

## **AFFECTIVE VARIABLES, LEARNING APPROACHES AND ACADEMIC ACHIEVEMENT**

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Academic learning outcomes are believed to be influenced by a complex system that involves the interaction of student personality characteristics, and learning processes. There have been few studies which have examined the interrelationships between these variables and their causal effects on achievement outcomes.

This study aims to investigate the interrelationships of affective variables, (self concepts and locus of control) learning approaches, and academic achievement. It was hypothesized that academic locus of control and academic self-concept affected the learning approaches the student adopted and subsequently influenced the achievement outcome of students.

The participants were 297 male and female G.C.E. Advanced Level students who were in a 1-AB boys school and a girls school located in the Kandy town area. Measures of academic self concepts and locus of control and learning approaches and academic achievement were obtained. Descriptive and inferential statistic methods were used to analyze the data. Structural Equation Modeling (SEM) techniques were used to test the relationship among the variables.

Results indicated that both academic locus of control, and academic self concept influenced academic achievement indirectly via students' learning approaches. The findings support the theoretical notion that personality variables influence student learning process and also their academic achievement subsequently.