



East African Journal of Education Studies

eajes.eanso.org

Volume 8, Issue 2, 2025

Print ISSN: 2707-3939 | Online ISSN: 2707-3947

Title DOI: <https://doi.org/10.37284/2707-3947>



EAST AFRICAN
NATURE &
SCIENCE
ORGANIZATION

Original Article

Student's Attitudes toward School Achievement: A Study

Dr. Sujatha Busi, PhD¹, Dr. Sunitha Dasari, PhD¹, Dr. Lalitha Juttukonda, PhD¹, Dr. Rojina Prusty, PhD¹ & Prof. Ramakrishna Avvaru, PhD^{1*}

¹ Osmania University, Hyderabad-500007, Telangana State, India.

* Author for Correspondence ORCID ID; <https://orcid.org/0000-0003-0387-9105>; Email: avvaruramakrishna@gmail.com

Article DOI: <https://doi.org/10.37284/eajes.8.2.3200>

Date Published: **ABSTRACT**

23 June 2025

Keywords:

*Student Attitudes,
School Achievement,
Enjoyment of School,
Quality of School
Performance,
Enjoyment of Class
Participation.*

Student attitudes towards academic achievement have received significant focus in educational research, as they are thought to impact multiple facets of academic performance. The study used a survey and non-experimental methodology. 82 students (54 females and 28 males) from the 9th and 10th grades of five collaborating schools of the University College of Education participated in the study. A questionnaire evaluating Students' Attitudes Towards School Achievement (Tuckman, B. W. & Harper, B.E., 2012, p. 263) is utilised for data collection. The measure consists of nineteen items categorised into six domains: Quality of School Performance, Importance of School, Enjoyment of School, Pride in School Performance, Enjoyment of Class Participation, and Importance of Performing Well. These categories relate to a student's perceived value or importance of academic achievement. The study concluded that pupils have a favourable disposition towards all aspects of school accomplishment; gender and grade level do not affect school accomplishment; and variations in school achievement reflect disparities in their views. The study suggests that there is a moderate correlation between the enjoyment of school and the significance of performing well, but an insignificant relationship exists between the quality of school performance and the relevance of school.

APA CITATION

Busi, S., Dasari, S., Juttukonda, L., Prusty, R. & Avvaru, R. (2025). Student's Attitudes toward School Achievement: A Study. *East African Journal of Education Studies*, 8(2), 811-826. <https://doi.org/10.37284/eajes.8.2.3200>

CHICAGO CITATION

Busi, Sujatha, Sunitha Dasari, Lalitha Juttukonda, Rojina Prusty and Ramakrishna Avvaru. 2025. "Student's Attitudes toward School Achievement: A Study". *East African Journal of Education Studies* 8 (2), 811-826. <https://doi.org/10.37284/eajes.8.2.3200>

HARVARD CITATION

Busi, S., Dasari, S., Juttukonda, L., Prusty, R. & Avvaru, R. (2025) "Student's Attitudes toward School Achievement: A Study", *East African Journal of Education Studies*, 8(2), pp. 811-826. doi: 10.37284/eajes.8.2.3200

IEEE CITATION

S. Busi, S. Dasari, L. Juttukonda, R. Prusty & R. Avvaru "Student's Attitudes toward School Achievement: A Study" *EAJES*, vol. 8, no. 2, pp. 811-826, Jun. 2025.

MLA CITATION

Busi, Sujatha, Sunitha Dasari, Lalitha Juttukonda, Rojina Prusty & Ramakrishna Avvaru. "Student's Attitudes toward School Achievement: A Study". *East African Journal of Education Studies*, Vol. 8, no. 2, Jun. 2025, pp. 811-826, doi:10.37284/eajes.8.2.3200

INTRODUCTION

Educational research has focused on student attitudes towards school achievement, which may affect academic performance. Understanding student perspectives of education is important since attitude affects achievement. Quality of school performance, importance of school, enjoyment of school, pride in school performance, enjoyment of class participation, and importance of performing well are key dimensions in evaluating how students approach their education and perform academically. The interactions between these factors affect academic success, personal growth, and well-being.

The quality of school performance is a crucial indicator of personal accomplishment and organizational efficacy. In India, there is a growing emphasis on enhancing academic achievement through changes aimed at improving the learning environment, teacher quality, and student engagement. The preservation of a student's attitudes towards the learning process and future opportunities is significantly influenced by their educational environment. Numerous Western countries have observed students balancing academic responsibilities with extracurricular pursuits, as perceptions of educational worth are frequently influenced by individual interests and professional aspirations. The cultivation of a positive attitude towards education is significantly influenced by the satisfaction experienced in the classroom.

A student's educational experience can be significantly influenced by their emotional and motivational component of pride in their academic achievements. A significant factor influencing student perceptions of their education is their satisfaction with class involvement. Academic achievement is frequently linked to long-term

objectives such as career trajectories and social validation.

