Goal Setting and Self-Efficacy as Predicting Variables to Achievement Motivation of Senior High School Students

Nermal, Jasren Y.[1], Porras Kc A.[1], Sintaan Julienky Maree F.[1], Corpuz Mykaela Nicole D.[1], Nobleza Ma. Hannah Faith[1], Jumeras Analyn P.[1], Alferez Mark Loyd N.[1], Darang Tjay L.[1], Tagaytay Jairo[1], Krystal Joy M. Clamares[2], PhD, Anna Marie O. Pelandas[2], PhD (CAR)

[1]Department of Education, Senior High School Students, Philippines

[2]Department of Education, Senior High School Teachers, Division of Davao de Oro, Philippines

ABSTRACT

This study explored the influence of goal setting and self-efficacy on the achievement motivation of senior high school students at Lorenzo S. Sarmiento Sr. National High School. Specifically, it aimed to assess the levels of goal setting, self-efficacy, and achievement motivation, examine the significant relationship among these variables, and determine which domains of goal setting and self-efficacy significantly influence achievement motivation. Using a quantitative-correlational research design, the study surveyed 269 senior high school students, with data analyzed through the average weighted mean, Spearman's rho, and multiple regression analysis. Results indicated that goal setting was at a high level, self-efficacy was at a high level, and the level of achievement motivation was also high. Both variables had a significant positive relationship with achievement motivation. Additionally, all goal setting and self-efficacy domains were key contributors to enhancing achievement motivation. These findings highlighted the crucial role of goal setting and self-efficacy in fostering achievement motivation, emphasizing their importance in shaping students' aspirations and overall performance.

Keywords: Gas, Goal Setting, Self-efficacy, Achievement's Motivation, Philippines

INTRODUCTION

Effective motivation in education was assessed by educators' ability to cultivate an engaging learning environment, inspire student perseverance, and support the development of skills essential for academic success (Zajda, 2023). However, in Australia, a study by Edutopia (2023) stated that motivation problems stemmed from a lack of personalized learning and overly structured classrooms, where students felt their individual learning needs were not being met. Similarly, Carnegie Mellon University (2019) argued that students were less motivated to learn if they did not believe their efforts would improve their performance or had other priorities preoccupying their attention. In South Africa, students were affected by educational resources and infrastructure inequality, particularly in rural areas, which made them less motivated (Ngwenya, 2020).

In the Philippines, Cox (2019) believed that goal setting was essential for preparing students for college and career readiness, as it helped them develop critical skills like problem-solving, social-emotional learning, and academic planning, which were vital for success in post-secondary education and the workforce. Additionally, goal setting was considered vital for improving student achievement, with educational reforms underscoring the need for clear objectives to guide learners toward success (Steinmayr et al., 2020). Goal setting was also essential for personal development, as it provided purpose, enhanced motivation, and fostered a growth mindset, ultimately unlocking one's full potential (Pradeepa, 2023).

Moreover, self-efficacy contributed positively to academic achievement and prepared students for future professional skills (Altunoğlu, 2022). Supporting this notion, a study by Fabia (2024) in Manila found that students with higher self-efficacy were more confident and motivated to complete their academic tasks. Similarly, Cebu (2023) discussed that self-efficacy was a critical factor in helping students cope with academic

challenges and recommended implementing enhancement programs to boost self-efficacy for better learning outcomes.

In Davao City, findings by Cubero and Villocino (2023) indicated that students' achievement motivation was affected by inadequate support and limited teacher interactions, thereby reducing students' drive to set and achieve academic goals. Moreover, a significant concern existed in Davao de Oro, as highlighted by the study of Quimpan and Bauyot (2024), posited that students were demotivated due to limited resources and restricted interactions. Furthermore, at Lorenzo S. Sarmiento Sr. National High School, researchers observed that some students were frequently distracted, crammed for every assessment, had minimal participation in class activities, and were often absent, showing less motivation. These made the researchers curious whether goal setting and self-efficacy had something to do with students' achievement motivation.

Research Objectives

1. To evaluate the level of goal setting of senior high school students in terms of:

   1.1 meaningful;
   1.2 personal Improvement; and
   1.3 data-based.

2. To assess the level of self-efficacy of senior high school students in terms of:

   2.1 academic self-efficacy;
   2.2 social self-efficacy; and
   2.3 emotional self-efficacy.

3. To find out the level of achievement motivation of senior high school students in terms of:

   3.1 time perspective;
   3.2 task tension; and
   3.3 persistence.

4. To verify the significant relationship between the goal setting and achievement motivation of senior high school students.

5. To survey the significant relationship between the self-efficacy and achievement motivation of senior high school students.

6. To learn which of the domains in goal setting would influence the achievement motivation of senior high school students.

7. To identify which of the domains in self-efficacy would influence the achievement motivation of senior high school students.

METHODOLOGY

This study used a quantitative non-experimental design using descriptive correlational methods. It was aimed to explore the potential relationship between two or more variables, examining how they may be connected and the strength of that connection. This method was appropriate for describing the current situation and exploring the causes of a specific phenomenon. A correlation research design investigated relationships between variables without the researcher controlling or manipulating any of them (Montallana & Velasco, 2023). In correlation research, it reflected the strength or direction of the relationship between two or more variables (Devi et al., 2023).

