumstances and efforts that induces a student to expend efficient effort on learning. Therefore, academic achievement motivation affects not only how well a student learns new skills and information, but also how well the student uses existing skills and knowledge in both familiar and novel situations (Lepper, 1983). This thus, juxtaposes the reason why the independent variables related positively to influence the

academic achievement motivation of adolescents in private catholic secondary schools in Ibadan Archdiocese.

The result of the second research question revealed that the three independent variables made a joint contribution of 7% to the prediction of the academic achievement motivation of adolescents in private catholic secondary schools in Ibadan Archdiocese. The reason for this could be due to the fact that these factors have implication on student's academic achievement motivation. Thus, these factors could implicitly jettison in students the desire to attain success in their academic pursuit. The result gives credence to Resnick and Klopfer, (1989) report that there is convincing evidence that a variety of achievement deficits, such as those observed in underprepared students, are the result of motivational problems rather than factors directly attributable to specific cognitive abilities. Therefore, approaches to the design of effective instructional practices should be guided by knowledge of factors that impede or contribute to academic achievement motivation.

The result of the third research question revealed that the independent variables relatively contributed in different magnitude to the academic achievement motivation of the respondents with study habit having more impact than time management and peer influence. The reason for this could be ascribed to the fact that the formation of good study habit is fundamental to sound academic success. In support of this point of view, is McCombs and Marzano (1990) noted that achievement outcomes have been regarded as a function of two characteristics, namely - "skill" and "will". These characteristics must be considered separately because possessing the will alone may not ensure success if the skill is lacking. This is a reminder to the teaching profession that skills in study habits might need to be 'taught' just as subject matter needs to be taught. Hence, Nouhi, Shakoori, Nakhei, (2008) asserted that study skills are one important factors influencing academic achievement of students. And that ineffective models and habits of study must be replaced with more fruitful skills in order to gain better learning. They went further to suggest that students need to learn study skills early in their university life.

The result of the first hypothesis revealed that time management did not correlate significantly with the academic achievement motivation of students, $r(398) = .003, p < .05$. With this result the H_0 : is thus accepted. This implies that the time management of the students did not impact to a great extent on their academic achievement motivation. The reason for this development could be that most of these adolescents due to cultural influence see time as cyclic and a plentiful source and this result to inherent conflict that might arise from the

expectations that arise from different perceptions and poor time management which could have negative effects on the mental health of individuals. This may be due to the fact that different communities have different group interpretations of time, according to the cultural heritage of a specific group (Grobler, 1998). This makes time management a skill few people master, but it is one that most people need (Treuer, 2006). Time management skills are essential for the success of a student. Hence, a key to academic survival and success in the classroom is efficient use of time outside the classroom (Battle, 1999). Consequently, developing time management skills is a journey that needs practice and guidance (Landsberger, 2006).

The findings of the second hypothesis revealed that peer influence correlated significantly with the academic achievement motivation of students, $r(398) = .130, p < .05$. With this result the H_0 : is thus rejected. This implies that peer influence has impact on the academic achievement motivation of students. Landau (2002) supports this assertion by stating that students who care about learning are more likely to associate with peers who share this interest in academics than those who have less interest in learning. The personal value that an individual attaches to a characteristic also affects the individual's response to change. High value, results in resistance to change, and low value results in receptiveness to change (Ryan, 2000). Thus, it is assumed that peer influence can have both positive and negative effects on an adolescent's academic performance and socialization. It is also assumed that peer groups may not allow an adolescent to be "themselves" in the truest sense of the word.

Adolescents sometimes need to put on an act in order to gain acceptance from the specific group with which they would like to be associated. Furthermore, it is assumed that peers, as well as parents, siblings, and teachers all play a large role in how adolescents function in everyday living. Considering the fact that adolescents are more dependent on their peers compared to younger children, this age-group is particularly susceptible to influence from their friends (Barry & Wentzel, 2006; Cohen & Prinstein, 2006). Steinberg and Monahan (2007) portray this puffy vulnerability to peer conformity during adolescence as an "emotional way station" that bridges the gap between being emotionally dependent on parents during childhood to becoming an emotionally autonomous adult. Hence, Barry & Wentzel, 2006; Carlo et al., 1999, submit that the uncensored nature of friendships, as opposed to the apparent "hierarchical and autocratic" parent-child relationships afford the adolescents the opportunity to engage in interactions that shape and direct their behaviour.

