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Exploring Students'Achievement Goal Orientation, Self-Efficacy Beliefs, and Their Academic Achievement in English Language at The Secondary School Level

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Abstract
Achievement goal orientation and self-efficacy beliefs are strong intrinsic motivational constructs that could influence students' learning process. The study aimed to examine the intricate interplay and contributing effect of students' achievement goal orientation and self-efficacy beliefs on their English Language achievement. The study adapted a predictive correlational research design. The sample size is made up of 660 secondary school students in Anambra State. Our findings showed that self-efficacy beliefs, mastery-approach, performance-approach, and performance-avoidance uniquely predicted students' academic achievement. Also, the clusters of achievement goal orientation and self-efficacy beliefs jointly predicted students' academic achievement. Based on the contributions of achievement goal orientation and self-efficacy beliefs in predicting students' academic achievement, teachers should encourage students to develop a high level of intrinsic motivational beliefs to record achievement success.
Keywords: Achievement Goal Orientation, Self-Efficacy Beliefs and Academic Achievement.

Introduction

Interestingly, principles of achievement motivation and about communities of learners clarify that being a responsible student involves performing well on a task as well as having motivation, having volition strategies (free will), understanding rules and regulations, and developing the self-belief at the individual level mostly during the learning experience. This indicates that motivation processes energize students' behavior in new learning environments. Also, the nature of content goal orientations students bring to the classroom,

interdependence of these goal orientations, and the effects of environmental conditions on them could influence their impact in predicting achievement situation. Boekaerts *et al* (2006) were of the view that in the heydays of teaching according to the principles of direct teaching, the teacher determined the achievement goal orientations and students were expected to pursue those goals diligently and to ignore, neglect, or put on hold all other content goal orientations that might prevent them from reaching the end states that the teacher envisioned. Goal orientation refers to the purposes or reasons that guide students' conduct in academic situations. Students' goal orientation has been linked to contrasting patterns that students exhibit when they attend to, interpret, and respond to tasks (Gidado *et al,* 2025). These goals are assumed to guide students' behavior, cognition, and affect as they engage in academic task either collectively (social goal orientation) or individually (achievement goal orientation).

Conceptually, achievement goal orientation in achievement situations is still the core business of modern schools. The researchers consider the possibility that achievement goal orientation may account for individual differences in the learning situation. For example, a learning orientation goal (mastery goal orientation) implies an incremental approach to goal attainment, whereby skills and abilities are acquired or developed with effort through mastering challenging tasks (Hirst *et al,* 2011). Relatively, learning oriented students use deep processing strategies to increase the depth and breadth of their knowledge, they have a wider variety of elements that can be combined when generating new solutions (Choi *et al,* 2018). Taking it further, the researchers posit that a strong learning orientation not only makes students more constructive overall but also explains the rate at which they improve their creativity and their ability to sustain it over time. Therefore, it is crucial that researchers identify the desirable and undesirable end states that students have in mind when they make a mental representation of learning tasks. Of note, achievement goal orientation stands for a comprehensive semantic system of situation or cognitive, emotional, and

behavioral process and learners us it to evaluate their learning outcomes (Hirst *et al*, 2011). Sequel to this, Anderman and Patrick (2012) posit that the specific goal orientation held for a particular academic task will determine the quality of engagement with the task. However, a clear pattern does not emerge with performance goal (Datu & Park, 2019). Tracing the historical development of achievement goal orientation, Elliot and McGregor (2001) in their study, conceptualized achievement goal orientation in both approach and avoidance forms which created an avenue for four clusters of this construct such as mastery-approach, mastery-avoidance, performance-approach, and performance-avoidance. Then, in an attempt to add more knowledge to the literature in line with the historical evidence on achievement goal orientation, Elliot and Harachkiewicz (2004) identified a fifth achievement goal orientation as work-avoidance to this construct as a mark of academic expansion.