Furthermore, this survey dealt with quantitative data on the phenomenon. The quantitative aspect was an appropriate schedule for gathering the data, designed for the target respondents to answer the questions. A

questionnaire was a specific tool used in collecting the data. The focus of the study was to determine goal setting and self-efficacy as predicting variables to achievement motivation of senior high school students.

Population and Sample

This study used simple random sampling to choose the respondents. The subjects included 269 senior high school students, male or female, who were currently enrolled in the first semester of the school year: 2024–2025 at Lorenzo S. Sarmiento Sr. National High School. All junior high school students were excluded from the study. However, the respondents could withdraw their participation if they felt threatened during the study.

Section	Population	Respondents
A	45	14
B	50	15
C	51	15
D	46	14
E	51	15
F	45	14
G	47	14
H	29	9
I	39	12
J	56	17
K	53	16
L	44	13
M	38	12
N	45	14
O	52	16
P	48	15
Q	42	13
R	57	16
S	48	15
Total	886	269

Table 1. Population and Sample size of Respondents

According to Lynos (2015), sample sizes of 200 to 300 respondents generally provide an acceptable margin of error and fall before the point of diminishing returns. In the case of Lorenzo S. Sarmiento Sr. National High School, among the 886 Senior High School students, a random sample of 269 respondents was chosen. The selected number of students, 269, was determined using the Raosoft sample size calculator. Moreover, the number of respondents in each section was identified through stratified random sampling.

Statistical Tools

The statistical tools used for data analysis and interpretation were the following:

Mean. This tool was used to determine the levels of goal setting, self-efficacy, and achievement motivation of senior high school students.

Spearman's rho. This tool was used to determine the significant relationship of goal setting and self-efficacy to the achievement motivation of senior high school students.

Multiple regression analysis. This tool was used to examine the influence of goal setting and self-efficacy on the achievement motivation of Senior High School students.

RESULTS

Level of Goal Setting

Table 2 shows the level of goal setting in terms of meaningful, personal improvement, and data-based. The overall mean is 4.18, which is described as high, with a standard deviation of 0.49. The very high level could be attributed to the very high rating. The respondent's response to the level of goal setting is favorable in terms of meaningful, personal improvement, and data-based.

The cited overall mean score was the result acquired from the following computed mean score from highest to lowest:4.22 or very high for personal improvement with a standard deviation of 0.57: 4.16 or high for meaningful with a standard deviation of 0.57 and 4.18 or high for data-based with a standard deviation of 0.55.

Table2. Level of Goal Setting

Indicators	Mean	SD	Descriptive Equivalent
Meaningful	4.16	0.57	High
Personal Improvement	4.22	0.57	Very High
Data-Based	4.18	0.55	High
Overall	4.18	0.49	High

Self-Efficacy

Shown in Table 3 are the mean scores for the indicators of students' self-efficacy, with an overall mean of 4.04 and described as high with a standard deviation of 0.64. The very high level could be attributed to the very high rating given by the respondents in all indicators. This indicates that the respondent responses to the level of self-efficacy are very much positive in terms of academic self-efficacy, social self-efficacy, and emotional self-efficacy.

The cited overall mean score is the result obtained from the following computed mean scores from highest to lowest: 4.09 or high for emotional with a standard deviation of 0.62; 4.06 or high for academic self-efficacy with a standard deviation of 0.62; and 3.98 or high for social self-efficacy with a standard deviation of 0.67.

Table 3. Level of Self-efficacy

Indicators	Mean	SD	Descriptive Equivalent
Academic elf-efficacy	4.06	0.62	High
Social self-efficacy	3.98	0.67	High
Emotional self-efficacy	4.09	0.62	High
Overall	4.04	0.64	High

Level of Achievement Motivation

Table 4 shows the mean scores for the indicators of achievement motivation, with an overall mean score of 4.15, which is described as high, with a standard deviation of 0.52. The high level is explained by the high ratings respondents give in all indicators of time perspective, task tension, and persistence.

The overall mean score is based on the following computed mean scores, listed from highest to lowest: 4.20, or very high, for task tension with a standard deviation of 0.60; 4.13, or high, for persistence with a standard deviation of 0.59; and 4.11, or high, for time perspective with a standard deviation of 0.63.

Table 4. Level of Achievement motivation

Indicators	Mean	SD	Descriptive Equivalent
Time perspective	4.11	0.63	High
Task Tension	4.2	0.6	Very High
Persistence	4.13	0.59	High
Overall	4.15	0.52	High

Significance on the Relationship Between Goal Setting and Achievement Motivation

One crucial purpose of this study is to determine whether or not goal setting has a significant relationship with achievement motivation. The appended table 5.1 shows that the Shapiro-Wilk Test for Bivariate Normality has a p-value of <.001, indicating that the distribution is not normal. Hence, a non-parametric test, Spearman's rho correlation, is suited for this distribution.

