

The Role of Social Goals in Iranian Undergraduate Students' Cognitive, Emotional, and Behavioral Engagement

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Abstract: Learning in every context is influenced by the social factors such as the people with whom the learners are communicating in that specific learning environment. As the role that social factors can potentially play in the process of education seems not to have been explored comprehensively in the field of English language teaching, in general, and in the Iranian educational context, in particular, the purpose of the present study was to investigate the impact of both social goals and achievement goals on emotional, behavioral, and cognitive engagement, in an academic context. The participants of the study consisted of 302 undergraduate students (88 females, 206 males, 8 unspecified), majoring in English literature at two state universities and two private universities in Iran. The data were collected through one questionnaire consisting of items relating to different types of social goals and various types of engagement. Confirmatory Factor Analysis (CFA) and Regression Analysis were conducted to analyze the data. The results of CFA confirmed the validity of such goals in our context. Also, regression analysis showed that mastery goals, social status goals, and social concern goals predicted variance in different facets of engagement.

Keywords: Achievement Goals, Social Goals, Academic Engagement.

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