

Students' Social Achievement Goals as a Predictor of Academic Achievement among Form Two Students in Kericho County, Kenya

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Abstract: There have been concerns about the perturbing trends in academic achievement among students in secondary schools in Kenya. Therefore, this paper examined how social achievement goals predicted academic achievement of Form two students in Ainamoi Sub-County, Kericho County, Kenya. The moderating effect of the students' gender in the relationship between social achievement goals and academic achievement of form two students in secondary schools has also been examined. Elliot's Achievement Goal Theory formed the theoretical foundation of the study. Correlational research design was adopted in which 3,500 form 2 students in secondary schools in Ainamoi Sub-County formed the target population. Purposive, stratified and simple random sampling techniques were used to select a sample 396 students from 12 secondary schools. Social Achievement Goals Scale and end term examination results were used to collect data. Both descriptive and inferential statistics were used to analyze data. The results showed that social achievement goals were positively related to academic achievement ($B=0.261$; $p=0.019$). Students' gender was also found to moderate the relationship between students' social achievement goals and academic achievement. Hence, the paper concluded that social achievement goals were significant predictors of academic achievement.

Keywords: Academic Achievement, Social Achievement Goals, Students' Gender

1. Introduction

1.1 Background of the Study

Without a doubt, academic achievement has unequivocally been embraced as a cardinal goal of educational pursuit. This is due to the fact that it expressly provides reliable evidence pertaining to the learners' mastery of the requisite skills in education (Polirstock, 2020). While demonstrating the extent to which a learner has accomplished predetermined learning goals, Steinmayr (2021) is adamant that academic achievement is a unique means of fulfilling educational outcomes. In this conceptualization it is significant to note that academic achievement covers a wide range of educational outcomes whose different measures encompass metric and non-metric grades on achievement tests or standardized assessment tests. In close consideration of the sprawling cost of assessing individual learner's scholastic feat, a host of educational systems prefer to use the conglomeration and semblance of intermittent test results to discern a student's scholastic feat. However, in other comparative systems, Steinmayr (2021) contends that academic feat tend to lay particular emphasis on grades obtained cumulatively over years of learning with the ultimate awarding of varying levels of certifications.

The miscellany of assessing academic achievement demonstrates its significant role in the life of learners (Burns, 2020). From the individual learner's unambiguous perspective, academic achievement can progressively inform decision pertaining to next level promotion within the same line of learning. Sufficiently, this is the single most reliable source of information to place learners in the next grade or opportunity of educational advancement. A host of nations have devoted massive assortment of resources in promoting learning activities for lifelong skills and knowledge mastery (Polirstock, 2017). Bolt (2022) conceptualizes academic achievement as being concerned with acquiring educational skills and knowledge. Positive academic achievement outcomes are highly valued in the society as individuals who have achieved higher academic success contribute to the building of the nation through employment or engagement in businesses. Burns (2020) contends that academic achievement is the key to achieving Millennium Development Goals (MDGs). However, meaningful academic achievement can be realized through equitable, inclusive and sustainable educational systems where learners are given equal opportunity for full participation.

In this paper academic achievement was examined in terms of whether the students achieved the academic targets, mastered the learning tasks, or attained the set mean grade or exceeded or approached the grade expectation. Owing to the significance and usefulness linked to scholastic feat, under-academic

achievement undoubtedly conveys inherent problems in the educational system. According to Rusol (2023) unsatisfactory academic achievement is a global concern often associated with such factors as social achievement goals. Social achievement goals refer to an individual's motivations towards attaining competence and success within social contexts (Ryan & Shima, 2022) where goals can broadly be conceptualized with regard to self-improvement and deepening relationships, self-impression enhancement and avoidance of negative contestation and perception. It is self-evident that social goals are apparently important and essentially cardinal for learners who are singly motivated towards the realization of self-aggrandizement and scholastic goals (Dawes, 2017). It is, therefore, a common belief that learners are generally inclined towards untangling their intellectual faculties while still at school where it is possible deconstruct their militating habits to avoid social maladjustment. When effectively and utterly socialized the learners of all ages are likely to build and maintain social and academic relationships, gain praise and receive inherent recognition, support peers in their learning endeavours ostensibly to accomplish self-evident social and personal life long obligations.

Looking at social achievement goals from the same vein, Ryan and Shima (2022) unequivocally contended that the ultimate eventuality has to do with the attainment of personal and social fulfillment as the critical aspects of adjustment and academic functioning. Students' social achievement goals are orientations that influence how they pursue and define competence in social situations, encompassing aspirations related to developing social relationships, demonstrating social competence to others, and avoiding social pitfalls. These goals are distinct from academic goals but can interact with them and are often measured through scales that assess different social orientations. Similarly, social achievement goals have been operationalized as consisting of students' constructions of success themes as pegged on the unprecedented goals they are called upon to achieve. The chief motivator of the attainment of social goals is often the reinforcement of the intrinsic motivation, unprecedentedly suggesting that the realization of such goals serve as unique predictors of general social outcomes (Craig, 2020). Students' social achievement goals are presumed to facilitate the realization of academic achievement particularly in the case of teenagers (Wail, 2022).