Table 5 indicates that goal setting and achievement motivation have a Spearman's rho value of 0.672*, which suggests a moderate relationship. Furthermore, the p-value of <.001, which is less than the significance level of 0.05, indicates a significant relationship between goal setting and achievement motivation. As a result, the null hypothesis, which states that there is significant relationship exists between goal setting and achievement motivation, is rejected. This finding implies that higher levels of goal setting are associated with higher levels of achievement motivation.

Table 5: Significance on the Relationship Between Goal Setting and Achievement Motivation

Variable		GOAL SETTING	ACHIEVEMENT MOTIVATION
GOAL SETTING	Spearman's rho	—	
	p-value		
	Spearman's rho	—	
ACHIEVEMENT MOTIVATION	p-value	0.672*	—
		< .001	—

Significance on the Relationship Between Self-Efficacy and Achievement Motivation

The primary purpose of this study is to determine whether self-efficacy has a significant relationship with achievement motivation. Table 6.1 shows that the Shapiro-Wilk Test for Bivariate Normality yields a p-value of <.001, indicating that the distribution is not normal. Therefore, a non-parametric test, Spearman's rho correlation, is appropriate for this distribution.

Table 6 indicates that self-efficacy and achievement motivation have a Spearman's rho value of 0.716*, which suggests a high relationship. Furthermore, the p-value of <.001, which is less than the significance level of 0.05, indicates a significant relationship between self-efficacy and achievement motivation. As a result, the null hypothesis, which states that no significant relationship exists between self-efficacy and achievement motivation, is rejected. This finding implies that achievement motivation tends to be observed when self-efficacy is observed.

Table 6: Significance on the Relationship Between Self-Efficacy and Achievement Motivation

Variable		SELF-EFFICACY	ACHIEVEMENT MOTIVATION	
SELF-EFFICACY	Spearman's rho	—		
	p-value			
	Spearman's rho	—		
ACHIEVEMENT MOTIVATION	p-value	0.716*	—	
		< .001	—	

Multiple Regression Analysis on the Influence of the Domain of Goal Setting on the Achievement Motivation

Presented in Table 7 is the regression analysis on the influence of goal setting on the students' achievement motivation. The table shows a computed f-value of 74.603 and a p-value of <.001, meaning that goal setting significantly influences the students' achievement motivation since the probability value is less than the 0.05 significance level. The coefficient of determination (R^2) of 0.458 connotes that 45.8% of achievement motivation is explained by meaningful, personal improvement and data-based. In comparison, the remaining percentage of 54.2% is accountable to other indicators not included in the study.

Table 7: Multiple Regression Analysis on the influence of Goal Setting on the Achievement Motivation

Goal Setting	Coefficients	t-value	p-value	Decision a=0.05
Meaningful	0.188*	3.061	0.002	H*o* is Rejected
Personal Improvement	0.242*	3.851	<.001	H*o* is Rejected
Data-Based	0.348*	5.532	<.001	H*o* is Rejected
Dependent Variable: Achievement Motivation				

*$p<0.05$ R=0.677 R^2=0.458 F-value=74.603 p-value=< .001

Multiple Regression Analysis on the Influence of the Domain of Self-Efficacy on the Achievement Motivation

Table 8 presents the regression analysis on the influence of self-efficacy domains on achievement motivation. The table shows a computed F-value of 93.84 and a p-value of <.001, indicating that self-efficacy significantly influences achievement motivation since the p-value is less than the 0.05 significance level. The coefficient of

determination (R^2) is 0.515, meaning that 51.5% of the variation in achievement motivation is explained by academic self-efficacy, social self-efficacy, and emotional self-efficacy, while the remaining 48.5% is attributable to other factors not included in the study.

Table 8: Multiple Regression Analysis on the Influence of Self-Efficacy on the Achievement Motivation

Self-Efficacy	Coefficients	t-value	p-value	Decision A=0.05
Academic Self-Efficacy	0.313 *	5.744	<.001	H*o* is Rejected
Social Self-Efficacy	0.223 *	3.8	<.001	H*o* is Rejected
Emotional Self-Efficacy	0.326*	6.282	<.001	H*o* is Rejected
Dependent Variable: Achievement Motivation				

*$p < 0.05$ R= 0.718 R^2=0.515 F-Value=93.84 p-value = < 0.001
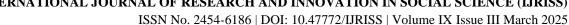
DISCUSSIONS

Level of Goal Setting

In the preceding chapter, the findings regarding the goal setting of students at Lorenzo S. Sarmiento Sr. National High School were presented. The results revealed that the level of students' goal setting was reported as high indicating a moderate emphasis on key factors such as personal improvement, the meaningfulness of goals, and data-based decision-making. These findings suggest that both the students' motivation and the strategies employed by educators play a crucial role in fostering effective goal setting.

Based on the data presented in Table 2 from the previous chapter regarding the level of goal setting, the indicator personal improvement has the highest mean score of 4.22, indicating a very high level of goal setting in this aspect. This suggests that students prioritize goals that contribute to their personal development. In support of this, research by Wolters and Brady (2021) indicates that goal setting focused on personal improvement enhances students' self-regulation and fosters persistence in overcoming challenges. Furthermore, when students aim for self-betterment, they are more likely to take responsibility for their learning and invest effort in achieving their goals.

