

STUDENTS' ATTITUDE AND PERCEIVED LEVEL OF SUCCESS

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Abstract: One's success depends on their attitudes and perception towards it. The study is entitled "Students' Attitude and Perceived Level of Success". This study aims to identify and determine the perception of students towards success and the effects of having negative attitudes to their academic performance. The respondents of the study are grade 11 and 12 of Jagobiao National High School – Senior High Department with a total of 168.

The data gathered as a basis of the study revealed that there is no significant association among the different categories with regards to the perceived level of success of students in Jagobiao National High School. Based on the chi-square test results, the critical values are higher than the computed values of χ^2 in which these values accepted the null hypothesis. Resulted in the chi-square computation, the refusal of seeking help of students has the highest computed value of χ^2 of 10.74 while low-esteem has the lowest with a computed value of χ^2 of 0.19. Based also on the overall weighted mean of all categories, the perceived level of success of students has the highest level with 3.92. The data indicated that having passing grades to all subjects defines the success of a student highly.

With the results revealed, the researchers highly recommend to conduct a school based awareness program about the effects of negative attitudes to academic performance. The teachers should also have a one on one counsel to the students having poor grades that possess negative attitudes towards their learning.

Keywords: absenteeism, academic performance, apathy, attitudes, cyber addiction, laziness, low self-esteem, over competitive, perceived level of success, refusing to seek help, tardiness, uncooperative member.

1. INTRODUCTION

Students nowadays are easily distracted by many things with their academics. There are different factors that may affect their academic performance. Researchers conduct this research to identify and evaluate the different attitudes of students aligned to their academic performance.

Sabel (2006) says that the concept of attitude includes ways of feeling, thinking and behaving and maintaining an expression of one's identity within the environment. Winston Churchill quotes "Attitude is a little thing that makes a big difference." Students' attitudes on learning maybe good or bad, affect their outlook towards learning throughout life. According to Hijazi and Naqvi (2006), measuring the academic performance of students is challenging since students' performance is a product of socio-economic, psychological, and environmental factors. Their attitudes towards learning affected not only their amount of education but their desire for education to them that needs to develop their attitudes towards their academic performance. Changing students' negative attitudes towards learning is a process that involves determining the factors driving the attitudes and using this information to bring about change.

This study has argued that attitudes are factored in learning. Studying learners' personalities is an important factor to make their attitudes towards learning. This study provides some general information about attitudes of students towards their academic performance. This also enables everyone to know the attitude that affects the academic performance of the students and help them control the factors that affect their academics.

2. STATEMENT OF THE PURPOSE

This study aims to identify the students' attitudes and their perceived level of success among the senior high students of Jagobiao National High School for the first semester of academic year 2018-2019.

Specifically, it attempted to answer the following questions.

1. What is the extent of student attitudes in terms of:
 - 1.1. Laziness/ procrastination
 - 1.2. Tardiness
 - 1.3. Absenteeism
 - 1.4. Apathy/ lack of interest
 - 1.5. Cyber addiction
 - 1.6. Low self-esteem
 - 1.7. Refusing to seek help
 - 1.8. Uncooperative member
 - 1.9. Over-competitive
2. What is the level of perceived success of students?
3. Is there an association between the extent of student's attitudes and level of perceived success?

3. SIGNIFICANCE OF THE STUDY

A thorough understanding of the specific issues related to the students of evaluating attitudes towards the academic performance; this study would be helpful to the following:

Students- It is beneficial for the students especially when they are educated enough by their teachers for their responsibilities. Aside from getting the positive on how they control their attitudes. This can also let them be aware with the effects of negative attitudes to their academic performance. This study will be used in assessing each student's attitudes towards their academic performance. This could also change students' perception through their academics.

Parents- If the students are having good attitudes in class regarding on their academic activities of performance then parents can had less stress thinking of their children. Through this study, it could be a tip or way on how parents should deal with their child's attitudes especially towards their academic performance and their perception of success.

Teachers- It can help them minimize the negative attitudes of students towards learning. They can help the students control and manage their attitudes or behavior especially on towards their academic performance. This also can help teachers assess the negative and positive attitudes of students in their learnings. They can also be an instrument and influence to the students in perceiving their level of success.