Globally studies have ventured into discerning whether social achievement goals have any roles to play in so far as learners' scholastic feat is apparently concerned. With to achievement goal orientations, for instance, Maddrock and Prixand (2021) avidly averred that the goal orientation when executing a particular task is exclusively dependent upon the quality of the assigned engagement. In this respect, executing adaptive orientation specifically for learning can indeed aid in the admirable goals attainment. In congruence with this practical and rigorous thoughtfulness, most scholars have unprecedentedly predicted the antecedents of many of the behavioral and emotional considerations (Datu & Park, 2021). Yet, no clear pattern is apparent evident as front line interrogations are rather noncommittal in this expressed regard (Duchesne, 2021). It seemed, nevertheless, that the goals of scholastic pursuits as discerned by Datu and Park (2021) can generally play out in situations where strong associations are evidently absent. Ramshe (2021) apparently discerned that social achievement goals in many contextual considerations predicted significant behavioral and emotional variances but not scholastic feat. King (2021) looked at social achievement goals as empirically linked to scholastic attainment relying more on a hierarchical regression without ascertaining if the noticeable variances in academic feat emanated from the execution of social achievement goals.

Studies in Europe have revealed the perceived linkages between social achievement goals and students' scholastic realization, with most studies presenting perturbingly significant but pseudo relationships (Gregory, 2020). For instance, it is evident that students from schools that reinforce positive social achievement goals show improvement in academic achievement (Eunju, 2022). In the United Kingdom (UK) Pallavi (2020) looked at the factors linked to dismal academic attainment in science and Mathematics and established that socio-economic hardships deprived learners of the opportunity to excel in their academic work. In Qatar, academic performance has stagnated for a long time despite more class hours. Despite the Qatari government investing significantly in education over the past two decades, academic success still remains an issue of concern. In United States of America (USA) several studies show that students' social achievement goals are some of the factors leading to improved academic achievement. Positive adjustment and proper social achievement goals may results to better academic achievement (Sungok, 2022). Although no one looks forward to dismal performance, it is, however, the contention of Meredith (2020) that social functioning and adjustment could uniquely contribute to students' academic achievement.

In developing countries, academic attainment remains low in comparison to other developed nations. In Nigeria Ige and Ogunleye (2020) noted that the concern has shifted to finding remedies to low students' academic achievement in public secondary schools. Preliminary investigations show that an amalgamation of interrelated factors is responsible for students' dismal performance. Consequently, the adoption of contemporary instructional resources and strategies has been recommended in order to enhance learners' cognitive attainment in Nigeria. In Malaysia, Mushtaq and Khan (2020) surveyed an urban student population and discovered that 14% of the students who received low academic achievement had poor adjustment. In Tanzania, Grace (2014)

indicates that inadequate instructional materials accompanied by high teacher-student ratio have had a significant negative impact on learning outcomes. In addition, unfavourable instructional environment, inadequate teacher motivation, lack of progressive professional development and fuzzy educational policies undermined students' academic achievement in Tanzania. In Uganda, psychosocial factors such as adjustment are evidently outright predictors of scholastic feat. For instance, a study among advanced level secondary school students in Mbarara region revealed that academic adjustment and social adjustment were correlated with students' academic achievement (Kabunga, 2022).

In Kenya, students' performance is often the product of socio-economic and psychological factors as well as the inherent environmental circumstances (Onderi et al., 2021). Similarly, Kieti (2022) is resolute that poor academic performance is attributed to home related factors, school-based factors and learner centred factors. As a result, studies carried out in Kenya on association between the aforementioned predictor variables, and outcome variable have reported mixed findings. Kibe (2023), for instance, has noted the existence of increasing cases of low academic achievement following the all-inclusive and holistic transition policy to secondary schools and other associated technical institutions. Strikingly, though, emerging from the foregoing considerations, the role of social achievement goals in predicting academic achievement has not been adequately explored. Hence, the interest of the researcher in this work was to ascertain whether achievement goals predicted academic achievement of form two students in Ainamoi Sub-County.

1.2 Statement of the Problem

Academic achievement is one of the pillars of Kenya's Vision 2030. However, academic achievement trends have remained constantly low. In Ainamoi Sub County, academic achievement in national examinations is often underwhelming compared to the other sub-counties in Kericho County and this has thwarted the scholastic pursuit of many learners. Students' social achievement goals can contribute to academic achievement. However, most of the reviewed studies have been based on social adjustment as opposed to students' social achievement goals in relation to academic achievement. Furthermore, there is scarcity of studies in Ainamoi Sub-County that have ascertained the relationship between students' social achievement goals and academic achievement. Based on this premise, the paper focused on discerning whether social achievement goals predicted academic achievement of form two students in Ainamoi Sub-County of Kericho County, Kenya.

1.3 Research Objectives

- i. To establish the relationship between social achievement goals and academic achievement of form two students in secondary schools in Ainamoi Sub-County, Kericho County.
- ii. To ascertain whether gender differences moderate the relationship between social achievement goals and academic achievement of form two students in secondary schools in Ainamoi Sub-County, Kericho County.
- iii. To predict the correlation between social achievement goals and academic achievement of form two students in Ainamoi Sub-County, Kericho County.

1.4 Research Hypotheses

H_{A2} There is a significant correlation between social achievement goals and academic achievement of form two students in high schools in Ainamoi Sub-County, Kericho County.

H_{A3} There is significant gender differences moderating the relationship between social achievement goals on academic achievement among form two students in secondary schools in Ainamoi Sub-County, Kericho County.

