







The Impact of Student Attitude and Behaviour on Subject Performance - A Systematic Review

Xolile Nokulunga Mashwama¹ , Ntando Mpahla² ,
Nondwe Mtshatsha³  & Bulelwa Makena² 

¹ Department of Built Environment, Faculty of Engineering, Built Environment and Information Technology, Walter Sisulu University, East London, South Africa.

² Department of Adult & Education Foundations, Faculty of Education, Walter Sisulu University, Mthata, South Africa.

³ Department of Mathematics, Science and Technology, Faculty of Education, Walter Sisulu University, Mthata, South Africa.

ABSTRACT

Student attitude and behaviour play a critical role in shaping learning outcomes and the overall educational experience. Positive and motivated attitudes promote deeper understanding, enhanced information retention, and greater engagement with subject content, while negative or disengaged attitudes often hinder academic progress and comprehension. This study investigates the influence of student attitude and behaviour on subject content through a systematic literature review, rigorously conducted following the PRISMA guidelines. The synthesis of the literature reveals that positive student attitudes are strongly associated with active class participation, thorough exploration of material, and improved knowledge retention. Additionally, such attitudes cultivate a growth mindset, in which students embrace challenges and perceive setbacks as opportunities for learning and development. Conversely, negative attitudes correlate with poor academic performance and shallow subject mastery. The review also highlights how student perceptions of teachers significantly affect subject delivery effectiveness. This study contributes to the field by consolidating evidence on the pivotal impact of affective factors on academic success, offering a comprehensive framework for educators and policymakers to foster positive learning environments. It recommends prioritising the development of constructive attitudes towards subject content, equipping students to maximise their academic potential, and preparing them for lifelong success.

Correspondence

Xolile Nokulunga
Mashwama

Email:

nmashwama@wsu.ac.za

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INTRODUCTION

The attitudes and behaviours of students are fundamental determinants of their learning experiences and academic success. These psychological and behavioural dimensions not only shape how students engage with subject content but also influence the depth of cognitive and psychomotor development achieved in educational settings.¹ Positive student attitudes—which comprise beliefs, values, interests, and emotional orientations toward learning—have been shown to enhance motivation, participation, and ultimately, comprehension and retention of material.² Conversely, negative attitudes and

¹ Muhammad Muzamil et al., "The Effect of Teachers' Attitudes on Students' Personality and Performance," *Journal of Social Sciences and Management Studies* 1, no. 3 (May 1, 2022): 30–34, <https://doi.org/10.56556/jssms.v1i3.106>.

² David Scott Yeager and Carol S. Dweck, "Mindsets That Promote Resilience: When Students Believe That Personal Characteristics Can Be Developed," *Educational Psychologist* 47, no. 4 (October 2012): 302–14, <https://doi.org/10.1080/00461520.2012.722805>;

behaviours can impede these outcomes, underscoring the crucial role that affective factors play alongside traditional instructional approaches. Despite considerable research linking student attitudes and academic performance, significant gaps remain in understanding the nuanced interplay between attitude, behaviour, and their collective impact on subject mastery. Notably, previous studies reveal paradoxical findings: some students with favourable attitudes may still struggle with comprehension, while others demonstrating less enthusiasm excel academically.³ Moreover, the reciprocal influence of teacher and student attitudes and behaviours mediated through psychological phenomena such as cognitive dissonance and self-perception adds further complexity to this dynamic.⁴ These nuances highlight an incomplete picture that this study aims to elucidate.

The primary objective of this systematic review of the literature (SRL) is to synthesize extant research to provide a comprehensive understanding of how student attitudes and behaviours collectively affect academic performance in subject content areas. By systematically gathering and analyzing a broad spectrum of studies, this review seeks to identify prevailing themes, research gaps, and the framing of existing findings within the scientific community. Importantly, it addresses the scarcity of quantitative systematic studies dedicated to this multifaceted subject. This enriched knowledge base will inform educators, policymakers and stakeholders, enabling them to develop targeted strategies and interventions that promote positive student dispositions and behaviours that enhance learning outcomes.

This paper is structured to first explore the psychological and social factors underpinning positive and negative student attitudes and behaviours. Next, it evaluates the impact of these affective variables on cognitive and psychomotor learning domains. The review then investigates the role of educators and learning environments in shaping student attitudes, followed by an assessment of intervention strategies that foster favourable behavioural patterns. Finally, the study outlines recommendations for future research and policy formulation to optimise student engagement and academic achievement globally. Through this rigorous and integrative approach, the study provides novel insights into the complex relationship between student affect and learning, ultimately guiding efforts to improve educational quality and equity.