Students' perspectives on academic success are, when evaluated, intricate and varied. Academic performance is a crucial element of educational success; nevertheless, students' educational strategies are significantly influenced by factors such as enjoyment of school, perceived relevance, pride in academic accomplishments, and class involvement. In addition to personal experience, cultural, societal, and institutional factors shape opinions. Creating educational settings that foster academic achievement and enhance overall well-being for students across all domains and educational systems relies on a comprehensive understanding of these factors. Consequently, this research is conducted.

Objectives of the Study

- To find out the academic performance of high school pupils in the Hyderabad district.
- To investigate the school achievement of high school pupils in the Hyderabad district.
- To assess attitudes of secondary school students regarding their school achievement.
- To find out the association between pupils' school achievement and their attitudes toward this achievement.

REVIEW OF RELATED LITERATURE

Student attitudes towards academic achievement significantly shape outcomes, affecting learning approaches, motivation, and performance quality. These attitudes are complex and include opinions on school performance quality, the value of education, enjoyment of the educational process, pride in academic achievements, class attendance, and drive to excel. Research in varied cultural and educational

contexts reveals universal themes alongside localised differences in attitudes, influenced by socio-cultural, educational, and individual factors. This review integrates literature from Indian and international studies, offering a thorough understanding of the influence of attitudes on school achievement.

Quality of School Performance

Student attitudes about education are strongly correlated with the performance quality of the schools. Studies conducted in India show that the academic performance of students directly depends on their impressions of the learning environment, teacher quality, and school resources. Research on physical education attitudes in India revealed that students' interest in the topic rose when they held positive opinions about the facilities and teaching strategies used, which directly impacted their academic performance in related subjects (Shirotriya, A.K. & B.C. Kapri, 2023). Research on academic performance found that the classroom environment, interactions between student-teachers, and knowledge access greatly influenced academic results. This implies that the apparent quality of education determines the performance quality in educational institutions (Brew, E.A. *et al.*, 2021).

Studies done in the United States (US) have validated these conclusions on a worldwide basis. By developing skills like teamwork, discipline, and time management, participation in extracurricular events—including sports and arts—is suggested to increase student engagement and boost academic performance (Buckley, P., & Lee, P., 2018). Sports participation has been associated with enhanced academic performance due to increases in self-esteem and motivation (Christopher J. Wretman, 2017).

Importance of School

The significance of school is fundamental in influencing student attitudes. In India, educational attainment correlates with upward social mobility,

significantly impacting students' perceptions of the importance of schooling. Studies conducted by Indian scholars suggest that viewing school as a pathway to success enhances students' motivation to attain elevated academic standards (Shirotriya, A.K., *et al.*, 2023). Nonetheless, the demand for high performance frequently results in stress and burnout. The literature review indicates that high-stakes examinations in Indian educational institutions, along with significant societal pressures, foster a perception of schools not merely as learning environments but as critical factors influencing future success (Brew, E.A. *et al.*, 2021).

Globally, perceptions regarding the significance of education are associated with long-term success, albeit influenced by a broader array of factors. Research conducted in the UK and the US indicates that students who perceive education as crucial for their future careers demonstrate increased engagement in school activities. These countries emphasise the importance of fostering an environment that values learning not only for academic achievement but also for comprehensive development. UNESCO research indicates that perceiving school as a crucial element of personal development and well-being correlates with improved educational outcomes and enhanced life satisfaction (UNESCO, 2006).

Enjoyment of School

The enjoyment of school is an eloquent element in scholastic attainment. Research conducted in India indicates that enjoyment is frequently associated with reduced academic pressure and the presence of extracurricular activities. Research indicates that a strong focus on examinations and rote memorisation negatively impacts enjoyment among Indian students, particularly in urban schools (Shirotriya, A.K., *et al.*, 2023). This contrasts with international research indicating that a balanced approach between academic tasks and recreational activities enhances school enjoyment.

In the US and Finland, instructional designs that prioritise active, student-centred learning demonstrate an important association between lessons and enhanced scholastic engagement and performance. Research indicates that schools incorporating integrated sports, arts, and project-based learning enhance student satisfaction, leading to better academic performance (Buckley, P., & Lee, P., 2018).

Pride Taken in School Performance

Academic pride significantly motivates students in their performance. Research conducted in India indicates that students who take pride in their academic achievements exhibit higher self-esteem and increased motivation to succeed. Research involving Indian students in grades 10 to 12 indicates that pride in academic achievement significantly motivates students to embrace challenges and establish higher academic goals (Shirotriya, A.K., *et al.*, 2023).

Western settings have seen an analysis of the idea of pride in academic performance; a US study shows that students who feel this way usually show more resilience when faced with academic difficulties. Sustained academic success depends on increased intrinsic motivation, which pride often produces (Brew, E.A *et al.*, 2021).

Enjoyment of Class Participation

The path of education depends critically on active participation in class. Research shows that students who participate actively in class discussions and activities typically score better academically. Classroom dynamics in India sometimes mirror teacher-centric ideas that reduce student involvement. When educational institutions give interactive learning top priority, students show better performance and more enjoyment of the learning process (Shirotriya, A.K., *et al.*, 2023).