H_{A4} Social achievement goals significantly predict form two students' academic achievement in secondary schools in Ainamoi Sub-County, Kericho County.

2 Literature Review

2.1 Theoretical Framework

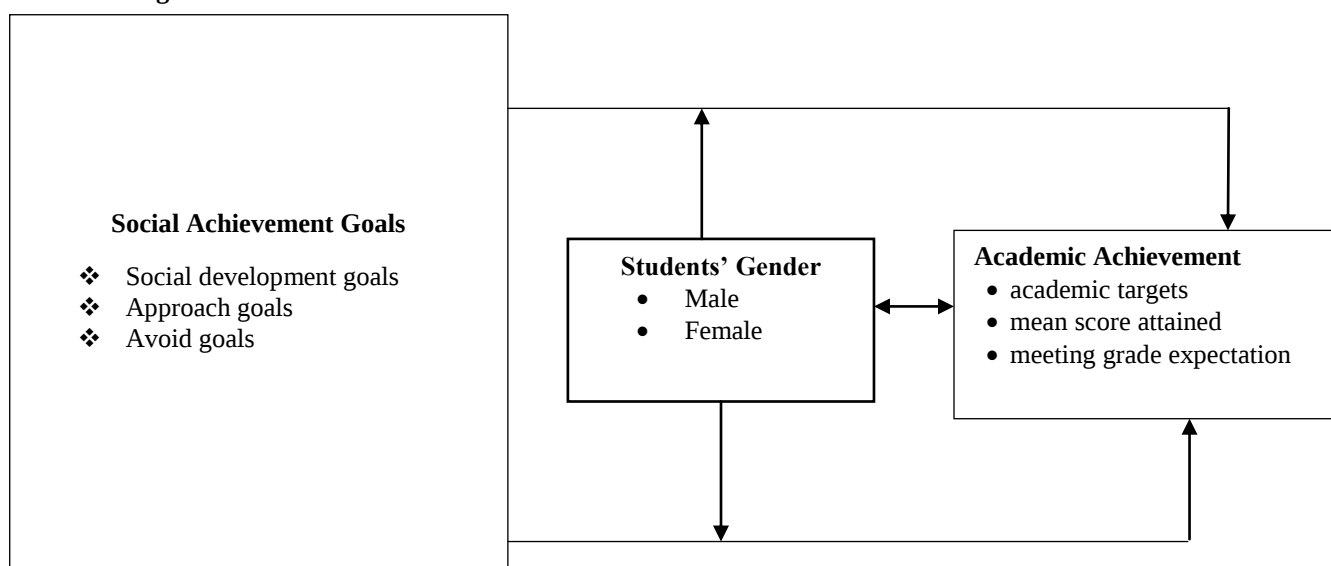
To provide the theoretical anchorage to the paper, the Achievement Goal Theory by Elliot (1999) was adopted. AGT is concerned with the motivational processes that explain the ways in which individuals judge their own ability or perceive their competence. The contemporary proponents of the theory collectively concur that higher achievement is demonstrated by the capacity to gain a sense of competence in the undertaken tasks in relation to ones' peers (Harwood et al., 2008). Kamari (2021) tested this model and results pointed that learners' social achievement goals were apparently and diligently connected to successful execution of tasks to result in preferred improvements. According to Okwisa (2021), good academic achievement is displayed by students who have mastered social competency via the attainment of the intended social goals unlike learners who fail to do well and therefore are also deficient in social achievement goals. From these conceptualizations,

the theory provides a framework to understand student motivation, with mastery-oriented goals positively predicting academic outcomes, while performance-avoidance goals have a negative impact. The theory unprecedentedly categorizes students' underlying motivations, such as a desire to understand a subject (mastery-approach) or to outperform peers (performance-approach), which directly impacts their commitment to the predetermined educational activities. Ideally scholastic pursuers with mastery goals are rendezvously likely to undertake deep, surface-level study, and persist through challenges, while those with performance-avoidance goals may resort to disorganized studying. Therefore, the theory offers educators a valuable tool to sporadically foster beneficial learning mindsets by structuring classrooms and tasks in ways that encourage the learners to focus on personal growth and skill development rather than solely on grades or comparisons with others.

2.2 Conceptual Framework

The framework (conceptual) diligently depicted the prospective relationship between the predictor variable (social-achievement-goals) and the outcome variable (academic-achievement) and the moderating variable (gender difference) alongside the selected parameters. Diagrammatically, the interaction is articulately displayed in Figure 1.

Figure 1: Perceived Link between Social Achievement Goals and Academic Achievement



The diagrammatical illustration (Fig 1) highlights the perceived link between social achievement goals (predictor-variable) and academic achievement (outcome-variable). Introspectively, the learners' gender was indeed the moderating variable and as markedly displayed in Figure 1, social achievement goals parameters included demonstration-avoid, social development and demonstration-approach goals. The figure highlights the perceived link between learners' social achievement and academic achievement among two students.