THEORETICAL FRAMEWORK

This study adopts the **sociocultural perspective** as its theoretical basis to explore how student attitudes and behaviours influence academic performance. The sociocultural perspective, articulated in seminal works by some scholars and, asserts that learning and development are profoundly shaped by the social and cultural contexts in which individuals operate.⁵

Core Tenets of the Sociocultural Perspective

The sociocultural framework recognises that:

- **Student attitudes and behaviours are products of their social environments:** Family backgrounds, community norms, and wider societal expectations interact with students' educational experiences to shape their motivations, beliefs, and actions in school settings.
- **Social interactions and cultural norms are central to learning:** This theory argues that collaborative activities, meaningful social exchanges, and culturally responsive instruction are crucial drivers of how students form attitudes toward learning and approach academic tasks.

Jarinee Hoyhoul and Wipanee Pengnate, "A Study of Attitude and Behaviour in TNI Students' Learning of Humanities and Social Sciences Course," in *2018 5th International Conference on Business and Industrial Research (ICBIR)* (IEEE, 2018), 594–97.

³ Muzamil et al., "The Effect of Teachers' Attitudes on Students' Personality and Performance."

⁴ Diego Ortega-Auquilla et al., "An Overview of Undergraduate Students' Perceptions on Content-Based Lessons Taught in English: An Exploratory Study Conducted in an Ecuadorian University," *Revista Publicando* 8, no. 29 (2021): 65–78.

⁵ L. S. Vygotsky, "Thinking and Speech: The Collected Works of L.S. Vygotsky," in *Problems of General Psychology*, ed. R.W. Rieber and A.S. Carton, vol. 1 (New York: Plenum Press, 1987), 39–285; James P Lantolf, "Introducing Sociocultural Theory," *Sociocultural Theory and Second Language Learning* 1 (2000): 1–26; Martin J Packer and Jessie Goicoechea, "Sociocultural and Constructivist Theories of Learning: Ontology, Not Just Epistemology," *Educational Psychologist* 35, no. 4 (2000): 227–41.

- **Learning is inherently social and contextual:** Students do not acquire attitudes or academic skills in isolation; rather, these attitudes are developed through participation in practices, conversations, and shared endeavours within a culturally defined environment.

Linking Theory to Academic Performance

Drawing directly from the knowledge gap identified, namely the complex and sometimes paradoxical relationships between student attitude, behaviour, and achievement, the sociocultural perspective offers a robust explanatory lens. It provides insight into why students with positive attitudes might still experience academic challenges, while others excel despite seemingly less favourable dispositions. Factors such as family support, peer influence, and cultural relevance of the curriculum can mediate or moderate these relationships.⁶

The concept of social interaction as the engine of learning further strengthens this link. He postulates that educational success is most likely when teaching practices reflect and embrace students' cultural experiences, promote collaborative learning, and acknowledge diverse learning styles. Therefore, when schools and educators create environments that are inclusive and culturally attuned, they not only support positive student attitudes and behaviours but also foster improved academic outcomes.

Implications for the Study

Anchoring this research within the sociocultural framework has several key implications:

- **Collaborative, inclusive learning environments** are hypothesised to enhance both student attitudes and academic performance.
- **Cultural and contextual relevance** in curriculum design and classroom pedagogy is expected to moderate the impact of attitudes and behaviours on achievement.
- The study systematically reviews the literature that incorporates these principles, mapping how varying social and cultural influences have been found to affect learning outcomes worldwide.

Outline of Thematic Discussion

The subsequent sections of this paper will:

1. Examine sociocultural factors—such as family, community, and culture—that shape student attitudes towards learning.
2. Explore the mechanisms by which social interaction and collaborative learning environments influence behaviour and academic outcomes.
3. Analyse how inclusivity and cultural relevance in teaching practices contribute to academic motivation, participation, and achievement.
4. Review intervention strategies and policy implications derived from the sociocultural perspective.
5. Suggest directions for future research to address identified gaps and further clarify the interplay between attitude, behaviour, and educational success.

Therefore, employing the sociocultural perspective, this study highlights the interconnectedness of social context, attitude, behaviour, and academic performance, offering a comprehensive foundation for understanding and enhancing educational practices.