Globally, particularly in Australia and the UK, research done supports this conclusion. Students who are allowed to actively participate in class

discussions and cooperative learning groups show improved academic performance and more enjoyment of their university (Buckley, P., & Lee, P., 2018).

Importance of Performing Well

Academic performance is important, particularly its long-term consequences for higher education and job prospects. Students in India feel great pressure to perform well on tests; often, they view academic success as necessary for social acceptance and career opportunities. As students usually find themselves in a cycle marked by high expectations and stress, this pressure can both be a motivating factor and a cause of overwhelm (Shirotriya, A.K., *et al.*, 2023).

Globally, although academic performance is highlighted, there is a stronger emphasis on personal development and the cultivation of critical thinking and creativity. In nations such as the US, the significance of high performance is frequently articulated in terms of self-improvement, with academic achievement regarded as a means to attain individual objectives. Academic performance significantly influences students' self-esteem and is crucial for their motivation to achieve success in educational settings (Buckley, P., & Lee, P., 2018).

Hypotheses of the Study

- The secondary school students in the Hyderabad district will demonstrate strong academic proficiency.
- The secondary school students of the Hyderabad district will demonstrate a positive attitude towards their school achievement.
- There will be no significant difference between girls and boys in their school performance.
- There will be no significant difference in school achievement between students in the 9th and 10th grades.

- There will be no significant difference in school achievement among various secondary school students.
- There will be no significant difference in the attitudes of girls and boys regarding their school achievement.
- There will be no significant difference in the attitudes of 10th and 9th grade students regarding their school achievement.
- There will be no significant difference in the attitudes of secondary school students regarding their school achievement.

MATERIALS & METHODS

Materials

A questionnaire designed to evaluate Students' Attitudes Towards School Achievement (Tuckman, B. W. & Harper, B.E., 2012, p. 263) is utilised for data collection. The questionnaire utilises scaled responses to evaluate students' perceptions of school achievement, highlighting the significance they place on school attendance and their successes. The instrument consists of nineteen items categorised into six domains: Quality of School Performance, Importance of School, Enjoyment of School, Pride in School Performance, Enjoyment of Class Participation, and Importance of Performing Well. These domains relate to a student's perceived value or importance of academic achievement. The attributes of the items in each area are detailed in the following table.

Table 1: Students' Attitudes toward School Achievement Tool and Items

S.No.	Areas	Favourable items	Unfavourable items	Total items
1	Quality of school performance	3	2	5
2	Importance of school	1, 4, 8, 18	Nil	4
3	Enjoyment of school	7	5, 6	3
4	Pride taken in school performance	10, 19	9, 14	4
5	Enjoyment of class participation	11, 12	13	3
6	Importance of performing well	15, 16, 17	Nil	3
Total		13	6	19

Method

This research uses a survey and a non-experimental method. In surveys, a prevalent method in education, variables are often examined by a basic counting technique, with minimal or no effort to systematically ascertain the link between these and other pertinent variables (Tuckman, B. W. & Harper, B.E., 2012, p. 9-10). A questionnaire is utilized to gather data, organize it into frequency counts, and provide statements primarily expressing percentages. The survey yields responses that

correspond to the posed questions. In social sciences, surveys possess unequivocal significance as a method for data collection. Therefore, the survey method is employed for the investigation.

Participants

The study participants are drawn from the children attending the cooperating schools where preservice teachers complete their internship program. The table below presents information on schools, pupils, and their genders.

Table 2: Demographic Data of the Study

Variables	Categories	Frequency	Percentage	Total
Gender	Boys	28	34.1	82 100%
	Girls	54	65.9	
Class	9 th	52	63.4	
	10 th	30	36.6	
School	Model High School (MHS), OU	15	18.3	
	Government High School (GHS), Sitaphalmandi	15	18.3	
	Veera Machineni Padagaiah High School (VMPHS), Sitaphalmandi	16	19.5	
	GHS, Lalapet	14	17.1	
	GHS, Jamai-Osmania	22	26.8	

The demographic table indicates that the proportion of female students in the study exceeds that of male students and the proportion of 9th-class students that of 10th-class students. Additionally, Jamia-Osmania School exhibits the highest percentage of students, whereas the Government Lalapet School demonstrates the lowest percentage. 82 students (54 girls and 28 boys) from the 9th and 10th grades of five cooperating schools affiliated with the University College of Education participated in the study.

Collection of Data

The questionnaire copies are distributed to high school students, and the study's purpose, along with instructions for completing their responses, is communicated by one of the authors within approximately ten minutes. The students were subsequently asked to complete the questionnaire, which required approximately fifteen minutes to finish. The completed questionnaires undergo evaluation. The scoring procedure differs for favourable and unfavourable items, as demonstrated in the table below.

Table 3: Scoring

Score → / Nature of items	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
Favourable items	4	3	2	1
Unfavourable items	1	2	3	4

These scored questionnaires are used for data analysis.

Data Analysis

The data and its analysis related to the first hypothesis are described below.