Following closely is the meaningful indicator with a mean score of 4.16, also rated as high. Current research supports the idea that students are more committed to achieving goals that resonate with their personal values and long-term aspirations, as noted by Ryan and Deci (2020) in their self-determination theory. They emphasize that individuals are more likely to commit to meaningful goals, which foster autonomy and purpose, leading to higher levels of persistence.

In addition, the data-based indicator with a mean score of 4.18, rated as high, suggests that students value using measurable data in their goal-setting process, as Schunk and DiBenedetto (2020) emphasize that data-based goals enhance accountability and allow students to track their progress more effectively. This approach enables students to make informed adjustments, promoting continuous improvement and more effective learning strategies.

Overall, the high scores across all three indicators reflect a comprehensive approach to goal setting, with strong emphasis on personal growth, meaningfulness, and the use of data to guide decisions. These findings align with

contemporary educational research that underscores the importance of well-defined, meaningful, and measurable goals in driving motivation and academic success.

Level of Self-Efficacy

In the previous chapter, the study examined the self-efficacy levels of senior high school students, showing that their self-efficacy was high. All three indicators for this variable were also rated as high, indicating a strong presence of this quality among the students.

The respondents' level of self-efficacy reflected their positive outlook and strong ability to manage challenges related to academic, social, and emotional self-efficacy. This positive self-efficacy suggested a supportive environment that helped students overcome obstacles and encouraged adaptability within the educational community.

The indicator of emotional self-efficacy showed a high mean, indicating that students strongly believed in their ability to handle both positive and negative events in different areas of their lives. This measure was connected to how students dealt with difficult situations, affecting how they perceived the importance of these events. Additionally, the high mean suggested that emotional self-efficacy was linked to good personal management, showing that students were strong and capable of dealing with both school and personal challenges. Moreover, emotional self-efficacy yielded high results, as regulatory emotional self-efficacy, according to Zheng et al. (2023), helped reduce vulnerability to stress and boosted resilience to negative emotions, while stress could lower academic performance and impair cognitive skills. This finding is in line with Ying et al. (2020), who found that higher youth assets reduced the impact of academic stress on suicidal risk by strengthening the role of emotional self-efficacy.

Furthermore, this finding is related to the statement made by Pan and Yuan (2023), as previous research by them also showed that higher regulatory emotional self-efficacy reduced negative emotions like depression and anxiety, leading to better subjective well-being. Therefore, self-efficacy was an important personal resource that enhanced adolescents' functioning and well-being, as Cattelino et al. (2023) highlighted.

Moreover, academic self-efficacy showed high results, as research conducted by Lin et al. (2022) pointed out that students' motivation to succeed academically was significantly influenced by their perceptions of their own academic abilities. According to Prifti (2020), students who had a high sense of their own abilities were more likely to be engaged, put in more effort, and seek demanding goals. This result aligns with the study of Hwang and Oh (2021), which indicated that when students engaged in self-directed learning to improve their problem-solving skills, it was beneficial to jointly increase academic self-efficacy and self-regulated learning.

The final type of self-efficacy observed in students was social self-efficacy, which, although rated as high, was the lowest among all the areas measured. This score showed how both positive and negative experiences could have a lasting effect on their ability to connect with others and handle social situations. Even so, students demonstrated a strong ability to deal with tough situations in a professional and effective way. However, the lower score raised concerns about how secure their future careers might be. Furthermore, by recognizing that challenges were only temporary, students could receive support to improve their social self-efficacy, build strength, and work toward a more stable and successful career. This is also in line with the study of Heiman and Olenik-Shemesh (2020), which emphasized the significance of improving self-efficacy and decreasing loneliness to boost social support and predict students' positive well-being. In addition, as stated by Rogala et al. (2020), individuals completed increasingly challenging tasks that encouraged them to build connections with their environment. Furthermore, if they actively participated in positive relationships, their social self-efficacy increased, and their sadness decreased (Oh et al., 2023).

Level of Achievement Motivation

Presented in the previous chapter is the result of the level of students' achievement motivation as observed. It revealed that student achievement motivation is described as high. One indicator for this variable was also described as very high, while the remaining two were described as high. It suggests that student achievement

motivation is much more felt among students.

The respondents from Lorenzo S. Sarmiento Sr. National High School students have shown a very much positive outlook in our research. Students' outlooks highlight the creation of a supportive environment that promotes goal setting, a growth mindset, and engaging, relevant learning experiences, encouraging autonomy, recognizing effort, and building strong relationships with students can inspire them to strive for success. This notion connects with the statement of Li (2023) that allows students to make choices in their learning processes, fostering a sense of ownership and intrinsic motivation. This could be a game changer for students and would exceptionally help those who lack achievement motivation.

Furthermore, in terms of task tension, Zhang Y. (2024) states moderate tension enhances task performance through physiological arousal mechanisms such as increased adrenaline secretion, and excessive focus on tension increases cognitive load, leading to poorer performance. When experienced at moderate levels, it may have a facilitating effect on task performance by activating physiological and cognitive resources in students and would help their academics without too much stress.