METHODOLOGY

This section outlines the methodology used to conduct a systematic review of the influence of student attitude and behaviour on subject performance in higher education. As outlined by Petersen et al., the systematic review was adopted to find patterns in higher education institutions and integrate different

⁶ Vygotsky, “Thinking and Speech: The Collected Works of L.S. Vygotsky.”

qualitative studies.⁷ The research approach is qualitative and is aligned with the systematic review method and guidelines of Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA). In accordance, scholars confer that this is a special type of checklist used by researchers as a means to advance transparency when conducting systematic reviews.⁸ Systematic reviews are best achieved when the five crucial steps are followed chronologically, for efficiency and functionality. The five steps, as opined by Cheurfa et al., outline that the posed research question is better addressed when posed as a query rather than posed in a structured manner.⁹ Thereafter, reviewers should identify appropriate publications, assess the quality of the study, thereby making a summary of the evidence, and lastly, findings are construed.

In line with the five steps that act as an anchor for the functionality of systematic reviews, the objectives were to identify, classify, and summarise research on the influence of student attitude and behaviour on subject performance in higher education.¹⁰ The search strategies resulted in 32 peer-reviewed papers used for the analyses. Following the (PRISMA) guidelines checklist by Page et al., an extensive search was conducted on Scopus, Google Scholar, and Elsevier (ScienceDirect) for articles. Search terms included “student attitude,” “student behaviour,” “subject content,” “learning outcome,” and “subject performance.”¹¹ The search resulted in 514 articles; 80 were removed due to duplication, 350 were not relevant, and we were left with 84 articles. A further search was conducted and 84 abstracts were screened.

The researchers had to exclude 52 papers that did not specifically address the objective of the study. The authors had to retrieve 32 articles so that they could be fully analysed, but only 32 articles were accessed and they were included in the study. Such articles are presented in Table 1, including citations from the journals. Data collection encompassed article details, authors' affiliations, journal names, and publication years, organised in an Excel spreadsheet. 32 articles were retrieved and subjected to eligibility assessment by two reviewers, with disagreements resolved by consensus or a third reviewer. The search was restricted to peer-reviewed journal articles published in English with at least three citations. Google Scholar and Scopus were the main databases used to retrieve information. The specific inclusion and exclusion criteria are found in Figure 1.

⁷ Julie M Petersen et al., “The Confounder Matrix: A Tool to Assess Confounding Bias in Systematic Reviews of Observational Studies of Etiology,” *Research Synthesis Methods* 13, no. 2 (2022): 242–54.

⁸ Matthew J Page et al., “Mapping of Reporting Guidance for Systematic Reviews and Meta-Analyses Generated a Comprehensive Item Bank for Future Reporting Guidelines,” *Journal of Clinical Epidemiology* 118 (2020): 60–68; Ian Scott, “Designing the South African Higher Education System for Student Success,” *Journal of Student Affairs in Africa* 6, no. 1 (2018): 1–17.

⁹ Cherifa Cheurfa et al., “Empirical Evaluation of the Methods Used in Systematic Reviews Including Observational Studies and Randomized Trials,” *Journal of Clinical Epidemiology* 158 (2023): 44–52.

¹⁰ Page et al., “Mapping of Reporting Guidance for Systematic Reviews and Meta-Analyses Generated a Comprehensive Item Bank for Future Reporting Guidelines.”

¹¹ Page et al., “Mapping of Reporting Guidance for Systematic Reviews and Meta-Analyses Generated a Comprehensive Item Bank for Future Reporting Guidelines.”