Mastery-approach stands for goal orientation that makes students to focus on purpose of mastering task, develop personal learning skills, use of standards of self-improvement and deep understanding of task. Mastery-avoidance represents goal orientation that deals with the concern for maintaining one's skills that derives from the fear of losing them. Performance-approach goal orientation deals with personal ability, a normative social comparison with others, preoccupation with the perception of others, a desire for public recognition for performance and a need to avoid looking incompetent. Performance-avoidance goal orientation deals with avoiding bad judgment and protecting one's self from being the worst in the classroom when compared with others. Then, work-avoidance goal orientation describes students that tries to do as little as is necessary to get his/her set goal. Students that endorse this goal orientation seek to complete their task with a minimum effort. Operationally, researchers defined achievement goal orientation as individualistic achievement-oriented beliefs that represents personally-endorsed reasons to achieve or not to achieve academically.

These achievement goal orientation components represent intrinsic motivational purposes that could deepened students' level of self-efficacy beliefs in the learning process. Despite the acknowledgement that achievement goal orientation plays a pivotal role in influencing students' readiness to approach challenges in the learning situations, researchers are still unclear about the pathways through which the motivational construct could influences self-efficacy beliefs to predict academic achievement (Anderman and Patrick, 2012). In the research perspective, a possible reason for this lack of understanding is that some researchers that examined the interplay between academic motivational constructs such as achievement goal orientation and self-efficacy beliefs have treated these as psychological properties that are inherent in the person (i.e., individual differences approach). The researchers were of the view that achievement goal orientation and self-efficacy beliefs are dynamic traits that describe patterns of feeling, personal orientation and behavior that would influence academic achievement in any domain.

Suffice it to say that, Datu and Park (2019) described student achievement motivation as beliefs that motivates reason to either improve competence/understanding or to demonstrate high performance relative to others. Then examining how the intricate interplay of achievement goal orientation and self-efficacy beliefs predict students' academic achievement is one of the reasons for the present study. Therefore, it is crucial that researchers identified the desirable and undesirable beliefs that students have in mind when they make a mental representation of learning tasks. It means that identification of multiple reasons that students bring to bear on activities in the classroom will direct researchers to empirically examine the motives for students to endorse achievement goal orientation and self-efficacy beliefs as the internal forces that ignite their purpose to achieve in the learning situation.

The subtle conceptual link between achievement goal orientation and academic self-efficacy beliefs applies equally to these self-perceptions (Wigfield,

& Karpathian, 2014). This is because, both are dealing with the same academic domain. It is conceivably more difficult to identify the critical distinction between these two constructs. Despite the vast volume of evidence attesting to the powerful nature of the personality constructs, it is not always easy to locate specific factors or workable strategies to enhance these beliefs and to realize such desirable outcomes. This difficulty is in part due to the hazy distinction between achievement goal orientation and self-efficacy beliefs, which thwarts any synthesis or integration efforts of the sort. In an attempt to understand several apparent differences and similarities in assessment procedures, both constructs seem to call for a subjective judgment of perceived competence in reference to some target domain and activities.

Zimmerman (2016) indicated that, self-efficacy beliefs, represents cognitive evaluations of individuals' perceived capability without deliberately reflecting on their feelings generated by those evaluations. In an attempt to support Zimmerman's definition, the researchers operationally defined self-efficacy beliefs as individuals' confidence to compete, perform, and satisfactorily complete a task, which can have positive or negative impact, depending on the interpretation of success. It is on this ground that researchers hypothesized that impact of students' self-efficacy beliefs in their learning situation could predict their academic achievement.

