Loneliness, Social Isolation, and Achievement Goals Among University Students During COVID-19

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Dedicated to My Gorgeous Mother, Cooperative Brother, Sisters and Friends who will Always Live in My Heart!

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Acknowledgements

In the name of Allah, the most Merciful and the most Beneficent

Abstract

The present study aimed to find out the relationship between loneliness, social isolation, and achievement goals among university students' during COVID-19. The role of demographic variable i.e., age, gender, family system, institutional affiliation, student, and parental education etc. and group differences was also studied. Sample of 200 university students (71 males and 129 females) was selected from different universities of Islamabad and Rawalpindi using convenient sampling technique. The age of the sample range from 19 to 40 years ($M= 31.10$, SD= .46) and their education level ranged from BS to PhD. UCLA Loneliness (Russell, 1996), Lubben Social Network Scale-Revised (2000) and Achievement Goals Questionnaire-Revised (Eliot & Murayama, 2008) were used. Reliabilities of all scales and subscales were good, in acceptable range. Correlation between loneliness and achievement goals was negative. Increase in loneliness would decrease the achievement goals of university students. Loneliness was positively related with mastery avoidance and performance avoidance. Achievement goals were positively related with its subscales, moreover subscales were also significantly positively related with each other. LSNS was positively related with its subscales, moreover subscales were also positively related with each other. Significant difference was found between age, family system, institutional affiliation, student education and parental education. Mean differences across family system were observed, students who lived in nuclear family had scored higher on achievement goals as compared to students lived in combined family. With reference to institutional affiliation, students of private sector have higher level of loneliness as compared to students from public sector. However, students from public universities were more likely to perform and avoid performance than students from private universities. Study illustrated that students who had BS level of education reported significant higher level of mastery approach and mastery avoidance as compared to students had higher level of education (i.e., MSc and above).

Inform Consent

I am student of MSc. at National Institute of Psychology, Quaid I Azam University, Islamabad. I am doing a research which is required for the partial fulfillment of my MSc degree. The topic of my research is "Loneliness, Social Isolation and Achievement Goals among University students during COVID-19". For this purpose, i need your honest opinion. I request you to read each statement carefully of all the Scales attached. There is no right and wrong answers. I assure you that the provided information will be kept confidential and will only be used for the academic research purpose. You have the right to withdraw your participation at any stage. I request you that once you volunteer to participate, then kindly respond to all statements of the questionnaires, you can ask for clarification.

You should be a university student to fill this form.

Your support and participation will be highly appreciated.

Thank you!

Regards,

Saheria Riaz

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Demographic Sheet

Age_____ years

Gender

      Male_____

      Female_____

Family system

      Nuclear_____

      Combine_____

University type

      Public_____

      Private_____

Current you are students of

      BS_____

      MSc_____

      MPhil_____

      PhD_____

Parental education

      Matric_____

      Undergraduate_____

      Graduate_____

      Postgraduate_____

Loneliness Scale

INSTRUCTIONS: Indicate how often each of the statements below is descriptive of you.

S.N		4	3	2	1
1	I am unhappy doing so many things alone	often	sometime	rarely	never
2	I have nobody to talk to	often	sometime	rarely	never
3	I cannot tolerate being so alone	often	sometime	rarely	never
4	I lack companionship	often	sometime	rarely	never
5	I feel as if nobody really understands me	often	sometime	rarely	never
6	I find myself waiting for people to call or write	often	sometime	rarely	never
7	There is no one I can turn to	often	sometime	rarely	never
8	I am no longer close to anyone	often	sometime	rarely	never
9	My interests and ideas are not shared by those around me	often	sometime	rarely	never
10	I feel left out	often	sometime	rarely	never
11	I feel completely alone	often	sometime	rarely	never
12	I am unable to reach out and communicate with those around me	often	sometime	rarely	never
13	My social relationships are superficial	often	sometime	rarely	never
14	I feel starved for company	often	sometime	rarely	never
15	No one really knows me well	often	sometime	rarely	never
16	I feel isolated from others	often	sometime	rarely	never
17	I am unhappy being so withdrawn	often	sometime	rarely	never
18	It is difficult for me to make friends	often	sometime	rarely	never
19	I feel shut out and excluded by others	often	sometime	rarely	never
20	People are around me but not with me	often	sometime	rarely	never

Achievement Goals Questionnaire

Listed below are the statements that represent your possible opinions about your skills.

Please indicate the degree of agreement and disagreement by selecting the options that best represent your point of view.

S. N		5	4	3	2	1
1	My aim is to completely master the material presented in this class.	strongly agree	agree	neutral	Disagree	strongly disagree
2	I am striving to do well compared to other students.					
3	My goal is to learn as much as possible.					
4	My aim is to perform well relative to other students.					
5	My aim is to avoid learning less than I possibly could					
6	My goal is to avoid performing poorly compared to others					
7	I am striving to understand the content of this course as thoroughly as possible					
8	My goal is to perform better than the other students.					
9	My goal is to avoid learning less than it is possible to learn					
10	I am striving to avoid performing worse than others.					
11	I am striving to avoid an incomplete understanding of the course material					
12	My aim is to avoid doing worse than other students.					

Appendix E

Lubben Social Network Scale-Revised

FAMILY: Considering the people to whom you are related, either by birth or marriage

FRIENDSHIPS: Considering all of your friends, including those who live in your neighborhood

S. N		5	4	3	2	1	0
1	How many relatives do you see or hear from at least once a month?	nine or more	Five thru eight	three or four	Two	One	none
2	How often do you see or hear from the relative with whom you have the most contact?		few times a week	weekly	few times a month	Monthly	less than monthly
3	How many relatives do you feel at ease with that you can talk about private matters?	nine or more	Five thru eight	three or four	Two	One	none
4	How many relatives do you feel close to such that you could call on them for help	nine or more	Five thru eight	three or four	Two	One	none
5	When one of your relatives has an important decision to make, how often do they talk to you about it?	Always	very often	Often	Sometimes	Seldom	never
6	How often is one of your relatives available for you to talk to when you have	Always	very often	Often	Sometimes	Seldom	never

	an important decision to make?						
7	How many of your friends do you see or hear from at least once a month?	nine or more	Five thru eight	three or four	Two	One	none
8	How often do you see or hear from the friend with whom you have the most contact?	Daily	few times a week	weekly	few times a month	Monthly	less than monthly
9	How many friends do you feel at ease with that you can talk about private matters?	nine or more	Five thru eight	three or four	two	one	none
10	How many friends do you feel close to such that you could call on them for help?	nine or more	Five thru eight	three or four	Two	One	none
11	When one of your friends has an important decision to make, how often do they talk to you about it?	Always	very often	Often	Sometimes	Seldom	never
12	How often is one of your friends available for you to talk to when you have an important decision to make?	Always	very often	Often	Sometimes	Seldom	never

Chapter 1

Introduction

After Second World War, the wake up of COVID-19 is largest disastrous scenario in human history. UNESCO has summarized the catastrophic effect on society after closure of schools (Weeden & Cornwell, 2020). The outbreak of COVID-19 was confirmed in late December 2019 as a case of pneumonia of unknown origin in Wuhan, China, which has spread at an excessive rate throughout the United States and around the world. Coronavirus is one of the largest viruses that infect the human respiratory system. The International Viral Taxonomy Committee has named it Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-CoV-2). Countries bordering Pakistan, including China, which succeeded in spreading the novel coronavirus infection (COVID-19), were unexpectedly hit. In the west, Italy had the highest range of COVID-19 deaths, and in the north, Iran had the second highest excess death rate after Italy.

In Pakistan, the COVID-19 was identified on February 26, 2020, in Karachi, Sindh province, with funding from the Ministry of Health and Pakistani authorities. Another case was reported from Pakistan's Federal Ministry of Health in Islamabad on the same day. The scenario has grown rapidly, allowing COVID-19 to be effectively implemented, and full quarantine was introduced in the United States on March 23, 2020. On May 9, 2020, all these isolation materials were changed to smart lockdown however, all educational institutions, large markets and public places have been ordered to remain closed (Kaleem, 2020). Continue to develop disease, conspiracy theories, accused stories and games, shocking media coverage of COVID-19, frustration and pain, use of social isolation from classmates, friends and teachers, lack of integrity at home, and loss of financial circles. Isolation relationships are an arbitrarily large set of factors that have a significant impact on the mental health of students. A review of the psychological impact of infectious diseases on the population, healthcare professionals, and university students has been published (Cao et al., 2020; Chew et al., 2020; Li et al., 2020; Wang et al., 2020).

Coronavirus Disease 2019 (COVID-19) is a pandemic-scale epidemic with approximately 40,000,000 cases and 1.1 million deaths worldwide as of October 18, 2020

(WHO, 2020). Social isolation has become one of the precautionary measures to avoid infection (Macintyre, 2020; Salathe et al., 2020). This scenario led universities to introduce online learning to continue growing their degree plans (Bao, 2020), which is a modification of learning expansion (Rapanta et al., 2020; Farooq et al., 2020), i.e., as a basis for researchers followed. Abnormal behavior around the internet that can make multitasking worse ultimately affects learning effectiveness.This factor is reinforced at certain stages of the COVID-19 outbreak where digital learning is playing a leading role in universities and the most effective course is expected in 2020 (Bao, 2020; Basilaia & Kvadze, 2020).

Although it has proven that college students tend to spend a lot of time in these scenarios, they will spend a lot of time in front of computer systems to complete their education and assume new digital responsibilities. in non-educational activities (Hall et al., 2020). This can lead to depression or global stress and many problems for college students when they reopen school. In addition, many students have difficulties such as delaying their degree, not getting a part-time job, and finding a job under these circumstances. The impact of the epidemic on people's intellectual abilities is already of great concern. Significant stressors include financial constraints, extensive online learning, and uncertainty about the fate of education and careers. Social isolation, concerns about corruption, and lack of family members are exacerbated by the suffering of a constant lack of income and employment (Adhanom, 2020).

Pakistan is an undeveloped country with limited medical and health facilities, low levels of education and a lot of ignorance, creating further confusion and fear. In the current context, the pandemic is affecting students and is a global concern. Especially in underdeveloped countries such as Pakistan, online education systems lack tools or training, creating academic and intellectual challenges for stakeholders. The fear of this pandemic, which has caused so many deaths, has dramatically changed our lives, created a sense of panic, and severely restricted our personal and social lives to slow its spread (Zahra, Ghafoor, & Ambreen, 2020).

Studies have shown that lack of privacy at home, social isolation from classmates, inability to communicate face-to-face with colleagues, friends and teachers, and limited

access to educational resources make students bored and frustrated. Many studies have shown that chronic conditions can exacerbate mental problems such as depression, anxiety, and stress. According to available literature, anxiety, depression, stress, insomnia, and suicidal thoughts are the most common psychological problems reported by the general public and experts. According to the results of this study, the biggest problem reported by students is that keeping them in daily life is the biggest stumbling block for universities (Hasan, 2020). The cost of illness is staggering, and many university students are engaged in mental health problems. Nearly half of respondents want their first mental resource to be one of the two. It is very important to realize that in such a short time our way of life has been turned upside down and our understanding of ourselves and the world has changed. In a safe and predictable life, we are now afraid to think about the future (Adnan & Anwar, 2020).