4. DEFINITION OF TERMS

In order for the readers to have a better understanding about the terms of this study, the researchers define the following terminologies according to how it is used in the research.

Attitude. This is the developing behavior of a person depending on its perception or environment. This aspect may be influenced by the nature and surroundings of a person.

Success. This refers to the highest attainment of a student in class. It is also the result of the positive perception of students to their academics.

Laziness/procrastination. This refers to the manana habit of students towards their homework's and projects. This is a negative attitude that refers to the behavior of a student that submits outputs late and do output in the eleventh hour or catching up deadlines or cramming for the last hours.

Tardiness. This refers to the attitude of a student of being late especially in going to school and submitting outputs. The late submission of students to their outputs because of doing their activities slowly.

Absenteeism. This attitude refers to the skipping and not attending to class of a student. This could be the effect of some health problems and personal issues of a student.

Apathy/ lack of interest. This attitude refers to the lack of interest of a student especially in learning. It refers to the less attention of students to their studies.

Cyber addiction. This refers to the addiction in computer games. It refers to too much use of computer and any digital gadgets that influences students' study habits and perception about success.

Low self-esteem. It refers to the low self-confidence of a student especially in dealing with other people participating group tasks. This talks about the shy-being of a student when it comes to expressing his/herself. It is usually the effect of being afraid of other's impressions.

Refusing to seek help. This attitude refers to the refusal of a student in seeking help from others despite to their difficulties in some matters. This seemly occurs when a students is afraid of asking to others or sometimes refused to learn new things.

Uncooperative member. This refers to the uncooperative participation of a students in terms of group activities and brainstorming. It usually happens when a student has low willingness in cooperating in group activities that needs everyone's ideas and cooperation.

Over-competitive. It refers to the selfishness of a student when it comes to grades and attention in class.

5. REVIEW OF RELATED LITERATURE

Students have different attitudes towards the different modes of testing and evaluation. These should not be refused because there can be conflict on how the students foresee the test they take. Students' behavior have an impact to how they take their exams (Miron, p. 3). Their attitude towards education is the most common factor for academic achievement. It is the common factor that gives impact to academic success (Das, Halder, Mishra & Debnath, 2014). Academic achievement is associated with students' attitudes towards school and learning. Academic achievement is directly proportional to the students' attitudes towards their school and learning. With higher academic performance, the more negative the students' attitude towards learning. Candeias, Rebelo, Oliveira and Mendez (2010) said that the attitudes students possessed toward school influenced largely the aspects like how students behave in school, how they relate to peers and teachers and the investment they make in academic and extracurricular activities. Academic achievement is associated with students' attitudes towards school and learning. Academic achievement is inversely proportional to the students' attitudes towards their learning. With less academic performance, the more negative attitude towards learning (Mala and Veresova, 2016). For each individual, especially for students, the reflection upon the significance of education and study is more and more important. In correlation with attitude, mentality can be discussed. Between students' school performance and their mentality towards learning or studying, there is a statistically significant correlation (Anghelache, 2012). The level of learning the difficulty of the students in a particular area of study is predicted and identified through their personality factor (Adobo and Gbore, 2011). According also to Bakar, Tarmizi, Mahyuddin, Elias, Luan and Ayub (2010), the idea for better achievements might be propagated by the students' attitudes and thus provide information for improvement of teaching and learning. Procrastination and working with others directly are one of the students' attitudes and behaviors that affect homework scores but not exam score. It was stated that the exam scores of students are not affected by their attitudes and behaviors. According to Bataineh (2014), students who are late comers may affect their performances and lead to have low grades. Latecomers can distract other students especially the professor's discussion. Proposed activities may be enhanced and improved with strategies that allow participants to have more enjoyment (Cantador, 2016). Students who come late and submit their output late lowers their graduation rate. In addition, students who are usually late at the primary and middle school more likely to fail or drop out in senior high (Scott, 2016). According to Liddell and Davidson (2004), student confidence in performing skill was not associated with academic measures of performance. Academic performance is not the only one affected by the students' cyber addiction but also it mental and physical health (Sasmaz, Oner, Oner, Yapici, Yazici, Bugdayci & Sis, 2013). The last decade has

witnessed a large increase in research on the newly emerging mental health problem of internet addiction that can affect one's academic performance (Kuss, Griffiths & Binder, 2013).

