Original Research Article

Social Media Addiction and ESL Learners' Motivation as Mediated by Academic Achievement Goal Orientation

ABSTRACT

The study's main goal was to investigate the mediating effect of academic achievement goal orientation to the relationship between social media addiction and ESL learners' motivation among senior high school students in the southern part of the division of Bukidnon. Non-experimental, quantitative research design and Mediation analysis were used in this study. An adapted standardized questionnaireswere used to conduct a survey with 251 senior high school students in Bukidnon. The respondents were selected using stratified random sampling through a Raosoft calculator. The statistical tools used for data analysis were Mean, Pearson and Sobel z-test. The results revealed that the levels of social media addiction,ESL learners' motivation, andacademic achievement goal orientation were all moderate. All variables have significant relationships with each other. When regressed, it was discovered that academic achievement goal orientationmediates the relationship between social media addiction and ESL learners' motivation.With this, academic institutions may develop programs that continue to foster goal orientations and enhance motivation for learning English. The existing programs of the department of education may also be adapted by including activities specifically designed to promote English language learning and align with students' interest.

1. INTRODUCTION

The learners' lack of motivation to learn English is a problem that is mostly encountered in the field of teaching languages nowadays. The motivation of students in the classroom, according to Husna and Murtini (2019), is the single factor that has the most impact on how successfully they learn languages. However, the emotional well-being which has a direct connection to students' motivation in learning can be affected with addictions like social media (Thomas, 2020). It is

associated with negative emotions toward academic achievement, where students' cognitive repertoire and mental capacity may become limited, causing them to lose concentration during the learning process (Chen & Xiao, 2022).

This study aimed to find out social media addiction and ESL learners' motivation as mediated by academic achievement goal orientation. Therefore, this study specifically intended to measure the level of social media addiction in terms of virtual tolerance, virtual communication, virtual problem, and virtual information; to find out the level of ESL Learners motivation in terms of Ideal Self Own, Ideal Self Others, Ought-to Self Own, Ought-to Self Others, Motivational Intensity, Eager Motivated Behavior, and Vigilant Motivated Behavior; to examine the level of academic achievement goal orientation in terms of mastery, performance approach, performance avoidant, and work avoidant; to investigate the significant relationship between social media addiction and ESL Learners motivation, social media addiction and academic achievement goal orientation, and academic achievement goal orientation and ESL Learners motivation; and to determine the relationship between social media addiction and ESL Learners motivation as mediated by academic achievement goal orientation.

This study was grounded in Dörnyei's Motivational Self System (MSS) developed by Zoltán Dörnyei in 2005, which takes a holistic approach to understanding motivation in language learning contexts. The MSS formed the central point for investigating the intricate relationship between social media addiction and academic achievement goal orientation among ESL learners. Dörnyei's classification of the theory into three components—the Ideal L2 Self, Ought-To Self, and L2 Learning Experience—established a comprehensive framework for analyzing how social media addiction impacts these motivational aspects. Dörnyei argued that the Ideal L2 Self serves as a powerful motivator for language learning, expressing that "If the person we would like to become speaks an L2, the ideal L2 self is a powerful motivator to learn the L2" (Hessel, 2020). Consequently, students, inspired by a compelling vision of their potential linguistic selves, are motivated to actively pursue their language learning goals. By employing this foundational theory, the study ensured a nuanced exploration of how social media addiction shaped the motivation components, thereby influencing the motivation and academic achievement goal orientation of ESL learners.

In addition to MSS, two supporting theories enhanced the theoretical framework of this study, including Albert Bandura's Social Cognitive Theory, formulated in 1986. This theory underscored the significance of social factors, cognitive processes, and behavior in comprehending human learning and development. It encompassed several crucial concepts categorized into psychological determinants of behavior, environmental determinants of behavior, and self-regulation. Additionally, it posited that social or environmental factors can influence personal variables like a learner's goals, attributions, self-evaluations of learning progress, and self-regulatory processes. This further clarified that self-regulation, a fundamental concept within this theory, is closely tied to goals. Students can effectively manage their thoughts and actions to achieve specific outcomes, such as improved academic achievement (Schunk & DiBenedetto, 2021), which is intricately linked to students' academic achievement goal orientation.

The Achievement Goal Theory (AGT), which was collectively developed by notable contributors including Carole Ames, Carol Dweck, Martin Maehr, and John Nicholls in the 1980s, delves into the influence of academic achievement goal orientation on the motivation of ESL learners. It helps explain how students' goals influence their motivation, behavior, and academic performance. AGT differentiates between various goal orientations, including mastery, performance approach, and performance avoidant. Utilizing AGT, the study investigated how students' academic achievement goal orientation impacted their motivation within the realm of social media addiction and its associated outcomes.

1.1 SignificanceoftheStudy

Generally, motivation in language learning is essential for ESL learners' success, particularly in the Philippines, where English is highly valued as both a second language and a global medium. This research provided valuable insights to key stakeholders, including the Department of Education, academic institutions, school administrators, teachers, language learners, and future researchers. By investigating how social media addiction affects ESL learners' motivation and academic performance, this study directly contributed to SDG 4: Quality Education. The findings can help the Department of Education decide whether to utilize social media platforms to enhance student motivation in language learning. Additionally, academic institutions and school administrators can use these insights to determine if revisions or new guidelines are necessary to regulate social media use in ESL education, potentially leading to the development of new language enhancement initiatives.