The third hypothesis revealed that study habits positively and significantly correlates with the academic achievement motivation of students, $r(398) = .229, p < .05$. With this result the H_0 is thus rejected which implies that study habit impact greatly on the academic achievement motivation of the sampled students. This further suggest the fact that these students are conscious of the importance of developing and sustaining good study habits and the consequence of poor study habit on their academic performance and aspirations in life. Thus study habits may, as a matter of fact, make or mar one's academic pursuit, depending on how positive or negative they are. Poor and defective study habits have been reported among many secondary school students. In a study investigating the study habits of secondary school students in Benin City, Onomuodeke (1988) found that majority of the students' have defective study habits. Poor study habits as observed by Kemjika (1998) definitely ends in poor academic performances.

This observation is in line with Onyejiaku (1987) who opines that ineffective study techniques were among the major factors responsible for poor grades or academic failures. The crumbling of the house in biblical story of a man who built his house without proper planning and adequate foundation is a good illustration of what the fate of a student who has bad or poor study habit can be. In other words, a student who has not prepared adequately to pass has prepared to fail. Hence, a student's attitude towards study determines the level of such student's academic achievement. Therefore, the attitude towards study is one of the main factors which affect academic performance of learners. Numerous studies have reported a positive correlation between attitudes towards subject and achievement (Ma & Xu, 2004; Madeline, 1985; Maree, 1997).

Implications And Recommendations

This has implications for teachers, who need to find ways of engaging the interests of students in their particular subjects. The findings of this research provide considerable information that could be applied in having a better understanding perspective of possible factors that could impact on the academic achievement motivation school going adolescent's and their response to such challenging factors. Based on the findings of this study, we recommend that school going adolescents should be given necessary support, attention and direction by the school, parents and the society to stimulate their desire to attain academic success in school. With this, school going adolescents could possibly fashion a life style that would be commensurate to the expectations of the larger

society. The school should endeavour to develop in students the desire to be motivated by making learning interesting and enterprising as to inspire student's to develop an academic culture that would be purposefully oriented to sustain their desire to learn in school. Teachers could adopt re-enforced techniques that will motivate students to learn and have sustained interest in school activities. In conclusion, appropriate information and counselling support services should be put in place in schools as through this, students could be made to re-discover their potentials for success.

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CONFLICT PREVENTION AND MEDIATION: PANACEA FOR GLOBAL PEACE AND SECURITY

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Abstract

Peace has eluded the world. The world is searching for peace at all cost can it find it? There is war all over. Countries rising against themselves. Continents wage wars against one another. There is need for peace. Conflict resolution strategies are weapons to be used for peace reality among nations. Homes and its effective management by the stakeholders are result attainment. There is the need for early recognition of the improvement of early warning. Capacity Drought Strategic analysis and support. This is the major focus of the paper.

Background to the study

The greatest subsisting substances for any individual are internal peace, external peace and global peace. Peace is definitely the key to any individual happiness.

If you want a change in the world, learn peace and teach peace. It is pertinent to know that peace starts from within. If there is a change in perception it ultimately leads to change in attitude. This invariably leads to change in behavior which on the long run leads to a change in the world. Peace is not merely the absence of war and hostility; it is the presence of co-operation, tolerance, compassion and justice world wide also.

To achieve peace, you must be kindness centered and non-destructive. According to Mahatma Gandhi, "happiness is when what you think, what you say what you do are in harmony". Nelson Mandela also has this to say, "there is nothing like returning to a place that remains unchanged to find the ways that you yourself have altered". In the works of Norman Vincent Peale, "change your thoughts and you change your world". For Martin Luther King, "it is not possible to be in favour of justice for some people and not be in favour of justice for all people".

This is the break of a new era for Africa to resolve its crisis embark on peace building permitting justice to reign. The constitution of AU in 2002