Through research findings, it indicated that there was no clear and significant relationship between the students' positive attitudes towards academic setting and academic success. It concluded that academic success is not affected by the students' attitude, whether it is positive or negative (Kinniard, 2010). In any education system, the very significant position is the teachers. In success or failure of any school, teachers are the major determinants of it. Indicated that teachers are also one of the determinants of the success or failure of students aside from their attitudes and behaviors (Ifeoma, 2016). Aside from students' attitudes and behaviors, psychological, economic, social, personal and environmental factors affected students' performance. These are one of the common factors affecting students' performance in school (Singh and Malik, 2016). Communication, learning facilities, proper guidance and family stress are found as the factors that affects the students' performance by using the appropriate statistical package (Mushtaq and Khan, 2012).

Students' learning depends on what they know and can do. It depends on their ability and motivation on dealing with their tasks. Students' motivation on learning has a big impact on its academic performance (Hatano, 2004). Through statistical study, it is concluded that students' perception towards their academic plays a big role in reaching their goals or success. Their success depends on their perceptions towards their learning (Awang, et. al, 2013). According to Blazar and Kraft (2017), a strong foundation of evidence shows that students' way of learning is multi-dimensional, with many factors beyond the core academic knowledge as important contributors to both short and long-term goals. They strongly believed that students can learn in different ways in order to reach and achieve their both short and long-term success. There are many factors that are beyond their uttermost academic knowledge as a contributor to their success. In engaging school and learning, school content should be designed in ways that support feelings of success where students' impressions of their capacity to be successful are so important (Akey, 2006). Students' need to be involved in the successful accomplishment of tasks is reflected to the students' positive ways of thinking about learning in the achievement objectives through personal effort (Anghelache, 2013). Primary and secondary schools rely more on the teachers in enhancing a learning style or in doing the homeworks but high school students can innovate their own learning programs that fit their needs (Bahar, 2016).

These articles and citations are related and aligned to the topic. These supported the contents of the research which are the students' attitudes and their perceived level of success and the effects of it to the academic performance of students.

6. RESEARCH METHODOLOGY

This section contains the research design used by the researchers, research environment, the respondents of the study, the instrument used, and the data gathering and procedure of this research study.

Design

This researchers used a quantitative research design in nature and will use correlational research. Correlational research is a non-experimental research in which researchers will measure two variables and will assess the statistical relationship between them with little or no effort to control extraneous variable. This design will be easy for the researchers because this can compare the two variables easily which are the students' attitudes and their perceived level of success.

Population of the Study

The selected respondents are grade 11 and 12 students in Jagobiao National High School – Senior High Department located in North Road, Jagobiao Mandaue City, who have been invited to participate in the particular study. The total number of respondents is 168.

Locale

The researchers conduct a research about the students' attitudes and perceived level of success in Jagobiao National High School – Senior High Department found in North, Jagobiao Mandaue City. The researchers can be found in the Security Bank building, first floor.

Instrument

The study uses a survey questionnaire in gathering the data to identify the students' attitudes and their perceived level of success among the senior high students of Jagobiao National High School. The survey questionnaires contain questions aligned to the study's statement of the purpose and uses likert scale which enables the students to answer the survey easily.

Part I- This part refers to the attitude of students towards their learning.

Part II- This part refers to the academic participation or involvement of students.

Part III- This part refers to the perceived level of success of students.

Data Gathering and Procedure

This project is supposed mainly by the research. The researchers spend a lot of time studying about the attitudes and behaviors of students towards their perceived level of success. The researchers allotted a lot of time in making the questionnaire that will be used in the data gathering. The questionnaire used contains questions that are aligned to the research topic. The questionnaire will be used for the survey in gathering data. The respondents are kindly requested to honestly answer the given questionnaires by the researchers. The respondents of the study are those grade 11 and 12 senior high students. The respondents are assured by the researchers about their personal and private information such as their names.

Statistical Treatment

A chi-square test is used to determine if there is a significant relationship or not among the students' attitudes, academic participation/involvement and their perceived level of success. The weighted mean is also used in this research study.