The COVID-19 pandemic no longer affects students in Pakistan, but worldwide. Online mastery platforms are used all over the world today, and the beliefs of college students may vary by personality and are primarily based in residential metropolises. This view highlights the attitude of Pakistani university students towards online learning, and it can be concluded that Pakistani students face many challenges related to e-learning. Online learning has been a huge help for most students. This was mainly because of the inconvenience of self-teaching and this fact. However, these results are also consistent with modern research despite cultural and social differences. It may lead to different results. This finding is no longer limited to students' beliefs about ability acquisition, but rather about understanding parenting and parenting roles in relation to ability monitoring. After studying literature, he found that not only the students, but the university itself and the entire academic system were affected (Bibi & Nawaz, 2020).

The main pressures have come from Pakistani students' qualitative responses to online education, in particular, concerns about overall academic achievement and cake decorating for the modern semester. The timing and importance of the next semester's exams are currently uncertain. This is also supported by an easy-to-use approach (Wang & Zhao, 2020), who has identified that one of the biggest challenges for college students is starting a new semester where coaching can be online rather than in-person.

Looking at the isolated scenario from the situation in Pakistan, it becomes clear that college students may not be able to achieve their ambitions. They should apply. The international community is heading for a whole new crisis in which adults' own career interests and beliefs to fulfill their ambitions are seriously confused. The COVID-19 pandemic has forced many universities to abandon classroom learning and switch to online learning. College life has changed a lot. It may also increase the social isolation of students sooner or later. Students tend to have increased mental health problems because of the high academic burden (Timon, Kiera, & Christop, 2020).

Loneliness

Loneliness is described as the unpleasant experience that arises from contact with others or, most importantly, when a character is weakly connected and connected with others in society (Kim, Larose, & Peng, 2009). The idea of loneliness has evolved into academic research alongside psychology and social work. According to Russell, loneliness has become a conceptual, pathological, and sociological hallmark of depression. Concerns have been raised that the COVID-19 outbreak in 2019 could offset opportunities for governments to declare a crisis and enforce social isolation, exacerbating welfare benefits for the elderly consequences of loneliness. While loneliness can have serious negative consequences for the physical, cognitive, and mental development of older people, loneliness during COVID-19 can have significant implications for adolescents and young adults as well. Younger generations are more likely to feel lonely and seek age-related changes in loneliness than older people (Fried et al., 2020; Nyqvist, Victor, Forsman, & Cattan, 2016; Victor & Bowling, 2012).

Loneliness is a subjective feeling of loneliness, and social isolation refers to the target country for people's social environment and interaction patterns (Hwang, Reichman, & Ikeda, 2020). While temporary loneliness is a subjective experience, social isolation is due to the extent and frequency of social interactions. Subjective loneliness is a well-established concept that describes loneliness as it describes a target country for social isolation as well as people's social environment and interaction patterns. Social environment and interaction models. Research shows that loneliness and social isolation

are not the same, but both can negatively impact health in unique and shared ways. Before the COVID19 pandemic, loneliness and social isolation prevailed in Europe, the United States and China (1040%) made the difference. In the definition of "behavioral epidemic". The rules to prevent the spread of the virus have deteriorated (Hwang, Rabheru, Peisah, Reichman, & Ikedaand, 2020).

Smith and Victor (2018) described that loneliness is a social hole, a lack of desire to connect social and emotional exploration with people far away in a country where the character no longer interacts with others, albeit with potential and gaps. Between real interactions and selective connections with others. It can also be characterized as a misalignment of expectations and reality in social relationships. In other words, it's about dissatisfaction with the fact that people aren't as emotionally attached to them or as joyful in their presence. It's a dilemma of hopes vs reality (Hawkley & Coacioppo, 2010). Loneliness is characterized by the fact that a terrifying historical past occurs, but social relationships are far less quantitative than we would like and appear particularly subjective. Being alone and experiencing loneliness is different from other people. The pleasure of being alone is especially subjective. Someday people can be lonely without feeling lonely, and people can feel lonely even when they are with other people (Heinrich & Gullone, 2006). Cognitive theorists viewed loneliness as a perceived dissatisfaction with genuinely pleasurable pleasures in social relationships (Peplau & Perlman, 1982).

Theories of Loneliness

Reason of loneliness may be explored with numerous theoretical perspectives. The four predominant theories are cognitive and existential theories. None of that is characterized to age and later life (Victor, Scambler, & Bowling, 2000).

The cognitive concept. According to this concept, manner of human beings assume concerning loneliness is a damaging issue is in revel in of loneliness. It has been located that social help and assisting self-belief lessen the sensation of loneliness. However, older person with cognitive loss isn't always a whole lot stricken by social help and loneliness (Singh & Kiran, 2013).

Existential Theory. The concept characterized loneliness as an optimistic possibility that boosted through the revel in of love and attachment with different. Loneliness is taken into consideration very crucial function in our life. According to this concept person cannot differentiate among the subjective experience of being by myself and goal nature of being by myself (Singh & Kiran, 2013).

Attachment Theory. The attachment concept changed into the bottom for an influential mental concept of social isolation based through social scientist Weiss (2006). He has identified six social wishes that result in loneliness if they may be now no longer met. Social integration, commitment, nurturance, experience of stable dating, reassurance of importance, and help in provoking and demanding conditions are the ones wishes.

Interpersonal loneliness. This type of loneliness instigates whilst one misplaced touch with her/his cherished one, relative or a near friend. When a person loses an intimate dating or different extensive character in his /her life, feeling of loneliness continues on bothering even withinside the midst of the crowd. The lack of extensive different normally result from unintended incident which includes death (Gierveld & Raadschelders 1982).

According to pervious literature there are unique theories of loneliness. But one in every of maximum famous idea and is the reason loneliness is cognitive discrepancy idea of loneliness. According to this idea, loneliness is discrepancy among one 's personal favored and executed stage of favored social relation (both in quantitative and qualitative). Moreover, loneliness is associated with subjective intellectual country and that is additionally poor in social community withinside the signal of feeling of loneliness (Peplau & Perlman, 1982).

Loneliness is an emotional state in which a person suffers from internal emptiness and social isolation. Previous literature has shown that singles have a record of loss, disaster, and loss of certain abilities and support systems. Loneliness represents the anger, sadness, despair, courtesy, discomfort, vanity, vulnerability and satire of older people. It is a loss of self-motivation and empathy among lonely people, causing them to unite and usually live apart from others. Comparative observations of loneliness were completed in Eastern Europe and found that Eastern Bloc countries such as Russia, Bulgaria and Georgia

had significantly better measures of loneliness compared to France and Germany. It proves that loneliness tends to connect with weak social networks. The loneliness of the elderly also leads to a variety of psychological and psychosocial problems. Pakistani traditions are rich in social, moral and secular values, but values change unexpectedly over time, and family unity is one of the main victims of these changes (Scarborough & Jack, 2000).

Social Isolation

Social isolation is a country of entire or near-entire loss of touch among a man or woman and society. It differs from loneliness, which displays transient and involuntary loss of touch with different people withinside the world (Khullar, 2016). Social isolation may be described as the sensation that a does now no longer belong to the society, loneliness refers to a person's feeling that his or her social community is smaller or poorer than first-class or choice (Wenger & Davies, 1996) Social isolation may be described in phrases of people's social community structure, reflective of the objective country of a loss of social relationships (Perlman, 2006).

Social isolation refers to the loss of both quantity and quality of social connections (Delisle, 1988). Lack of constant contact or interaction with the people or organizations that make up the community (Wilson, 1987). Life without communication, low social contact, poor social support, feelings of disconnection from others, outsiders, isolation and difficulties. Although there may be no uncomplicated definition of social isolation, a common feature is the shortage of significant social network' offer a conceptual expertise of isolation that mixes goal components of based on the study of loneliness, social relationships based on community methods and subjectively competent social relationships in private societies (Hawthorne, 2006).

We use this structure to approve any type of social relationship that takes into account the length and size of any network. This type includes a) socially competent, b) socially restrained (but not well connected) now no longer experience lonely), c) the lonely (who've severa contacts however experience lonely), and d) the socially remoted (who've a small community, experience lonely, and feature a preference for extrade in a single or each of those components) (Hortulanus, Machielse, & Meeuwesen, 2006). Social isolation

may be described as having awesome function in social and emotional isolation. That is, social isolation involves a mixture of ecstasy of solitude and low social interaction (Findlay & Cartwright, 2002).

At the same time, the social component is measured objectively (often quantitatively) while the emotional component is measured qualitatively (Fine & Spencer, 2009). The loss of an 'individual's engagement in an interactive net of key relationships inside groups which have precise physical and social systems that are tormented by vast financial and political forces Minnesota Department of Health (2010), psychologically and physically, or removes everyone from a network of favorable or desirable relationships with others (Biordi & Nicholson, 2013).

Although there are various explanations for the causes of social isolation and its development, the direct effects of social and lifestyle changes are mentioned. Some view social exclusion as a modern phenomenon in which technological advances and changes in social structure reduce the importance of social relationships. Others call this phenomenon "disintegration" and explain that changes in social structure are an important factor in increasing the risk of social isolation (Pappano, 2001). A particularly cited explanation for social isolation is the "lack of meaningful social relationships" (Hortulanus, 2006).

The emphasis here changes context depending on the meaning of the word and the context in which the person lives. At work, relationships can be meaningful with colleagues, managers, and other people an individual may meet. In university, constructive social relationships can be formed between students and teachers. Social isolation is felt stronger when moving to a new or unknown environment, like moving to a new residential area, moving to another job, or studying for a new degree. Situations that require a coping mechanism in the case of stress, failure/disappointment, or loss of a family member are also strongly felt. In this case, social relations interaction becomes paramount when it comes to dealing with new situations or difficult problems (Hortulanus et al., 2006).

The problem of social isolation and its consequences has attracted attention in previous studies. COVID-19 has led to mandatory quarantine in Pakistan. This is because

they suffer from a sense of helplessness due to lack of control or limited control over their social life. Other studies have found that people who are socially isolated from friends and family have more pronounced symptoms of depression and are at greater risk for mental health (Ge et al., 2017).

In isolated situations, it is difficult to communicate with people, leading to depression, and spending time alone can lead to a deterioration in mental health. By itself, a person lacks motivation that directly affects his or her mental health (Sahoo et al., 2020). Social isolation is harmful to humans. Because isolation is harmful (Dossey, 2020). Studies have shown that social isolation is associated with poor health, including depression, anxiety, and poor sleep quality (Hawkley & Capitanio, 2015). However, Psychologists who are separated from their families and forced to work show symptoms of depression, anxiety, and insomnia (Papa et al., 2020).

Students getting into university for the primary time revel in several emotions. Likewise, college students persevering with in university past the primary year, additionally face demanding situations and problems related to social isolation, which regularly is going unrecognized and untreated. Recent research imply social isolation will increase tension and depression, lowers educational achievement, and will increase the risk for cognitive impairment, cardiovascular disease, and suicide (Hämmig, 2019; White et al., 2015).

The amount of social family members refers to the variety or frequency of interactions with some other character or individuals consisting of the social networks we belong to, the variety of organizations wherein we participate, or the frequency with which we meet friends and own circle of relatives and has essential outcomes on our lives (e.g., through advancing not unusual place goals, supporting to attain a job, or growing the experience of social repute for a few people). There is likewise proof that they effect improvement outcomes, consisting of growth, fairness and poverty alleviation. In turn, the great of social family members refers to two aspects. First, a sort of relationship that satisfies a person's expectancies or requirements and accordingly is challenge to an inner evaluation (Mitchell & Bossert, 2007).