Table 4: Secondary School Students' Academic Performance

Categories	Frequency	Percent
Needs Improvement	4	4.9
Satisfactory	7	8.5
Average	20	24.4
Above Average	17	20.7
Good	23	28.0
Very Good	9	11.0
Excellent	2	2.4
Total	82	100.0

The table above demonstrates the academic accomplishments of high school pupils involved in the study. The table data reveals that a minority of students (4.9%) have attained scores below 35%, underscoring the necessity for enhancement in this domain. A small proportion of students (2.4%) attained high scores, specifically within the range of 81% to 90%. Additionally, 41.9% of students

exhibited strong academic performance, with their scores classified as good to excellent. The academic accomplishment of high school pupils is noteworthy.

The data and analysis for the second hypothesis are presented below.

Table 5: Dimension-wise Students' Attitude towards Their School Achievement

Dimensions	Categories	Number	Percentages	Total
Quality of School Performance	SD	7	8.5	82 100%
	D	5	6.1	
	A	15	18.3	
	SA	55	67.1	
Importance of School	SD	11	13.4	
	D	13	15.9	
	A	22	26.8	
	SA	36	43.9	
Enjoyment of School	SD	6	7.3	
	D	21	25.6	
	A	37	45.1	
	SA	18	22.0	
Pride taken in School performance	SD	10	12.2	
	D	27	32.9	
	A	27	32.9	
	SA	18	22.0	
Enjoyment of class participation	SD	4	4.9	
	D	25	30.5	
	A	16	19.5	
	SA	37	45.1	
Importance of performing well	SD	4	4.9	
	D	10	12.2	
	A	37	45.1	
	SA	31	37.8	

The table above illustrates that students' attitudes regarding their academic achievement consist of six dimensions. A substantial majority of students indicated Strongly Agree (67.1%) and Agree (18.3%) within the Quality of School Performance dimension. A substantial percentage of respondents indicated their agreement with the Importance of the School dimension, with 43.9% selecting Strongly Agree and 26.8% selecting Agree. In the Enjoyment of School dimension, the majority of respondents indicated Strongly Agree (22%) and Agree (45.1%).

In the dimension of Pride in School performance, 54.9% of responses fall within the categories of Strongly Agree and Agree. The majority of respondents indicated enjoyment in the class participation dimension, with 45.1% selecting Strongly Agree and 19.5% selecting Agree. In terms of performance importance, a substantial majority of students indicated their agreement, with 37.8% selecting Strongly Agree and 45.1% choosing Agree. The prior analysis demonstrates that most

students exhibit a favourable disposition regarding all aspects of School Achievement.

Presented below are the data and analysis on the third hypothesis.

Table 6: Gender-wise Distribution of School Achievement of the Students

Variable	Gender	N	Mean	Std. Deviation	Std. Error Mean
Academic Achievement	Girls	54	343.44	74.76	10.17
	Boys	28	322.25	90.25	17.05

Table 7: Independent Samples t-test Conducted between Girls and Boys to Find the Differences in their School Achievement

Levene's Test for Equality of Variances			t-test for Equality of Means					
Variable	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
								Lower Upper
School Achievement	1.63	.20	1.1380	.26		21.19	18.70	-16.03 58.42

The tables show that female students' mean is 343.44 and their standard deviation is 74.76, whereas male students' mean is 322.25 and their standard deviation is 90.25. An Independent Sample t-test is computed to find the significant differences between the two variables. The analysis reveals a t-value of 1.13 (80) and a p-value of 0.26 at the 0.05 significance level. Consequently, it is interpreted

that no suggestive difference exists between the two variables. So, no substantial difference exists in academic accomplishment between female and male students.

The following presents the data and analysis pertaining to the fourth hypothesis.

Table 8: Class-wise Distribution of School Achievement of the Students

Variable	Class	N	Mean	Std. Deviation	Std. Error Mean
Academic Achievement	9th	52	340.01	85.41	11.84
	10th	30	329.60	72.00	13.14

Table 9: Independent Samples t-test Conducted between Girls and Boys to Find the Differences in Their School Achievement

Levene's Test for Equality of Variances			t-test for Equality of Means					
Variable	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
								Lower Upper
School Achievement	.24	.61	.5680	.57		10.41	18.52	-26.45 47.28

The data reveals that 9th-class students' Mean is 340.01 and their Standard Deviation is 85.41, whereas 10th-class students display a Mean and Standard Deviation of 329.60 and 72.00 respectively. An Independent Sample t-test is calculated to find the significant differences between the two variables. The analysis reveals a t-value of .56 with 80 degrees of freedom and a p-

value of .57 at the .05 significance level. The analysis indicates no significant difference between the two variables. Consequently, no suggestive difference in academic achievement exists between pupils in the 9th and 10th grades.

Analysis of the data pertaining to the fifth hypothesis is presented below.