Table 1: Students' Laziness/ Procrastination

INDICATORS	MEAN	INTERPRETATION
I do not make my projects immediately.	3.15	neutral
I prioritize some things than my outputs.	2.95	neutral
I waste my time doing some unimportant things.	2.86	neutral
I do not participate in group activities.	2.21	disagree
I do not make my homeworks.	2.48	disagree
OVERALL WEIGHTED MEAN	2.73	neutral

N=224 Legend: 1.00-1.80 Strongly Disagree 1.81-2.60 Disagree 2.61-3.40 Neutral 3.41-4.20 Agree 4.21-5 Strongly Agree

In this table, it shows the level of laziness/procrastination of students in their academics. Statement 1 which is "I do not make my projects immediately", has the highest weighted mean of 3.15 with an interpretation of neutral while statement 4 which is "I do not participate in group activities", has the lowest weighted mean of 2.21 with an interpretation of disagree. The rest has a range of weighted mean of 2.48-2.95 with an interpretation of disagree and neutral. The overall weighted mean is 2.73 with an interpretation of neutral. This means that laziness/procrastination of students towards their academics only depend on the person. It can whether affect their academics or not. Educators acknowledge there are a multitude of reasons why students do not achieve academically in the classroom (Kinniard, 2010) and one of it is laziness or procrastination of students.

Table 2: Students' Tardiness

INDICATORS	MEAN	INTERPRETATION
I go to school late.	2.14	strongly disagree
I submit my outputs late.	2.57	disagree
I wake up late.	2.23	disagree
I sleep late.	3.45	agree
I am slow in making my outputs and homeworks.	2.77	neutral
OVERALL WEIGHTED MEAN	2.63	neutral

N=224 Legend: 1.00-1.80 Strongly Disagree 1.81-2.60 Disagree 2.61-3.40 Neutral 3.41-4.20 Agree 4.21-5 Strongly Agree

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In this table, it shows the level of tardiness of students in their academics. Statement 4 which is “I sleep late”, has the highest weighted mean of 3.45 with an interpretation of agree while statement 1 which is “I go to school late”, has the lowest weighted mean of 2.14 with an interpretation of strongly disagree. The overall weighted mean is 2.63 with an interpretation of neutral. This means that the academics and level of success of students can be affected of tardiness or not. According to Vukovic (2017), students who are frequently late to school often miss out on important opening announcements and academic activities.

Table 3: Students’ Absenteeism

INDICATORS	MEAN	INTERPRETATION
1. I skip class for no reason.	1.61	strongly disagree
2. I am absent because of my health.	2.72	neutral
3. I like hanging out with my friends than going to school.	1.85	disagree
4. I feel tired going to school.	2.38	neutral
5. I make absences because of financial inadequacy.	1.99	disagree
OVERALL WEIGHTED MEAN	2.11	disagree

N=224 Legend: 1.00-1.80 Strongly Disagree 1.81-2.60 Disagree 2.61-3.40 Neutral 3.41-4.20 Agree 4.21-5 Strongly Agree

In this table, it shows the level of absenteeism of students to their academics. Statement 2 which is “I am absent because of my health”, has the highest weighted mean of 2.72 with an interpretation of neutral while statement 1 which is “I skip class for no reason”, has the lowest weighted mean of 1.61 with an interpretation of strongly disagree. The overall weighted mean is 2.11 with an interpretation of disagree. This means that students’ academics are affected by absenteeism through having health problem than skipping class for no reason. Generally, absenteeism does not affect the academic and perceived level of success of students. Absenteeism is being affected by top ten cause which is one of it is illness or disease (Komakech & Osuu, 2014).

Table 4: Students’ Apathy/Lack of interest

INDICATORS	MEAN	INTERPRETATION
I do not listen to the teacher.	2.02	disagree
I do not cooperate in group activities.	1.98	disagree
I do not care about my grades.	1.73	strongly disagree
I do not have interest in learning.	1.70	strongly disagree
I lack of interest in my school.	1.88	disagree
OVERALL WEIGHTED MEAN	1.86	disagree

N=224 Legend: 1.00-1.80 Strongly Disagree 1.81-2.60 Disagree 2.61-3.40 Neutral 3.41-4.20 Agree 4.21-5 Strongly Agree

In this table, it shows the level of apathy/lack of interest of students to their academics. Statement 1 which is “I do not listen to the teacher”, has the highest weighted mean of 2.02 with an interpretation of disagree while statement 4 which is “I do not have interest in learning”, has the lowest weighted mean of 1.70 with an interpretation of strongly disagree. The overall weighted mean is 1.86 with an interpretation of disagree. This means that apathy/lack of interest of students does not affect their academics and perceived level of success. According to Komakech & Osuu (2014), apathy or lack of interest is one of the causes of absenteeism that may also affects students’ academics.