Both quantitative and qualitative factors of deprivations in connectedness contribute to a myriad of approaches to the social isolation of an individual the mixture of things might be as wealthy because the range of humans themselves. However, the connection among those quantitative and qualitative factors isn't direct. For example, being alone (loss of or small quantity of relations) can also additionally cause emotions of loneliness (a qualitative aspect) and feeling remoted can also additionally bring about being alone. Yet one can also additionally sense extraordinarily lonely at the same time as being surrounded with the aid of using people, own circle of relatives or friends, and those with few social contacts might not sense remoted at all (indeed, many people experience their solitude and cost it) (Brewer & Williams, 2005).

Social isolation can cause numerous dangers that influence each the bodily and mental health of university students. Combining those dangers with the developmental milestone of attending university can create negative conditions for brand new and persevering with college students. According to a look at through the American College Health Association (ACHA), over 1/2 of undergraduate university college students surveyed will enjoy feeling lonely or isolated (ACHA, 2018). At the maximum gift moment, social isolation is being explored in its relation to "social distancing" and "quarantining," phrases that grew in significance because of the COVID-19 pandemic that commenced in past due 2019 (Beam & Kim, 2020). Researchers are analyzing the consequences of quarantining to peer if there may be a negative impact on intellectual fitness because of the enjoy of social isolation that many that quarantine face (Beam & Kim, 2020).

The previous research found that social isolation was positively associated with mental distress, supporting Durkheim's view that lack of socialization has a negative impact on mental health (Berkman et al., 2000). A global online survey was conducted on social exclusion and the suffering caused by the coronavirus across national borders. In doing so, we have sin creases, the psychological distress of a post-pandemic person also increases. COVID19. Results suggest social isolation measures can help protect public health but can have unintended negative consequences for people's mental health. Additional social isolation, along with mandatory physical separation orders, can

exacerbate the psychological burden, as the epidemic may have already lost interpersonal relationships. We also have the magnitude of the relationship between the isolation and suffering is greater in countries with more deaths from all causes, weaker policy measures, higher countries, and a greater degree of globalization. Since COVID19 is highly contagious, exposure to high death rates and residence in more globalized ("porous") countries can act as a pre-stress, reinforces positive associations between social isolation and mental suffering. In this regard, our results help highlight the stress-reinforcing process in which the two stresses combine to provide a multiplier effect on mental health (Young & Schieman, 2012).

Social isolation has been tested and modified in a variety of studies to have a unique level of influence on people's overall performance (Ali & Kohun, 2007; House, 2001; Pappano, 2001). Feelings of social isolation often begin to manifest subconsciously, followed by distinctive attitudes (House, 2001). One approach seen in male or female social isolation is to withdraw from leadership or programs (Frankola, 2001). Although this is sometimes argued, social exclusion is considered a top priority that drives students to leave textbooks and programs.

Some have reported that social isolation contributes to rejection of online courses (Parkhurst, Moskal, & Downey, 2008; Schaeffer & Konetes, 2010). However, the extent to which social isolation contributes to waste is inconsistent, and this clear topic requires some background knowledge. Social isolation refers to people, their teams, and society (House 2001; Hortulanus et al., 2006). There are completely different explanations for the causes of social isolation and its development. The purpose of nurturing people and the events that make people leave their lives. Others focus directly on technological progress, making people more dependent on technology than on individual societies (Morahan, Martin, & Schumacher, 2003).

Others, however, associate social isolation with changes in social structure. For example, Pappano (2001) calls this restructuring "association gap" and explains that changes in social structure are a major problem that increases the risk of social isolation. Lack of direct contact is considered a factor in social isolation (Priego & Peralta, 2013). In

direct contact, a person sees the opposites directly. All emotions are felt and expressed during contact (Ting & Gonzalez, 2013). Other communications (eg, telephone, email and video) cannot have such a direct effect (Lehman & Conceicao, 2010). Let's take telephony as an example. When the message changes, a voice contact is made, and the conversation continues. Also, the tone of the conversation can elevate any feeling. However, the true feelings that can be felt in facial expressions and gestures cannot be captured over the phone. Likewise, email cannot convey these feelings. Emails can have some emotions, but/ emails can't fully express them. The consequences of social exclusion are diverse and multifaceted. Social isolation can lead to anxiety, depression, or social withdrawal (Hortulanus et al., 2006).

House (2001) went one step further to recommend that social isolation can kill people. The consequences of social isolation can occur in families when an individual rebels against others in the family or refuses to claim only half in family affairs. At work, this can lead to reduced productivity and unexplained or prolonged absences. In college, social exclusion will be apparent among students in the form of exclusion or withdrawal from a course or program. The dual use of technology makes it easy for students to assume that technology is an alternative to human activity (Top, 2012). This reduces the need for direct communication with others. This, in turn, will increase the likelihood of social isolation. In other words, if a student spends a significant amount of time alone accessing a machine (computer), they are less likely to meet and talk to people. This makes the formula for student social exclusion consistent, for example, by explaining that students enrolled in online programs leave the program at a higher rate than field students (Schaeffer & Konetes, 2010). They also report a sense of social isolation as it is a major problem that students identify as a cause of dissatisfaction with the program (Ali & Smith, 2015).

Achievement Goals

Goals may be described as a cognitive illustration of destiny objectives that someone is devoted both to method and avoid (Elliot & Fryer, 2008). For greater than a long time the educational branch paid noteworthy significance to the magnificence of achievement goals (Senko & Hulleman, 2011). Achievement goal theory proposed that

fulfillment goals are the goals wherein competence is the primary goal of character (Elliot & Deweck, 2005). So, the definition of achievement goal is cognitive illustration that is destiny centered that results in cease country of competence to which character is devoted and that could both be approach or avoid (Hulleman, Schrager, & Bodmann, 2010).

Achievement goals are self-regulatory commitments that offer route to people as they interpret and reply to competence-applicable situation (Dweck, 1986). Achievement goals consult with the aim, purpose, or perception of an individual's behavior in relation to performance. These goals are primarily dynamic cognitive units representing the future based totally opportunities that reply to adjustments withinside the man or woman in addition to the situation (Elliot, 1999). Explanation of activities is directed via way of means of those orientations in surroundings of achievement and the traits styles of cognition, feelings and behavior (Keplin & Maehr, 2007).

Achievement goals have been central to the study of student achievement motivation for more than 30 years (Dweck, 1986; Elliot & Hulleman, 2017; Nicholls, 1984). Achievement goals are goals related to an individual's ability to engage in behavior and are considered to frame the way students think, feel, and behave in a school setting. Certain types of goals pursued by students are expected to influence their performance relative to their own. Over the years, much literature has been collected about student performance goals and their outcomes. Most of these studies were cross-sectional. Some longitudinal studies are also available, but relatively few. In this study, we focus on the achievement of goals in adolescents and their impact on academic interest and academic achievement. In general, youth is viewed as a critical stage in the development of motivational constructs (Gottfried, 2019; Nicholls, 1989; Wigfield & Eccles, 2002), and academic interest and achievement are two central (golden standard) outcomes of achievement (Korn & Eccles, 2002).

In the general literature on achievement goals, the mastery goal (methodology) is considered the most useful of the three goals for student processes and performance outcomes. The refined, interpersonal/task-oriented focus of these goals is considered ongoing. Facilitation processes such as problem assessment, task completion, in-depth

processing, persistence, and autonomous engagement should yield positive outcomes for interest and performance over time (Dweck, 1999; Nicholls, 1989). Evasion goals are considered the most harmful of the three goals. The negative and empirical/second attractiveness of these goals promotes processes such as threat assessment, self-esteem, anxiety, inflexible information processing, and self-protective (in) engagement and appears to have negative consequences for interest and performance (Elliot & Hulleman, 2017). The goal of a productive approach lies between the goal of excellence and avoidance of productivity from beneficial and harmful outcomes. Tasty focus on these goals is likely to contribute to some of the same positive processes as mastery goals, but different markings/focuses of goals are more likely to promote some of the same negative processes to avoid performance goals. The net impact of these goals on a student's interest and performance may vary depending on whether the student focuses on demonstrating abilities, primarily using others, or both. The emphasis on showing goals is the most likely to hinder interest and achievement (Hulleman, Schrager, Bodmann, & Harackiewicz, 2010; Senko & Dawson, 2017).

Achievement Goal Theory

Achievement goal theory (Dweck, 1986; Elliot & McGregor, 2001; Nicholls,1984) takes social-cognitive angle to human motivation. This angle view human growing interpretation of achievement conditions thru lively engagement. In fulfillment aim principle the maximum crucial is competence. It is described in phrases of self-focused or task focused that offers conceptualization of mastery goal and normative that offers conceptualization of overall performance aim. At the start of overall performance achievement theories, valence aspect of competence turned into ignored. It turned into found in theories as peripheral concept; it turned into now no longer separated empirically (Pintrich, Conely, & Kempler, 2003). Dweck (1986) argued that theory of intelligence considered competence as constant.

The goal turned into gaining positive assessment or avoiding negative assessment of competence. For youngsters with excessive self-assurance of their cap potential, it brought about mastery sample of behaviors. For youngsters with low self-assurance of their

cap potential, it brought about helpless styles conduct upon on dealing with failure. Mastery and overall performance goals angle of instructional achievement goals. The fundamental motive of this principle is to analyze and discover the responses of adjustable and non-adjustable students to fulfillment demanding situations (Dweck & Nicholls, 1984). The literature on achievement goals has revealed that goals have a significant impact on how people approach a task. According to research, mastery goals encourage deep task processing while performance goals encourage surface processing (Darnon & Butera, 2005; Elliot, McGregor, & Gable, 1999; Nolen, 1988).

Mastery goals taken into consideration crucial due to the fact those dreams produce comparable and more potent impact than overall performance in any instructional area and its impact do now no longer get weaker over the time (Dweck & Nicholls, 1984). Those college students who observe the mastery goals consciousness on long time goals and bring the high-quality and surprising consequences in instructional area (Dweck, 1984). Those college students who consciousness at the overall performance goals do now no longer keep in mind cap potential as a malleable characteristic that in place of that they cap potential as a solid feature (Dweck, 1984). Consequently, the ones college students who suppose that they're wise and feature all the skills have interaction in demanding situations conditions and reply properly to adversities, because the mastery centered college students do, however the ones college students accept as true with that aren't as wise as others are do now no longer have interaction in difficult conditions and prefer responsibilities that don't require difficult work (Buger, 1997).

The second difference this is observed among the mastery goals and performance goals is they each outline the achievement and failure differently (Entwisle & Beninger, 2004). If a person need to achieve success withinside the overall performance goals need to have a few outperforming (Hoff, 2004). And withinside the mastery goals angle a person does now no longer want to outperform others for engaging in the achievement, he/she need to require sensible criteria (reaction greater instructional questions correctly) or greater clearly self- described standards (e.g., self-assessment, approximately the studying development).

Thus, there are few perception at the mastery goals reap maximum in their overall performance goals however students who notice at the mastery goals reap maximum in their long-time period goals (Nicholls, 1979). Mastery goals are something that may be without problems gain and permits the exceptional emotions of competence and challenge, and this angle consequences withinside the extra educational achievement (Mohanty, 2007). Mastery approach didn't expect achievement. As mentioned through Senko et al. (2011), the prediction of achievement through is more effective while the adoption of the goals is mastery method undergirded through a natural choice for development instead of social motives (e.g., to delight others), or while the mastery method objects experience on hobby and interest (Elliot & McGregor, 2001).

