

Predictors of Students Learning Outcomes among University Students: the role of Self-confidence, Health, Motivation and attitude

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ABSTRACT

Affective learning outcomes play a significant role in shaping students' attitudes, motivation, values, and emotional engagement toward the learning process. The present study aims to examine the factors influencing affective learning outcomes among students in an academic environment. Specifically, the study focuses on the role of self-confidence, health status, motivation, and attitude as key predictors of affective learning outcomes. A quantitative research design was adopted, and data were collected through a structured questionnaire using a Likert scale to measure students' perceptions regarding these variables. The study sample consisted of students from higher education institutions, and statistical techniques such as regression analysis were used to analyze the relationship between independent variables and affective learning outcomes.

The findings indicate that self-confidence, positive health conditions, strong motivation, and constructive learning attitudes significantly contribute to improving students' affective learning outcomes. Among these factors, motivation and attitude were found to have the strongest influence on students' emotional engagement and interest in learning activities. The results suggest that educational institutions should create supportive learning environments that enhance students' psychological well-being, confidence, and motivation to foster positive affective development.

The study highlights the importance of addressing psychological and behavioral factors in education to improve students' emotional involvement, satisfaction, and overall learning experiences. These findings may assist educators and policymakers in developing strategies that promote holistic student development.

Keywords: Parental Involvement, Students Motivation, Academic Performance

INTRODUCTION

Background of the Study

It is learning, the reflective facet that has a student apply the prior knowledge in comprehending and validating the present, in shaping upcoming action and cultivating fresh knowledge. This involves the modes of learning and absorption of new concepts by learner. At some point, effective learning

encompasses past, present and future knowledge whereas the process might not be similar. Despite the fact that the effective word has been over-applied, it can be only applied to make sense when the context and principles are enlightened. When does it work? What does it work for? The community level of knowledge is increasing fast and today doubles after a period of 373 days. It is anachronism to teach knowledge. An inclusive list of human processes will also produce information. It is not that information is possessing a small number of experts. Skills in terms of developing and transferring learning are closely related to job opportunities.

Gathering of qualification is insufficient. The field of study is quite broad and abundant and incorporates numerous situations, approaches and resources. There is no longer a special province institutions: is a way of being. (Watkins et.al. 2002). It will take effort in many areas to improve academic outcomes and the fundamental principle of this monograph is that one of the aspects of the solution is to assist the students to better cope with their learning using effective learning strategies (Dunlosky et. al. 2013).

E-learning is the most effective learning in times of pandemic conditions. It is a project within a digital library project where teaching staff of two UK as well as two US based universities collaborate in sharing electronic learning resources in Physical, Environmental and Human Geography. Locating or producing the right electronic learning materials and engaging oneself in well-constructed learning processes can prove tough and time-consuming when sharing and borrowing productive practices that are developed anywhere across the globe (Conole et.al. 2005).

Knowledge of information shared by any kind of quality analysis. The researcher should immerse himself in, and be well conversant with data connection file read and re-read data (and listen to the recorded data at least, where applicable) and comment on any observations of the initial analysis (Clarke and Braun 2006). Exposure to teaching TA to novice researchers? Essentials are not different to TA -it is the result of constantly dominating the balance and the scientific mind in the psychology curriculum (Gough, Lawton, Madill and Stratton, 2002). Assessment and grading activities in the classroom are not only effective especially in assessing and reporting what is read, but also in motivating it. Indeed, the recent studies have recorded the positive impacts of frequent application of diagnosis and positive tests in reaction to learning (Black, Harrison, Lee, Marshall, and Wiliam, 2004).

There are three types of classroom assessments, each having a different purpose. Summary assessment will highlight what the learners have learned at the conclusion of the teaching part. Such tests are generally tests, and test result in these is usually assembled and presented in the form of scores or grades by the teachers. Examples of common summative assessment methods are exams, assignments, final exams, peak projects, and job portfolios.

Exploratory tests attract the interest of the students and parents since results of the tests are normally calculated and displayed on report and transaction cards. Summative assessment alone is however, a good enough tool to stimulate learning (McTighe and Conor 2005). The various possible techniques of effective learning are discussed with the students and their issues sought through a semi structured questionnaire. The next thing in this research is the methods of effective learning of students.

Motivation

Motivation is regarded as the most significant in the affective learning. When the mentor possesses potential to inspire the learner and make the latter interested in the subject under consideration in the end, the individual who is new to the subject, even he/she, obtains the corresponding knowledge eagerly.

The second factor is will power of learner is the second most significant factor as it influences the learning process. When a student likes learning he/she will surely learn the lesson at any cost whereas when a student is not interested he will never learn anything no matter how much a teacher will give his hundred percent.