Interestingly, students' academic achievement is a fundamental priority and concern of every academic institution. Academic success of students enriches the human resources of the society and guarantees the future development of a country. In contrast, educational failures make communities impossible to use the potential of human capital and endanger the sustainable development in addition to great monetary losses (Bahrami & Bahrami, 2015). This is because, preparing an individual to acquire knowledge and skill and training of man power is the main task of education system. Importantly, high efficacy and quality of educational system is among the most influential factors of national development

and this could be traceable from the academic achievement of the students. The study of Adeyinka *et al* (2011) had described academic achievement as the attainment of success of a student in his school work among his classmates. Also, Kpolovie *et al* (2014) viewed academic achievement as the ability of the students to study and remember facts and being able to communicate their knowledge orally or in written form even in an examination condition. This shows that academic achievement is a measurable index that depicts a student's cognitive, affective and creative ability within the context of learning. Thus, academic achievement is the observed and measured aspects of a student's mastery of skills and subject contents as measured with valued and reliable tests (Joe *et al*, 2014). Then, for the purpose of this study, the researchers operationally defined academic achievement as the overall measured of students' cognitive, social, emotional, and creative outcomes that represent an indication of success or failure in the academic context irrespective of subject domain. It is on these review that the researchers hypothesized that students' achievement goal orientation and self-efficacy beliefs could jointly and significantly predict their academic achievement.

Suffice it to say that many studies have been carried out to examine the relationship that existed among the three variables of study. For example, the study of Baanu *et al*, (2016) recorded a non-significant relationship between students' self-efficacy beliefs and academic achievement. In the study of Akomolate *et al*, (2013) it was indicated that self-efficacy beliefs empirically and significantly predicted students' academic performance. The study of Niepel *et al*, (2014) noted that achievement goal orientation predicted academic achievement. The study of Emesi and Anyanwu (2024) recorded that mastery-approach, mastery-avoidance, and work-avoidance predicted students' academic achievement in mathematics. While performance-approach and performance-avoidance does not significantly predict students' academic achievement in mathematics. In another study, Oyuga *et al*, (2019) revealed that a significant

weak positive relationship existed between students' self-efficacy beliefs and their academic achievement. Gidado, *et al* (2025) recorded a strong positive and significant relationship between achievement goal and academic achievement. Eroegbu (2016) observed that a statistically significant relationship was found between goal orientation and academic achievement of the students. Isha (2016) revealed that significant positive relationship exists between the academic achievement and level of goal orientation of students in secondary school. This implies that the higher the goal orientation the greater the academic achievement of students. Finally, the study of Achebe and Okoye (2022) recorded that self-efficacy beliefs significantly predicted students' academic achievement scores in Advanced Statistics.

As a result of students' abysmal performance on English language and many reasons have been given for this poor performance such as; poor teaching skills, poor time management towards English language and students' negative attitude towards learning of English language. Despite improvement on these identified variables, the problems still persist. One begins to think of some other variable that could predict students' achievement in English language. Such learning behaviors are achievement goal orientation and academic self-efficacy beliefs. The problem is, could the achievement goal orientation and self-efficacy beliefs jointly predict English language achievement of secondary school students? Against this backdrop, the researchers explored students' achievement goal orientation, self-efficacy beliefs, and their academic achievement in English language at the secondary school level.

Research Questions

1. To what extent are the assumptions of multiple regression equation for predicting students' academic achievement scores in English language using achievement goal orientation, and self-efficacy beliefs scores met?

2. What is the nature of the regression equation for predicting students' academic achievement scores in English language sing achievement goal orientation and self-efficacy beliefs scores?
3. What proportion of variance in students' academic achievement in English language scores is explained by variance in achievement goal orientation, and self-efficacy beliefs scores?
4. Which of the independent variables best predicted students' academic achievement in English language?

Hypotheses

1. The regression equation does not significantly predict students'academic achievement in English language scores using achievement goal orientation, and self-efficacy beliefs scores.
2. The proportion of variance in academic achievement in English language scores explained by variance in achievement goal orientation, and self-efficacy beliefs scores is not significant.
3. Achievement goal orientation, and self-efficacy beliefs scores does not significantly predict students' academic achievement scores in English language.