Further, Senko, and Miles (2008) observed that mastery-orientated university students are regularly influenced through the pursuit in their own 'studying agenda' (i.e., gratifying their pastimes without paying an excessive amount of interest to the studying fabric to be tested). The non-extensive impact of mastery approach will be attributed to those feasible reasons. Specifically, students who achieve performance goals demonstrate competence by performing better than others, while students who achieve performance avoidance goals tend to avoid failing to perform better than others. Students pursuing a performance approach strive to maximize their potential or develop their abilities. In contrast, those who strive for the goal of overcoming an inability to cope with a task or activity, an inability to develop skills, or a lack of potential achievement avoid it (Hulleman, 2010).

Students with mastery goals aim to improve their skills and gain experience and understanding (Covington, 2000; Dweck, 1986; Hayman & Dweck, 1992; Zimmerman, 1994). To achieve this, they assess competence using either entirely egocentric or cross-task requirements (Elliot, 2005; Senko & Harackiewicz, 2005). Students with post-graduation achievement goals aim to rank others positively by demonstrating their skills and preventing misjudgment of their skills toward others (Covington, 2000; Dweck, 1986; Heyman & Dweck, 1992; Maehr & Midgley, 1996; Zimmerman)., 1994). When university students achieve overall performance goals, skills are assessed using regulatory or interpersonal requirements (Elliot, 2005; Senko & Harackiewicz, 2005).

Because of the opposing consequences of performance goals, Elliot and Kharatskevich (1996) suggested that a shared dream of overall performance should be distinguished by itself from a dream of an overall performance skill in which an individual's goal outweighs others. The performance avoidance goals schools and tuition where individuals try to avoid terrible judgments and protect themselves from various senses of inferiority. Previous research has shown that this fragmentation is beneficial because it helped clarify some of the contradictory findings found with respect to the overall set of performance goals (Harackiewicz, Barron, Tauer, Carter, & Elliot, 2000; Pintrich, 2000). In fact, there is well-known consensus about the negative consequences of pursuing performance-avoidance goals, including a better view of anxiety (Middleton & Midgley, 1997) and greater use of self-management strategies (Midgley & Urdan, 2001), and downgrade (Elliot & Church, 1997). There is also another well-known rule about the effective consequences of achieving mastery goals (Kaplan & Maehr, 2007; Linnenbrink & Pintrich, 2002; Pintrich & Schunk, 2002). Mastery goals are related to intrinsic motivation (Elliot & Church, 1997), use of deep mastery strategies (Meece, Blumenfeld & Hoyle, 1988), cognitive interaction (Pintrich & Schrauben, 1992), and a broader range of assertiveness. turned out to be efficiency (Roeser, Midgley, & Urdan, 1996) and Success in Higher Education (Botsas & Padding, 2003; Paulick, Watermann, & Nückles, 2013; Van Yperen, Blaga, & Postmes, 2014). This effect was found in both Western and non-Western students (Matos, Lens, & Vansteenkiste, 2007).

This research test tested the opposite sample with the overall performance avoidance goal. The overall goal of the performance approach provided more general choices when evaluating brief conclusions about performance avoidance and mastery goals. Although the performance approach goals methods have been observed to positively reflect student performance (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997; Harackiewicz, Barron, & Elliot, 1998), this does not always change today young students (Paulick et al., 2013; Wolters, 2004). It has also been observed that in some studies, the the performance approach goals are not relevant to detailed degree studies (Elliot, McGregor, & Gable, 1999; Middleton & Midgley, 1997), but are no longer relevant in others (R-Emadi, 2001).; pintrich; Wolters, Yu, & Pintrich, 1996). Finally, the performance approach

goals were not significantly related to pleasure and internal desire for learning (Midgley et al., 2001), but were predictors of external learning (Elliot, 2005).

Relationship between Study Variables

Several studies of the general population have shown an increase in loneliness after the onset of COVID-19 (e.g., Ausin, Gonzalez Sanguino, Castellanos, & Munoz, 2021; Bu, Steptoe, & Fancourt, 2020; ElranBarak & Mozeikov, 2020), particularly adults (Bu et al., 2020; Li & Wang, 2020) have also reported relatively stable levels of loneliness (Luchetti et al., 2020 ; McGinty, Presskreischer, Han, & Barry, 2020). For older people, this is the biggest evidence factor for increased loneliness across the epidemic. Studies of older adults in the United States (United States), the Netherlands and Austria found accelerated or excessive loneliness throughout the epidemic (Emerson, 2020; Kotwal et al., 2021; Krendl & Perry, 2021).

Studies of some elderly facilities in some countries, including those with psychiatric disorders (Schellekens & Lee, 2020) and citizens of long-term care facilities (Van der Roest et al., In press), have shown similar results. In the Netherlands, people with heterogeneity in Hong Kong (Wong et al., 2020) and individuals in companies for the elderly in the United States (Gaeta & Brydges, 2020). The opposite is true. Look at older people in Israel who have less loneliness (Shrira, Hoffman, Bodner, & Palgi, 2020) and look at people (65-71 years old). There is no alternative to loneliness in Sweden (Kivi, Hansson, & Bjälkebring, 2021).

These expressions are uniquely relevant to contemporary scenes and situations in which members can escape social isolation. Home order influences social interaction by reducing the number of people who can gather in groups, maintaining about 6 feet from people, banning travel and travel to important places where they are most comfortable, and banning meetings with academia or grocery stores went crazy. Given that loneliness is generally perceived as an isolated country (Cacioppo et al., 2014), those who consider themselves an alloy appear to have additional fears of maximizing COVID-19. Prior to the onset of COVID-19, most participants reported that they interacted with men or women daily. However, with the introduction of housekeepers, opportunities for communication

and meetings between men and women have decreased, and as a result, a significant number of Church members have noticed a noticeable change. This could be caused by accelerated stress near COVID-19 (even though it need to be stated that this have a look at is solely correlational and that the course of institutions among constructs can't be determined). The observe findings discovered that inter-parental conflicts became positively associated with loneliness for male youngsters. Whereas observe discovered that a significant dating among the war homes of perceived danger and emotional intelligence for woman youngsters however war homes of triangulation became related to loneliness for woman youngsters (Hafza, Aqeel, & Shuja, 2021).

Loneliness and Social Isolation.   Previous research has shown that loneliness, learned helplessness, and depression are significantly correlated. Increased social isolation increases loneliness, helplessness, and depression (Khan, Baloch, Shahzad, & Tahir 2020). The main cause can be loss of contact with friends and family. As a result, people feel isolated (Tiwari, 2013). Previous studies have focused on social media and loneliness among Bangladeshi university students. The study results were interpreted as students who played a greater role in actual social networks, family members, relatives, neighbors, etc, finding that the results were significantly correlated. They feel comfortable and eliminate loneliness (Kumar, Banik, & Islam, 2019). Analysis shows that loneliness became significantly related to each isolation and COVID-19-associated tension. However, the isolation and anxiety associated with COVID-19 are no longer relevant. Found that loneliness and isolation are related but different in design. Loneliness in this case is about the physical side. Aspects of loneliness may include not having relatives and friends, wanting to make good friends, feeling lonely most of the time and not having friends around. On the other hand, social isolation may include living alone, not traveling in any way, not contacting neighbors, being alone for more than 9 hours a day and not leaving home in any way (Wenger & Burholt, 2004).

This means that loneliness is positively related to social isolation. A study based on previous studies to address the concepts of social isolation and loneliness using evidence from a longitudinal cohort of national counselors. Socially isolated adolescents experienced additional loneliness and were much more likely to fight depression. This suggests that social relationships provide benefits not only for subjective connectedness,

but also for intellectual health. Together with decreasing the outcomes of strain Study has determined an association among loneliness and elevated social isolation (Kristensen & Hajek, 2020). The effects of the observe showed the impact of loneliness and perceived loss of manage on educational strain for worldwide university withinside the context of covid-19 imposed social isolation (Ordas, Aris, & Martines, 2020).

Lack of reliable support, off-site English proficiency, fulfillment of caring responsibilities, and experiencing "loneliness" problems identified on the UCLA Loneliness Scale were positively related with social isolation. The ability to talk about feelings with friends in peer programs and to deal with problems "not lonely" is negatively related with social isolation (Ray, Coon & Jumaili, 2019). Evidence for the effects of loneliness and social isolation shows significant, long-term negative effects on older people who are considered lonely and socially isolated (Weger & Morley, 2020). Significant correlations with Loneliness Scale scores had been determined for the LSNS-6 items of family, friends (Mandai, Nakayama, & Kaso, 2018). Studies have determined that indirect impact of social isolation from cognitive function through loneliness became significant, indicating that loneliness has become an important mediator (Yang, Wang, Sward, & Edelman, 2020).

Family and Friends. Many preceding research conceptualized structural components because the lifestyles and interconnections amongst differing social ties and roles inclusive of social contact, and purposeful components as capabilities supplied or gave the impression to be to be had via way of means of social connections inclusive of perceived social support and loneliness (Santini, Koyanagi, Tyrovolas, & Haro, 2015).

Family, on the other hand, became the most important source of social support, as noted by friends in several Chinese communities (Chen, Hicks, & While, 2014). Social networks are made up of relationships with various groups of individuals, such as family, friends, and neighbours. Enhancing social networks, particularly in family connections, turns out to be beneficial, according to available research (Chang, Sha, Chan, & Yes, 2018).

The findings were based on a survey of 142 Korean caregivers in the Washington metropolitan area. Factors of family and friends had strong positive relationships (Hong, M., Casado, & Harrington, 2011). There was the national and cross-cultural assessment of the overall performance of the Lubben Social Network Scale (LSNS-R), which was used

to socially exclude older people living in communities in three European countries. Among the three samples, it was confirmed that the LSNS-R and subscales (family and friends) correlated with variables. Similar results were reported for the LSNS-6 Family Scale and the LSNS-R Friend Scale (Lubben, Blozik, Gillmann, Kruse, Beck, & Stuck, 2006).

Friends and Achievement Goals. The importance of goal achievement is known to influence social interactions with peers in academic settings work. Unlike previous work that focused on how teachers set goals for students, the research was focused on the role of friends support in achieving performance goals. The results of this study were consistent with the idea that the goal is being pursued. Popular friends support was positively associated with the mastery approach. Classrooms where popular students assert performance goals in relation to others) young people initially choose friends based on similarity between (higher) achievements. Successful students are encouraged to pursue mastery goals (e.g., developing skills), improving performance, young people have high-performing friends, but low-performing friends have fewer friends (Ryan, Harakeh, Shin, & Vollebergh, 2018).

The previous research was focused on perceived friends support in achievement (or academic reputation; Guest, Rulison, Davidson, & Welsh, 2008) as an indicator of academic achievement. First, friends-perceived performance approach was positively correlated with achievement for young people's academic performance Since they are reliable indicators, their proximity is close to they directly communicating and interacting with classmates enables them to uniquely observe the speed and ease (or difficulty) of classmates performing tasks, putting effort into tasks, and providing or receiving help. These ideas are not always captured by tests, average scores, or teacher grades (Gest et al., 2008). Second, the existence of a positive academic reputation (i.e., perceived as high-ranking friends) was positively correlated with academic achievements are recognized and remembered by friends who are more often sought help in their studies (beneficial to their own academic progress) as well as connecting with other classmates who are considered high achievers (Greenwood, 1991), which in turn may achievement of goals.