Attention

The subject and teacher attention are significant because without the attention of any kind, a person can never learn anything regardless of whether it was taught to its full extent. Learner capability to learn to comprehend the matter is also essential. It is possible to judge ability of a student in the school whether he is a good student or not or whether he learns things fast or slow. When someone is good in school he/she will surely have capacity of learning anything in future and when he/she is a student in school he/she will surely have difficulties in learning in future as well.

Health and individual factors

The factor usually not given due attention is the health condition of pupil but it is definitely important factor in learning. Without good health a student will not devote due attention to studies, and other learning methods as the other had learner with good physical and mental health will learn everything effectively.

Intellectual factors it is the term that means the individual mental level. The academic performance in school is normally related to the level of intelligence. Low IQ students usually experience extreme challenges in learning school work. There are cases where students fail to learn on special intellectual disability.

Complex psychology of motivation has a direct correlation with individual factors like instincts and emotions and with social factors like cooperation and competition. It has been discovered that varying stimuli responses of a person are dependent on varying inclinations All these have immense effects on learning of a student since they are fundamental in attaining knowledge via various sources.

It is the initial study on the issues and remedies of factors that can serve to effectual learning in Okara District. This is a new work because this issue has not been in discussion earlier. This research discusses factors to effective learning and issues that were preventing the path of learning.

Problem Statement

Another important field of study in social research that is given special attention in enhancing the educational outcome is learning. One of the main sectors to enhance the educational achievement and development among the students has been the affective learning. The affective learning of the students is improved by various factors which include physical, environmental and personal factors. Nonetheless there is a pressing need to research on this phenomenon among the university students because university students are well exposed to the trend of social developments. It requires students to be instructed on the aspects of affectivistic learning but this is hardly the reality since most of the learning process involve haphazard teaching methods and are ill-managed.

This study is an attempt to discover the determinants of affective learning among university level students. The main purpose of this study is to determine the connection between various variables that increase the affective learning and implementation of the affective learning.

Significance of the study

This research would have such a significant impact on the educational sphere because the results of the present research will lead to the positive shift in the attribute of the learning process by the students. Since the research is grounded on the definition of the most important aspects of affective learning. Therefore, the results will provide the current educational procedure. With such important factors of affective learning in mind, students are able to achieve positive learning outcome and learning process can be properly guided and formalized.

This research will also contribute to the making of the affective learning as the significant field of study within the research setting being carried out. The results of this research will lean towards augmenting the self-confidence and attitude of the learners to augment the affective learning in the learners. Besides that, motivation and health attributes have also made a considerable contribution to this study in the body of knowledge.

The work can be useful to the future researcher undertaking the related studies on factors needed to facilitate effective learning. This piece of research work can also be found useful by those teachers who are uninformed about the mechanisms that teachers use in advancing the student and even contribute his own share towards the development of our country and most importantly to shape his own character and mental capacity that will bear fruit in the society.

RESEARCH DESIGN

Three types of research designs i.e. exploratory, explanatory and descriptive are broadly used when conducting social research. Nonetheless, the exploratory research design is upheld by the fact that the study objectives of the present study are up-to-date. Using explanatory research design is aimed at establishing factors of affective learning amongst university students.

Survey research method has been adopted in the current study to determine the relationship between the variables to achieve the objectives of the study. Since the study topic relies on discovering the factors of affective learning, thus a greater amount of the sample size and multiple responses was needed. Hence, such objectives were the ones to be served by survey research. The survey research method enabled the researcher to gather information on a greater population and a huge sample size in order to draw conclusion and study findings.

Population of the Study

The students of the University of Okara are the target population of the current study. Since the learning of affection is connected to the educational component thus students represent the most viable and suitable part of the population to be considered in the present study. The context of the present research is not ordinary and general population, that is why students of various degree of learning should be considered the most critical group in the course and necessity of the given research.

Sample Size and Sampling Technique

The sample size is a very important determination in the any of the social science research; similarly, the sample size was determined and calculated bearing in mind the nature and scope of the current study. The researcher has chosen a sample of 400 students who were chosen at various departments of the university and different levels of the study.

The sample size is calculated having in mind the overall known population and use of Krejcie and Morgan (1970) defined table. The formula to be used to select sample is shown below.

$$s = \frac{X^2 NP(1-P)}{d^2 (N - 1) + X^2 P(1-P)}.$$

- s = required sample size.
- X^2 = the chi-square value of 1 degree of freedom at the required level of confidence in the table.
- (3.841).
- N = the population size.
- P = population proportion (supposed to be .50 as this would give the largest sample size).
- d = the level of precision in the form of a proportion (.05).