ESL teachers can gain a comprehensive understanding of how social media addiction impacts learners' motivation, enabling them to decide whether integrating social media platforms into their teaching is beneficial. They can also adjust classroom policies, learning objectives, instructional methods, and assessments to better support students and enhance motivation in ESL learning. For learners, this study can illuminate how social media addiction can influence their motivation and academic performance, empowering them to understand the pros and cons of using social media in ESL education. This aligned with SDG 3: Good Health and Well-being by advocating for healthier technology use. Ultimately, these findings provided a foundation for future researchers to expand upon in exploring this important area.

1.2 Literature Review

Motivation significantly influences success or failure in learning a second language. It is essential in the process of learning a language (Mirza, 2021). It inspires positive thinking to comprehend a specific activity. Based on various research findings, most students learn better because they are highly motivated (Altun & Soran, 2022; Lai, 2013). Besides, high motivation in learning English could help language learners build confidence, explore a new world, gain knowledge, and drive a better change to higher achievement (Sang, 2021). Furthermore, studies on learners' motivation give educators direction and advice, and identify important aspects that influence learners' success in accomplishing their language learning objectives by investigating the dynamics of motivation. This information enables educators and administrators to plan focused interventions and build a motivating learning environment for students.

Based on the findings of the related research, social media in general frequently served as the catalyst for the desire to study English (Akpan &Chayanuvat, 2022). However, social media use has grown tremendously and has led to research in terms of its addictive power (Thomas, 2020). Khan and Khan (2020) have pointed out that social media addiction has a detrimental effect on users' health, including mental and psychological elements, which can greatly affect students' motivation, particularly in the context of English language learning. Prior studies discovered that social media addiction had an unfavorable effect on students' academics and overall well-being (Caratiquit&Caratiquit, 2020). Additionally, Azizi, Soroush, and Khatony (2020) discovered that social media addiction can cause procrastination, poor sleep, and increased academic stress, all of which have an impact on students' general academic performance.

Academic achievement is linked to high levels of students' success across various desirable outcomes. Numerous scholarly sources posit that students' motivation stands out as a pivotal factor influencing their success, as evidenced by the findings of Honicke, Tyszkiewicz, and Broadbent (2020). However, motivation can affect students' academic achievement goal orientation, changing their concentration and motivation regarding the goals. Academic achievement goal orientation pertains especially to students' perspectives and strategies for achieving their academic objectives. Alasqah (2020) said that goal orientation generally plays a significant part in directing students' academic activities, inspiring them to thrive in learning, and developing their talents and critical thinking capacity. Students can strengthen their motivation for learning English and acquire a stronger motivation in doing so.

The previous research suggested that it is important to explore and analyze the motivation of English as a Second Language (ESL) learners in various settings to gain insights into their language learning experiences (Pariwat, 2020). In addition, this study integrated elements from psychology, specifically the social media addiction variable, and education, focusing on ESL learners' motivation and incorporating the goal orientation theory. As a result, this interdisciplinary approach not only broadens but also intensified the depth of the current research.

2. METHODOLOGY

2.1 ResearchRespondent

The study was carried out in the southern part of the Division of Bukidnon, specifically in the three districts. These were the public schools that offer senior high curriculum from districts of Quezon 1, Kitaotao II, and Kitaotao III. The total population of the target participants was 722 from the three districts. Moreover, determining an appropriate sample size is vital to draw valid conclusions from research findings (Memon 1). Hence, the researcher used a stratified random sampling through a Raosoft Sampling Calculator to estimate and obtain a sample size. A Raosoft Sampling Calculator is an online device for test size count that can access through the connection http and delivered the sample size. (Ahmat,2021). Using the application, from 722 sample size, it obtained 251 as a total number of participants with a confidence level of 95% and with a margin of errors of 5%.

The inclusive participants of this study were senior high school students who were enrolled in any English subjects offered under the SHS curriculum because they best suit the study's aims.They are much exposed to gadgets and mobile phones because of their requirements in certain subjects. Whereas, students under grade 7-10 levels, indigenous group of people, and those who attended private institutions, are considered exclusive participants.

Furthermore, participation in this study was entirely voluntary. Participants retained the right to refuse or withdraw from the process at any point if they wish. Consequently, no punitive measures or consequences were imposed upon individuals who opted not to participate in this research endeavor.

2.2 Materials and Instrument

The study employed three questionnaires, each utilizing a 5-point Likert Scale with distinct interpretations. For the Social Media Scale and ESL Learners' Motivation, a score of 5 signifies "strongly agree," indicating strong affirmation. A score of 4 represented "agree," denoting predominant agreement but not in every instance. A score of 3 indicated "neither disagree nor agree," reflecting a neutral stance. A score of 2 corresponded to "disagree," expressing opposition with occasional acknowledgment, while a score of 1 is for "strongly disagree," signified a denial of the situation. For the Academic Achievement Goal Orientation Scale, 1 denoted "very untrue," indicated a denial of the statement. A score of 2 represented "mostly untrue," showed occasional experiences. A score of 3 suggested "somewhat untrue," expressed a moderate level of disagreement. A score of 4 corresponded to "somewhat true," signified a moderate level of agreement without complete acceptance. Then, a score of 5 was for "very true," reflected strong affirmation and belief in the statement's applicability. Moreover, the descriptive level "very high" has a mean score of 4.21-5.00, "high" is 3.41-4.20, "moderate" is 2.61-3.40, followed by "low" 1.81-2.60, and lastly, 1.00-1.80 for "very low".

The questionnaire for the independent variable, Social Media Addiction, was based on the research instrument used by Cengiz Şahin on Social Media Addiction Scale - Student Form: The Reliability and Validity Study which has 29-item and four indicators such as Virtual Tolerance, Virtual Communication, Virtual Information, and Virtual Problem. For the dependent variable, ESL Learners' Motivation, the questionnaire was adapted from Tiffany Laiyin Lao used in his study The Relationship Between ESL Learners' Motivation, Willingness to Communicate, Perceived Competence and Frequency of L2 Use with 31 items and seven indicators such as Ideal Self Own, Ideal Self Others, Ought-to Self Own, Ought-to Self Others, Motivational Intensity, Eager Motivated Behavior, and Vigilant Motivated Behavior.