Social Isolation and Achievement Goals. Mostly the instructional achievement of student changed into reduced because of unsure situation e.g., social isolation (Mughal,

Raza, & Ullah, 2020). Under all the COVID-19 projections, college students' mastery goals had been projected to be decrease on the give up of the 2019–2020 college year than beneath Neath usual conditions (Kuhfeld, Soland, & Johnson, 2020). Measures taken to prevent the spread of COVID-19, along with the introduction of quarantine, physical and social isolation, and curfews, may be important in reducing the spread, but may have negative psychological consequences (Cao, Galea, & Moccia, 2020). The overall performance of college students toward online mastering changed into now no longer advantageous due to the purpose that they have got no or least knowledge in the usage of the web utility and gadgets. Many educational institutions are turning to online training and mastering. Here, the web-based tools and software (now the Learning Management System, LMS) do not work with the drawings due to the heavy workload on the server. When most of the students entered the LMS portal, the LMS provided an opportunity to solve the problem and the hyperlinks were removed. This problem wastes time not only for teachers but also for university students and hinders learning delay.

The situation were given greater excessive whilst a student changed into affected by COVID-19 and changed into quarantine from the friends and own circle of relatives. Such college students had been in isolation and now no longer appropriate to are available in touch with everybody which influences their mastering. Because of least attention and clinical problems, the pupil fails to manage up with the complicated and crucial educational concepts, for this reason at once affecting the teachers at college students (Mughal, Raza, & Ullah, 2021). Study tested college student's maximum impacted via way of means of the extra common achievement losses beneath covid-19 on the equal time, economic uncertainty, fitness problems associated with the virus, and mental stresses might also additionally influence the instructional growth (Liu, Johnson, & Soland, 2020). Students participated on this have a look at. Results indicated family social support is negatively related to stress and depression, social help from friends negatively related to social isolation, and own circle of relative's social help is a moderator of pressure and depression (Johnson, 2020).

It is a result of the general view that the frequency of decisions of participants will be significantly altered to support "others" through social isolation from COVID-19. Social

support plays an important role in restoring mental stability after strenuous activity and enables people to adjust to their living environment on a regular basis (Jou & Fukada, 2002). In a previous meta-analysis, parental support was provided to predict college students' performance (Catsambis, 2001; Fan & Chen, 2001) and coffee-induced stress and anxiety (Zimmerman et al., 2000). Similarly, social support from friends involved in coping with perceived depression-related effects (Shahar et al., 2009).

Loneliness and Achievement Goals. The results of the previous study have shown that there was negative correlation between loneliness and academic achievement of graduate-level students (Imran, 2018). Loneliness and social isolation have been shown to be associated with potentially negative outcomes. (Hoogendijk & Stephenson, 2020). Demir and Tarkhan (2001), found that academic achievement among Turkish young people decreased with increasing loneliness. This finding is consistent with data from Brennan (1982) and Dobson, Campbell, and Dobson (1987). Research shows that the COVID-19 pandemic has affected many areas of our lives and has long had economic, psychological and psychological repercussions (Saadeh, Fayez, & Hussaini, 2021). Mastery avoidance positively, predicted loneliness. The high-quality impact of mastery avoidance on loneliness suggests that scholars with the concern of now no longer studying optimally are the ones likely to experience loneliness (Mouratidis & Sideridis, 2009). Research suggests that educational performance and aim orientation has significant effect to educational achievement but searching ahead to the stepwise regression evaluation discovered that best mastery goal orientation which has large effect on instructional achievement (Suprayogi, Ratriana, & Wulandari, 2019). Studies determined that mastery and performance goal stronger instructional overall performance at the same time as avoidance desires had a bad on GPA (Alhadabi & Carpinski, 2020). COVID-19 pandemic is having a serious negative impact on the mental health of Pakistani university students. The prevalence of mild to extreme stress is that 34% and 24% of college students have moderate to severe depression (Salman, Mustafa, & Khan, 2020). A previous study looked at loneliness in 777 people in the south of England and was negatively correlated with attitudes toward mastery and attitudes toward achievement (Sayer, 2012).

Rationale of the Present Study

Covid-19 is medical issue, but it significantly effects persons psychological health. Numbers of researches has been done on medical domain. So, it is important to investigate psychological issues which arise during covid-19. A pandemic affects the mental health of more people than the actual number of infections (Reardon, 2015). Overall, we found that people who have never experienced or are currently experiencing symptoms of COVID-19 are more prone to experience loneliness than people who do not have these symptoms. The rate of loneliness is slightly different in the UK. In terms of demographic differences in loneliness, women and young adults have considerably greater degrees of loneliness than their friends. Finally, two social predictors of mental illnesses and loneliness that are common throughout COVID-19 are identified in this study Working and living with a partner is an important protective factor against common mental disorders and loneliness. In addition to individual demographics, further research could investigate how the psychological impact is mitigated by social support from career and family of the epidemic (Cao et al., 2020; Kawohl & Nordt, 2020; Killgore et al., 2020).

There was a positive correlation between socially isolated people and low well-being. The general role of social relationships in social cohesion, individual identity, and recognition through mutual support influencing regulatory and control mechanisms has been theorized. Social isolation is based on the existence of qualitative social relationships, the coexistence of social identity with individual status (Machielse, Meeuwesen, & Hortulanus, 2006). Human beings born and formed in the process of socialization become objects and objects of society.

In terms of education, many universities have been closed due to the pandemic change. Additionally, in some circumstances, students have been relocated off-campus to reduce the risk of transition in a congested environment. To avoid infecting other students, we switched face-to-face courses to online learning. Therefore, many undergraduates are negatively impacted by job shortages and economic growth (Perz et al., 2020). Overall, college life was more volatile and turbulent (Hartocollis, 2020). A US study found that 91% of college students reported increased anxiety or fear (Active Minds 2020). Studies

of student experiences during the pandemic show that students are struggling to adapt to the uncertainty posed by Covid-19. Fear of COVID-19 leads to various anxiety disorders (anxiety, panic attacks, insomnia, fear of death, fear of the unknown, post-traumatic stress) and depression, complemented by continued knowledge of the virus, prevalence of infection and death it's possible feel. Inadequate control and treatment measures (Armitage & Nellums, 2020).

Several studies in the era of epidemics have shown that fear of COVID-19 has affected students' academic motivation (Zaccoletti, Camacho, Correia, Aguiar, Mason, Alves, & Daniel, 2020). Fear of Covid-19 has been shown to cause people to experience psychological consequences, including anxiety and fear, in many parts of the world (Ahorsu et al., 2020; Murphy et al., 2020; Reznik et al., 2020; Wang et al., 2020), which reduces academic motivation and student achievement (Pasion, Camacho, Morais, & Franco, 2020). In other words, students who live a life of high fear of COVID-19 have low academic motivation.

Achievement goal theory focuses on why students are interested in participating in specific tasks or choosing specific activities while studying or learning. Literature studies of achievement goals show that students focus on learning and developing skills when they engage in meaningful tasks or activities (Ames & Archer, 1988; Pintrich, 2000). The purpose of achievement goal theory is that people perform in order not to demonstrate competence or incompetence to themselves or others (Ames, 1992; Dweck & Leggett, 1988; Nicholls, 1984). This purposeful motivation is reflected in four types of performance goals proposed by Elliot and colleagues (Elliot & Harackiewicz, 1994; Elliot & Church, 1997; Elliot & McGregor, 2001): (a) through progressive or complete mastery of a performance task. Ego.; (b) The goals of a results-based approach in which people strive to outperform others. (c) skill avoidance goals that reflect a desire to avoid developing or demonstrating skills for oneself; (d) suppression of purposes related to the desire not to show incapacity to others. Studies of these patterns have yielded interesting results in terms of performance-related outcomes. Goals of mastery and performance are associated with increased motivation, academic interest, and productivity (Elliot & Church, 1997). The goal of the performance-based approach is to focus on effort (Elliot, Gregor & Gable, 1999)

and inherent concern for the competitive environment (Elliot & Harackiewicz, 1994; Epstein & Harackiewicz, 1992; Harackiewicz & Elliott, 1993). Conversely, performance was an avoidance goal with less motivation (Elliot & Harackiewicz, 1996) and less effort (Elliot et al., 1999) and greater fear of failure (Elliot & Church, 1997).

For developing constructive achievement among students, it's important to identify predictors of achievement goals. Performance goals are seen as unified constructs that aim to achieve goals and directives and provide guidelines for describing students' attitudes and behaviors in relation to performance situations (Geiger, 2007). Most performance goal theorists would probably agree that performance goals are best interpreted based on goal-oriented promises that shape future behavior (Dweck & Elliott, 1983; Maehr, 1989).

Results showed that mastery goals were based on performance motivation and expectations of high-performance goals to avoid performance in case of failure and low skill expectations; and goals of the results-based approach in terms of achievement motivation, fear of failure, and high expectations of competence. It has been found that mastery goals promote intrinsic motivation, performance approaches enhance deliberate performance, and performance avoidance goals are antagonistic to intrinsic motivation and deliberate performance (Elliot & Church, 1997). In previous study, loneliness among international students significantly affected student engagement and success. Loneliness and a lack of desire for the future have been found to have a significant impact on student performance in a variety of ways, according to research. Students who are lonely and isolated, on the other hand, are more likely to be inactive and thus have a poor academic environment (Bek, 2017). Previous research identifies the relationship between these variables but there is gap and not measure the relationship between loneliness, social isolation and achievement goals among university students during covid-19.

Chapter 2

Method

Objectives of the study

1. To study the relationship between loneliness, social isolation, and achievement goals among university students during covid-19.

2. To study the role of demographics variables (age, gender, family system, marital status, parental education, university type, student education, etc.) with study variables (loneliness, social isolation and achievement goals).

Hypotheses

Based on the previous literature following hypotheses were formulated.

1. Loneliness will be negatively related to achievement goals among university students during covid-19.

2. Loneliness will be positively related to social isolation among university students during covid-19.

3. Loneliness will be positively related to mastery avoidance.

4. Mastery approach will be positively related to friend's support.

5. Social isolation will be negatively related to achievement goals among university students during covid-19.

Operational Definitions of the Variables

Loneliness. Loneliness is defined as a response to a discrepancy between desired and achieve levels of social contact and the cognitive process especially attributions, have a moderating influence on loneliness experiences (Sonderby, 2013).

Loneliness is the unfavorable practice that appears when an individual's association of social relations is considerably lacking in either quality or quantity (Peplau & Perlman, 1982). Cut-off score of 50 on Revised University of California, Los Angels Loneliness Scale (Russell, 1978) indicates high loneliness and vice versa (Russell, Peplau, & Cutrona, 1980).

Social Isolation. Social isolation as having extremely limited social support network is measured by scores obtained by participants on Lubben Social Network Scale - Revised (LSNS-R). Low scores indicate the person is socially isolated (DeVellis, 1991; Sreiner & Norman, 1995). The scale consists of two subscales, 6 options, and .90 alpha.

Family. Family subscale measures as having extremely limited social support from the family networks. It is measured by the family subscale of Lubben Social Network Scale-Revised. Low scores indicate the person as socially isolated from family (DeVellis,1991; Sreiner & Noman,1995).

Friends. Friend subscale as measure having an extremely limited social support network from friends. It is measured by the friend subscale of Lubben Social Network Scale-Revised. Low scores indicate the person as socially isolated from family (Devillis, 1991; Sreiner & Noman, 1995).