The current study adopts multistage sampling technique by the researcher. Next is the various course of actions that was taken by the researcher in the present study.

- The researcher was able to get the list of all the departments in university of Okara in the first stage.
- Once that researcher picked three major department of the university basing on three major faculties i.e. physical sciences, life sciences and social sciences.
- The third and final stage utilized the simple random sampling method and the researcher gathered data of three faculties i.e. 100 students per faculty.

Measurement of Variables

There are two major variables of the study:

1. Independent Variable (IV)

Since the subject of the research lies in the discovery of the elements of the affective learning, thus the various elements have been handled as the independent variable in the present study. The independent variable in the present study has been considered to be following four major factors.

- Wei (2007) and Henter (2014), motivation
- Faitha et al (2014) attitude
- Self confidence Brown, 2006 and Nitta, 2006.
- Health attribute by Rashidi, Yamini and Shafiei (2011).
- Pedagogical techniques, Alan, G., (1999).

2. *Dependent Variable, (DV): Learning Outcome*

The dependent variable was the affective learning that was measured in the current study and the key questions were four major ones. It entails general impression regarding the grades received and use of the knowledge, which form great basis of affective learning.

- I have quite good grades to date.
- I feel confident in terms of my learning outcome and my achievements.
- I am able to serve the society in a positive manner.
- I remember and use the information that I have learned.

Data Collection Procedure

The data gathering was done during the month of March, 2022 immediately after the final term examination. The process of data collection was not a very troublesome one. The respondents were mostly very cooperative and helpful in the process of data collection. Their answers were quite encouraging and assisted the researcher to understand the subject matter and interpret the data. The comments and observations made by the respondents were also useful in assisting the researcher to rely on the quantitative data.

Data Analysis Plan

Analysis of the data was done using SPSS 22 version. The two ways of analysing the data were done.

- Firstly socio-demographic characteristics of the respondents and frequency distribution of all the significant questions were shown and analyzed.
- The second step involved inferential statistics and regression analysis was used to establish the causative relationship between both independent and dependent variables.

RESULT AND ANALYSIS

This section of the study contains the quantitative analysis and findings of the study.

Bivariate Analysis

The concept behind the bivariate analysis of the data is to discover the mere correlation between various socio-demographics and the varying categories of the dependent variables.

During the first step all, the categories of the dependent variable were scaled using their score. The next scheme is the scheme of scaling the categories.

Following is the scheme of scaling the categories

Serial No.	Range of the score	Category
1	.00 to 1.00	Lower
2	1.01 to 2.50	Middle

3	2.51 to 4.00	higher
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The above categories were analyzed in terms of area of residence, gender and level of education.

Table No. 1: Area of Residence * learning levels Crosstabulation				
Count				
		learning levels		Total
		Medium	higher	
Area of Residence	Rural	69	111	180
	urban	104	115	219
Total		173	226	399

The level of learning of the students in the urban area is also very high compared to the rural area students as the above table indicates that 115 students have higher levels of learning as compared to 111 students in rural area.

Table No. 2: level of education * learning levels Crosstabulation				
Count				
		learning levels		Total
		medium	higher	
level of education	intermediate	15	20	35
	Degree (BA)	35	56	91
	Masters (MA)	97	127	224
	MPhil	20	16	36
	PhD	6	7	13
Total		173	226	399

The level of education also increases the learning level of the students. As it is evident in the table above, learners in the lower category have less learning. Nevertheless, in the above levels like master and MPhil the learning level also goes up.

Table No. 3 level of education * self confidence levels Crosstabulation					
Count					
		self confidence levels			Total
		lower	medium	Higher	
level of education	intermediate	0	8	27	35
	Degree (BA)	6	10	75	91
	Masters (MA)	6	57	161	224
	Mphil	0	13	23	36
	Phd	2	0	11	13
Total		14	88	297	399

The positive learning and learning outcomes also include self-confidence of the students. The table above indicates that, students in Masters and Degree level are more self-confident.

Table No. 4: gender * learning levels Crosstabulation				
Count				
		learning levels		Total
		medium	higher	
gender	Male	126	171	297
	Female	47	55	102
Total		173	226	399

The table above indicates that the female level of learning attitude is high compared to that of the male. All the categories above depict that female possess greater learning attitude compared to the male.

Assumptions of the regression analysis

Prior to utilizing the regression analysis, it was highly essential to satisfy the assumptions of applying the regression analysis. Next comes the description of the assumptions of the regression analysis.