Table 10: School-wise Distribution of School Achievement of the Students

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
MHS OU	15	68.80	4.72	1.21	66.18	71.41	60.00	74.00
Sitaphalmandi	15	63.53	6.15	1.58	60.12	66.93	50.00	72.00
VMPHS	16	62.31	4.52	1.13	59.90	64.72	53.00	71.00
Govt Lalapet	14	62.57	3.67	.98	60.45	64.69	58.00	70.00
Jamai-Osmania	22	60.27	4.47	.95	58.28	62.25	50.00	67.00
Total	82	63.21	5.47	.60	62.01	64.42	50.00	74.00

Table 11. One-way ANOVA Test among Schools for Students' Attitude Towards School Achievement

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	678.68	4	169.67	7.48	.000
Within Groups	1745.36	77	22.66		
Total	2424.04	81			

The data analysis indicates that students from the MHS OU School mean and standard deviation is 68.80 and 4.72 respectively. Conversely, pupils at Sitaphalmandi School exhibit a mean of 63.53 and a standard deviation of 6.15. Students at VMPHS exhibit a mean of 62.31, and a standard deviation of 4.52. Government HS, Lalapet pupils' mean and standard deviation is 62.57 and 3.67 respectively. Finally, Jamai-Osmania School students are 60.27 and their standard deviation is 4.47. A one-way ANOVA test is performed to determine the

significant differences among the five variables. The analysis reveals an F value of 7.48 (4) and a p-value of .000 at the .05 significance level. Consequently, a significant difference is observed among students from all five schools, reflecting notable variations in their attitudes towards school achievement.

The analysis of the sixth hypothesis is presented as follows.

Table 12: Gender-wise Distribution of the Students towards Their School Achievement

Gender	N	Mean	Std. Deviation	Std. Error Mean
Girls	54	64.92	5.07	.69
Boys	28	59.92	4.71	.89

Table 13: Independent Samples t-test Conducted between Girls and Boys to Show the Differences in Their Attitude towards School Achievement

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
TOTAL	Equal variances assumed	.64	.42	4.3380		.000	4.99	1.15	2.70 7.29

The data in the tables shows that female students' mean is 64.92 and the standard deviation is 5.07, whereas male students' mean is 59.92 and the standard deviation is 4.71. An Independent Sample t-test is computed to find significant differences between the two variables. The analysis reveals a t-value of 4.33 with 80 degrees of freedom and a p-

value of .000 at the .05 significance level. The attitudes of female and male students exhibit significant differences in school achievement.

The following presents the data and analysis of the seventh hypothesis.

Table 14: Class-wise Distribution of the Students towards Their School Achievement

Class	N	Mean	Std. Deviation	Std. Error Mean
10th	30	66.16	6.01	1.09
9th	52	61.51	4.34	.60

Table 15: Independent Samples t-test Conducted between 10th and 9th Class to Show the Differences in Their Attitude towards School Achievement

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Equal variances assumed		3.47	.06	4.0480		.000	4.64	1.15	2.35 6.93

The data in the tables shows that 10th class students' Mean is 66.16 and the Standard Deviation is 6.01, whereas 9th class students' Mean is 61.51 and the Standard Deviation is 4.34. An Independent Sample t-test is calculated to find the suggestive differences between the two variables. The analysis reveals a t-

value of 4.04 (80) and a p-value of .000 at the .05 significance level. There is a significant difference in the school achievement and attitudes of 10th and 9th-class students.

The 8th hypothesis data analysis is detailed below.

Table 16: Correlation between School Achievement and Students' Attitude towards Them

		Achievement	Attitude towards Academic Achievement
Achievement	Pearson Correlation (r)	1	.311**
	Sig. (2-tailed)		.004
	N	82	82
Attitude towards School Achievement	r	.311**	1
	Sig. (2-tailed)	.004	
	N	82	82

** . Correlation is significant at the 0.01 level (2-tailed).

The table reveals a major correlation between the two variables, with a p-value of .004 at the .05 level of significance. The 'r' value is .311, signifying a moderate correlation. Thus, a low positive correlation is observed between students' academic

achievement and their attitudes towards it, which is statistically significant. Thus, variations in academic performance reflect disparities in student attitudes.

Table 17: Correlation among Various Dimensions of Students' Attitude towards School Achievement

		QSP	IS	ES	PTSP	ECS	IPW
QSP	r	1	.066	.131	.245*	.194	.238*
	Sig. (2-tailed)		.554	.240	.027	.080	.031
	N	82	82	82	82	82	82
IS	r	.066	1	.399**	.158	.194	.129
	Sig. (2-tailed)	.554		.000	.157	.081	.249
	N	82	82	82	82	82	82
ES	r	.131	.399**	1	.149	.329**	.403**
	Sig. (2-tailed)	.240	.000		.182	.003	.000
	N	82	82	82	82	82	82
PTSP	r	.245*	.158	.149	1	.342**	.181
	Sig. (2-tailed)	.027	.157	.182		.002	.103
	N	82	82	82	82	82	82
ECS	r	.194	.194	.329**	.342**	1	.253*
	Sig. (2-tailed)	.080	.081	.003	.002		.022
	N	82	82	82	82	82	82
IPW	r	.238*	.129	.403**	.181	.253*	1
	Sig. (2-tailed)	.031	.249	.000	.103	.022	
	N	82	82	82	82	82	82

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

(Note: QSP refers to Quality of School Performance; IS refers to Importance of School; ES refers to Enjoyment of School; PTSP refers to Pride taken in School Performance; ECS refers to Enjoyment of Class Participation and IPW refers to Importance of Performing Well).