Method

The researchers adopted a multiple regression predictive research design and used questionnaires to collect data for the study. The population of the study consisted of 21204 being the total number of students in senior Anambra State. A sample size of 660 students was selected for the study. Multi-stage sampling procedure was used to select the respondents. The procedures for the selection were as follows: In stage one, three education zones were selected from the six education zones in the state by simple random sampling. Then in stage two, from each sampled education zone, one local government area (L.G.A) was selected through simple random sampling given a total of three (3) L.G.As. In stage three, from each sampled L.G.A, 10 schools were randomly selected giving a total of

30 schools. Then, from each of the schools, 22 SSII students were selected for the study using a table of simple random sampling. This gave a total number of 660 students used in the study.

The study adapted two standardized research questionnaires namely Elliot, Murayama and Pekrun (2011) Achievement Goal Orientation Questionnaire (AGOQ) and Bandura (1986) Self-Efficacy Scale (SES). The students' achievement scores were obtained from the schools before the start of the administration of the other two questionnaires. The achievement scores used in the study were the results of the state wide SS1 promotion examination in English language.

The methods used for validating the instruments were face and construct validity by the three experts from the Faculty of Education, Nnamdi Azikiwe University Awka. Cronbach's alpha reliability method was used to determine the internal consistency of the items in the research questions such as 0.73 for mastery approach, 0.71 for mastery avoidance, 0.82 for performance approach, 0.76 for performance avoidance, 0.84 for work avoidance and 0.69 for self-efficacy beliefs respectively. The data were analyzed using standard multiple regression analyses. The t-test for r, F-test and test of significance for β, were used to test hypotheses at .05 level of significance.

Results

The data were first screened for missing values, and 64 respondents had missing representing 9.69%. Hence likewise deletion approach was adopted. After deleting the 64 respondents, the sample size was reduced to 596. Thereafter, analysis of the study was carried out using standard multiple regression analysis with SPSS 26.

Research Question One: To what extent are the assumptions of the regression equation for predicting students' academic achievement in English language scores using achievement goal orientation and self-efficacy beliefs sores met?

To answer research question 1, seven assumptions of multiple linear regression were tested in this study. First, the assumptions of normality of the data were tested using Skewness and Kurtosis. The assumptions were made since none of the Skewness and Kurtosis values of each of the variables do not exceed + 3 and – 3 as recommended. Second, the assumptions of absence of multivariate outliers was checked using standardized residual statistics and Cook distance statistics (1977). Result of standardized residual values indicated that the (Std, Residual Min = -2.549, Std, Residual Max = 2.727). It lies between -3 to 3 as recommended by (Tabachnick and Fidell, 2018). While the result of the Cook distance shows a maximum value of .021 which is less than 1 as recommended by (Cook, 1977). Hence, the assumptions of absence of multivariate outliers was not violated. Third, the assumptions of absence of multicollinearity among the predicting variables were checked using Variance Inflated Factor (VIF), and Tolerance Factor (TF). The Tolerance Factors and Variance Inflated Factors (Self-Efficacy Beliefs, TF = .873, VIF = 1.485; Master Approach, TF = .647, VIF = 1.545; Master Avoidance, TF = .971, VIF = 1.030; Performance Approach, TF = .701, VIF = 1.427; Performance Avoidance, TF = .745, VIF = 1.341; Work Avoidance, TF = .980, VIF = 1.021 of the independent variables show that the values were less than 10 for Variance Inflated Factor and greater than .20 for Tolerance Factor respectively as recommended by (Schumaker, 2015). Hence, this assumption of absence of multicollinearity was made. Forth, the assumption of independent of error was tested using Durbin Waston statistics. The result shown a Durbin Waston statistics of 1.904 which is less than 4 but greater than 0 as recommended by (Denis, 2020). Hence, the assumption of independent of error was not violated. Fifth, the assumptions of normality of error distribution were tested using normal P.P plot of standardized residual. Figure 2 shows that the normal P.P plot of standardized residual data points were normally distributed. Histogram of the standardized residual in figure 3 also testified to that. Sixth, the assumption of homogeneity of variance and linearity was tested using scatter plot