Table 5: Students’ Cyber addiction

INDICATORS	MEAN	INTERPRETATION
I use most of my time in playing computer games.	2.28	neutral
I play games overnight.	2.00	Disagree
I cut classes to play computer games in the internet café.	1.65	strongly disagree
I think of the computer games I played.	1.90	Disagree
I skip my class just to join in tournaments.	1.73	strongly disagree
OVERALL WEIGHTED MEAN	1.91	Disagree

N=224 Legend: 1.00-1.80 Strongly Disagree 1.81-2.60 Disagree 2.61-3.40 Neutral 3.41-4.20 Agree 4.21-5 Strongly Agree

In this table, it shows the level of cyber addiction of students to their academics. Statement 1 which is “I use most of my time in playing computer games”, has the highest weighted mean of 2.28 with an interpretation of neutral which means

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some used most of their time in playing games while statement 3 which is “I cut classes to play computer games in the internet café”, has the lowest weighted mean of 1.65 with an interpretation of strongly disagree. The overall weighted mean is 1.91 with an interpretation of disagree. This means that students’ academics are not affected by cyber addiction. Lie, Maddox, and Johnson (2004) indicated that studies have suggested that students’ computer attitudes are related to their success in learning.

Table 6: Students’ Low self-esteem

INDICATORS	MEAN	INTERPRETATION
1. I get shy when interacting with people.	2.91	neutral
2. I have low self-esteem in participating in role plays.	2.70	neutral
3. I get intimidated in sharing my ideas.	2.80	neutral
4. I get shy when standing in front of many people.	3.01	neutral
5. I feel down being bullied in school.	2.85	neutral
OVERALL WEIGHTED MEAN	2.86	neutral

N=224 Legend: 1.00-1.80 Strongly Disagree 1.81-2.60 Disagree 2.61-3.40 Neutral 3.41-4.20 Agree 4.21-5 Strongly Agree

In this table, it shows the level of self-esteem of students in which the statement 4 which is “I get shy when standing in front of many people”, has the highest weighted mean of 3.01 with an interpretation of neutral while statement 2 which is “I have low self-esteem in participating in role plays”, has the lowest weighted mean of 2.70 with an interpretation of neutral. The overall weighted mean is 2.86 with an interpretation of neutral. This means that some only have low self-esteem that affects their academics. Self-esteem and academic performance are interrelated factors (Noronha, Monteiro & Pinto, 2018).

Table 7: Students’ Refusing to seek help

INDICATORS	MEAN	INTERPRETATION
1. I do not want to seek help.	2.38	disagree
2. I am an independent person.	2.81	neutral
3. I can work better with myself.	3.03	neutral
4. I refuse someone’s help.	2.35	disagree
5. I do not like someone helping me.	2.15	disagree
OVERALL WEIGHTED MEAN	2.54	disagree

N=224 Legend: 1.00-1.80 Strongly Disagree 1.81-2.60 Disagree 2.61-3.40 Neutral 3.41-4.20 Agree 4.21-5 Strongly Agree

In this table, it shows the level of refusal to seek help of students in which statement 3 which is “I can work better with myself”, has the highest weighted mean of 3.03 with an interpretation of neutral while statement 5 which is “I do not like someone helping me”, has the lowest weighted mean of 2.15 with an interpretation of disagree. The overall weighted mean is 2.54 with an interpretation of disagree which means that students disagree that they refuse to seek help from others. According to Karabenick and Knapp (1998), poorly performing students, who objectively need help due to feeling hopeless or threatened, or due to the lack of adequate help-seeking skills such as the inability to formulate questions.