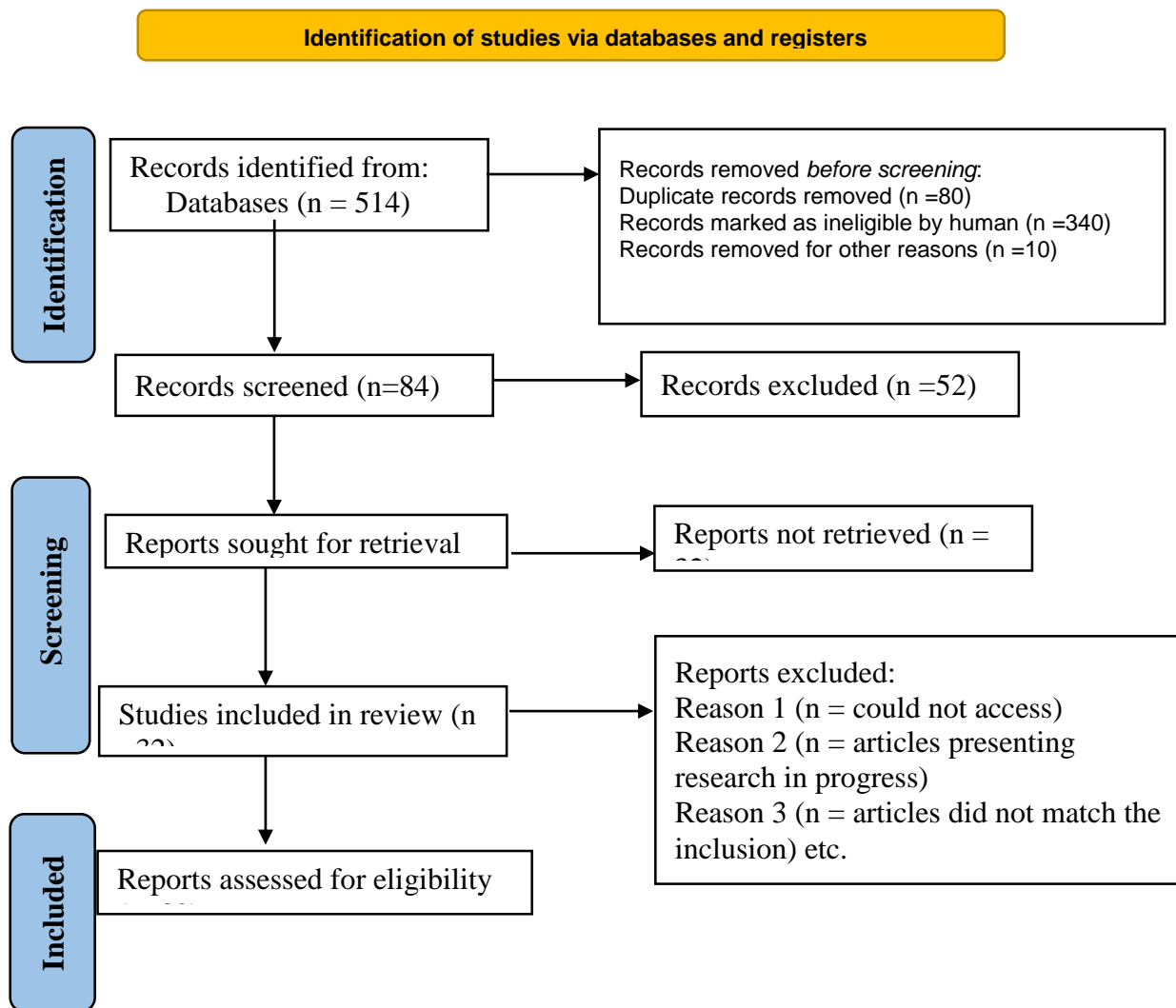


Figure 1: The PRISMA diagram

PRESENTATION OF FINDINGS

Education plays a crucial role in shaping individuals' knowledge, skills, and abilities. However, the influence of student attitude and behaviour on subject performance is often underestimated. Education is not only about imparting knowledge; it also involves fostering positive attitudes and behaviours in students. When students have a positive attitude towards learning and exhibit good behaviour, they are more likely to engage in the subject matter, participate actively in class, and demonstrate a higher level of academic performance. This study aims to explore the impact of student attitude and behaviour on subject performance.

Factors Contributing to Negative Attitude and Behaviour Towards Subject Performance

According to the literature, several factors can contribute to negative attitudes and behaviours towards subject performance. These may include Lack of interest or motivation in the subject matter, negative previous experiences in a particular subject, perceived difficulty or lack of confidence in one's abilities, negative classroom environment, and high levels of pressure or stress. Addressing these factors and creating a positive and supportive learning environment is crucial to promoting student engagement, motivation, and confidence.¹²

¹² Scott, "Designing the South African Higher Education System for Student Success"; Frode Svardal et al., "How Study Environments Foster Academic Procrastination: Overview and Recommendations," *Frontiers in Psychology* 11 (2020): 540910.

Lack of Interest or Motivation

Lack of motivation and interest is a major factor that harms student's attitude and behaviour, ultimately affecting subject performance. When students lack motivation and interest in a subject, they exhibit a range of negative attitudes and behaviours that hinder their ability to perform well.¹³ They may show apathy, disengagement, and a lack of effort in their studies. This lack of interest and motivation can lead to procrastination, poor time management, and a reluctance to participate in class discussions or complete assignments.¹⁴ As students continue to underperform in a subject due to their lack of motivation and interest, it reinforces their negative attitudes towards the subject, thus diminishing their confidence and motivation.¹⁵ This downward spiral can significantly impact their academic outcomes and future educational pursuits.