of standardized predicted values. The result in figure 3 shows that the data met the assumption of homogeneity of variance and linearity as the predicted values were distributed above zero in both dimensions and do not show any pattern. Seventh, the assumptions of non-zero variance were tested using variance statistics and the data also met the assumptions of non-zero variances (Academic Achievement, Variance = 182,383; Self Efficacy Beliefs, Variance = 243.501; Mastery Approach, Variance = 30.814; Mastery Avoidance, Variance = 7.519; Performance Approach, Variance = 26.902; Performance Avoidance, Variance = 29.314; Work Avoidance, Variance = 8.133) as there is no zero variance for the variables in the study as shown in the table 1.

Table 1: ***Descriptive statistics of independent and dependent variables in the regression model for the study.***

Variables	ACH	SEB	MAP	MAV	PAP	PAV	WA
ACH	1						
SEB	.508	1					
MAP	.427	.525	1				
MAV	.009	-.062	-.015	1			
PAP	.067	.168	.354		1		
PAV	.-.213	-.146	.099			1	
WA	.022	-.030	.013	.131	.042	.026	1
X	59.0604	71.5101	27.7852	21.8356	27.5822	26.6107	21.4010
SD	13.50492	15.60451	5.55106	2.74210	5.18676	5.41422	2.85185
VAR	182.383	243.501	30.814	7.519	26.902	29.314	8.133
SK	.828	-.052	-.284	.352	-.069	-.081	.196
KUR	.138	-.700	-1.158	.228	-.472	-1.080	1.132
VIF	1.485	1.545	1.030	1.427	1.341	1.021	……
TF	.873	.647	.971	.701	.745	.980	……

Std. Residual Min = -2.549, Std. residual Max = 2.727. Durbin Waston statistics = 1.904
SEB = Self-Efficacy Beliefs, MAP = Mastery Approach, MAV = Mastery Avoidance, PAP = Performance Approach, PAV = Performance Avoidance, WA = Work Avoidance and ACH = Achievement, X = Mean, SD = Standard Deviation, VAR= Variance, SK = Skewness, KUT = Kurtosis, VIF = Variance Inflated Factor and TF = Tolerance Factor.

Fig 1: The normal P-P plot of standardized residuals data points of academic achievement.

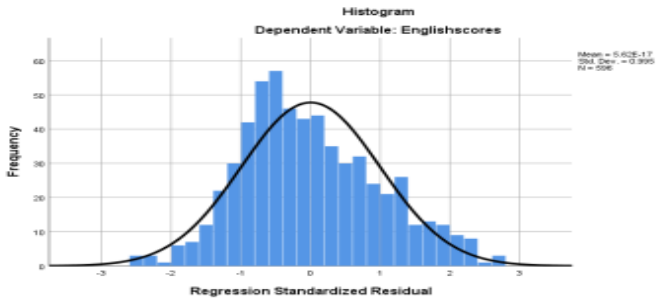

Fig 2: The normal distribution curve of the standardized residuals data points of academic achievement.

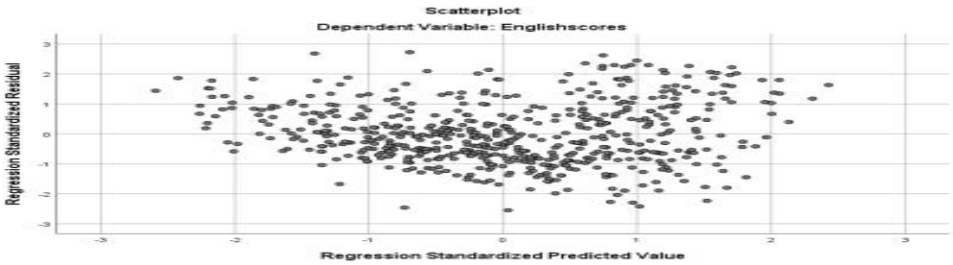

Fig 3: Scatter plot of standardized predicted values ofacademic achievement.