The table analysis reveals a positive correlation among all presented dimensions. A significant association is there between the Quality of School Performance and the Pride taken in School Performance, evidenced by a p-value of .027, which is significant at the .05 level. A notable positive association is there between the Quality of School

Performance and the Importance of Performing Well, as shown by a p-value of .031, which is significant at the .05 level.

A positive correlation exists between the Importance of School and Enjoyment of School, evidenced by a p-value of .000, significant at the .05 level. A major positive association exists between Enjoyment of School and Enjoyment of Class Participation, with a p-value of .003, demonstrating significance at the .05 level. A positive correlation exists between the Enjoyment of School and the Importance of Performing Well, evidenced by a p-value of .000, significant at the .05 level. A positive correlation exists between pride in school performance and enjoyment of class participation, evidenced by a p-value of .002, significant at the .05 level.

A positive low correlation ($r = .253$) exists between the Enjoyment of Class Participation and the Importance of Performing Well, with a p-value of .022, revealing significance at the .05 level. A moderate positive correlation of .403 is observed between the Enjoyment of School and the Importance of Performing Well. A minimal positive correlation (.066) exists between the Quality of School Performance and the Importance of School.

RESULTS & DISCUSSION

- The academic performance of secondary school students is commendable.
- Students have positive attitudes across all dimensions of School Achievement.
- Gender didn't influence school achievement.
- Grade level didn't influence school achievement.
- Students from all five schools exhibited significant differences in their attitudes regarding their school achievement.
- The attitudes of female and male students show significant differences in their school achievement.
- Grade level influenced the attitudes towards school achievement.
- Differences in school achievement are indicative of the differences in their attitudes.
- There is a positive association among all the dimensions of school achievement.
- A positive moderate correlation is observed between the Enjoyment of School and the Importance of Performing Well.
- A negligible positive relationship is found between the Quality of School Performance and the Importance of School.

The finding that "Students have a positive attitude across all dimensions of School Achievement" aligns with Dagne's (2017) study, which identified a positive and eloquent association between pupils' attitudes towards school, educational values, achievement motivation, and scholastic success (Dagne, A, 2017). According to Prodigy (2019), educators should foster positive attitudes towards mathematics not only to improve performance in the subject but also to improve overall cognitive abilities and promote lifelong learning. Research conducted in the UK and the US indicates that students who possess favourable attitudes towards the quality of their school are likely to excel compared to their peers in both immediate academic tasks and enduring learning outcomes (Moe, A. *et al.*, 2009; Adelinda Araújo Candeias *et al.*, 2010).

The assertion that "Gender and Grade level didn't influence school achievement" is corroborated by the research conducted by Dubuc *et al.*, (2020), which indicates that girls achieved suggestive higher accomplishment than boys in overall average, science, and language during year 1, as well as in overall average and language during year 3. Rodríguez-Martínez *et al.*, (2019) assert that

differences are influenced not only by gender but also by social status and the family's education level. The social construction of masculinity and femininity significantly influences the attitudes of boys and girls towards school. The observed performance differences between males and females in reading, mathematics, and science are not attributable to indigenous factors. Instead, they stem from societal and educational influences that cultivate varying attitudes, confidence levels, and expectations based on gender stereotypes (OECD, 2015b, 2015c).

The statement “Differences in school achievement are indicative of the differences in their attitudes” is substantiated by a study conducted by Peteros *et al.*, (2019), which concluded that pupils' attitudes towards mathematics significantly influence their academic accomplishment. The study by Nja, C.O. *et al.*, (2022) demonstrated that a positive attitude positively influences the scholastic achievement of B.Sc. (Ed) chemistry students. Consistent with these findings, the study by Marcela & Mala (2016) demonstrated that a positive attitude leads to positive outcomes, whereas a negative attitude results in negative outcomes. Hacieminoglu (2016) investigated pupils' attitudes towards science, revealing that those with a more positive attitude achieved higher performance.

The observation of a positive moderate association between Enjoyment of School and the Importance of Performing Well aligns with the findings of Morris *et al.*, (2021), who determined that enjoyment of school is significantly linked to later academic accomplishment in age 16 compulsory GCSE exams, even after controlling for socioeconomic factors and empirical ability. Students who reported higher enjoyment of school achieved an average of 14.4 more points (95% CI: 6.9, 21.9), which corresponds to nearly a 3-grade increase across all subjects, and were 29% more likely to attain 5 + A*-C GCSEs, including Maths and English (OR: 1.29; 95% CI: 0.99, 1.7), compared to their peers who did not enjoy school.

The findings underscore the significance of school enjoyment in educational achievement.

The finding that there is a negligible positive association between the Quality of School Performance and the Importance of School is corroborated by a study conducted by Sarah Lee (2025). Lee concluded that investment in school funding, infrastructure, and teacher quality is empirically supported by statistical evidence and is essential for fostering an environment conducive to academic success. Students who gave education top priority showed more study tenacity and scored better on standardized tests, according to a US study. Research done in India supports this: students who understand the value of education typically show better academic performance and higher attendance rates (Buckley, P., & Lee, P., 2018).