To start with, the dependent variable must be normally distributed. The PP- plot below indicates that the observations are largely centered around the centerline hence that there is normality of the data. Besides that, Kolmogorov- Smirnov test was also used and the p-value is more than 0.5 indicating that data is normally distributed since the null hypothesis of this test is the non-normality of the data and therefore, the p-value that exceeds 0.05 indicates that the data is normally distributed.

Table No. 5: Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.106 ^a	.011	.016	.42532	2.074
a. Predictors: (Constant), independent self-confidence, independent health, independent motivation, independent attitude					
b. Dependent Variable: dependent Learning outcomes					

The table above gives the model summary of the regression analysis. Learning outcomes have been considered as the dependent variable and self-confidence, health, motivation and attitude were considered as the independent variable in the model. The value of R-SQ equal to.011 indicates that all the variables which have been introduced in the model as independent variables are explaining 11 percent variation of the dependent variable. This means that the Learning outcomes of the population of the current study is 11 percent due to self-confidence, motivation, health attribute and attitude. The value of R-Square value is in the medium scale when the two important aspects are considered.

- To begin with, based data gives low degree of association among the variables.
- Secondly, only 150 respondents were taken as the sample, which is also a major cause of lower level of R-square value.
- The relationship however is positive and significant to establish the factors of Learning outcomes.

Table No. 6: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	Sig.	Collinearity Statistics
		B	Std. Error	Beta		VIF
1	(Constant)	2.429	.248		.000	
	Motivation	.031	.120	.043	.000	4.019
	Attitude	.080	.138	.126	.567	6.920
	Health	.075	.087	.071	.004	1.004
	Self-confidence	.084	.122	.122	.000	4.550
	Pedagogical	.091	.126	.124	.001	3.450

a. Dependent Variable: dependent Learning outcomes

The table above indicates the contribution of each of the independent variables with the dependent variable.

The current study had an important independent variable that is motivation in order to determine its association with the Learning outcomes. The p-value in the first place is used to indicate that the relationship between motivation and a Learning outcome is significant in nature. Subsequently, the positive sign demonstrates that positive nature of the relationship i.e. increase in motivation increase the Learning outcomes among the students. The third place Coefficients value of.031 indicates that a unit change in the motivation will raise the Learning outcomes by 31 percent which is a very good association between the variables.

Attitude was another variable that was to be measured as a factor of Learning outcomes in the current study. The high value indicates that it is not below .05 i.e.567 indicating that no insignificant relationship between attitude and Learning outcomes. Nevertheless, Coefficients value of.080 is very small and the nature of relationship is positive. But since the relationship is insignificant therefore it could be attributed a lot of significance in the process of the ongoing research.

The current study incorporated health attribute as the independent variable of Learning outcomes. As it can be seen in the above table, p-value is less than.05 i.e..004 indicating the significance of relationship between health attributes and Learning outcomes. On the same positive sign indicates that the more there is an improvement in the health attribute, the more the Learning outcomes of students. Finally Coefficients value of.075 indicates that a unit change in the health attribute enhances the Learning outcomes by 75 and this is also a significant relationship and strong relationship between variables of the study.

The independent factor that has been incorporated in the current study is self-confidence. As the table presented above indicates, the p-value is below.05 that indicates the significance of the relationship between self-confidence and Learning outcomes. On the same note, positive sign indicates that learning outcomes among students of the study are also increased by increase in self-confidence. Coefficient value of.084 indicates that there is a strong relationship between the variables. This means that the Change in the self-confidence of 1 unit increases the Learning outcomes by 84 which is very high level of relationship keeping considering the nature of the survey data and less sample size.

Other critical aspects of Learning outcomes were Pedagogical skills. It is observed in the table above that the p-value is not greater than.05 and that indicates that the relationship between self-confidence and Learning outcomes is significant. On the same note, the positive sign indicates that increment in self-

confidence promotes Learning outcomes among the students of the study. The value of the Coefficient of.091 indicates that there is a strong relationship between the two variables. It means that, a one unit rise in the Pedagogical raises the Learning outcomes by 91 and this is very high level of relationship maintaining considering the nature of the survey is used and lower sample size.

CONCLUSION

The initial aim of the study was guided towards the discovery of the role of positive attitude in the affective learning. Based on the result of the present research it is concluded that positive attitude is less influential as the affective learning tool.

The second purpose of the study is the importance of motivation in the process of affective learning and the foundation of the discovery of the current study a strong connection between affective learning and motivation is established. It is concluded that the positive educational outcome of the students will increase with the increase of motivation of the study.

In the third place, positive health attribute is identified as a significant attribute to the affective learning and it is based on the results of the current study that positive health attribute improve the affective learning of the students.

Finally, the study concludes that self-confidence is most significant component and factor of affective learning since as the self-confidence learning outcomes increase so do the learning outcomes.

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