Research Question 2: What is the nature of the regression equation for predicting students' academic achievement in English language using achievement goal orientation and self-efficacy beliefs scores?

Table 2: **Regression coefficient for achievement goal orientation and self-efficacy beliefs scores.**

Model	Unstandardized Beta	Std. Error	Standardized Beta
Constant	28.971	6.038	
Self-efficacy beliefs	.297	.036	.343
Mastery-approach	.647	.102	.296
Mastery-avoidance	.084	.169	.017
Performance-approach	-.009	.105	-.004
Performance-avoidance	-.467	.098	-.187
Work-avoidance	.173	.162	.037

Using the information in table 2, the nature of the regression equation for predicting students' academic achievement in English language using achievement goal orientation, and self-efficacy beliefs scores follows:

$Y = b0 + b1x1 + b2 \times 2 + b3 \times 3 + b4 \times 4 + b5 \times 5 + b6 \times 6$

$Y = 28.971 + .297 \times 1 + .647 \times 2 + .084 \times 3 + -.009 \times 4 + -.467 \times 5 + .173 \times 6$

Achievement = 28.971 + 0.297 + 1.294 + 0.252 – 0.036 – 2.335 + 1.038

Achievement = 28.971 + 0.297SEB + 1.294MAP + 0.252 MAV - 0.036PAP - 2.335PAV + 1.038WA.

The equation shows that for every unit increase in self-efficacy beliefs, achievement increased by 0.297. For every unit increased in mastery-approach, achievement increased by 1.294. For every increased in mastery-avoidance, achievement increased by 0.252. For every unit decrease in performance-approach, achievement decreased by - 0.036. For every unit decrease in performance-avoidance, achievement decreased by - 0.2335. For every unit increased in work-avoidance, achievement increased by 1.038.

Research Question 3: What is the proportion of variance in academic achievement in English language scores that is explained by variance in achievement goal orientation and self-efficacy beliefs scores.

Table 3: **Regression model summary of achievement goal orientation and self-efficacy beliefs scores on students' academic achievement scores in English language.**

Model	R	R-Square	Adjusted R^2	Std. Error of the Estimate
	.573[a]	.329	.322	11.12153

To answer this research, question the adjusted multiple regression R-square in table 3 was used. The result of the table shows that using achievement goal orientation and self-efficacy beliefs scores yielded an adjusted R squared of .322. This implies that predictors accounted for about 32.2% of the variance scores in academic achievement in English language.

Research Question 4: Which of the independent variables best predicted students' academic achievement in English language?

Table 4: ***Regression coefficient for students' academic achievement scores in English language using achievement goal orientation and self-efficacy beliefs scores.***

Model	Unstandardized Beta	Std. Error	Standardized Beta
Constant	28.971	6.038	
Self-efficacy beliefs	.297	.036	.343
Mastery-approach	.647	.102	.296
Mastery-avoidance	.084	.169	.017
Performance-approach	-.009	.105	-.004
Performance-avoidance	-.467	.098	-.187
Work-avoidance	.173	.162	.037

To answer this research question 4, the standardized regression coefficient (β) in table 4 was used for comparison. The regression coefficients presented in table 4 shows unstandardized (β) and standardized regression coefficient (β) for self-efficacy beliefs scores are .297 and .343, for mastery-approach scores are .647 and .296, for mastery-avoidance scores are .084 and .017, for performance-approach scores are - .009 and -.004, for performance-avoidance scores are -.467 and -.187, while work-avoidance scores are .173 and .037 respectively. Using the standardized beta for comparison, self-efficacy beliefs is mostly predicted students' academic achievement in English language as shown by the β of .343. Mastery-approach is the second most predicted students' academic achievement in English language as shown by the β of .296. Work-avoidance is the third most predicted students' academic achievement in English language as shown by the β of .037. Mastery-avoidance is the fourth most predicted students' academic achievement in English language as shown by the β of .017. Performance-avoidance is the fifth most predicted students' academic achievement in English language as shown by the β of -.187. While performance-approach is the sixth most predicted students' academic achievement in English language as shown by the β of -.004.