Lastly, the mediating variable, Academic Achievement Goal Orientation, the questionnaire is derived from the instrument used by Christopher Was in his study of Academic Achievement Goal Orientation: Taking Another Look which has 34 items and 4 indicators such as mastery, performance approach, performance avoidant, and work avoidant.

To assess the validity of the questionnaire, the adapted instruments were subjected to a validation process from the lists of expert validators of the University of Mindanao Professional Schools. There were four internal validators and one external validator who verified the validity of the instruments. The result of the validation process indicated that the questionnaire is valid and fit the study's objectives. Furthermore, to measure the reliability of the items, the questionnaire had undergone a pilot study from three (3) different schools who did not participate in the actual data gathering, and statistically analyzed by the statistician. According to the reliability analysis, some of the indicators and items were found not acceptable based on the Cronbach Alpha result. Thus, the items and indicators were omitted to assure the instruments' reliability.

2.3 Design and Procedure

This study adopted a non-experimental quantitative research design, while using descriptive correlational research methods to gather data and facts related to the research, integrating mediation analysis techniques to provide a comprehensive understanding of these relationships. The variables in this research were not manipulated and the research locale was not controlled. For the data collection, it was carried out through adapted surveys or questionnaires designed to measure Social Media Addiction, Academic Achievement Goal Orientation, and ESL Learners' Motivation. Prior to the conduct of the study, securing a letter asking for approval/permission addressed to the Division superintendent, district supervisor and school principal at the location of the data gathering, was the primary step of the researcher in the data gathering. The participants were provided with informed consent and assent forms, for under 18 years old. These were translated to local dialect to ensure that they understand the purpose, procedure, potential risks, and benefits of the study before they participate. This underscores respect for participants and guarantees them from exploitation.

Then, the interpretation of the collected data was analyzed and followed the statistical tool or equipment. The mean was used to measure the level of academic achievement goal orientation, level of social media addiction and level of ESL Learners motivation. The Pearson r was utilized to determine the significant relationship between social media addiction and ESL Learners motivation, social media addiction and academic achievement goal orientation, and academic achievement goal orientation and ESL Learners motivation. Finally, Sobel z-test was also used to determine the mediating

effect of academic achievement goal orientation on the relationship between social media addiction and ESL Learners motivation.

3. RESULTS AND DISCUSSION

3.1 Level of Social Media Addiction

Illustrated in Table 1 is the level of Social Media Addiction among senior high school students in the Division of Bukidnon, showing an overall mean of 3.09, indicating a "Moderate" level of addiction. The moderate level was consistent across all indicators of social media addiction. Specifically, "virtual information" stand out the highest mean score of 3.32 and standard deviation of 0.74, followed by "virtual tolerance" with a mean of 3.18 and a standard deviation of 0.68. "Virtual Communication" ranked third, with a mean score of 3.07 and 0.66 standard deviation. Lastly, "virtual problem" exhibited a mean score of 2.79 and a standard deviation of 0.67.

Table 1
Social Media Addiction

Indicators	SD	Mean	Descriptive Level
Virtual Tolerance	0.68	3.18	Moderate
Virtual Communication	0.66	3.07	Moderate
Virtual Problem	0.67	2.79	Moderate
Virtual Information	0.74	3.32	Moderate
Overall	**0.54**	**3.09**	**Moderate**

The overall moderate level of respondents' Social Media Addiction is reflected in the moderate ratings across all the indicators which include virtual tolerance, virtual communication, virtual problem and virtual information. This suggested that students in senior high school do engage in social media but their usage does not typically reach problematic level. The result implied that senior high school students use social media enough to stay connected and informed without falling into addiction, maintaining a balanced approach to their English online activities.

The findings were consistent with the study of Simsek, Elciyar, and Kizilhan, which revealed a moderate level of addiction to social media among both high school and university students. These findings implied that students have a balanced use of social media that does not fall into addiction (Simsek et al., 2019). Similarly, Yesiltepe et al.'s study involving nursing students showed that virtual communication and virtual information are associated with social media addiction. However, it was emphasized that these don't lead students to problematic levels. Social media is widely favored as a platform for communication, information retrieval, and entertainment. Conversely, the findings of previous studies stated that a moderate level is not alarming; however, it may soon increase due to the gradual upward trend in usage, which could be mitigated with appropriate interventions (Yesiltepe et al., 2023). Akther's findings also underscored that social media addiction can have significant negative impacts on academic performance, mental health, and overall social well-being (Akther, 2021). It wastes time, drains mental energy, and leads to fatigue and reduced motivation over time. Thus, students should control their social media use and seek out strategies to reduce their social media usage (Kit, 2020).

3.2 Level ESL Learners' Motivation

Showcased in Table 2 is the level of ESL learners' motivation of the senior high school students in the division of Bukidnon yielding an overall mean of 3.34 and a standard deviation of 0.50, indicating a "moderate" descriptive level. The four among the seven the indicators showed a "High" level of motivation. Leading is "Ideal Self Others" with a mean score of 3.68 and a standard deviation of 0.87, followed by "Motivational Intensity" at 3.61 mean and 0.70 standard deviation. Next is "Ideal Self Own" scores a mean of 3.5 and a standard deviation of 0.72, and "Vigilant Motivated Behavior" achieved a mean score of 3.45 with a standard deviation of 0.87. Conversely, the remaining three indicators of this variable fall into the "Moderate" descriptive level. "Ought to Self Own" obtained a mean score of 3.25 and a standard deviation of 0.95, "Eager Motivated Behavior, recorded a mean of 3.04 mean and 0.78 standard deviation. Finally, "Ought to Self Others" fall as the lowest among all indicators at 2.90 and 0.95 mean and standard deviation, correspondingly.