2.3 Social Achievement goals and Academic Achievement

Research has invariably averred that social achievement goals are discernibly connected to academic performance and is certainly one of the noteworthy determinants of scholastic achievement. This consideration influenced Wang et al. (2021) examined empirically the unprecedented connection among learning engagement, achievement goal orientation and scholastic adjustment among freshers in selected universities in China. This study delved into the correlational research design in which data was consequently gathered from 578 freshers with an average age of 18.29 years and a standard deviancy of 1.04 years, majority of whom were female (58.5%). The respondents completed a questionnaire bearing items on the aforementioned study variables. The results postulated and showed that achievement goal orientations and learning engagement have a significant perceived effect on academic adjustment. The study reviewed focused on academic achievement of college students at a higher developmental stage, who adopt easily while the present study focused on educational accomplishment of high school learners at diverse stages of growth within the adolescent era.

Adopting the path model in another elaborate investigation, Wasel (2021) ascertained the predictors of learners' scholastic triumph in selected universities in the US. It emphatically considered 125 units of analysis pursuing premier degrees in the university and who voluntarily participated in the investigation. Upon scrutiny,

it was noted that metacognitive knowledge was significantly linked to academic achievement. However, the path analysis failed to discern the sway of development goals (social) on academic feat. Nevertheless, it was ascertained that social achievement goals had an insignificant impact on academic achievement. The germaneness of Wasel's study is that some of the variables in his study were scrutinized to discern their propensity to predict learners' academic feat.

A study was carried in Germany by Goagoses and Koglin (2020) to interrogate the role played by social goals in facilitating academic triumph. The interrogator adeptly selected appropriate design to guide the study which involved gathering data from a sample of 1,245 students. Emanating from the study outcome, a significant correlation was found to exist between social goals and academic achievement triumph in so far as learners of institutions of higher learning were abjectly concerned. However, study reviewed investigation focused on university students and appropriate design while the proposed study was based on secondary school students and correlational research design that ascertained the relationship between the variables.

In Turkey Mustafa et al. (2022) studied socio-economic status as a forecaster of learners' social accomplishment objectives. Confirmatory factor analysis design was adopted and a total of 1643 middle level school students were involved in the study. It was evidently clear from the study outcome that the students' social support and adjustment were indeed significantly but inversely related to their psychological distress. In the study, it was evident that the male students displayed strong dispositions towards social development in so far as social developments as well as the anticipated goals were concerned in this unprecedented comparison with the female counterparts. It was evident that students from a moderate status background had significantly superior goals than those emanating from inferior backgrounds. While this study was particularly informative, the outcome cannot be generalized to the current study because it utilized the confirmatory analysis design while the study adopted the correlational design to explicitly discern the ascribed inter-linkages of the variables.

In Iran, Kamari et al. (2021) carried a survey study on social-achievement-goals and educational engagement. Methodologically, 566 units of observation were considered particularly representing first year students comprising of different gender. The analysis of the findings postulated that group growth goal had an apparently positive and significant consequence on scholastic engagement as moderated by scholastic hope and approbation while communal-demonstration-approach goal similarly displayed a significant but negative upshot on educational engagement while mediated by admiration. The study looked over focused on scholastic feat for undergraduate learners while the study focused on educational triumph of high school learners at a different developmental stage that is, adolescence.

In Namibia, Goagoses (2021) looked critically at the perceived sway of social realization goals on school engagement in a primary school in Namibia. This quantitative study employed cross-sectional survey to collect data from a sample of 117 learners derived from schools in Namibia. Indeed, the study findings clearly postulated that learners' current level of motivation and academic achievement in primary school could be predicted by their social achievement goals. The study reviewed delved exclusively on scholastic feat and involved primary school students at a lower developmental stage while the present study focused on learning attainment of students who are at a different developmental stage in comparison the learners in primary school.

In Tanzania, Faustine (2020) explored the social support, students' adjustment, educational modification to ascertain whether they were empirically linked to students' academic performance. Using probabilistic sampling procedures, a total of 405 students as well as 12 key informant interviewees from two institutions in the capital city of Tanzania were nominated to participate in the investigation. Guided by the correlational research design, the results pointed that performance in academics was significantly associated with perceived individual adjustment in academics ($r=.604$, $p<.01$). The inquisitiveness focused on college students yet the foregoing interrogation focused on form two students at a different developmental stage that is, adolescence where environment plays a significant role in academic achievement.

In Kenya, Oluoch and Henry (2023) expeditiously carried a study to determine whether communal withdrawal, students' achievement goals were in any way linked to or associated with learners' accomplishment in academics in selected secondary schools. Concurrent embedded research design was used to guide the research investigation. The study considered three hundred and fifty sophomores as well as 15 assistant principals (15) and instructors in charge of school counselling (15). However, the study's outcome postulated the presence of a negative link between students' achievement goals and scholastic feat. The study reviewed was based on the concurrent embedded design; however, this study adopted the correlational design. Similarly, Okwisa (2021) was concerned with ascertaining whether there existed any significant link pitting goal setting and performance exclusively for learners in public primary schools in a Kenya's city. A concurrent embedded mixed method design was employed in establishing the relationship between variables under study and data was procedurally gathered from 330 pupils who were systematically drawn from 30 primary schools. The results pointed a robust affirmative link between goal setting and performance of the school. This postulated the existence of a significant relationship among the entities and units of analysis interrogated. However, the

study reviewed focused on setting of goals while the study was based on social accomplishment goals of form two students.