Moreover, the absence of motivation and interest can also have emotional and psychological implications for students. When they lack motivation, they may experience feelings of frustration, apathy, and a sense of being overwhelmed by academic tasks. This can lead to increased stress and anxiety, further exacerbating their negative attitudes and behaviours towards the subject. Over time, a persistent lack of motivation and interest can also erode students' self-esteem and confidence, creating a barrier to their overall academic success. Moreover, the lack of motivation and interest can contribute to a disconnection from the learning process. Students may become passive recipients of information rather than active participants in their own education.¹⁶ The impact of a lack of motivation and interest extends beyond individual students and can have broader ramifications within the classroom and school environment.¹⁷ It can disrupt the learning atmosphere, leading to decreased classroom participation, diminished peer interactions, and a less vibrant academic community.¹⁸

Negative previous experience in a subject

Negative previous experiences can significantly impact student's attitudes and behaviour, ultimately affecting subject performance. According to, Scott when students have had negative experiences with a particular subject in the past, it can create a lasting impact on their perceptions, confidence, and approach to learning.¹⁹ These negative experiences may manifest in various ways, such as frustration, feelings of inadequacy, and a reluctance to engage with the subject material. Students may carry a sense of apprehension and anxiety stemming from previous struggles or failures, leading to a lack of confidence in their abilities to succeed in the subject. Furthermore, this can result in avoidance behaviours, where students actively try to steer clear of similar challenges or topics that have caused them distress in the past. Moreover, students may internalise past setbacks as indicators of their own limitations, leading to a defeatist mindset and diminished self-efficacy.²⁰ In addition, negative previous experiences can also impact students' emotional well-being. It can instil feelings of unease, frustration, and a sense of disconnection from the subject matter.²¹ This emotional impact can further erode motivation, engagement, and overall attitude towards the subject, ultimately influencing their performance. From a cognitive perspective, negative previous experiences can hinder cognitive flexibility and the ability to approach challenges with a growth mindset.²² Students may become rigid in their thinking and reluctant to embrace new approaches or strategies due to the fear of repeating past

¹³ Scott, "Designing the South African Higher Education System for Student Success."

¹⁴ Scott, "Designing the South African Higher Education System for Student Success."

¹⁵ Adetya Dewi Wardani et al., "Student Learning Motivation: A Conceptual Paper," in *2nd Early Childhood and Primary Childhood Education (ECPE 2020)* (Atlantis Press, 2020), 275–78.

¹⁶ Scott, "Designing the South African Higher Education System for Student Success."

¹⁷ Nurfara Syakila Binti Samsul Kamal, Zuraidah Abdullah, and Muhammad Faizal Bin A Ghani, "The Challenges of School Administrators in Teaching and Learning Process for Malay Literacy Subject in Primary School," in *3rd International Conference on Research of Educational Administration and Management (ICREAM 2019)* (Atlantis Press, 2020), 372–80.

¹⁸ Imbi Henno and Priit Reiska, "Impact of the Socio-Cultural Context on Student Science Performance and Attitudes: The Case of Estonia," *Journal of Baltic Science Education* 12, no. 4 (2013): 465.

¹⁹ Wardani et al., "Student Learning Motivation: A Conceptual Paper."

²⁰ Scott, "Designing the South African Higher Education System for Student Success."

²¹ Wardani et al., "Student Learning Motivation: A Conceptual Paper."

²² Scott, "Designing the South African Higher Education System for Student Success."

failures. This can impede their capacity to adapt, learn from mistakes, and persevere through difficulties in the subject.²³

Negative classroom environment and high levels of pressure

Studies have shown that when students are exposed to a negative classroom environment, characterised by a lack of support, excessive criticism, or a general sense of unease, it can significantly impede their motivation, engagement, and overall well-being.²⁴ The pressure to perform under such circumstances can be overwhelming, leading to feelings of inadequacy, self-doubt, and a pervasive sense of being judged or evaluated negatively. Scott further states that students may be reluctant to participate in class discussions, with a fear of making mistakes, and an aversion to seeking help or clarification from teachers and peers.²⁵ The negative classroom environment can erode students' confidence, leading to a diminished willingness to take academic risks or engage in challenging tasks.²⁶ Consequently, this can hinder the development of critical thinking skills, problem-solving abilities, and overall academic performance.²⁷ Moreover, the impact of a negative classroom environment extends beyond individual students and permeates the social dynamics within the classroom. It can contribute to a tense and unsupportive peer culture, in which students may compete or compare themselves unfavourably to their classmates, adding layer of pressure and psychological burden.²⁸ This pressure can create an environment where students feel immense stress to excel academically, often at the expense of their overall well-being and mental health. As a result, students may adopt maladaptive coping mechanisms, such as procrastination, perfectionism, or avoidance, in response to the relentless demands and expectations placed upon them.²⁹ This can lead to a cycle of stress and burnout, impacting their motivation, resilience, and ability to sustain a positive attitude towards learning and academic pursuits.³⁰