Table 2
Level of ESL Learners Motivation

Indicators	SD	Mean	Descriptive Level

	SD	Mean	Descriptive Level
Ideal Self Own	0.72	3.50	High
Ideal Self Others	0.87	3.68	High
Ought to Self-Own	0.95	3.25	Moderate
Ought to Self-Others	0.95	2.90	Moderate
Motivational Intensity	0.70	3.61	High
Eager Motivated Behavior	0.78	3.04	Moderate
Vigilant Motivated Behavior	0.87	3.45	High
Overall	**0.50**	**3.34**	**Moderate**

The overall moderate level of respondents' response regarding ESL learners' motivation suggested that students have an average level of motivation for learning English as a second language. This indicated that students are generally interested and engaged in ESL studies but may not be fully driven or passionate about it. This balance implied that while students understand the importance and benefits of learning English, other factors may affect and influence their overall motivation.

The findings, which exhibited a moderate level of motivation towards learning English, aligned with the results reported by Dilshad et al. regarding secondary students' motivation for English learning. This finding emphasized that students are motivated to learn English and engaged in ESL studies but do not show a high interest in it. If students demonstrate a high level of motivation to learn English, the teacher must creatively utilize various media, strategies, and instructional materials to enhance and sustain student motivation throughout the learning process (Purnama et al., 2019). Similarly, Davidovitch et al. highlighted that when a student excels in their academic achievements and demonstrates a high interest in their study, it indicates they possess motivation for learning, which can stem from either intrinsic or extrinsic factors (Davidovitch et al., 2020).

Moreover, despite the overall moderate motivation of this study, indicators such as Ideal Self Own and Ideal Self Others suggested high levels of intrinsic and extrinsic motivation among students. This is further supported by their high levels of Motivational Intensity and Vigilant Motivated Behavior, indicating a strong dedication and focus in their English learning efforts. However, this is contrary to the findings of Lai, which revealed that the majority are intrinsically motivated to learn English as a second language but not for external pressure and the ought-to self (Lai, 2013).

3.3 Level of Academic Achievement Goal Orientation

Shown in Table 3 is the level of academic achievement goal orientation of the respondents which garnered an overall mean and standard deviation of 3.38 and 0.53, respectively, and described as moderate level. Among the four indicators of this variable, "Mastery" stand out the highest mean of 3.80 and 0.56 standard deviation, categorized as having a high level. On the other hand, the other 3 indicators fall into the moderate level. "Performance approach" followed with a mean of 3.34 and standard deviation of 0.63, while "work avoidant" and "performance avoidant" have mean scores of 3.24 and 3.14, respectively, both with a standard deviation of 0.77.

Table 3
Level of Academic Achievement Goal Orientation

Indicators	SD	Mean	Descriptive Level
Mastery	0.56	3.80	High
Performance Approach	0.63	3.34	Moderate
Performance Avoidant	0.77	3.14	Moderate
Work Avoidant	0.77	3.24	Moderate
Overall	**0.53**	**3.38**	**Moderate**

The overall moderate level of respondents' Academic Achievement Goal Orientation was reflected in the moderate ratings of almost all of the indicators except for "Mastery" which garnered high descriptive level. This indicated that students are academically oriented or motivated by a desire to develop their competence through learning and understanding specific topics. In contrast, they are less driven by the goals of outperforming others, minimizing effort, and avoiding failure. This suggested that while students are engaged in their learning process, there is moderate emphasis on competitive success, ease of work and fear of negative outcomes.

The result in the level of academic achievement goal orientation was manifested in multiple previous findings, which revealed that academically achieving students are more competitive and are more interested in attaining good grades than low and average achievers (Alasqah, 2021; Goraya et al., 2020). Furthermore, the high result on the indicator of mastery goal orientation was consistent with Soini et al. (2021), who emphasized that mastery-oriented students were highly engaged in learning and found their performances and learning outcomes eloquent. This also corresponded to the findings of Was (2006), which showed that mastery-oriented students exert a great deal of effort to improve their competence for specific material and are determined in the face of failure. Thus, high academic achievers are more mastery-oriented than average and low-achieving students.

3.4 Relationship between Social Media Addiction and ESL Learners' Motivation

Exhibited in Table 4 are the results of the tests of the relationship between social media addiction and ESL learners' motivation. The overall r- value of .345 with a p<.01 was obtained which indicates a moderate positive correlation between social media addiction and ESL learners' motivation. This finding suggested that as social media addiction increases, the motivation level of ESL learners also increases, but not extremely strong.