Moreover, persistence is also observed as part of the indicator for achievement motivation. According to Elder (2020), a multitude of characteristics are predictive of success, such as persistence. Setting goals helps build motivation, which in turn fosters persistence. This connection has been validated by respondents who reported feeling more driven to succeed academically. Their persistence highlights the critical role in thriving at school.

Lastly, Mascia (2023) The statement emphasizes the relationship between time perspective and well-being, suggesting that well-being is a multifaceted construct that significantly impacts various aspects of a person's life. It highlights that time perspective the way individuals perceive and relate to their past, present, and future plays a crucial role in influencing motivational, emotional, behavioral, cognitive, and social processes. Specifically, the statement proposes that these processes shape both the current and future well-being of students, ultimately affecting their academic success. This implies that how students view their experiences and aspirations can directly and indirectly impact their ability to perform academically and maintain a balanced state of well-being.

Significance on the Relationship Between Goal Setting and Achievement Motivation

The study's results revealed a significant relationship between student goal setting and achievement motivation. The p-value indicated a correlation between these two variables. This correlation suggests that as students' goal-setting abilities increase, there is a corresponding increase in their achievement motivation.

This review aligned with existing research, with Wigfield et al. (2021) highlighting the significant influence of educational factors on students' achievement motivation, fostering a supportive learning environment that enhanced motivation and engagement. According to Cheng (2023) corroborated this by highlighting the significant relationship between goal setting and achievement motivation in language learning. Thus, goal setting played a pivotal role in shaping student motivation and success, directly impacting language learning outcomes.

Moreover, Sides et al. (2020) suggested that setting explicit and rigorous academic goals could significantly impact student motivation and achievement, increasing self-efficacy, self-regulation, and ultimately, academic performance. Studies on motivation and goal-setting found that intrinsic motivation, mastery goals, and self-efficacy were negatively associated with academic dishonesty, while extrinsic motivation and amotivation were positively linked to it (Wigfield et al., 2021).

Supporting the relationship between goal setting and motivation, McBreen et al. (2021) revealed that setting specific goals enhanced achievement motivation, driving individuals to attain their objectives. Similarly, Umemoto et al. (2023) revealed that mastery goals were negatively related to motivation instability and lack of persistence, while performance-avoidance goals were positively related to lack of persistence.

Significance on the Relationship Between Goal Setting and Achievement Motivation

The relationship between self-efficacy and achievement motivation is well-documented, particularly in recent

research. Self-efficacy, or the belief in one's ability to achieve specific goals, significantly influences various motivational processes, including goal setting and persistence, which are crucial components of achievement motivation.

Recent studies have demonstrated that self-efficacy positively correlates with higher achievement motivation. This result aligns with the findings of Alhadabi and Karpinski (2020), who highlight that individuals with high self-efficacy are more likely to set ambitious goals and exhibit a stronger commitment to achieving them, thereby enhancing their motivation. This connection is consistent with Bandura's (1997) social cognitive theory, which emphasizes the role of self-belief in regulating motivation and behavior.

Furthermore, Liu et al. (2021) and Huang et al. (2022) have observed that self-efficacy not only predicts achievement motivation but also boosts students' confidence in handling environmental challenges and engaging in goal-directed behaviors. This effect is further supported by Laguna-Sánchez et al. (2020), who assert that in educational contexts, a strong belief in one's capabilities is essential for fostering resilience and achieving set goals, ultimately contributing to academic success.

In addition, studies indicate that self-efficacy and achievement motivation work in tandem to influence academic outcomes and employability. This is also in line to the study of, Wang et al. (2022) discovered that higher self-efficacy boosts academic performance, which in turn enhances employability by strengthening students' ability to achieve and sustain goals in academic and professional settings. However, it is important to consider, as Wu et al. (2022) highlight, that the relationship between these two factors can be shaped by various contextual elements, such as teacher support and class size, which can also influence an individual's sense of self-efficacy.

These findings underscore the critical role of self-efficacy in fostering achievement motivation, suggesting that educational institutions should integrate self-efficacy development into their curricula to enhance students' academic success and employability.

Multiple Regression Analysis on the Influence of the Domain of Goal Setting on the Achievement Motivation

The regression analysis investigating the influence of students' goal setting on achievement motivation indicated that two out of three domains, namely personal improvement and data-based learning, had an important impact on achievement motivation. However, meaningful learning showed no significant impact on the achievement motivation of senior high school students.

As stated by Mert et al. (2024), students' awareness of their personality traits positively contributed to the development of their career adaptability and strengthened the health system. Moreover, Zare et al. (2022) defined personal improvement motivation as the motivation to enhance one's knowledge, education, personality, and status through conscious efforts. However, excellence could also represent individual personal improvement. Personal improvement, as suggested by Zare et al. (2022), indicated that the self was composed of self-image and self-awareness, which were parts of an individual's greater personality.

Furthermore, the study by Kim and Choi (2021) stated that this teaching method was considered effective in improving the academic performance of struggling students, particularly those who did not respond to intensive intervention as expected. As a result of these findings, Schildkamp (2019) noted that school administrators, educators, and students made greater use of these varied resources to support a variety of school improvement goals. Additionally, decision-making helped students by building critical thinking and problem-solving skills. It also impacted their academic success and their ability to make responsible choices in the future, as students' learning improved through decision-making.