2.4 Students' Gender, Social Achievement Goals and Academic Achievement

Previous interrogations have indeed exemplarily surveyed the supposed moderating role of gender variances in relation to the predictors of academic achievement. For instance, using a sampling unit of 369 students in Turkish universities, Mouratidis, Michou, Demircioğlu and Sayil (2021) explored whether students' gender differences intervened the potential impact of social achievement goals on course attainment. Institutional factors were the predictor variables. The study zeroed in on the factor analysis to analyze the moderating role of sexual category and the results unequivocally illustrated the circumstances under which the students' gender apparently improved scores. It was evident that the girls did ostensibly better than their male counterparts in the respected courses where there were elaborate social achievement goals programs. However, the study involved university students thus raising the question as to whether similar results could be achieved in Kenya's secondary schools. While interrogating the contributory factors in students' scholastic feat in high schools in Cambodia, Lewin and Caillods (2021) concurred that there was unprecedentedly modicum moderating influence of gender variance on students' outcomes as predicted by social achievement goals.

Badiee, Babakhani and Hashemian (2021) undertook to elaborately interrogate whether school support had anything discernible sway in so far as the learners' intellectual accomplishment particularly in maths was intervened by gender variances in intermediate schools in Tehran. The study's sample consisted of 180 girls and 180 boys. This particular cross-examination was strategically anchored on the survey design which consequently utilized mainly interview obtained qualitative data. Owing to the study attributes, the researchers reported that social identities did not moderate students' scholastic attainment in Maths as considered in erstwhile linkage social achievement goals. While all the unexplored variables were generally significant, the computed correlation coefficient evidently illustrated that 68 percent of the discrepancy evident in scholastic feat in math was unilaterally explained by achievement goals (social) although boys in the final analysis performed better than girls in maths under the same study conditions. The current study emphatically explored the presumed subduing or escalating role of gender in conceptualizing scholastic feat with respect to achievement goals (social).

Koul, Rotatham and Lerdpornkulrat (2021) interrogated whether the unprecedented upshot of social accomplishment goals on scholastic realization in biology and physics was intervened by gender. The study considered 1538 study participants carefully selected from high schools in Thailand. It was evident that the performance of the females was significantly better in biology (than boys) than in physics. This was inherently linked to social achievement goals which if taken in isolation and without considering anything else other than learning outcomes in biology implied that gender sort of altered the outcomes realized. Based on the goal setting theory, Litalien, Morin and McInerney (2020) were empirically interested in ascertaining whether the female and male scholars who were subjected to similar learning conditions would achieve the same performance goals. TO help predict unbiased learning outcome the researcher opted to incorporate a relatively large sample. There were eight learning conditions including social achievement goals. The results were collected using questionnaires and the data analyzed using regression analysis. The eventuality of the interrogation seemed to elaborately discern that there existed correspondence in the manner in which the learners unilaterally perceived social achievement goals and students' performance did not differ across gender before and after moderation. Although students' performance did not differ markedly with gender as a moderating variable, there was however a need to ascertain whether gender would moderate the implications of social achievement goals with regard to scholastic attainment.

Musa, Dawada and Umata (2022) interrogated if gender differences moderated the effect of students' social achievement goals on academic achievement in math and language (English) in Nigerian schools. In line with the unit of analysis, a mixed embedded design was adopted in which data was gathered from 827 divided equitably among the learners' gender. The students' scores in the considered subjects at the end of the term were used to ascertain their overall educational attainment. The overall educational triumph was indeed found or discerned to be significantly better for boys than girls but the difference was not statistically significant in Mathematics ($R=0.3091$; $p=0.702$). Although the study illustrated the moderating role of gender in two subjects, the present paper was carefully executed to focus on form two students' social achievement goals as predictor of scholastic attainment in all the subjects.

2.5 Summary of Literature Review and Major Gaps Identified

The systematic review of past enquiries has indicated that social achievement goals are major factors apparently predictive of scholastic persuasion and obviously educational accomplishments. However, deciphering with certainty the predictability of learning outcomes based entirely on achievement goals of

learners is without an iota of doubt fuzzily highlighted. The review opined that social achievement goals portended scholastic pursuit and feat as most studies involved participants from higher developmental stages as opposed to form two students. Also, most studies on gender differences as a moderating factor were carried out among university undergraduate students but, this study focused on form two students who are mainly adolescents. Past studies focusing exclusively on social achievement goals and academic achievement in Ainamoi Sub-County are scarce and therefore prediction has not been discerned from the reviewed studies, hence, the need to carry out this study.

3 Methodology

3.1 Research Design

In order to determine the perceived link between the predictor variable and the dependent/outcome variable, the correlational research design was employed. The design enabled the interrogator to discern and consequently make a determination of the nature and strength of relationship among the study variables. As consequently recommended by Babbie and Rubin (2020) the correlational research design aptly enabled the investigator to ascertain or predict the perceived linkages among the study variables without manipulating them. The quantitative study employed the structured questionnaires to collect statistical data.

3.2 Target Population

A total of 3,500 form two students in secondary schools in Ainamoi Sub-County formed the target population. The second year learners were chosen because of their relatively advanced experience in being in secondary school and are expected to display varied levels of social achievement goals because of their adolescence stage (Bhandari, 2022). Ainamoi Sub-County was considered due to the scarcity of studies addressing social achievement goals and students' academic achievement. It is projected that the findings may help develop appropriate intervention to augment performance and scholastic feat.