Socio-economic status, Cultural expectations and the quality of teaching as a factor for negative attitude

Students from lower socioeconomic backgrounds often face additional stressors related to financial instability, lack of access to resources, and limited academic support outside of school.³¹ These challenges can contribute to feelings of alienation, inadequacy, and a sense of being disadvantaged compared to their peers. As a result, students exhibit reduced motivation, disengagement, and a lack of confidence in their ability to excel academically. Moreover, students from culturally diverse backgrounds may experience conflicting expectations between their home environment and the academic setting. This disparity can create internal conflicts, leading to feelings of identity crisis, pressure to conform to cultural norms, or a sense of disconnection from the academic curriculum.³² In addition, Scott emphasize that an effective teaching practice, including clarity of instruction, personalised support, and the ability to create a nurturing and inclusive classroom environment, plays a vital role in shaping students' academic experiences. Conversely, inadequate teaching quality, including disengaging instructional methods, a lack of support for diverse learning styles, or a failure

²³ Daniel T Hickey, "Participation by Design: Improving Individual Motivation by Looking beyond It.," 2011.

²⁴ Jill M Aldridge and Katrina McChesney, "The Relationships between School Climate and Adolescent Mental Health and Wellbeing: A Systematic Literature Review," *International Journal of Educational Research* 88 (2018): 121–45.

²⁵ Amrit Thapa et al., "A Review of School Climate Research," *Review of Educational Research* 83, no. 3 (2013): 357–85; Scott, "Designing the South African Higher Education System for Student Success."

²⁶ Ulviye Isik et al., "Factors Influencing Academic Motivation of Ethnic Minority Students: A Review," *Sage Open* 8, no. 2 (2018): 2158244018785412.

²⁷ Ming-Te Wang and Jacquelynne S Eccles, "School Context, Achievement Motivation, and Academic Engagement: A Longitudinal Study of School Engagement Using a Multidimensional Perspective," *Learning and Instruction* 28 (2013): 12–23.

²⁸ Ronnel B King and Dennis M McInerney, "Family-Support Goals Drive Engagement and Achievement in a Collectivist Context: Integrating Etic and Emic Approaches in Goal Research," *Contemporary Educational Psychology* 58 (2019): 338–53.

²⁹ Henno and Reiska, "Impact of the Socio-Cultural Context on Student Science Performance and Attitudes: The Case of Estonia."

³⁰ Ibrahim Yildirim, "The Effects of Gamification-Based Teaching Practices on Student Achievement and Students' Attitudes toward Lessons," *The Internet and Higher Education* 33 (2017): 86–92.

³¹ King and McInerney, "Family-Support Goals Drive Engagement and Achievement in a Collectivist Context: Integrating Etic and Emic Approaches in Goal Research."

³² Scott, "Designing the South African Higher Education System for Student Success."

to address individual student needs, can contribute to student disengagement, frustration, and a negative perception of the learning process.³³

Factors Improving Student Attitude and Behaviour

Understanding the interplay between personal, social-contextual, and systemic factors is essential for promoting positive student attitudes and behaviours and improving overall subject performance. Addressing these factors through targeted interventions and policies can create a supportive learning environment conducive to academic success.³⁴ Through the systematic literature review, the study gathered existing knowledge on this topic and examined the current state of research. The study analysed how student motivation, self-perception, and trust in their environment can influence their academic performance. Additionally, the study aims to investigate the specific behaviours that result from positive attitudes, such as implementing self-regulation strategies, setting realistic expectations, and using effective study techniques. The review by Ulug et al., provides an example of a systematic literature review that examines the relationship between students' attitudes toward performance management and their academic outcomes.³⁵ The study demonstrated that students with positive attitudes toward a subject are more likely to perform well academically. Moreover, students who exhibit positive behaviours such as active engagement, effective learning strategies, and consistent effort tend to achieve higher grades.³⁶

Factors that can improve Student Attitude and Behaviour in their academic performance

Improving positive student behaviour and attitude towards subjects requires a multifaceted approach that addresses the underlying factors contributing to their disengagement and lack of motivation. Educators and stakeholders can implement targeted strategies to create a more supportive and nurturing learning environment, thus fostering a positive shift in student attitudes and behaviour. It is in this instance that Lukyamuzi argues that students' attitude and behaviour greatly affect the improvement of subject performance outcomes.³⁷ This is most notable in some school subjects, such as mathematics and science, that are complicated for students to pass, resulting in students losing interest in them. Inversely, where teachers are effective in their classroom teaching practices, students tend to become interested and motivated in all subjects. With this change in their attitude and behaviour, student performance improves. In general, performance improves when students show interest and exhibit seriousness in the subjects taught, whether they are theoretical or require practice.