Table 4
Significance on the Relationship between Social Media Addiction and ESL Learners' Motivation

Social Media Addiction	ESL Learners Motivation							
	ISO	IST	OSO	OTS	MOI	EMB	VMB	**Overall**
Virtual Tolerance	.194**	.109	.137*	.097	.033	.185**	.204**	**.233****
	.002	.084	.030	.126	.605	.003	.001	**.000**
Virtual Communication	.122	.134*	.113	.255**	.126*	.265**	.113	**.280****
	.055	.033	.074	.000	.045	.000	.074	**.000**
Virtual Problem	.147*	.166**	.082	.194**	.018	.270**	.125*	**.246****
	.020	.008	.197	.002	.772	.000	.048	**.000**
Virtual Information	.288**	.233**	.085	.229**	.113	.250**	.165**	**.324****
	.000	.000	.179	.000	.073	.000	.009	**.000**
Overall	**.242****	**.206****	**.132***	**.247****	**.093**	**.307****	**.193****	**.345****
	.000	**.001**	**.036**	**.000**	**.142**	**.000**	**.002**	**.000**

The findings in the relationship between social media addiction and ESL learners' motivation are found to be consistent with the studies of Ramzan et al. (2023) and Hammadi (2020), which claim that social media platform usage can significantly influence students' academic motivation, not only in general educational contexts but also in language learning specifically. Similarly, Trang (2023) cited Roblyer et al. (2010), indicating that students who integrated social media into their courses experienced increased levels of engagement, motivation, and satisfaction. However, students must be cautious when using smartphone apps, including social media platforms, in ESL learning (Naparan&Bacasmot, 2024), discerning what is beneficial and recognizing the risks of excessive use. Thus, a moderately positive correlation between social media addiction and ESL learners' motivation suggests that there is a connection between these two variables. Husna's study (2019) demonstrated that students exhibit both intrinsic and extrinsic motivation in learning English. However, in this study, social media is not the sole factor influencing their motivation in learning English as a second language. ESL learners may use social media platforms as a tool to engage with language resources, connect with others who share their language interests, and discover interesting English content, which can contribute to their motivation levels.

3.5 Relationship between Social Media Addiction and Academic Achievement Goal Orientation

Displayed in Table 5 are the test results evaluating the relationship between Social Media Addiction and Academic Achievement Goal Orientation. The overall r-value is .358 with a p<.01, indicating a moderate positive relationship. This suggested that as social media addiction increases, there is a moderate chance that academic achievement goal orientation will also increase among learners. Thus, students more addicted to social media may also demonstrate a stronger orientation towards academic achievement goals.

Table 5
Significance on the Relationship between Social Media Addiction and Academic Achievement Goal Orientation

Social Media Addiction	Academic Achievement Goal Orientation				
	Mastery	Performance Approach	Performance Avoidant	Work Avoidant	**Overall**
Virtual Tolerance	.137*	.157*	.240**	.126*	**.217****
	.030	.013	.000	.047	**.001**
Virtual	.102	.308**	.320**	.319**	**.353****

Communication	.106	.000	.000	.000	**.000**
Virtual Problem	.044	.258**	.322**	.240**	**.294****
	.489	.000	.000	.000	**.000**
Virtual Information	.225**	.213**	.167**	.225**	**.267****
	.000	.001	.008	.000	**.000**
Overall	**.164****	**.295****	**.330****	**.287****	**.358****
	.009	**.000**	**.000**	**.000**	**.000**

The findings on the relationship between social media addiction and academic achievement goal orientation aligned with Sivakumar's (2020) study, which found that despite public concerns about students misusing social media, most students prefer to use it positively for academic purposes. This suggests that social media plays a role in influencing students' academic achievement. Similarly, Kavitha (2021) noted that academic achievement is significantly correlated with goal orientation, emphasizing the role of how students utilize social media in their educational outcomes. Conversely, others have claimed that the use of social media among students has more negative than positive effects. Students typically use social media for non-academic purposes, and the apps they use are often basic and don't require high intellectual skills (Slim et al., 2020). This addiction may result in students failing to stay committed to their goals, experiencing fatigue, insomnia, difficulty concentrating, reduced awareness of other responsibilities, and other related issues (Çelebi, 2021).

3.6 Relationship between Academic Achievement Goal Orientation and ESL Learners Motivation

Presented in Table 6 is the significance on the relationship between Academic Achievement Goal Orientation and ESL Learners' Motivation. The analysis revealed that academic achievement goal orientation has a strong positive relationship with ESL learners' motivation (r = .593, p<.01). This means that as motivation levels among ESL learners increase, their orientation towards academic achievement goals tend to increase significantly.

Table 6
Significance on the Relationship between Academic Achievement Goal Orientation and ESL Learners Motivation

Academic Achievement Goal Orientation	ESL Learners Motivation							
	ISO	IST	OSO	OTS	MOI	EMB	VMB	Overall
Mastery	.473**	.455**	.212**	.057	.488**	.293**	.490**	**.568****
	.000	.000	.001	.366	.000	.000	.000	**.000**
Performance Approach	.297**	.386**	.139*	.201**	.316**	.365**	.270**	**.469****
	.000	.000	.027	.001	.000	.000	.000	**.000**
Performance Avoidant	.261**	.191**	.168**	.233**	.248**	.347**	.218**	**.390****
	.000	.002	.008	.000	.000	.000	.000	**.000**
Work Avoidant	.245**	.299**	.155*	.240**	.327**	.385**	.177**	**.435****
	.000	.000	.014	.000	.000	.000	.005	**.000**
Overall	**.400****	**.416****	**.216****	**.248****	**.435****	**.455****	**.356****	**.593****
	.000	**.000**	**.001**	**.000**	**.000**	**.000**	**.000**	**.000**

This finding is supported by Qashoa (2006), drawing from Crookes and Schmidt, which suggests that learners' motivation to learn a second language is determined by their orientation toward the goals of learning. Relatively, the strong positive relationship between academic achievement goal orientation and ESL learners' motivation aligns with the research by Ames et al. (2005), which underscores that mastery goals, one of the indicators of academic achievement goal orientation, help maintain positive motivation. Furthermore, students who are primarily driven by their motivation are focused on achieving academic success (Tariq, 2020) and are likely to be highly engaged in language learning tasks and activities.