3.3 Sampling Techniques and Sample Size

Stratified sampling technique was applied to classify the 28 public schools. Subsequently purposive sampling was used to select 12 public secondary schools and form two students. Yamane's formula was used to ascertain the study's sample size: $n = N / (1 + N(e)^2)$. Owing to the proposed formula, n represented the sample size and N was the entire populace while e represented the precision level. Hence the sample size was $3500 / (1 + 3500(.05)^2) = 359$. In addition, an attrition bias of 10% was added to take care of the possible non-responses (Singh et al. 2020). Eventually numbers were allocated and picked randomly from a basket to provide equal chance in sampling the participants from each school category. Hence, the number of boys and girls in the co-educational schools was proportionately sampled. As has been clearly and markedly described, the pragmatic selection of the required study participants was guided by the simple random sampling. Indeed, in this sampling dispensation, the researcher attempted to proportionally apportion the schools to the targeted institutions. Guided by appropriate procedures and with the help of the class-teacher, class lists were procedurally obtained as the selection effectively and pragmatically done to result a sample of 396 form two students participated in the study.

3.4 Research Instruments

The paper employed the Social Achievement Goals Scale (SAGS) developed by Ryan and Shim (2008). SAGS was adapted to measure social achievement goals. The scale consists of 18 items and uses a five-point Likert scale to rate the social achievement goals (1=disagree strongly, 2=disagree, 3= undecided, 4= agree, 5=agree strongly) in order to make it easy to predict whether social achievement goals predicted academic achievement. The questionnaire items are positively and negatively framed. In negative statements a score of 1 implied high social achievement goals while for positive statements a score of 5 implied high social achievement goals as well. The paper also relied on data gathered using the document analysis. Document analysis can be construed as the qualitative research method charged with systematic reviewing and interpreting written materials to extract meaning to augment understanding of predetermined phenomena. This method uses various types of documents, such as public records, personal accounts, and physical artifacts, to investigate topics, validate findings from other research methods, or generate new insights and meaning. In this paper pro-forma summary of end of term three exam results was collected. The quantitative data gathered from the questionnaires (scales) was systematically categorized according to the specific objectives. Descriptive and inferential statistics were adapted to analyze the data. Pearson Correlation analysis and simple regression analysis were employed to determine the relationship between the predictor variable and the outcome variable. The specific hypotheses were tested at $p=0.05$:

- H₀₁:** There is no significant relationship between social achievement goals and students' academic achievement. Pearson product moment correlation coefficient was employed.
- H₀₂:** Students' gender does not significantly moderate the relationship between students' social achievement goals and academic achievement. Pearson product moment correlation coefficient was used to test the relations.
- H₀₃:** Students' social achievement goals do not significantly predict academic achievement. Simple regression analysis was utilized to test the variables.

The regression model was as follows:

$$Y = \beta_0 + \beta_1 X_1 + \varepsilon$$

Where:

Y = Academic Achievement

β_0 = Constant Term

β_1 to β_2 = Regression Coefficients

X₂ social achievement goals

ε = Error

The output of the simple regression analysis consisted of the R-squared, F-tests and regression coefficients. The hypotheses were tested at $\alpha=0.05$ level of significance.

4 Results, Interpretation and Discussion

4.1 Relationship between Social Achievement Goals and Academic Achievement

The descriptive analysis of social achievement goals was done followed by hypothesis testing and discussion of the findings. Table 1 summarizes the respondents' level of agreement with the parameters of social achievement goals notably social development goals, approach goals and avoidance goals.

Table 1: Descriptive Statistics for Social Achievement Goals

Parameters	N	M	Std. Dev
DEV-Social Development Goals	345	3.0300	1.25280
DAP-Social Demonstration-Approach Goals;	345	3.9124	1.03762
DAV-Social Demonstration-Avoid Goals	345	2.9712	1.47621

Table 1 shows the results regarding scores on statements espousing Social Achievement Goals (DEV-Social Development Goals; DAP-Social Demonstration-Approach Goals; DAV-Social Demonstration-Avoid Goals). The results for Social Development Goals revealed a mean score of 3.03 and a standard deviation of 1.25280. The results on approach goals showed a mean score of 3.9124 and a standard deviation of 1.03762. Similarly, the results on DAV-Social Demonstration-Avoid Goals showed an average score of 2.9712 and a standard deviation of 1.47621. ANOVA was computed to aid in ascertain the probable existence of significant variances in the social achievement goals among learners with low, average and high scores as candidly displayed in Table 2.

Table 2: Analysis of Variance (ANOVA) Test

		Sum of Squares	Df	Mean Square	F	Sig.
Low	Between Groups	78.57	1	59.26	21.39	.0000
	Within Groups	85.18	334	2.77		
	Total	163.75	345			
Average	Between Groups	78.29	1	67.11	14.23	.000
	Within Groups	132.75	334	4.71		
	Total	211.04	345			
High	Between Groups	333.22	1	85.29	12.13	.000
	Within Groups	147.21	334	7.03		
	Total	480.43	345			

It is postulable in Table 2 there were no significant variances in the mean scores on social achievement goals for low ($F=21.39$; $p=0.000$), average ($F=14.23$; $p=0.000$) and high ($F=12.13$; $p=0.000$) performing students. It was hypothesized that (**H_{A2}**) social achievement goals and academic achievement among form two students in

high schools in Ainamoi Sub-County, Kericho County were significantly related. The correlation analysis was worked out to determine the stated relationship as captured in Table 3.