Teachers' role in shaping students' attitudes and behaviour

The study revealed that teachers are central to the development of attitudes and behaviour of students. This notion relates to the understanding that academic performance of students is tethered to the change in attitude and behaviour that comes from improved teacher-classroom practices.³⁸ Given this, use of different pedagogical practices that suit a particular lesson objectives is beneficial to students, as they tend to be interested in those subjects because of the variety of teaching strategies that are applied by

³³ Ming-Te Wang and Jessica Degol, "Staying Engaged: Knowledge and Research Needs in Student Engagement," *Child Development Perspectives* 8, no. 3 (2014): 137–43.

³⁴ Gita Gayatri, Yeshika Alversia, and Rifelly Dewi Astuti, "The Influence of Attitude and Subjective Norms on Student's (Future) Intention and Future Decision of Higher Level Studies: A Case Study of Five Universities with BHMN Status in Indonesia," *ASEAN Marketing Journal* 2, no. 1 (2013): 33–42.

³⁵ Mucella Ulug, Melis Seray Ozden, and Ahu Eryilmaz, "The Effects of Teachers' Attitudes on Students' Personality and Performance," *Procedia-Social and Behavioral Sciences* 30 (2011): 738–42.

³⁶ Michael Schneider and Franzis Preckel, "Variables Associated with Achievement in Higher Education: A Systematic Review of Meta-Analyses," *Psychological Bulletin* 143, no. 6 (2017): 565.

³⁷ Pontiano Lukyamuzi, "The Impact of Student Attitude on the Performance of Science Subjects in Secondary Schools, A Case Study of Mukungwe Subcounty Masaka District." (Kampala International University, School of Education, Open and Distance and ..., 2018).

³⁸ Seth Gershenson, "Linking Teacher Quality, Student Attendance, and Student Achievement," *Education Finance and Policy* 11, no. 2 (2016): 125–49; M. A. Kraft and S. Grace, "Teaching for Tomorrows Economy? Teacher Effects on Complex Cognitive Skills and Socio-Emotional Competencies" (Providence. RI, 2016).

the teacher in the classroom setting.³⁹ Equally, notes that positive change in students' attitudes and behaviour on subject performance needs improved teacher classroom performance, where a lesson presentation should be supplemented with factors like teaching materials and the availability of libraries and laboratories. Teachers who possess highly developed knowledge and skills could play a significant role in important decisions regarding the provision of quality teaching, which can be accomplished by raising students' academic performance. In other words, teachers should guide students to get a conceptual understanding of concepts in the subject studied. This stance comes from teachers' experiences that have a direct relationship with changing students' attitudes and behaviour.

Creating a Student-Centred Learning Environment

One approach to improving positive student attitudes and behaviour towards subjects is to create a student-centred learning environment. This involves incorporating diverse learning styles, providing opportunities for student autonomy and choice, and ensuring that the curriculum is relevant and meaningful to students' lives. By tailoring the learning experience to the individual needs and interests of students, educators can increase their motivation and involvement with the subject matter.

Enhancing Motivation through Purposeful Learning

Motivating students to change their negative attitudes and behaviour towards subjects involves helping them find purpose and meaning in their academic pursuits. Educators can achieve this by integrating real-world applications, project-based learning, and interdisciplinary connections within the curriculum. By demonstrating the practical relevance of the subjects being taught, students can develop a deeper understanding of the value of their learning, leading to increased motivation and a more positive attitude toward their academic endeavours.

Cultivating an Inclusive and Supportive Classroom Culture

Fostering a classroom environment that is inclusive, supportive, and nurturing can significantly impact student attitudes and behaviour. This can be achieved by promoting positive teacher-student relationships, encouraging peer collaboration, and providing a platform for open communication and feedback.⁴⁰ When students feel valued, heard, and supported within the academic community, they are more likely to exhibit positive behaviour and develop a more optimistic attitude towards their subjects.