3.7 Mediating Analysis of the Three Variables

As shown in the Table 7, four paths were being described to establish both direct and indirect effects of the social media addiction towards the ESL Learner's motivation. Step 1 (Path c) described the direct effect of social media towards ESL Motivation with unstandardized coefficient value 0.317 which means that for every unit increase in social media addiction, there is a corresponding 0.317 increase in the motivation of the students. The path with an unstandardized beta of 0.317 and a standardized value of 0.345 in path analysis signified a moderate to strong effect of the independent variable on the dependent variable, with the standardized value providing a more comparable measure of the relationship between the variables.

Table 7

Regression analysis showing the influence of social media addiction on ESL Learners Motivation as mediated by Academic Achievement Goal Orientation

Step	Path	B	S.E.	β
1	c	.317	.055	.345***
2	a	.349	.058	.358***
3	b	.508	.051	.539***
4	c'	.140	.050	.152**

* $p<0.05$.

The influence of the social media addiction towards the Academic Achievement Goal Orientation is reflected in Step 2 (Path A) which defines the unstandardized beta value of 0.349 and standardized value of 0.358 indicating a moderate effect to the dependent variable. Thus, for every increase in social media addiction, there is a corresponding 0.349 increase in Academic Achievement Goal Orientation.

Additionally, Path B showed the direct influence of the mediating variable towards the dependent variable. It can be observed in the table that the unstandardized beta value of 0.508 with the standardized beta value of 0.539, indicated the significant moderate effect and influence of the Academic Achievement Goal Orientation towards the ESL Learners Motivation.

In general, the direct effect of Social Media Addiction towards ESL Motivation can be attributed to 0.140 unstandardized beta value, while the indirect effect of the social media addiction as mediated by the academic achievement orientation towards ESL Motivation has an unstandardized beta coefficient of 0.349, which means that for every increase of the Social Media Addiction as mediated by the Academic orientation, there is a corresponding 0.349 unit increase in the ESL Motivation. The total effects showed a 0.317 unit increase in ESL Motivation for every unit increase in Social Media Addiction. This indicated that an ESL Learners' Motivation can be improved directly and indirectly by increasing their social media addiction and Academic Achievement Orientation. As a result, increased Academic Goal Achievement mediates Social Media Addiction and ESL Motivation.

As can be observed in Table 8, the sobel z-test showed a value of 5.17 with the p-value of <0.05 indicate that there is a statistically significant partial mediation of the academic goal Achievement in the effect of Social Media Addiction towards ESL Learner's Motivation. Moreover, it implied that the academic goal achievement plays a significant role in influencing the relationship between the social media addiction and the ESL learner's motivation. Partial mediation indicated that while academic goal achievement helps explain some of the relationship between social media addiction and ESL learner's motivation, there are likely other factors at play that also contribute to this relationship, which are not also scope of this study.

Table 8

Results of statistical analysis on presence (or absence) of mediating effect

Combination of Variables	Sobel z	p-value	Mediation
social media addiction→ academic achievement goal orientation→ ESL learners' motivation	5.172418	<0.05	Partial mediation

* $p<0.05$

Mediation Analysis
Sobel z   5.172418, *p*<0.05*
Percentage of the total effect that is mediated   55.883160%
Ratio of the indirect to direct effect   1.266708

The study's findings implied that Social Media Addiction positively influence ESL Learners' Motivation, which was consistent to Ramzan et al study. It demonstrated that social media platform usage significantly affects students' academic motivation, not only in general educational contexts but also in language learning specifically (231). In addition, academic achievement goal orientation also expressed significant moderate effect and influence towards the ESL Learners Motivation, proving Achievement Goal Theory claims that individuals' goals influence their motivation and behavior, particularly in the contexts of educational achievements.

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These findings were emphasized in the study by Orzechowska and Polok (2019), where students with academic goals demonstrate a stronger commitment to their learning. They are more persistent and take greater responsibility for their own learning progress. These goals make the ESL learners aware of the benefits of ESL learning and motivate them to take control over their own development. Moreover, Baldwin, as cited by Oguguo et al. (2020), stated that students using social media can enhance their academicachievement through making new friends and accessing relevant information. This improvement, however, relies on their ability and willingness to manage the challenges related to their studies. With the effective use of social media's opportunities and benefits, it can positively impact students' academic efforts (1002). A student who creatively uses social media and directs the same focus towards their studies can make significant progress and excel academically

ESL learners may use social media platforms as a tool to engage with language resources, connect with others who share their language interests, and discover interesting English contents which can contribute to their motivation levels. However, the moderate level of significant influence of social media addiction on academic achievement goal orientation emphasized that social media is not the sole thing that influences their goal orientation specifically in the context of learning English as a second language; there are probably other factors at play that also contribute to this influence.

Significantly, academic achievement goal orientation showcased significant effect on the relationship between social media addiction and ESL learners' motivation. This result embraced the theoretical foundations of the theories anchored in this study. Achievement Goal Theory explained and proved how students' goals influence their motivation, behavior, and academic performance. Albert Bandura's Social Cognitive Theory (SCT) builds on this by highlighting that learners' motivation can be influenced through observation, including those seen on social media platforms. Moreover, the Motivational Self System (MSS) underscored the importance of personal goals and self-perception in motivating learners. ESL students aiming for language proficiency and academic success often use social media to reinforce these goals, thereby enhancing their motivation in educational environments.

4. CONCLUSION AND RECOMMENDATIONS

The conclusions drawn from the findings indicate that ESL learners' motivation, social media addiction, and academic achievement goal orientation are all at moderate levels. With this, academic institutions may develop programs that continue to foster goal orientations and enhance motivation for learning English. The existing programs of the department of education may also be adapted by including activities specifically designed to promote English language learning and align with students' interest. Collaboration between students and teachers may also be recommended to address language needs effectively and cultivate their drive for language learning. Future studies may continue to explore how social media addiction impacts ESL learners' motivation in different research methods, and considering both public and private schools throughout the students' educational journey.