Table 8: Students’ Uncooperative member

INDICATORS	MEAN	INTERPRETATION
I do not cooperate in group activities.	2.10	disagree
I do not contribute my ideas in brain storming activities.	2.04	disagree
I am passive in our group.	2.26	disagree
I expect others to do things for the group.	2.52	disagree
I feel out of place with my groupmates.	2.13	disagree
OVERALL WEIGHTED MEAN	2.21	disagree

N=224 Legend: 1.00-1.80 Strongly Disagree 1.81-2.60 Disagree 2.61-3.40 Neutral 3.41-4.20 Agree 4.21-5 Strongly Agree

In this table, it shows the level of uncooperativeness of students as a group member in which statement 4 which is “I expect others to do things for the group”, has the highest weighted mean of 2.52 with an interpretation of disagree while statement 2 which is “I do not contribute my ideas in brainstorming activities”, has the lowest weighted mean of 2.04 with

an interpretation of disagree. The overall weighted mean is 2.21 with an interpretation of disagree which means that students disagree to be an uncooperative member. According to Allen, Pianta, Gregory, Mikami and Lun (2011), students come to have a low academic achievement because of disruptive and uncooperative behavior.

Table 9: Students' Over-competitive

INDICATORS	MEAN	INTERPRETATION
I want my scores to be the highest.	2.79	Neutral
I do not share my ideas to my classmates.	2.27	Disagree
I do not share skills others do not have.	2.20	Disagree
I want to be the best in our class.	2.56	Disagree
I do not tell my classmates about the important announcements from my teacher.	1.97	Disagree
OVERALL WEIGHTED MEAN	2.36	Disagree

N=224 Legend: 1.00-1.80 Strongly Disagree 1.81-2.60 Disagree 2.61-3.40 Neutral 3.41-4.20 Agree 4.21-5 Strongly Agree

In this table, it shows the level of over-competitiveness of students in which statement 1 which is "I want my scores to be the highest", has the highest weighted mean of 2.79 with an interpretation of neutral while statement 5 which is "I do not tell my classmates about the important announcements from my teacher", has the lowest weighted mean of 1.97 with an interpretation of disagree. The overall weighted mean is 2.36 with an interpretation of disagree which means that students denied to be over-competitive in class. Academic failure determines students' attitudes about themselves and their competence, developing the feeling of being less competent than other participants and also more negative expectancies toward future projects and relationships with others (Candeias, 1997).

Table 10: Academic Participation/Involvement of Students

INDICATORS	MEAN	INTERPRETATION
I perform well in school.	3.53	Agree
I participate in oral recitation.	3.52	Agree
I join in quiz bees.	2.58	Disagree
I am active in group activities.	3.57	Agree
I am active in making our thesis paper.	3.49	Agree
OVERALL WEIGHTED MEAN	3.34	Neutral

N=224 Legend: 1.00-1.80 Strongly Disagree 1.81-2.60 Disagree 2.61-3.40 Neutral 3.41-4.20 Agree 4.21-5 Strongly Agree

In this table, it shows the level of participation or involvement of students in their academics in which statement 4 which is "I am active in group activities", has the highest level of weighted mean of 3.57 with an interpretation of agree while statement 3 which is "I join in quiz bees", has the lowest level of weighted mean of 2.58 with an interpretation of disagree. The overall weighted mean is 3.34 with an interpretation of neutral which means that some only are active in participating in school. McCoach (2002), conducted a study in light of the fact that although ability is the best predictor of academic achievement, it explains less than 50% of the variance in students' grades.

Table 11: Perceived Level of Success of Students

INDICATORS	MEAN	INTERPRETATION
1. I have passing grades in all subjects.	4.21	strongly agree
2. I have high scores in my quizzes.	4.04	agree
3. I compile completely my portfolio.	3.98	agree
4. I am able to submit my outputs on time.	3.98	agree
5. I complete the given tasks.	3.92	agree
6. I am able to participate in different school activities.	3.38	neutral
7. I have learned the lessons discussed by my teachers.	3.98	agree
8. I have overcome all my problems especially in school.	4.05	agree
9. I attend classes' every day.	3.99	agree
10. I manage my time despite of lots of school works.	3.71	agree
OVERALL WEIGHTED MEAN	3.92	agree

N=224 Legend: 1.00-1.80 Strongly Disagree 1.81-2.60 Disagree 2.61-3.40 Neutral 3.41-4.20 Agree 4.21-5 Strongly Agree

In this table, it shows the perceived level of success of students in which statement 1 which is “I have passing grades in all subjects”, has the highest level with a weighted mean of 4.21 which means students strongly agree that having passing grades in all subjects is a success while statement 6 which is “I am able to participate in different school activities”, has the lowest level with a weighted mean of 3.38 with an interpretation of neutral. The overall weighed mean is 3.92 with an interpretation of agree which means that students agree that the statements or situations above are one of their perceived level of success. According to Kinniard (2010), students’ positive attitudes, thoughts, and perceptions can translate into academic success in the classroom or at the very minimum can help to predict success and achievement in students.