Achievement Goals. Achievement goals are defined as "a future-focused cognitive representation that guides behavior to a competence-related end state that the individual is committed to either approach or avoid (Covington, 2000; Elliot, 2005). Achievement goals framework differentiate the students in order to their academic achievement, for example, some students performing better than others, and some performing to understand the new materials and mastering the materials. The differences are characterized by emotional, motivational cognitive and behavioral consequences (Elliot & Dweck, 2005; Pintrich, 2000). High scores on Achievement Goal Questionnaire-Revised show high achievement goals while low scores show low achievement goals. Achievement Goals Questionnaire-Revised devised by Elliot and Murayama (2008) and based on four subscales and three items for each subscale.

Mastery-approach goals.   It was defined as a goal "focused on avoiding task-based or interpersonal competence" (Elliot & Murayama, 2008, p.614). It was operationalized using the mastery approach subscale of "Achievement Goal Questionnaire-Revised". High score on Mastery-approach Goals Subscale indicate high mastery approach goal and vice versa.

Mastery-avoidance goals.   It was defined as a goal "focused on avoiding task-based or interpersonal incompetence" (Elliot & Murayama, 2008, p.614). It was operationalized using the mastery avoidance subscale of "Achievement Goal Questionnaire-Revised". High score on Mastery-avoidance Goals Subscale indicates high mastery-avoidance goals and vice versa.

Performance-approach goals.   It is defined as a goal "focused on attaining normative competence" (Elliot & Murayama, 2008, p.614). It was operationalized using the performance approach subscale of "Achievement Goal Questionnaire-Revised". High score on Performance-approach Goals Subscale shows high performance-approach and vice versa.

Performance-avoidance goals.   It is defined as a goal "focused on avoiding normative competence" (Elliot & Murayama, 2008, p.614). It was operationalized using the performance avoidance subscale of "Achievement Goal Questionnaire-Revised". High score on Performance-avoidance Goals Subscales shows high performance-avoidance and vice versa.

Instruments

UCLA Loneliness Scale.   UCLA Loneliness Scale was originally developed by Russell (1982) and is one of the most widely used measures of loneliness. It consists of 20 statements and there is no subscale. Its reliability is .89. There are 10 positive (lonely) and 10 negative (non-lonely) items. It was developed to assess feeling of loneliness. Response rate ranges from 1-4 where 1=never, 2= rarely, 3=sometimes, and 4=always.

Lubben Social Network Scale -Revised (LSNS-R).   The Lubben Social Network Scale -Revised (LSNS-R) developed by Lubben is a brief instrument developed in 1988

and revised in 2000. The LSNS-R assesses social isolation by measuring perceived social support received by family and friends which focuses on more quantitative responses to question such as how many relatives/friends you have seen or felt close to over the last month. Although it is a subjective measure the items are asking for more quantify responses. It infers social isolation from a low score perceived social support. It consists of an equally weight sum of 12 items used to measure size, closeness and frequency of contacts of a respondent's social network with range from one to six: one indicating minimal social support and six indicating substantial social support. Higher scores indicate greater level of social support and low risk factor for social isolation and vice versa. Cronbach alpha coefficient was chosen to examine the internal consistency of LSNS-R which reported to be ranging from .70 to .90 (De Vellis, 1991; Sreiner & Norman, 1995).

Achievement Goals Questionnaire-Revised (AGQ-R). Scale consists of 12 items based on four subscales of goals (mastery approach, mastery avoidance, and performance approach and performance avoidance). Mastery approach items include 1,3,7 and its reliability is .84, mastery avoidance items include 5,9,11 its reliability is .88, performance approach items include 2,4,8 and its reliability is .92 while performance avoidance items include 6, 10 and 12 and its reliability is .94 (Elliot & Murayama, 2008).

Research Design

The present study has a correlation design with the aim to find out the relationship of loneliness, social isolation, and achievement goals among university students. Survey method was used for online data collection during lock down of Covid-19 pandemic.

Sample

The sample of the present study comprised 200 university students. They were 71 male and 129 female students with an age range of 19 to 40 years (*M*= 31.10, SD= .46). The data was taken from the student's study in universities of Islamabad and Rawalpindi. The university students enrolled in BS, MSc, MPhil and PhD. Students were asked to consider COVID-19 while answering questions. Convenient sampling technique is used to approach the data. As data was collected online, sample was provided through Google form

that consists of consent form (appendix A), demographic sheet (Appendix B), Loneliness Scale (Appendix C), Achievement Goal Questionnaire (Appendix D), and Lubben Social Network-Scale (Appendix E).

Details of Demographic variables.   The demographic sheet include age, gender, family system, marital status, institutional affiliation, current you are student of and parental education.

Table 1

Description of Demographic Variables(N=200)

Variables	*(f)*	(%)	Variables	*(f)*	(%)
Age			**Current you are student of**		
Below 22	98	49.0	BS	86	43.4
Above 22	102	51.0	MSC	95	47.0
Gender			MPhil	16	8.1
Male	71	35.5	PhD	3	1.5
Female	129	64.5	**Parental education**		
Marital status			Matric	51	25.5
Single	191	95.5	Undergraduate	47	23.5
Married	9	4.5	Graduation	35	17.5
Family system			Postgraduate	68	33.5
Nuclear	133	66.5			
Combine	67	33.5			
University type					
Public	177	88.5			
Private	23	11.5			

Table 1 represents the frequencies and percentages wise distribution of all demographic variables of the study. Out of 200 students, there were (*n*=71) male and (*n*=129) female. They were 98 participants from age group below 22 years and 102 were from above 22 years. Students were divided into two groups based on marital status i.e., single (*n*=191) and married (*n*=9). As seen in the table students belonging to group having nuclear family were (n=133) and those having combine family were *(n=67)*. They were 177 from public universities and 23 were from private universities. All the participants were students enrolled in BS (*n*=86), MSc (*n*=95), MPhil (*n*=16) and PhD (*n*=3).

Procedure

Universities were closed from April to May due to lock down of COVID-19 , it was decided to conduct online survey through Google form to collect data other than traditional data collection method. In online survey different social apps (e.g., WhatsApp, Facebook, Email, and Instagram) were used to access participant. The data was collected from different universities of Rawalpindi and Islamabad. They were instructed to carefully read each statement carefully and respond honestly to all items of the scale as per their agreement and disagreement. Moreover, they were told that there is no concept of wrong and right answer. Their right to withdraw from the research whenever they wanted. The participants was instructed about how to fill the questionnaire and if they have any problem, they could ask the researcher without hesitation. In the end they were thanked for their support and were promised that data will be kept confidential and will be used for research purpose only. Confidentiality of the data was also ensured in online survey. The questionnaires were scored at the end of the data collection in order to analyze the proposed the hypotheses.

Chapter 3

Results

This chapter's results had covered the results of the study on loneliness, social isolation, and achievement goals among university students during COVID-19. The results of the study had been presented both in the form of descriptive and inferential statistics. Psychometric properties of variables include alpha reliability, mean and standard deviation. The relationship between variable was explored by Correlation, t-test and ANOVA. t-test was run to explore differences among respondents scores along demographic variables including gender, marital status, family system and university type. The target sample of the study was two hundred students age range above and below 22 years. The analysis was done all variables and demographics.

Descriptive Statistics and Reliability of Scales

To determine the robustness of data, psychometric properties were calculated. To check the normality of data, skewness and kurtosis were computed. Table 2 presents the strengths of the data collected.

Table 2

Descriptive Statistics and Reliabilities of study Measures (N= 200)

Scales	k	α	M	SD	Range Actual	Range Potential	Skew	Kurt
LS	20	.93	25.00	14.03	0-60	0-60	.02	-.04
AGQ	12	.82	40.40	7.55	21-54	12-60	-.25	0.91
MAP	3	.65	10.68	2.63	3-15	3-15	-.22	2.97
MAV	3	.55	9.10	2.22	4-14	3-15	.38	-.42
PAP	3	.66	10.67	2.30	4-15	3-15	-.54	-.37
PAV	3	.70	9.95	2.57	3-15	3-15	-.47	-.27
LSNS	12	.78	4.59	6.73	0-28	0-60	1.59	1.51
FAM	6	.78	2.11	3.93	0-19	0-30	2.28	5.21
FRND	6	.78	2.48	4.65	0-22	0-30	2.64	7.33

Note. LS= Loneliness Scale; AGQ= Achievement Goals Questionnaire; MAP= Mastery approach; MAV= Mastery avoidance; PAP= Performance approach; PAV= Performance avoidance (Subscales of AGQ); LSNS= Lubben-Social-Network-Scale; FAM= Family; FRND= Friend (Subscales of LSNS).

Table 2 presents the mean, standard deviations, alpha reliability, skewness and kurtosis for, Loneliness, Achievement Goals and its Subscales, Social Isolation and its Subscales. As table shows all the reliabilities are in excellent to good range. Reliability of

Loneliness is .93. Reliability of AGQ is .82 whereas, reliability of its subscales ranges from .55 to .70. Similarly, reliability of LSNS is .78 and reliability of its subscales is .78. This shows that scale are reliable. The values of standard deviations indicates that responses are scattered from the mean of each variable. Value of skewness indicates the normal distribution of data. Negative value of skewness indicate that data are skewed to the left, while positive value indicates that data are skewed to the right. Kurtosis value found negative, which indicates the flatter distribution of the data. While positive value for kurtosis show peaked distribution.

Correlation between Variables

Correlation was calculated to investigate relationship between variables of study and in order to find the direction of relationship between variables. Table 3 below shows correlation.

Table 3

Correlation Between Loneliness, Social Isolation, and Achievement Goals among University Students (N=200)

	Variables	1	2	3	4	5	6	7	8	9
1	**LON**	-	-.16*	-.04	.35**	-.04	.21**	-.06	-.02	.08
2	**AG**		-	.73**	.69**	.80**	.83**	.09	.01	.11
3	MAP			-	.17*	.58**	.40**	.17*	.04	.21**
4	MAV				-	.38**	.63**	-.06	-.05	-.04
5	PAP					-	.49**	.07	.02	.08
6	PAV						-	.07	.02	.07
7	**SI**							-	.73*	.82*
8	FAM								-	.22*
9	FRND									**-**

Note. LON= Loneliness; AG= Achievement Goals; MAP= Mastery approach; MAV= Mastery avoidance; PAP= Performance approach; PAV= Performance avoidance (Subscales of AGQ); SI= Social Isolation; FAM= Family; FRND= Friend (Subscales of LSNS).

*p<.05, **p<.01

Table 3 depicts the correlation between the variables in study. The result displays in this table show that, there is a significant negative relationship between loneliness and achievement goals. Results confirmed hypothesis no 1 which is stated that loneliness will be negatively related with achievement goals. There is significant positive relationship of loneliness with two subscale of AGQ (i.e., mastery avoidance and performance avoidance). Results confirmed hypothesis no 3 which is stated that loneliness will be positively related

with mastery avoidance. Achievement goals significantly positively correlated with its subscales. Mastery approach significantly positively related with friend. As results confirmed hypothesis no 4 which is stated that mastery approach will be positively related with friend's support. Family shows significant positive relationship with friend.

Analysis based on Demographic Status of the Sample

The following analyses are done on demographics of the current research. The significant results of study are reported in the tables.

Gender Differences across Study Variables. Purpose of the t test was to see the role of gender on study variables. The results are shown in the table 4.