Table 3: Correlation Coefficients

		AA	DEV	DAP	DAV
AA	Pearson Correlation	1	.330*	.361*	.447**
	Sig. (2-tailed)		.027	.011	.000
	N	111	111	111	111
DEV	Pearson Correlation	.330*	1	.583**	.287**
	Sig. (2-tailed)	.027		.000	.002
	N	111	111	111	111
DAP	Pearson Correlation	.361*	.583**	1	.558**
	Sig. (2-tailed)	.011	.000		.000
	N	111	111	111	111
DAV	Pearson Correlation	.447**	.287**	.558**	1
	Sig. (2-tailed)	.000	.002	.000	
	N	111	111	111	111

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

KEY; AA (Academic Achievement); DEV (Social Development Goals); DAP (Social Demonstration-Approach Goals); DAV (Social Demonstration-Avoid Goals)

Source: Survey Data, 2024

Table 3 utterly averred that there apparently existed some significant relationships between the study variables at different strengths. For example, the results indicated a significant positive but weak relationship ($r=0.330$, $p<0.05$) between social development goals and academic achievement. This suggests that as social development goals increases, there was a tendency for academic achievement to improve. The results also show that there was a weak positive relationship ($r=0.361$) between social demonstration-approach goals and academic achievement. However, the correlation was statistically significant at the 0.011. The correlation analysis between social demonstrations-avoid goals and academic achievement was also moderate and positive, with a correlation coefficient of 0.447 with the p-value of less than 0.05 indicated that this correlation was significant. This implies that students who adjust well to the academic environment, including being able to manage academic demands and building positive social relationships with peers and teachers, tend to show higher academic achievement.

4.2 Discussion of theResults

It is provident that significant connections existed between social achievement goals and scholastic realization and behaviour. This is without a doubt consistent with Sujana et al. (2021) who showed that social achievement goals predicted academic achievement. This may be taken to signify quite clearly that indeed that scholastic realization and behaviour of form two students was contingent upon their social achievement goals. Moreover, consistencies were found to be congruent with Wail et al. (2022) who reported a significant positive relationship between social achievement goals and scholastic realization and behaviour. However, the results are inconsistent with Xuechen et al. (2022) who reported a significant correlation between academic achievement and learning environment. However, the findings contradict Oluoch and Henry (2023) who found no significant relationship between social achievement goals and student's scholastic realization and behaviour just like Abubakar et al. (2021) and Jenna et al. (2021) who reportedly ascertained that social achievement goals had an insignificant impact on academic achievement. It can equally be construed from the current findings and in congruence with Kibe (2023) that social achievement goals were preoperatively and positively related to scholastic realization and behaviour. This is because academic excellence is often evident in circumstances where social development goals dominated the learning environment. Indeed, social development goals tend to minimize learning anxiety thus reinforcing learners' performance.

4.3 Moderating Effect of Gender Difference

The paper examined the whether students' gender moderated the relationship between social achievement goals and academic achievement of form two students. Simple regression analysis was used to determine whether gender had a moderating effect and results obtained are presented in Table 4.

Table 4: Moderating effect of Students' Gender

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.157	.224		9.912	.000
	X ₁ -----X ₂	.601	.051	.677	4.611	.000
	Students' gender	.439	.167	.492	5.157	.000

a. Outcome Variable: Academic Achievement

Key: X₂= Social achievement goals; X₃= students' gender

As captured in Table 4, it is evident that academic achievement improved significantly when students' gender was considered. This suggested that, on its own, the academic achievement was average but with the moderator the achievement significantly improved. Hence, gender increased the interconnectedness of the espoused linkages in so far as scholastic realization and behaviour are concerned [$r(345)=.677, p<.05$]. It was hypothesized that gender differences significantly moderated the relationship between social achievement goals and scholastic realization and behaviour among form two students in secondary schools in Ainamoi Sub-County. It is also evident that the regression coefficient results after moderation postulated that students' gender significantly influenced the relationship between social achievement goals and academic achievement ($[r(345)=.586, p<.05]$). It can be observed that the amount of impact of social achievement goals on the academic achievement increased when students' gender was considered. This is congruent with Chitra (2022) who found a marked significant difference in the link between social achievement goals and students' performance when the students' gender was considered. This is supported by I-Jun et al. (2022) who interrogated if students' gender moderated the perceived effect of students' social achievement goals on scholastic realization and behaviour and identified that the overall academic achievement was found to be significantly better for boys than girls but the difference was not statistically significant. Based on the results, and as was carefully crafted the discerned hypothesis was declined following the fact that the results ascertained that gender significantly moderated the discerned linkages pitying social achievement goals andscholastic realization and behaviour.

4.4 Prediction of Social Achievement Goals

The paper examined the prediction of academic achievement based on social achievement goals. Hence, the hypothesis (**H_{A4}**) postulated that social achievement goals predicted scholastic realization of form two students in secondary schools in Ainamoi Sub-County, Kericho County. The simple regression analysis was embraced to determine whether social achievement goals predictedacademicachievement and the results obtained are presented in Table 5.