As social media addiction positively influence ESL learners' motivation in a moderate level, school administrators may allow teachers to incorporate these platforms into language learning activities, while establishing strict guidelines for their appropriate and responsible use. Likewise, students have to use these platforms cautiously, discerning what is beneficial and recognizing the risks of excessive use. When used appropriately, social media platforms can be powerful tools for lifelong language learning.

Considering that students perceive academic achievement goal orientation as beneficial for their motivation in learning English, teachers should nurture this by offering activities that enhance goal orientation for future language success. In addition, the positive correlation between academic achievement goal orientation and ESL learners' motivation underscores their importance in developing learners' motivation and goal orientations. To support this, teachers may be given workshops and trainings to develop tailored lesson plans that continue to boost students' motivation and goal setting. Specifically, to foster intrinsic motivation through engaging content and self- reflection activities, and by guiding them to identify their personal goals beyond external pressures. Promoting growth of mindset, giving constructive feedback and encouraging a positive approach to learning from mistakes may also be crucial for students' motivation for language learning and academic goal orientations.

Furthermore, the findings established significant relationships among the variables, indicating that academic achievement goal orientation effectively mediates the relationship between social media addiction and ESL learners' motivation among senior high school students in the division of Bukidnon. These findings suggest that while there is a moderate positive

influence of social media addiction to other variables, academic institutions, administrators and teachers may also explore and develop interventions that promote healthy digital habits while fostering academic goal setting among ESL learners. Besides, these findings suggest avenues for future researchers to conduct long term studies using mixed-methodsapproaches, integrating quantitative measures and qualitative insights to comprehensively understand the dynamics influencing learners' motivation in educational contexts.

Finally, the findings supported the theories of Dörnyei's Motivational Self System, Bandura's Social Cognitive Theory, and Achievement Goal Theory. These theories highlight how motivation influences language learning by showing that students' perceptions of their ideal selves and their social environments shape their learning experiences. The moderate levels of motivation, social media addiction, and academic achievement goal orientation found in this study align with Dörnyei's framework, where the Ideal L2 Self is a key motivator for ESL learners. Bandura's theory emphasizes how social factors and self-regulation affect students' goals and behaviors, which was reflected in their interactions and motivation. Additionally, the positive link between goal orientation and motivation supports Achievement Goal Theory, highlighting the importance of academic goals in boosting ESL learners' motivation. Overall, these results align with the main ideas of the theories this study is based on.

ETHICAL APPROVAL AND CONSENT

The researcher received approval from the University of Mindanao Ethics Review Committee (UMERC) to proceed with the study. Parental and informed consent forms were gathered and securely stored by the researcher(s). All guidelines set forth by UMERC were strictly observed, including voluntary respondent participation, obtaining permission from the relevant organization or location, addressing any conflicts of interest (COI), and managing technology-related considerations.

Disclaimer (Artificial intelligence)

Author(s) hereby declare(s) that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

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APPENDICES

ADAPTED SURVEY QUESTIONNAIRE

A Questionnaire on Social Media Addiction

Name (Optional): _____   Grade Level: _____

School: _____   Date: _____

Dear Respondent,

Read the statements carefully before answering.

PURPOSE: This instrument aims to gather data to evaluate the level of Social Media Addiction, ESL Learners' Motivation, and Academic Achievement Goal Orientation among senior high school students enrolled in any English subjects.

DESCRIPTION: This survey questionnaire consists of 3 parts with its respective indicators, and it has a total of 74 items, which are all research adapted Likert-type statements. Each part has its distinct rating interpretation and description. Please read comprehensively.

DIRECTION: You are asked to read each expression carefully and put a **(/)** for the expression you deem the most applicable for you. Do not skip any item. Please mark each statement.

PART I:

Scale	Interpretation	Description
5	Always	Consistent and frequent.
4	Often	Occurring regularly, but not consistently.
3	Sometimes	Happening occasionally.
2	Rarely	Infrequent or seldom.
1	Never	No occurrence at all.

A. VIRTUAL TOLERANCE	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
1. I am eager to go on social media.					
2. I look for internet connectivity everywhere so as to go on social media.					
3. Going on social media is the first thing I do when I wake up in themorning.					
4. I see social media as an escape from the real world.					
5. A life without social media becomes meaningless for me.					
B. VIRTUAL COMMUNICATION					
6. I prefer to use social media even if					

	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
there are somebody around me.					

	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
7. I prefer the friendships on social media over the friendships in the real life.					
8. I express myself better to the people with whom I get in contact on social media.					
9. I usually prefer to communicate with people via social media.					
10. Even my family frown upon, I cannot give up using social media.					
11. I want to spend time on social media when I am alone.					
12. I prefer virtual communication on social media to going out.					
13. Social media activities lay hold on my everyday life.					

C. VIRTUAL PROBLEM

	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
14. I pass over my homework because I spend much time on social media.					
15. I feel bad if I am obliged to decrease the time I spend on social media.					
16. I feel unhappy when I am not on social media.					
17. Being on social media excites me.					
18. I use social media so frequently that I fall afoul of my family.					
19. I do not even notice that I am hungry and thirsty when I am on social.					
20. I notice that my productivity has diminished due to social media.					
21. I have physical problems because of social media use.					

D. VIRTUAL INFORMATION

	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
22. I use social media even when walking on the road in order to be instantly informed about developments.					
23. I like using social media to keep informed about what happens					
24. I surf on social media to keep informed about what social media					

	Always (5)	Often (4)	Sometimes (3)	Rarely (2)	Never (1)
groups share.					
25. I spend more time on social media to see some special announcements(e.g. birthdays).					
26. Keeping informed about the things related to my courses (e.g. homework, activities) makes me always stay on social media.					