Table 4

Gender Differences on Loneliness, Social Isolation, and Achievement Goals Among University Students (N=200)

Variables	Males (*n*=74)		Females (*n*=126)				95% CI		Cohen's *d*
	M	*SD*	*M*	*SD*	*t*	*p*	*LL*	*UL*	
LON	23.14	13.14	26.04	14.07	-1.40	.16	6.99	1.17	.20
AG	40.61	5.64	40.31	8.33	.29	.76	-1.72	2.32	.04
MAP	11.07	1.95	10.48	2.92	1.69	.92	-.96	1.2	.23
MAV	9.49	1.79	8.90	2.42	1.8	.60	.-23	1.1	.27
PAP	10.44	1.94	10.79	2.46	-1.09	.27	-.98	.28	.15
PAV	9.61	2.45	10.1	2.63	-1.34	.17	-.26	.22	.19
SI	3.83	6.00	5.03	7.09	-1.2	.22	-3.17	.75	.18
FAM	1.81	3.74	2.28	4.03	-.79	.42	-1.6	.68	.12
FRND	2.01	3.75	2.73	5.08	-1.0	.29	-2.0	.63	.16

Note. LON= Loneliness; AG= Achievement Goals; MAP= Mastery approach; MAV= Mastery avoidance; PAP= Performance approach; PAV= Performance avoidance (Subscales of AGQ); SI= Social Isolation; FAM= Family; FRND= Friend (Subscales of LSNS).

As the Table shows, there is no significant mean differences among the groups on study variables.

Age Differences across Study Variables. In order to compare study variables across age group t-test was conducted.

Table 5

Mean Differences with respect to Age Groups across Study Variables (N=200)

Variables	Below 22 years (*n*=95)		Above 22 years (*n*=105)				95% CI		Cohen's *d*
	M	*SD*	*M*	*SD*	*t*	*p*	*LL*	*UL*	
LON	23.60	13.07	26.32	14.82	-1.36	.17	-6.65	1.21	.19
AG	42.47	6.41	38.36	8.05	3.90	.00	2.03	6.18	.56
MAP	11.42	2.11	9.96	2.89	4.08	.00	.75	218	.57
MAV	8.55	2.09	9.66	2.26	3.55	.00	.49	1.73	.50
PAP	11.11	2.08	10.23	2.23	2.73	.00	.24	1.51	.38
PAV	10.21	2.58	9.71	2.56	1.35	.17	.22	1.2	.19
SI	4.83	7.09	4.38	6.39	.47	.63	-1.4	2.33	.06
FAM	1.38	3.07	2.82	4.51	-2.62	.01	-2.5	-.35	.37
FRND	3.44	5.91	1.54	2.71	2.90	.00	.60	3.1	.40

Note. LON= Loneliness; AG= Achievement Goals; MAP= Mastery approach; MAV= Mastery avoidance; PAP= Performance approach; PAV= Performance avoidance (Subscales of AGQ); SI= Social Isolation; FAM= Family; FRND= Friend (Subscales of LSNS).

Table 5 indicates mean differences with respect to age across study variables. Significant difference across age was observed with respect to achievement goals, students above the age of 22 showed lower scores. The significant difference is seen on the three subscales of achievement goals (i.e., mastery approach, mastery avoidance and performance approach). Table depict that students follow mastery-avoidance goals due to increase in age. Mastery approach reduce due to increase in age. Significant differences across age were observed with respect to family and friend among students. However, non-significant differences were observed on all others study variables.

Family System Differences on study Variables.   Independent sample t-test was computed to test the mean differences along marital status for variables of study. Table 6 below shows the analysis.

Table 6

Family system Differences in Loneliness, Social Isolation, and Achievement Goals Among University Students (N=200)

Variables	Nuclear (n=132)		Combined (n=68)				95% CI		Cohen's d
	M	SD	M	SD	t	p	LL	UL	
LON	25.47	12.40	24.47	17.00	.41	.67	-3.24	5.24	.06
AG	41.71	6.34	37.63	9.15	3.14	.00	1.81	6.34	.05
MAP	10.83	2.30	10.33	3.21	1.1	.26	-.38	1.38	7.1
MAV	9.30	2.15	8.70	2.42	1.7	.86	-.08	1.28	.26
PAP	11.16	2.08	9.66	2.43	4.5	.00	.80	2.20	.66
PAV	10.38	2.31	9.01	2.91	3.5	.00	2.2	5.20	.59
SI	4.69	6.98	4.57	6.28	.11	.91	-1.9	2.1	.01
FAM	2.17	3.98	2.06	3.89	.18	.85	-1.07	1.2	.02
FRND	2.06	3.89	2.47	4.39	.05	.95	-1.3	1.4	.09

Note. LON= Loneliness; AG= Achievement Goals; MAP= Mastery approach; MAV= Mastery avoidance; PAP= Performance approach; PAV= Performance avoidance (Subscales of AGQ); SI= Social Isolation; FAM= Family; FRND= Friend (Subscales of LSNS).

Table 6 analysis revealed that nuclear and combine family students are significantly different at achievement goals, nuclear family students scoring is higher than combine family students on achievement goals. Significant difference was observed on performance approach nuclear family students scored higher on performance approach. The results indicates that the students from nuclear family system has higher level of performance avoidance as compared to students from combine family system. Moreover, the results

indicate that there is no mean significant mean difference on loneliness, mastery approach, mastery avoidance and social isolation of students from both family systems.

Institutional Affiliation Differences on study Variables. In order to compare study variables across institutional affiliation t-test was conducted.

Table 7

Differences Between Students from Public and Private Sectors University on Loneliness, Social Isolation and Achievement Goals (N=200)

| Variables | Public | | Private | | | | 95% CI | | Cohen's *d* |
| | *(n=177)* | | *(n=23)* | | | | | | |
	M	*SD*	*M*	*SD*	*t*	*p*	*LL*	*UL*	
LON	24.17	13.98	31.21	13.04	-2.28	.02	13.11	-.96	.36
AG	40.76	37.82	7.59	6.79	1.75	.08	-.35	6.22	1.22
MAP	10.72	2.73	10.39	1.80	.571	.56	-.82	1.49	.14
MAV	9.11	9.00	2.30	1.75	.23	.81	-.86	1.10	1.05
PAP	10.78	2.26	9.78	2.43	1.98	.04	.00	2.00	.42
PAV	10.12	8.65	2.50	2.77	2.61	.01	.36	2.58	1.18
SI	4.53	6.71	5.13	7.02	-.39	.69	-3.54	2.35	.08
FRND	2.07	2.43	3.90	4.24	-.41	.68	-2.08	1.36	.52
FAM	2.45	4.63	2.69	4.93	-.23	.81	-2.4	1.98	.05

Note. LON= Loneliness; AG= Achievement Goals; MAP= Mastery approach; MAV= Mastery avoidance; PAP= Performance approach; PAV= Performance avoidance (Subscales of AGQ); SI= Social Isolation; FAM= Family; FRND= Friend (Subscales of LSNS).

Table 7 illustrates the significant mean difference on loneliness, performance approach and performance avoidance. Results reveals that students of private sector have higher level of loneliness as compared to students from public sector. However, performance approach and performance avoidance were observed high in students from public universities as compared to students from private universities. Moreover, the results

showed that there was no significant mean difference in achievement goals, mastery approach, mastery avoidance, and social isolation of students from both sectors.

Students Education Differences on Study Variables In order to compare study variables across education level t-test was conducted.

Table 8

Differences of Students Current Education on Loneliness, Social Isolation and Goals Achievement (N=200)

Variables	BS (n=86)		MSc and above (n=114)				95% CI		Cohn's *d*
	M	*SD*	*M*	*SD*	*t*	*p*	*LL*	*UL*	
LON	25.02	14.05	25.42	14.25	-.18	.85	-4.61	3.81	.02
AG	40.98	6.38	39.90	9.05	.91	.36	-1.25	3.4	.13
MAP	11.18	1.99	10.12	3.19	2.67	.00	.27	1.83	.39
MAV	9.48	1.95	8.80	2.54	1.98	.04	.00	1.36	.30
PAP	10.68	2.15	10.75	2.49	-.19	.84	-.76	.62	.03
PAV	9.59	2.54	10.23	2.70	-1.60	.11	-1.42	.14	.24
SI	4.15	6.10	4.71	7.10	-.56	.57	-2.53	1.39	.08
FRND	1.59	3.28	2.10	3.77	-.96	.33	-1.56	.53	.14
FAM	2.55	4.19	2.58	5.39	-.03	.97	-1.45	1.41	00

Note. LON= Loneliness; AG= Achievement Goals; MAP= Mastery approach; MAV= Mastery avoidance; PAP= Performance approach; PAV= Performance avoidance (Subscales of AGQ); SI= Social Isolation; FAM= Family; FRND= Friend (Subscales of LSNS).

Table 9 indicates mean differences with respect to students' education across study variables. Significant differences were observed on mastery approach and mastery avoidance. This table further illustrate that students who had BS level of education reported significant higher level of mastery approach and mastery avoidance as compared to

students had higher level of education (i.e., MSc and above). However, nonsignificant differences were observed on all others study variables across education.

Group differences across Parental Education

One way analysis of variance was performed to compute the parental education differences across study variables. Table below shows the one-way ANOVA

Table 9 demonstrates that the results of parental education across study variables. Students their parents had matric level of education scored high on loneliness as compared parents had higher level of education (i.e., undergraduate). But students their parents had undergraduate level of education scored low on loneliness as compared parents had higher level of education (i.e., graduate). Student their parents had matric level of education scored high on achievement goals as compared parents had higher level of education (i.e., graduate). Similarly, students their parents had undergraduate level of education scored high on achievement goals as compared to parents had low level of education (i.e., graduate). However, students their parents had graduate level of education scored low on achievement goals as compared to students had high level of education (i.e., postgraduate).

Table 9

Comparison along Parental Education on Loneliness, Social Isolation and Achievement Goals (N=200)

Variables	Matric (n=50)	Undergraduate (n=47)	Graduate (n=35)	Postgraduate (n=68)					95%CI	
	M	M	M	M						
	(SD)	(SD)	(SD	(SD)	F	P	I-j	D (I-j)	LL	UL
LON	28.62	21.12	29.74	22.46	4.58	.04	1>2	7.49	.09	14.89
	(17.44)	(14.09)	(14.73)	(8.45)		.03	2<3	-8.61	-16.74	-.48
AG	39.59	41.93	35.25	42.85	9.53	.03	1>3	4.33	.15	8.5
	(6.71)	(6.60)	(9.75)	(5.83)		.00	2>3	6.67	2.41	10.93
						.00	3<4	-7.59	-11.59	-3.60
SI	3.07	6.63	3.05	7.48	3.13					
	(5.06)	(8.05)	(4.24)	(.91)						

Note. LON= Loneliness; AG= Achievement Goals; SI= Social Isolation.

Chapter 4

Discussion

The research was design with the purpose to study the relationship between Loneliness, Social Isolation, and Achievement Goals among university students during the COVID-19 pandemic. Moreover, influential effect of demographic variables such as age, gender, marital status, parental education, family system and institutional affiliation has been evaluated. In order to fulfill the requirements of present study, data was collecting from university students of Islamabad and Rawalpindi. The sample consisted of 200 students in which there are 71 males and 129 female students. To find out relationship between study variables, Pearson moment correlation, t-test and ANOVA were used in current study.

The university students have been selected because they are experiencing psychological difficulties due to COVID-19 and are worried about the future. Specific concerns, social network isolation, lack of interaction and emotional support, and physical isolation were associated with negative mental health trajectories e.g., loneliness (Elmer, Mepham, & Stadtfeld, 2020). The students were rated on three scales to measure loneliness, social isolation and achievement goals. The student had respondent on the self-report measures of UCLA Loneliness (Russell, 1996), Lubben Social Network Scale-Revised (2000) and (Achievement Goals Questionnaire-Revised (Eliot & Murayama, 2008).