Table 12: CHI-SQUARED TEST RESULT

Perceived Level of Success	χ^2	df	$\chi^2 (.05)$	Decision
Laziness/procrastination	9.75	6	12.60	Not Significant
Tardiness	6.71	6	12.60	Not Significant
Absenteeism	3.60	4	9.49	Not Significant
Apathy/lack of interest	0.65	4	9.49	Not Significant
Cyber addiction	5.05	4	9.49	Not Significant
Low self-esteem	0.19	4	9.49	Not Significant
Refusing to seek help	10.74	6	12.60	Not Significant
Uncooperative member	4.76	4	9.49	Not Significant
Over-competitive	3.49	6	12.60	Not Significant
Academic participation/involvement	6.01	4	9.49	Not Significant

This shows the result of chi-square test of the different categories with regards to perceived level of success of students. The categories which are laziness/procrastination, tardiness, absenteeism, apathy/lack of interest, cyber addiction, low self-esteem, refusal of seeking help, uncooperativeness, over-competitive, and academic participation/involvement has computed value of χ^2 of 9.75, 6.71, 3.60, 0.65, 5.05, 0.19, 10.74, 4.76, 3.49 and 6.01 respectively. Shown in the table above, the attitude laziness/procrastination aligned to the students’ perceived level of success has a computed value of χ^2 of 9.75 which is lower than the critical value which is 12.60. This result demands to accept the null hypothesis. Therefore, there is no significant association between laziness/procrastination and perceived level of success of students. Students’ tardiness got a 6.71 computed value of χ^2 which is lower than the critical value of 12.60 that demands to accept the hypothesis since the computed value of χ^2 is greater than the critical value. Absenteeism’s computed value of χ^2 is also lower than the critical value that accepts the hypothesis. The computed value of χ^2 of apathy/lack of interest is lower than the critical value. There is no significant relationship between cyber addiction and students’ perceived level of success because it has greater critical value than the computed of χ^2 . The critical value of low self-esteem is the lowest yet it is greater than its computed value of χ^2 which accepts the null hypothesis. The refusal of seeking help of students has the highest computed value of χ^2 which is greater than the critical value that accepts the null hypothesis. The uncooperativeness of students seemed to have a higher critical value than the computed value of χ^2 . The null hypothesis is accepted in the category over-competitiveness of students while the academic participation/involvement of students is also accepted. All the critical values are greater than the computed values of χ^2 and therefore accept the null hypothesis which concludes to no significant relationship among the categories with regards to students’ perceived level of success.

7. CONCLUSION

Attitude is the developing behavior of a person depending on its perception or environment. Attitude is a little thing but makes a big difference. Students’ learning and study habits can somewhat be affected by the different negative effects. However, it can be inferred based on the results that there is no significant association among the categories with regard to perceived level of success of students. The level of perceived success of students in their studies are identified through the results of the study. The behaviors do not matter at all to the student in their perceived success. Having poor and bad attitudes do not define and affect your perceived success. In contrary, having negative attitudes result to having negative ratings in school but this is not what the results of the study had revealed and the researchers had expected. According to the research findings of Kinniard (2010) indicated that there was no clear and significant relationship between the students’ attitudes toward academic setting and academic success. The researchers’ expectation to the outcome opposed to the results given. Researchers expected to have a negative result to the study but the research results widely contradict to the researchers’ expectations. The study also revealed that not only students’ academic achievements define their success.

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It is something you achieved through your hardworks and determination on reaching their success in life, it also a payment for your works. Success can be short-term or long term based on how contented you are. Success also comes from small accomplishments and turn to a big accomplishment of your life. Success may also come in little achievements. It is not always about having high grades because having high grades do not always define how successful you are. Your grades do not define who you are and what will your future be.

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