CONCLUSION

The academic performance of secondary school students was strong due to their positive attitudes towards school. The attitudes of 10th and 9th-class students differ significantly, as 10th-class students tend to be more serious about their studies and are older than their 9th-class counterparts, in addition to preparing for Public/Board Examinations. Students' attitudes serve as precursors to school achievement, as they significantly influence participation in school activities, which in turn is reflected in academic success and positive experiences. The study concludes that students in classes 9 and 10 while differing in details, share similar concepts and form a continuum regarding factors such as school performance quality and significance. Consequently, no suggestive difference in school achievement exists between these two groups of pupils.

Institutions taken for this investigation are located within a ten-kilometre radius of the University College of Education, Osmania University, Hyderabad. They share a comparable catchment area, consisting of semi-urban regions, slums, and hamlets, and the majority of students possess similar

socioeconomic backgrounds, resulting in no significant differences in their academic performance. Although girls exhibited marginally superior academic performance compared to boys, the study suggests that these minor differences may be attributed to incidental factors. The influence of gender on attitudes towards school achievement was negligible, as both girls and boys in a metropolitan city like Hyderabad exhibit similar preferences and interests regarding academic success.

The different dimensions of school achievement, including quality of school performance, the significance of school, enjoyment of school, pride in school performance, enjoyment of class participation, and the importance of performing well, are interrelated, as each dimension influences the others. The quality of school performance enhances its significance for students. When students recognise the importance of their school, they derive enjoyment from their experiences there. This enjoyment fosters a sense of pride in their school, which encourages holistic participation in classroom activities. Ultimately, increased student engagement in class correlates with improved academic performance. The investigation reports that there is a moderate association between the enjoyment of school and the importance of performing well, while a negligible relationship exists between the quality of school performance and the importance of school.

Recommendations

Students' attitude towards school makes a difference in many of the aspects. For example, the interest taken by parents and teachers and their peer group is reflected in their attendance at school and interaction with them, sharing views and emotions. This is reflected in their participation in school activities and is correlated with success and enjoyment in the school. Hence, a positive and conducive environment is essential for providing rich learning experiences in the school.

Gender stereotyping is almost done away with, but there are chances of it showing up during certain instances (content, illustrations or addressing the pupils) which need to be tackled with care. This affects the students' achievement.

Students who enjoy school are the ones who succeed in academics and presumably in later life. Hence, teachers are entrusted with tackling the socio-emotional issues with utmost care. Each of the student's needs is to be attended to by the teachers, and if possible move closely to develop good rapport.

Attachment to the school, liking towards teachers, academics and school environment is very much essential for performing well and maintaining quality education. Hence, investment in school infrastructure, job satisfaction of teachers and proper school leadership are the need of the hour for providing quality education.

Acknowledgements

Authors acknowledge ICSSR, Govt. of India, New Delhi. Further, we acknowledge the 9th and 10th class students of our cooperating schools for responding to the questionnaire without which the study wouldn't have been possible. This data gave us insights into their attitudes towards school achievement.

Declaration of Conflicting Interests

The authors declare no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Funding Statement

The authors received no financial support for the research, authorship, and/or publication of this article.

Data Availability Statement

The dataset supporting the conclusions of this article is included within the article and more details

can also be kindly requested from the corresponding author whenever necessary.

REFERENCES

- Adelinda Araujo Candeias, Nicole Rebelo, Manuela Oliveira, & Patricia Mendes (2010). Student' Attitudes and Motivation toward learning and school - Study of Exploratory models about the effects of socio-demographics, personal attributes and school characteristics. Conference: 4th Annual International Conference on Psychology. https://www.researchgate.net/publication/209270454_Student%27_Attitudes_and_Motivation_toward_learning_and_school_Study_of_exploratory_models_about_effects_of_socio-demographics_personal_attributes_and_school_characteristics.
- Brew, E.A., Nketiah, B. & Koranteng, R. (2021). A Literature Review of Academic Performance, an Insight into Factors and their Influences on Academic Outcomes of Students at Senior High Schools. *Open Access Library Journal*, 8, 1-14. doi: 10.4236/oalib.1107423. <https://www.scirp.org/journal/paperinformation?paperid=109636>
- Buckley, P., & Lee, P. (2018). The impact of extra-curricular activity on the student experience. *Active Learning in Higher Education*, 22(1), 37- 48. <https://doi.org/10.1177/1469787418808988> (Original work published 2021). <https://journals.sagepub.com/doi/10.1177/1469787418808988>
- Christopher J. Wretman (2017). School Sports Participation and Academic Achievement in Middle and High School, July 2017, *Journal of the Society for Social Work and Research* 8(3):000-000 DOI:10.1086/693117. https://www.researchgate.net/publication/318611885_School_Sports_Participation_and_Academic_Achievement_in_Middle_and_High_School
- Dagnaw, A. (2017). The Relationship Between Students' Attitudes Towards School, Values Of Education, Achievement Motivation And Academic Achievement In Gondar Secondary Schools, Ethiopia. *Research in Pedagogy*, Vol. 7, Issue 1 (2017), pp. 30- 42. <https://files.eric.ed.gov/fulltext/EJ1149328.pdf> DOI: 10.17810/2015.46.
- Dubuc, M. M., Aubertin-Leheudre, M., & Karelis, A. D. (2020). Relationship between interference control and working memory with academic performance in high school students: The Adolescent Student Academic Performance longitudinal study (ASAP). *Journal of Adolescence*, 80, 204-213.
- Hacieminoglu, E. (2016). Elementary School Students' Attitude toward Science and Related Variables. *International Journal of Environmental and Science Education*, 11(2), 35-52. doi: 10.12973/ijese.2016.288a.
- Number Analytics. (n.d.). *5 statistical facts: Correlation drives education outcomes*. Number Analytics. <https://www.numberanalytics.com/blog/5-statistical-facts-correlation-drives-education-outcomes#:~:text=After%20reviewing%20the%20interconnected%20facets,Recommendations%20for%20Educators%20and%20Policymakers>.
- Prodigy. (2019). *Attitude towards math: Why it matters and how to improve it*. Prodigy Game. <https://www.prodigygame.com/main-en/blog/attitude-towards-math#:~:text=A%20positive%20attitude%20towards%20math%20can%20lead,are%20all%20reflected%20in%20a%20student's%20attitude>.
- Marcela V., & Mala, D. (2016). 7th International Conference on Education and Educational Psychology. Vol. 871. ICEEPSY; Attitude toward school and learning and academic achievement of adolescents.