The domains were equally important and interconnected. However, the domain of meaningful learning did not have a significant influence on students' achievement motivation. This suggested that experiencing meaningful occurrences or educational encounters that had a profound impact might have affected other aspects of students' development, but it did not directly predict their achievement motivation.

Multiple Regression Analysis on the Influence of the Domain of Self-Efficacy on the Achievement Motivation

Regression analysis investigated the influence of students' self-efficacy on achievement motivation among Mawab District senior high school students, revealing that three domains academic self-efficacy, social self-efficacy, and emotional self-efficacy significantly impacted achievement motivation. Among these domains, emotional self-efficacy had the highest influence, followed by academic self-efficacy and then social self-efficacy.

In line with these findings, researchers, including Moonadath et al. (2022), found a significant positive correlation between self-efficacy and achievement motivation, indicating that higher self-efficacy enhanced motivation to achieve. For instance, a study by Zhao et al. (2024) explored the relationship between student self-management and academic achievement, highlighting the mediating role of self-efficacy and the moderating influence of gender. The findings suggest that students' self-management skills positively correlate with academic success, with self-efficacy serving as a crucial mediator in this relationship. As found by Akayuure et al. (2024), a moderately positive correlation existed between achievement motivation and self-efficacy among Ghanaian senior high school students.

Additionally, insights from Purwantini et al. (2023) showed that self-efficacy and achievement motivation reduced social laziness among students. In a related study, Wang et al. (2023) suggested that self-efficacy and achievement motivation enhanced academic self-concept, indicating a positive correlation between confidence and the drive to succeed. Moreover, Li et al. (2022) explored the relationship between achievement motivation and general self-efficacy among college students, finding that higher achievement motivation is associated with increased self-efficacy, indicating that more motivated students tend to have greater confidence in their abilities.

CONCLUSION

The study highlights that students' goal setting and self-efficacy significantly influence their achievement motivation. Goal setting is high, particularly in its meaningfulness, data-driven approach, and focus on personal improvement. Among these aspects, personal improvement stands out as very high, indicating that students are highly committed to self-growth and continuous learning. Similarly, self-efficacy, which includes academic, social, and emotional confidence, is also high, showing that students believe in their ability to succeed in different areas of their lives. Furthermore, students exhibit high achievement motivation, as reflected in their ability to manage time effectively, handle task-related pressure, and persist despite challenges. The findings contradict the assumption that goal setting, self-efficacy, and achievement motivation are not significantly connected. Contrary to initial assumptions, the study concludes that both goal setting and self-efficacy are essential factors in influencing students' achievement motivation.

REFERENCES

1. Alhadabi, A., & Karpinski, A. C. (2020). Grit, self-efficacy, achievement orientation goals, and academic performance in University students. International Journal of Adolescence and Youth, 25(1), 519-535.doi/10.1080/02673843.2019.1679202
2. Altunoğlu, A. & Education, S. (2022). Self-efficacy and academic achievement: Pathways to professional skills. International Journal of Educational Research, 58(2), 75-85. doi:10.5430/ijhe.v11n2p1
3. Carnegie Mellon University. (2019, November 30). Students lack interest or motivation.https://www.cmu.edu/ teaching/solveproblem/strat-lackmotivation/index.html
4. Cattelino, E., Testa, S., Calandri, E. et al. Self-efficacy, subjective well-being and positive coping in adolescents with regard to Covid-19 lockdown. Curr Psychol 42, 17304–17315 (2023). doi.org/10.1007/s12144-021-01965-4
5. Cebu, A. (2023). Self-efficacy and academic resilience among Filipino college students in Metro Manila. Asian Journal of Education, 46(1), 34-48. doi.org/10.5433/ajes.v46i1.2023
6. Cheng, X (2023) Looking through goal theories in language learning: A review on goal setting and achievement goal theory. Front. Psychol. 13:1035223.doi: 10.3389/fpsyg.2022.1035223

7. Cheng, X (2023) Looking through goal theories in language learning: A review on goal setting and achievement goal theory. Front. Psychol. 13:1035223.doi: 10.3389/fpsyg.2022.1035223

8. Cox, A. (2019). Preparing students for college readiness: Skills and social development needs. Journal of College Readiness, 3(2), 65–78. doi. 10.5678/jcr.2019.02

9. Cubero, G. D., & Villocino, R. E. (2023). Student engagement, academic motivation, school climate: A structural equation model on academic self efficacy in state colleges and universities in Region XI. UIJRT. https://uijrt.com/articles/v4/i7/UIJRTV4I70020.pdf

10. determination theory perspective: Definitions, theory, practices, and future directions. Contemporary educational psychology, 61, 101860.doi/10.1016/j.cedpsych.2020.101860

11. Devi, B., Lepcha, N., & Basnet, S. (2023). Application of correlational research design in nursing and medical research. Journal of Xi'an Shiyou University (Natural Science Edition), 65(11), 60-69. doi: 10.17605/OSF.IO/YRZ68

12. (2023). Motivation in Australian classrooms: The challenge of personalized learning. https://www.edutopia.org/