Table 5: Prediction of Social Achievement Goals

Model Summary			
R	R Square	Adjusted R Square	Std. Error of the Estimate
.831 ^a	.691	.576	.11333

a. Predictors: (Constant), Social Achievement Goals

ANOVA ^b					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	4.106	1	1.026	79.919	.000 ^b
Residual	.629	344	.013		
Total	4.735	345			

a. Dependent Variable: Academic Achievement

b. Predictors: (Constant), Social Achievement Goals

Regression Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	2.079	.206		3.449	.001
Social Achievement Goals	0.254	.067	.261	.815	.019

Dependent Variable: Academic Achievement

As shown in Table 5, the R-squared for the joint regression was 0.691. This means that social achievement goals explained the likelihood of achieving 69.1% improvement in academic achievement. Consequently, 30.9% of the espoused variances and dissimilarities in scholastic realization and educational behaviour was certainly the product of unaccounted factors otherwise excluded from the model. The ANOVA results for the independent variables demonstrated in Table 5 clearly affirmed that the F-statistic was 22.283 as compared with the f -critical (3.83). On the basis of the inherently large difference, the results presented reliable grounds to authentically pronounce that the regression model involving social achievement goals was not only significant but also displayed the goodness of fit. In tandem with this eventuality, and in consideration of the reported $p=0.000$, the two variables were declared as being sufficient prognosticators of form two students scholastic realization and behaviour in Ainamoi Sub-County. Hence the null hypothesis was overruled implying that focusing on social achievement goals would enhance scholastic feat. The model fitted was: $Y = 2.079 + 0.261X_2 + 0.0009\varepsilon \dots \dots \dots (10)$

Where:

Y: Academic Achievement

β_0 : is the constant

β_1 is the standardized beta coefficients

X_1 : Social Achievement Goals

ε : Error term

The results demonstrated that the predictive value of social achievement goals was significant ($p=0.019$). It was hypothesized that social achievement goals significantly predicted student's scholastic realization and behaviour. Based on the results, the alternative hypothesis was accepted as the results confirmed that social achievement goals significantly predicted student's scholastic realization and behaviour. Although the predictive value of social achievement goals on scholastic realization and behaviour was significant, it made sense to discern the strength of significance of the predictor variables. As revealed by the model's coefficients, social achievement goals predicted 26.1% of the scholastic feat. The results credibly concur with Sungok et al. (2022) who established that social achievement goals were associated with enhanced academic achievement. Similarly, Jeromende (2024) provided insights into how social achievement goals would place students' academic achievement at a higher level. Similarly, the results display congruence with Faustine (2020) who affirmed that social achievement goals enabled students to achieve their desired goals. However, the results apparently contradicted Oluoch and Henry (2023) who denounced any noticeable linkages involving social achievement goals and academic achievement. In deed the findings have been supported by Gregory (2020) who affirmed that the supposed influence of social achievement goals in students' educational accomplishment. This cohered with Gregory (2020) who ascertained that social achievement goals corroborated with efforts to enhance scholastic realization and behaviour ostensibly to enhance the learners' overall competence.

It is prudential to overtly aver that the results are outrightly in support of the central ideas behind the achievement goal theory since it has been deduced that successful academic accomplishments are the byproduct of variations in the ways in which individuals meet their social achievement goals. Indeed the results have supported the theoretical underpinnings of the achievement goal theory as the internalized social achievement goals helped the form two students to visualize their capacity to generate personal beliefs about their ability to control personal cognitive processes including the need to enhance academic achievement.

5 Conclusion and Recommendations

5.1 Conclusion

The paper sought to ascertain where there was a significant relationship between social achievement goals and academic achievement. It has been ascertained that social achievement goals are significant predictors of academic achievement. This implies that emphasizing approach goals and avoidance goals can promote academic achievement of form two students in Ainamoi Sub-County. Hence, for better academic achievement, there is need to create a conducive environment in which form two students can actualize their social achievement goals. In this regard, the paper has made an important contribution in the field of educational psychology by demonstrating how social achievement goals can influence academic achievement. Although there is an expressed call for modesty when affirming the extent to which social achievement goals can predict academic achievement, the findings do indicate that the pursuit of social achievement goals is a unique motivational construct that deserves further investigation. The paper also examined the moderating effect of students' gender in the relationship between social achievement goals and students' academic achievement. The results revealed that students' gender significantly moderated the relationship between social achievement goals and academic achievement of form two students in Ainamoi Sub-County.

Hence, the conclusion drawn from these findings is that social achievement goals played a significant role in determining academic achievement of form two students in Ainamoi Sub-County. Hence, the results revealed that the achievement goal theory was appropriate in examining how social achievement goals predicted academic performance of form two students.

5.2 Recommendations

Based on the research findings, the following recommendations were made for policy and further research.

- i. The form two students should build strong, supportive relationships with peers and teachers in order to easily adjust in the school environment.
- ii. The form two students should establish rapport with significant others by strengthening relationships, demonstrating social competence and avoiding negative judgments in order to achieve social achievement goals.
- iii. Teachers ought to be encouraged to be flexible in handling the form two students in order to promote their social achievement goals to the prevailing learning environment.
- iv. The teachers should become sensitive to the social achievement goals of the learners by providing the learning support including guiding the learners on how to accomplish their social goals.
- v. The school management should improve the quality learning by providing social support to form two students who may be unable to derive pleasure from the learning opportunities presented in the classrooms.

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