- Martínez, C. R., & Gil, M. G. (2019). Diferenças de gênero no desempenho escolar e atitudes em relação à escola. *Ensaio: Avaliação e Políticas Públicas em Educação*, 28, 741-761.
- Moè, Angelica & Pazzaglia, Francesca & Tressoldi, Patrizio & Toso, C.. (2009). Attitude towards school, motivation, emotions and academic achievement. *Educational Psychology: Cognition and Learning, Individual Differences and Motivation*. 261-276.
- Morris, T.T., Dorling, D., Davies, N.M. *et al.* Associations between school enjoyment at age 6 and later educational achievement: evidence from a UK cohort study. *npj Sci. Learn.* 6, 18 (2021). <https://doi.org/10.1038/s41539-021-00092-w>
- Nja, C.O., Orim, R.E., Neji, H.A., Ukwetang, J.O., Uwe, U.E., & Ideba, M.A. (2022). Students' attitude and academic achievement in a flipped classroom. *Heliyon*. Jan 22;8(1):e08792. doi: 10.1016/j.heliyon.2022.e08792. PMID: 35128096; PMCID: PMC8800036.
- OECD. (2015)b. Trends shaping education spotlight 7: gender equality. Paris, 2015b. Available in: <<http://www.oecd.org/education/ceri/Spotlight-7-GenderEquality.pdf>>. Access in: 20 Feb. 2017.
- OECD. (2015)c. What lies behind gender inequality in education? Paris, 2015c. (PISA in Focus, vol. 49). Available in: <<http://dx.doi.org/10.1787/5js4xffhhc30-en>>. Access in: 10 jun. 2018.
- Peteros, E., Columna, D., Etcuban, J.O., Almerino, Jr. P., & Almerino, J.G. (2019). Attitude and Academic Achievement of High School Students in Mathematics Under the Conditional Cash Transfer Program. *International Electronic Journal Of Mathematics Education* e-ISSN: 1306-3030. 2019, Vol. 14, No. 3, 583-597 <https://doi.org/10.29333/iejme/5770>. <https://files.eric.ed.gov/fulltext/EJ1227080.pdf>
- Rodríguez-Martínez, Carmen & Gil, Monsalud. (2019). Gender differences in school performance and attitudes toward school. *Ensaio: Avaliação e Políticas Públicas em Educação*. 28. 10.1590/s0104-40362019002702235. https://www.researchgate.net/publication/336887622_Gender_differences_in_school_performance_and_attitudes_toward_school
- Sarah, L. (2025). 5 Statistical Facts: How Correlation Drives Education Outcomes.
- Shirotriya, A.K., & B.C. Kapri. (2023). The school student's attitudes towards physical education: Findings from India. *Sports Science & Health Advances*, vol. 1, No. 2, Dec. 2023. DOI:10.60081/SSHA.1.2.2023.86-95. https://www.researchgate.net/publication/377017224_The_school_students_attitudes_towards_physical_education_Findings_from_India
- Tuckman, B. W. & Harper, B.E. (2012). Conducting Educational Research. Rowman & Littlefield Publishers, Inc. Maryland. pp. 260 – 265.
- UNESCO (2006). Happy schools! A framework for learner well-being in the Asia-Pacific. UNESCO Office Bangkok and Regional Bureau for Education in Asia and the Pacific [1142]. Document code: TH/IQE/16/006-1000. ISBN: 978-92-9223-541-3 (print) <https://unesdoc.unesco.org/ark:/48223/pf0000244140>.