Hypothesis 1: The regression model does not significantly predict academic achievement scores in English language.

Table 5: ***F- test for regression model of achievement goal orientation and self-efficacy beliefs scores on students' academic achievement in English language scores.***

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	35665.395	6	5944.233	48.058	.000[b]
Residual	72852.430	589	123.588		
Total	108517.826	595			

The analysis of variance in the table shows that the regression equation was significant (6,589) = 48.058, $p < .05$. This implies that at least one of the independent variables significantly predicted the academic achievement in English language.

Hypothesis 2: The proportion of variance in academic achievement scores in English language explained by achievement goal orientation and self-efficacy beliefs scores is not statistically significant.

Table 6. ***t-test of adjusted R square of the regression model for this study.***

Model	R	R- Square	Adjusted R- Square	Std. Error Estimate	t – cal for adj. R^2	DF	t- crt.	Remark
	.573[a]	.329	.322	11.12153	17.0485	594	1.960	S

To test hypothesis 2, t-test for adjusted R square was conducted. Results of the study shown in table 6 indicates that t-critical for adjusted R square is 1.960 while that of the t-calculated is 17.0485. Since the t-calculated for adjusted R square 17.0485 is greater than t-critical 1.960, the null hypothesis which states that the proportion of variance in academic achievement scores in English language explained by achievement goal orientation and self-efficacy beliefs scores is statistically not significant is rejected and the alternative hypothesis is accepted. In other words, the proportion of variance in academic achievement scores in English language explained by achievement goal orientation and self-efficacy beliefs scores is statistically significant. Effect sizes were also evaluated using adjusted R^2comparing it with Cohen's *d* statistics guideline, where d < 0.20 indicates a minimal effects size, 0.20 < d < 0.50 indicates a small effect size, 0.50 < d < 0.80 indicates a moderate effect size, and d > 0.80 indicates a large effect size. The value of R adjusted square .322 indicates a moderate effect.

Hypothesis 3: Achievement goal orientation and self-efficacy beliefs scores do not significantly predict students' academic achievement scores in English language.

Table 7: t-test of regression coefficient of students' academic achievement scores in English language using achievement goal orientation self-efficacy beliefs scores.

Model	Unstandardized Beta	Std. Error	Standardized B	T	p-value	Remark
Constant	28.971	6.038		4.467	.000	S
SEB	.297	.036	.343	8.345	.000	S
MAP	.647	.102	.296	6.343	.000	S
MAV	.084	.169	.017	.496	.620	NS

PAP	-.009	.105	-.004	-.088	.930	NS
PAV	-.467	.098	-.187	-4.788	.000	S
WA	.173	.162	.037	1.072	.284	NS

Table 7 shows that self-efficacy beliefs, mastery-approach and performance-avoidance scores significantly predict students' academic achievement scores in English language since the p-value is less than .05. Then, mastery-avoidance, performance-approach, and work-avoidance scores does not significantly predict academic achievement in English language since their p-values are greater than .05.

Discussion of findings

The findings from the study indicated that the seven assumptions that were tested did not violate the rules that guide each as stipulated by the statistical guide lines being consulted in process of checking the assumptions. The researchers found that the proportion of variance in academic achievement in English language scores explained by achievement goal orientation and self-efficacy beliefs scores is significant. This implies that predictors accounted for about 32.2% of the variance scores in academic achievement in English language. Unfortunately, none of the studies being consulted in the present study examined the assumptions and proportion of variance of the independent variables that predict the dependent variable.