13. Elder, A. C. (2020). Holistic factors related to student persistence at a large, public university. Journal of Further and Higher Education, 45(1), 65–78. doi.org/10.1080/0309877X.2020.1722802

14. Fabia, L. (2024). Self-efficacy in online learning: A study of student achievement at a private college in Manila. Philippine Journal of Educational Technology. https://www.pjet.org.ph

15. Heiman, T., & Olenik-Shemesh, D. (2020). Social-emotional profile of children with and without learning disabilities: The relationships with perceived loneliness, self-efficacy and well-being. International journal of environmental research and public health, 17(20), 7358.doi.org/10.3390/ijerph17207358

16. Hwang, Y., & Oh, J. (2020). The relationship between self-directed learning and problem-solving ability: The mediating role of academic self-efficacy and self-regulated learning among nursing students. Nurse Education Today, 92, 104468. doi.org/10.1016/j.nedt.2020.104468

17. Kim, D., & Choi, S. (2021). The effects of data-based instruction (DBI) for students with learning difficulties in Korea: A single-subject meta-analysis. PloS one, 16(12), e0261120. doi.org/10.1371/journal.pone.0261120

18. Laguna-Sánchez, P., et al. (2020). A university training programme for acquiring entrepreneurial and transversal employability skills: A students' assessment. Sustainability, 12, 796.doi.org/10.3390/su12030796

19. Li, N., Yang, Y., Zhao, X., & Li, Y. (2023). The relationship between achievement motivation and college students' general self-efficacy: A moderated mediation model. Frontiers in psychology, 13, 1031912. doi.org/10.3389/fpsyg.2022.1031912

20. Li, N., Yang, Y., Zhao, X., & Li, Y. (2023). The relationship between achievement motivation and college students' general self-efficacy: A moderated mediation model. Frontiers in psychology, 13, 1031912. doi.org/10.3389/fpsyg.2022.1031912

21. Li, X., Pu R and Phakdeephirot N (2022) The influence of achievement motivation on college students' employability: A chain mediation analysis of self-efficacy and academic performance. Front. Psychol.13:972910.doi:10.3389/fpsyg.2022.972910

22. Lin, S., Longobardi, C., & Bozzato, P. (2022). The impact of academic self-efficacy on academic motivation: The mediating and moderating role of future orientation among Italian undergraduate students. In Academic Self-efficacy in Education: Nature, Assessment, and Research (pp. 191-209). doi.org/10.1007/978-981-16-8240-7_12

23. Liu, M., Cheng, Y., & Chen, Y. (2021). Academic Self-efficacy in a globalized era: Impacts of culture and Cross-Culture. In Springer eBooks (pp. 111–130).doi: 10.1007/978-981-16-8240-7_7

24. Lyons, K. (2015). Does your sample size matter? Lipman Hearne Inc. DOI: 47263/JASEM.4(2)01

25. Mascia, M. L., Agus, M., Cabras, C., Bellini, D., Renati, R., & Penna, M. P. (2023). Present and Future Undergraduate Students' Well-Being: Role of Time Perspective, Self-Efficacy, Self-Regulation and Intention to Drop-Out. Education Sciences, 13(2), 202. doi.org/10.3390/educsci13020202

26. McBreen, M., Savage, R. The Impact of Motivational Reading Instruction on the Reading Achievement and Motivation of Students: a Systematic Review and Meta-Analysis. Educ Psychol Rev 33, 1125–1163 (2021). doi.org/10.1007/s10648-020-09584-4

27. Mert-Karadas, M., Terzioglu, F. and Koc, G. (2024), "Effects of personality traits and leadership

orientations of Turkish nursing students on their career adaptability: a cross-sectional study", Leadership in Health Services, Vol. 37 No. 1, pp. 53-68. doi.org/10.1108/LHS-11-2022-0114

28. Montallana, C. P., & Velasco, C. Q. (2023). Project REACH (Reading Empowerment Asserting Connection at Home): Input to an enhanced reading comprehension skills of Grade 9 students in English. APJAET - Journal Ay Asia Pacific Journal of Advanced Education and Technology, 240–251. doi: 10.54476/apjaet/18407

29. Moonadath U., & D.P. Deepthi. (2022). Achievement Motivation in Relation with Self-Efficacy, and Home Environment Among Adolescents During the Covid-19 Pandemic. International Journal of Indian Psychology, 12(2). doi.org/10.25215/1202.368

30. Ngwenya, T. (2020). Educational inequality and its impact on student motivation in South Africa's rural schools. South African Journal of Education, 40(3), 1-10. doi: 10.15700/saje.v40n3a2020

31. Oh, H. J., Kim, J., Chang, J. J., Park, N., & Lee, S. (2023). Social benefits of living in the metaverse: The relationships among social presence, supportive interaction, social self-efficacy, and feelings of loneliness. Computers in Human Behavior, 139, 107498. doi.org/10.1016/j.chb.2022.107498

32. Pan, X., & Yuan, Z. (2023). Examining the association between peer support and English enjoyment in Chinese university students: The mediating role of regulatory emotional self-efficacy. Frontiers in Psychology, 14, Article 1278899. doi.org/10.3389/fpsyg.2023.1278899