The first objective of the study was to determine the relationship among study variables. For this, bivariate correlation were computed to determine the relationship among these variables (see Table 3). In the light of previous literature, it was proposed in hypotheses 1 that loneliness will negative relation with achievement goals. Present study results shows significant negative relation between loneliness and achievement goals. This means that lone students were unable to achieve their goals. The results of the previous study have shown that there was negative correlation between loneliness and academic achievement of graduate-level students (Imran, 2018). Research was conducted on students to study the relationship relationships between (Education: Academic Self-concept, Attainment, Attendance; and Well-being: Self-esteem, Life-satisfaction, Loneliness),

alongside the four Achievement Goal Concepts and Narcissism. It was discovered that there is a negative relationship between loneliness and mastery approach and performance approach. (Sayer, 2012). The previous study have shown that there was a negative correlation between loneliness and academic achievement of graduate-level students (Imran, 2018). Result of the present study also align with previous literature and showed that loneliness is negatively related with achievement goals.

The second hypothesis stated that loneliness will be positively related with social isolation among university students during covid -19. This hypothesis was formulated on the basis of previous literature. Previous literature revealed that there is a positive relationship between loneliness and social isolation. As in the period of quarantine increased social isolation increases loneliness, helplessness, and depression (Khan, Baloch, Shahzad, & Tahir, 2020). In this study, non-significant relation was existed between loneliness and social isolation among university students (see Table 3). Therefore, the present study does not support the hypothesis.

There were many reasons. One of the current studies looked at the social isolation of young adults, while the previous study mainly looked at the loneliness and social isolation of the ageing. Second, social isolation in Pakistan. Previous studies were conducted to identify the social isolation factors of the elderly. Male and female respondents from the city of Multan; All respondents were 50 years of age or older. This study showed that older men and women were isolated (Farid, Lukman, Salim, Saad, Khan, and Arshad, 2014). The federal government does not directly support isolation because of its social consequences. 24.3% of Pakistan's population live below the poverty line. The government has issued guidelines on strategies to reduce the risk of violence to prevent public gatherings, regular hand washing, social isolation, and a distance of at least 2 meters or 6 feet. Many remain ignorant, negative and disobedient directives to governments, even though these messages have been disseminated in the mainstream media (Noreen, Deal, Navid, Khan, & Tabassum, 2020). So, people's lack of seriousness in adopting social distance reduces social isolation. Therefore, the association between these variables cannot be determined.

A hypothesis 3 indicates that loneliness have positive relation with mastery avoidance (see Table 3). The hypothesis was supported by correlation analysis and existing literature. The results also provided support for this hypothesis providing as loneliness increases the mastery avoidance also increases. Athanasios, Mouratidis and Sideridis conducted a research on achievement goal their relationships with peer acceptability, classroom belonging, and loneliness perceptions of students in a sample of elementary school students. Study indicates mastery avoidance positively, predicted loneliness. The high-quality impact of mastery avoidance on loneliness suggests that scholars with the concern of now no longer studying optimally are the ones likely to experience loneliness (Mouratidis & Sideridis, 2009).

A hypothesis 4 indicates that mastery approach will have positively relation with friend's support. The hypothesis was supported by the correlation analysis and also existing literature (see Table 3). This means that friends help improve students' performance. Previous researches indicate that importance of goal achievement is known to influence social interactions with friends in academic settings work. The research was focused on the role of friends support in achieving performance goals. The results of this study were consistent with the idea that the goal is being pursued. Popular friends support was positively associated with the mastery approach. Classrooms where popular students assert performance goals in relation to others) young people initially choose friends based on similarity between (higher) achievements. Successful students are encouraged to pursue mastery goals (e.g., developing skills), improving performance, young people have high-performing friends, but low-performing friends have fewer friends (Ryan, Harakeh, Shin, & Vollebergh, 2018).

The present study has shown significantly positive relationships between family and friend networks (see Table, 3). Hong, Casado, and Harrington, (2011) conducted research 142 Korean American caregivers withinside the Washington DC metropolitan area. The family and friend elements had been significantly related to each other. Examined a cross-countrywide and cross-cultural assessment of the overall performance of the Lubben Social Network Scale (LSNS-R), which turned into used for social isolation amongst community dwelling older grownup populations in three European countries.

Among all three samples, the LSNS-R and subscales (Family and Friends) confirmed excessive correlations with variables. determined similar outcomes for the LSNS-R Family subscale and the LSNS-R Friend subscale (Lubben, Blozik, Gillmann, Kruse, Beck, & Stuck, 2006).

The LSNS-R turned into constituted of each the structural and purposeful measurements of social relationships together with network size, personal conversation, and social support and turned into significantly correlated with different measurements of social relationships. As a result, the LSNS-R is a useful tool for assessing social connections. Surprisingly, another key finding from the current research discovered that late-life suicidality was more closely linked to the LSNS-R family subscale than to the friend's subscale among mainland Chinese. As a result, perceived social aid from close relatives was found to be more predictive of decreasing late-life suicidality than felt social help from friends within Chinese communities. However, in Western countries, friends, rather than a close circle of relatives, play a crucial role in the well-being of the elderly (Swenson, Caserta, Lund, & Devries, 2014).

Another study from the 2015 Asian American Quality of Life Survey (242 Chinese, 150 Koreans, 213 Vietnamese) found that self-identifying Asian Americans aged 18 and older lived-in central Texas. LSNS6 shows very good internal unity in each ethnic group, And the composition of the two elements, family and friends, is invariant between groups, the range of friends is more uniform than the family and serves as the first element both in terms of the child and in the whole. LSNS scores are related in expected directions to the medical and social indicators under consideration (Jang, Chiriboga, & Lubben, 2020).

The second objective of the study was to determine the role of demographics with study variables. The mean differences across age groups revealed that students follow mastery-avoidance goals due to the increase in age. Mastery approach reduce due to increase in age (see Table 5). According to previous research, there was a significant difference between the two subscales of achievement targets. Adolescents scored (M = 10.36, SD = 2.64) on mastery-avoidance goals, whereas adults scored (M = 10.41, SD = 2.34). These findings demonstrate that as students become older, they pursue mastery-

avoidance goals. Adolescents scored ($M = 11.30$, SD = 2.83) on performance-approach goals, whereas young adults scored ($M = 11.25$, SD = 2.40). This finding indicates that as people get older, their performance goals decreases (Shehzad & Aziz, 2019). The previous study indicated the achievement goals of young students were different with age range. As the respondents grew older, the performance became weaker. Grades 1 to 4 students most strongly supported the goals of the proficiency approach, while grades 5 to 9 supported the goals of the performance approach. Performance avoidance and proficiency avoidance goals received a significantly lower average rating than the two approach goals of all age groups (Bong, 2009).

The differences across gender were measured. This shows non-significant differences between male female students. Studies have previously been conducted to prove that social isolation induces feelings of loneliness and helplessness and depression in Pakistanis. The result was that it did not significant differences between groups like the genders (Khan, Baloch, Shahzad, & Tahir, 2020).

The mean differences based on family system were tested and significant results were found. It revealed that nuclear family students scoring higher on achievement goals as compared to joint family students (see Table 6). The previous study was conducted to investigate the social achievement goals and academic adjustment among college students in Pakistan. These variables were studied with gender and family system. The sample consisted of 750 students ranging in age from 15 to 20 years old. There were 585 students from a combined family system and 165 students from a nuclear family system. Among college students, there is a significant difference in achievement goals based on family type. In comparison to students from joint families, students from nuclear families have higher achievement goals (Bibi, Wang, Ghaffari, & Iqbal, 2018).

The present study also examined mean differences based on institutional affiliation and significant results were found. Results indicate that students of private sector have higher level of loneliness as compared to students from public sector (see table 7). Findings were supported by another previous research to carry out in, Rajshahi district of Bangladesh. In comparison to private university students, the results showed that public

university students felt less lonely. This means that students at private universities are more likely to experience loneliness in the classroom (Kumar, Banik, & Islam, 2019).

The mean difference based on student education were tested and significant results were found it revealed that students follow mastery approach and mastery-avoidance goals. Result demonstrated that students who had BS level of education reported significant higher level of mastery approach and mastery avoidance as compared to students had higher level of education (i.e., MSc and above) (see table 8). Previous research was conducted to study mean differences for autonomy support, mastery goal, performance approach, performance avoidance, perceived school performance, and life satisfaction between 10th grade lower secondary school and 1st grade upper secondary school. The study illustrated that lower secondary students follow higher mastery and performance goals as compared to upper secondary students (Diseth & Samdal, 2014).

Conclusion

The current study has discovered the relationship between loneliness, social isolation and achievement goals. This study also shows students with high levels of loneliness were less likely to follow achievement goals. Students with loneliness were more likely to follow mastery avoidance and performance avoidance. Friends support improves students' performance. Compared to students from combine families, students from nuclear families adopted achievement goals. Results reveal that students at private universities have higher level of loneliness as compared to students from public universities. However, performance approach and performance avoidance are high in public sector students as compared to private sector students. Students who had BS level of education reported higher level of mastery approach and mastery avoidance as compared to students had higher level of education (i.e., MSc and above). Moreover, this study has practical and theoretical implications in the context student's life.

Limitation and Suggestions of the Study

There is always possibility of few limitations, there can always be some and it's important to discuss them so that future researchers can get ideas as they plan their research.

There are some strengths and weaknesses in every study. Yet current research also has some strengths and limitations.

1. This study is limited by the target sample. Because of lack of time and money, easy sampling was performed, and data was collected from just a few universities of Rawalpindi and Islamabad. Nation-wise sample should be obtained from different provinces in Pakistan.

2. As the sample size is small which would lead to sampling error and influencing statistical power of the study. This small sample size has also an effect on the generalizability of the study. In future research, for the reduction of sampling error the sample size should be large enough to improve statistical power of study.

3. The study is cross sectional in nature could not help in establishment of causal relationships. Future data should be in longitudinal in nature which would help to investigate the alteration and the establishment of fine assumption which would assist us in establishing of establishment of causal relationship among study variables.

4. Furthermore, limitation is the use of self-report measures which contained several biases and faking from the participants side is also possible. This may limit the findings of the study because of the participants subjectivity that they interpret the items in their own way at the time of filling the questionnaires.

5. This study represents a limit in that it is the first study to examine the loneliness, social isolation, and achievement goals of university students in the era of COVID-19. Hence, further studies should clarify the association between these variables.

6. The questionnaires utilized were self-report inventories, which had a higher risk of bias in response reporting.

Implications of the Study

This research will be beneficial for students, teachers, parents, and policymakers to design and implement the policies to improve students' achievement and mental health. To remove loneliness by growing social networks and support. So, this study will provide a

gateway to further researchers to that how they help to develop achievement of goals in underdeveloped countries during COVID-19. This study will complement the existing literature on the impact of the COVID-19 pandemic on the social and mental health of students. The findings will not only provide reference data for further applied and practical research, but also provide a basis for universities and decision makers in Pakistan and neighboring countries with similar cultural contexts. This study will cover different areas of psychology such as educational, social, positive, and health psychology. Thus, appropriate remedial interventions can be designed to improve the mental health and education of university students. Undoubtedly, further and future studies of the long-term effects and consequences of this pandemic will be needed.

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