Based on the relationship part of the study, it was recorded that self-efficacy beliefs recorded a moderate and significant relationship with academic achievement. This supported the study of Oyuga *et al*, (2019) which revealed that a significant weak positive relationship existed between students' self-efficacy beliefs and their academic achievement. This does not support the study of the study of Baanu *et al*, (2016) which recorded a non-significant relationship between students' self-efficacy beliefs and academic achievement. In the present study, mastery-approach, recorded a moderate positive and significant relationship with academic achievement in English language. Mastery-avoidance was not significantly and positively related with academic achievement in

English language. Performance-approach recorded a low positive but not significantly related with academic achievement in English language. Performance-avoidance recorded a low negative and significant relationship with academic achievement in English language. Work-avoidance was not significantly and positively related with academic achievement in English language. These findings supported the study of Emesi and Anyanwu (2024) which recorded that mastery-approach, mastery-avoidance, performance-approach, and performance-avoidance were positively and significantly related to academic achievement. While work-avoidance was negatively and significantly related to academic achievement. The present study supported the study of Gidado, *et al* (2025) which recorded a strong positive and significant relationship between achievement goal and academic achievement. The findings also supported the study of Eroegbu (2016) which observed that a statistically significant relationship was found between goal orientation and academic achievement of the students. The present findings supported the study of Isha (2016) which revealed that a significant positive relationship exists between the academic achievement and level of goal orientation of students in secondary school. This implies that the higher the goal orientation the greater the academic achievement of students.

Findings also recorded that the regression equation shows that for every unit increase in self-efficacy beliefs, achievement increased by 0.297. This supported the study of Achebe and Okoye (2022) which also recorded that for every increase in self-efficacy scores, achievement increased by .475. Also, for every unit increase in mastery-approach, achievement increased by .647. For every unit increase in mastery-avoidance, achievement increased by .084. For every unit increase in work-avoidance, achievement increased by .173. For every unit decrease in performance-approach, achievement decreased by -.009. For every unit decrease in performance-avoidance, achievement decreased by -.467. Theses result partially supported the study of Emesi and Anyanwu (2024) which

recorded that for every increase in mastery-approach and performance-approach, achievement increased by .236 and .026 respectively. For every decrease in mastery-avoidance, performance-avoidance, and work-avoidance, achievement decreased by -.336, -.056, and -.264 respectively.

Findings indicated that using the standardized beta for comparison, self-efficacy beliefs mostly predicted students' academic achievement in English language. This supported the study of Achebe and Okoye (2022) which also recorded that self-efficacy beliefs significantly predicted students' academic achievement. This also supported the study of Akomolate *et al*, (2013) which indicated that self-efficacy beliefs empirically and significantly predicted students' academic performance. The finding does not support the study of Niepel *et al*, (2014) which noted that achievement goal orientation predicted academic achievement. This does not support the study of Emesi and Anyanwu (2024) which stated that mastery-approach goal orientation is the most potent predictor of academic achievement.

Conclusion

Considering potential contributing effects of achievement goal orientation and self-efficacy beliefs on students' academic achievement in English language, self-efficacy beliefs, mastery-approach and performance-avoidance significantly predicted academic achievement in English language, while mastery-avoidance, performance-approach and work-avoidance do not significantly predict academic achievement in English language.

Recommendations

Based on the findings, the following recommendations were made:

1. Based on the contributions of achievement goal orientation and self-efficacy beliefs in predicting students' academic achievement, teachers should encourage students to develop a high level of intrinsic motivational beliefs to record achievement success.

2. Parents should adopt positive communication strategy to communicate with the students on the need to endorse achievement goal orientation and self-efficacy beliefs as a helpful learning behavior to control the negative experience that occurs in the learning process.
3. Considering the findings from the study, students should accomplish realistic academic achievement through goal-setting standard of excellence by adoption achievement goal orientation and self-efficacy beliefs as these constructs would help them to strive towards achieving academically.

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