PART II:

<mark>A Questionnaire on ESL Learners' Motivation</mark>

Scale	Interpretation	Description
5	Strongly Agree	You strongly agree with the statement and it meets most of what you feel.
4	Agree	You agree with the statement and meets more than what you feel.
3	Neither Disagree nor Agree	You did not agree nor disagree on the statement; You are uncertain of what you feel.
2	Strongly Disagree	You disagree and meet less of what you feel.
1	Disagree	You strongly disagree and does not meet what you feel.

A. IDEAL SELF OTHERS	Strongly Agree (5)	Agree (4)	Neither Disagree nor Agree (3)	Strongly Disagree (2)	Disagree (1)
1. My family hopes that one day I will speak English fluently.					
2. My family will be proud of me if one day I master the English language.					
3. It is my parents' hope that one day I will speak English fluently.					
4. The people who are important to me hope that one day I will master the English language.					
B. OUGHT-TO-SELF OWN					
5. If I don't work on my English, I will fail in my future career.					
6. If I don't work on my English, I will fail in my social life.					
7. If I don't work on my English, I					

will fail in school/university.					
C. MOTIVATIONAL INTENSITY	**Strongly Agree (5)**	**Agree (4)**	**Neither Disagree nor Agree (3)**	**Strongly Disagree (2)**	**Disagree (1)**
8. I work hard at studying English.					
9. I spend a lot of time studying English.					
10. I put a lot of effort in studying English.					
11. I constantly think about my English learning activities.					
12. Studying English is very important to me these days.					

Directions: Please choose accordingly.

Scale	Interpretation	Description
5	Always	Consistent and frequent.
4	Often	Occurring regularly, but not consistently.
3	Sometimes	Happening occasionally.
2	Rarely	Infrequent or seldom.
1	Never	No occurrence at all.

D. EAGER MOTIVATED BEHAVIOR	**Always (5)**	**Often (4)**	**Sometimes (3)**	**Rarely (2)**	**Never (1)**
13. I communicate with different people to improve my English.					
14. To improve my English, I seek out opportunities to interact with native speakers of English.					
15. I put myself in situations where I can frequently use English to interact with others.					
16. I take advantage of every chance I get to use English in my classes.					
17. To improve my English, I frequently ask questions and volunteer answers in my classes.					
18. To improve my English, I make friends with those who don't speak my native language.					

PART III:

A Questionnaire on Academic Achievement Goal Orientation

Scale	Interpretation	Description
5	Strongly Agree	You strongly agree with the statement and it meets most of what you feel.
4	Agree	You agree with the statement and meets more than what you feel.
3	Neither Disagree nor Agree	You did not agree nor disagree on the statement; You are uncertain of what you feel.
2	Strongly Disagree	You disagree and meet less of what you feel.
1	Disagree	You strongly disagree and does not meet what you feel.

A. MASTERY	Strongly Agree (5)	Agree (4)	Neither Disagree nor Agree (3)	Strongly Disagree (2)	Disagree (1)
1. I challenge myself with goals for a test based on my past exam results.					
2. I am more concerned with improving from week to week that I am doing better than others					
3. Even when I am doing well in this course, I continue to work hard to improve my understanding.					
4. In this class, I prefer material that arouses my curiosity, even if it is difficult to learn.					
5. I feel that effort that leads to improvement increases my ability.					
6. My goal in this course is to do my best, even if others are doing better.					
7. I try to improve my test and assignment scores throughout the semester.					
8. I feel that one can increase their mental abilities through effort.					
9. I will try my best for every exam even if I know I do not need to try hard for a good grade.					
10. Doing well on an exam or assignment encourages me to do even better the next time.					
	Strongly Agree (5)	Agree (4)	Neither Disagree nor Agree (3)	Strongly Disagree (2)	Disagree (1)
11. In this class I prefer material					

	Strongly Agree (5)	Agree (4)	Neither Disagree nor Agree (3)	Strongly Disagree (2)	Disagree (1)
that challenges me.					
12. I am more concerned with doing my best than doing better than others.					

B. PERFORMANCE APPROACH

13. I believe that if one does not try hard in a class, but still does well, he/she must be smart.					
14. It is important for me to do well compared to others in this class.					
15. I believe that intelligence is something you are born with.					
16. I want to do well in this class so that my friends, family, instructors, and others will recognize my ability.					
17. When exams or assignments are returned in this class, I immediately want to compare my scores to others in this course.					
18. I feel that if someone tries hard in class, but does poorly, he/sheis not very intelligent.					
19. My only goal for this course is to get the best grade in the class.					
20. I am more interested in doing better than the other students in this class, than doing my best.					

C. PERFORMANCE AVOIDANT

21. I am afraid that if I ask the instructor for help they may not think I am very smart.					
22. When others ask how I did on test or assignments in this course, I often lie and say I did better than I actually did.					
	Strongly Agree (5)	Agree (4)	Neither Disagree nor Agree (3)	Strongly Disagree (2)	Disagree (1)
23. When tests or assignments are					

returned in this course I do not want others to know how I did.					
24. I often worry about doing poorly in this class.					
25. I worry more about getting a bad grade than I do about understanding the material.					
26. I like my classes best when there is not much to learn.					

D. WORK AVOIDANT

27. I want to do as little work as I have to in this class.					
28. If I know I am getting a highest possible mark in a class without much effort, I will slack off.					
29. Getting a good grade in this course is more important than understanding the materials covered.					
30. I just want to do as much as I have to in order to get by in this class.					

_____
Participant's Signature over Printed Name