33. Pradeepa, S. (2023). Importance of goal setting: Unlocking your full potential. Black Knowledge. https://blackknowledge.com/articles/adapt/goal-setting/unlocking-full-potential-personal-development-guide/

34. Prifti, R. (2020). Self–efficacy and student satisfaction in the context of blended learning courses. Studies in Higher Education, 45(1), 111-125. doi.org/10.1080/02680513.2020.1755642

35. Purwantini, P., Satyaninrum, I., Kusumarini, E., Mardiati, M., & Vanchapo, A. (2023). The Analysis of Relationship Between Achievement Motivation, Self-Efficacy and Students Social Laziness. Journal on Education, 6(1), 2094- 2099. doi.org/10.31004/joe.v6i1.3202

36. Quimpan, Marycel P., and Bauyot, Marleonie M. (2024). "Impact of Collaborative Decision-Making and Contextual Achievement Motivation on Organizational Upskilling and Reskilling Among Public School Teachers". Asian Journal of Education and Social Studies 50 (8):14-26. doi:10.9734/ajess/2024/v50i81503.

37. Rogala, A., Szczepaniak, M., Michalak, N., & Andersson, G. (2020). Internet-based self-help intervention aimed at increasing social self-efficacy among internal migrants in Poland: Study protocol for a randomized controlled trial. Internet Interventions, 21, 100322. doi.org/10.1016/j.invent.2020.100322

38. Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-

39. Schildkamp, K. (2019). Data-based decision-making for school improvement: Research insights and gaps. Educational research, 61(3), 257-273.doi.org/10.1080/00131881.2019.1625716

40. Schunk, D. H., & DiBenedetto, M. K. (2020). Motivation and social cognitive theory. Contemporary Educational Psychology, 60, 101832. doi.org/10.1016/j.cedpsych.2019.101832

41. Sides, J. D., & Cuevas, J. A. (2020). Effect of Goal Setting for Motivation, Self-Efficacy, and Performance in Elementary Mathematics. International Journal of Instruction, 13(4), 1-16. doi.org/10.29333/iji.2020.1341a

42. Steinmayr, R., Weidinger, A. F., Schwinger, M., & Spinath, B. (2019). The importance of students' motivation for their academic achievement – Replicating and extending previous findings. Frontiers in Psychology, 10, 1730. doi.org/10.3389/fpsyg.2019.01730

43. Umemoto, T., & Inagaki, T. (2023). Relationships Between Achievement Goals, Motivation Instability, and Learning Persistence in Asynchronous Distance Classes. Sage Open, 13(4).doi.org/10.1177/21582440231219075

44. Wang, T., Manta, O., & Zhang, Y. (2023). The relationship between learning motivation and online learning performance: the mediating role of academic Self-Efficacy and flow experience. International Journal of Emerging Technologies in Learning (iJET), 18(23), 27–38. doi: 10.3991/ijet.v18i23.43977

45. Wigfield, A., Muenks, K., & Eccles, J. S. (2021). Achievement motivation: What we know and where we are going. Annual Review of Developmental Psychology, 3(1), 87-111.doi.org/10.1146/annurev-devpsych-050720-103500

46. Wolters, C. A., & Brady, A. C. (2021). College students' time management: A self-regulated learning

perspective. Educational Psychology Review, 33(4), 1319-1351. doi: 10.1007/s10648-020-09519-z

47. Wu, C., Kiefer, S. M., Lee, A., & Robinson, C. C. (2022). Student engagement in the classroom: Predictors and outcomes in the United States. Journal of Educational Psychology, 114(4), 785–800. https://doi.org/10.1037/edu0000635

48. Ying, J., You, J., & Guo, J. (2020). The protective effects of youth assets on the associations among academic stress, regulatory emotional self-efficacy, and suicidal risk: A moderated mediation model. Children and Youth Services Review, 116, 105660. doi.org/10.1016/j.childyouth.2020.105660

49. Zajda, (2023). The Impact of Motivation on Students' Engagement and Performance. In Global ization and Dominant Models of Motivation Theories in Education. Globalization, Comparative Education and Policy Research. Springer, Cham. doi: 10.1007/978-3-031-42895-1_9

50. Zare, M., Asgharzadeh, G., & Rahimi, M. (2022). The role of attachment dimensions in body appreciation and self-improvement. page range. doi.org/10.22055/psy.2022.37989.2717

51. Zhang, Y. (2024). The Double-Edged Sword of Tension: How Moderate Stress Enhances Performance While Over-Focus Impairs It. International Journal of Social Science Research and Review, 7(9), 326-331. doi.org/10.47814/ijssrr.v7i9.2329

52. Zhang, Y. (2024). The Double-Edged Sword of Tension: How Moderate Stress Enhances Performance While Over-Focus Impairs It. International Journal of Social Science Research and Review, 7(9), 326-331. doi.org/10.47814/ijssrr.v7i9.2329

53. Zheng, G., Zhang, Q., & Ran, G. (2023). The association between academic stress and test anxiety in college students: The mediating role of regulatory emotional self-efficacy and the moderating role of parental expectations. Frontiers in Psychology, 14, 1008679. doi: 10.3389/fpsyg.2023.1008679