Implementing Targeted Intervention Strategies

Lee and Shute state that implementing targeted intervention strategies may involve providing personalised academic support, implementing mentorship programs, and offering counselling services to address any underlying emotional or psychological barriers to learning.⁴¹ By tailoring interventions to meet the specific challenges faced by students, educators can effectively promote a positive shift in their attitudes and behaviour toward their academic pursuits.⁴²

The Role of Motivation in Shaping Student Attitudes and Behaviour

Motivation plays a crucial role in shaping student attitudes and behaviour toward improved subject performance.⁴³ It is the driving force that influences the level of effort, persistence, and engagement that students exhibit in their academic endeavours. Motivated students are more likely to demonstrate positive attitudes, an eagerness to learn, and a willingness to overcome challenges.⁴⁴ Intrinsic motivation, which arises from personal satisfaction, curiosity, and a genuine interest in learning, is

³⁹ Lukyamuzi, "The Impact of Student Attitude on the Performance of Science Subjects in Secondary Schools, A Case Study of Mukungwe Subcounty Masaka District."

⁴⁰ Yildirim, "The Effects of Gamification-Based Teaching Practices on Student Achievement and Students' Attitudes toward Lessons."

⁴¹ Jihyun Lee and Valerie J Shute, "Personal and Social-Contextual Factors in K–12 Academic Performance: An Integrative Perspective on Student Learning," *Educational Psychologist* 45, no. 3 (2010): 185–202.

⁴² Wang and Degol, "Staying Engaged: Knowledge and Research Needs in Student Engagement."

⁴³ Valentin Kassamig et al., "Class Attendance, Peer Similarity, and Academic Performance in a Large Field Study," *PloS One* 12, no. 11 (2017): e0187078.

⁴⁴ Robert L Williams and Susan L Stockdale, "Classroom Motivation Strategies for Prospective Teachers," *The Teacher Educator* 39, no. 3 (2004): 212–30.

particularly influential in fostering positive attitudes and behaviours toward subjects. Educators can nurture intrinsic motivation by providing opportunities for autonomy, mastery, and purposeful learning experiences. By tapping into inherent curiosity and interests of students, educators can cultivate a deeper and more lasting commitment to their academic pursuits.⁴⁵ Extrinsic motivation, on the other hand, involves external factors such as rewards, recognition, and competition.⁴⁶ Although extrinsic motivation can initially influence student behaviour, sustained reliance on external rewards may diminish intrinsic motivation and lead to a more superficial engagement with subjects. Thus, educators need to strike a balance between intrinsic and extrinsic motivators, leveraging external incentives while also nurturing students' internal drive to learn and grow.⁴⁷

DISCUSSION

Impact of Student Attitude and Behaviour on Academic Performance

Positive attitudes and behaviour are closely linked to increased engagement, motivation, and ultimately, higher achievement in academic endeavours. On the contrary, negative attitudes and behaviour can hinder learning, lead to disengagement, and negatively affect academic outcomes.

Engagement and Motivation

Gayatri et al. state that when students exhibit positive attitudes towards their subjects, they are more likely to be actively engaged in their studies, participate in classroom discussions, and demonstrate a genuine interest in the material being taught.⁴⁸ This high level of engagement contributes to a deeper understanding of the content and ultimately leads to improved academic performance.⁴⁹

Learning and Retention

Students who approach their studies with enthusiasm and a mindset of growth are more likely to absorb and retain knowledge effectively.⁵⁰ On the other hand, negative attitudes can hinder cognitive processes, resulting in difficulties in comprehending and remembering the material. As a result, students with positive attitudes and behaviour are better able to perform well in assessments and examinations.⁵¹

Classroom Dynamics

Positive attitudes contribute to a supportive and collaborative learning environment where students are willing to help each other and engage in constructive discussions.⁵² Negative attitudes can lead to disruptions, disengagement, and a lack of participation, impacting the overall classroom atmosphere and hindering the learning experience for all students.⁵³

Confidence and Self-Efficacy

King and McInerney claim that students who approach their academic challenges with a positive attitude are more likely to believe in their ability to succeed, persevere through difficulties, and seek

⁴⁵ Sitwat Saeed and David Zyngier, "How Motivation Influences Student Engagement: A Qualitative Case Study.," *Journal of Education and Learning* 1, no. 2 (2012): 252–67.

⁴⁶ Hoyhoul and Pengnate, "A Study of Attitude and Behaviour in TNI Students' Learning of Humanities and Social Sciences Course."

⁴⁷ Gershenson, "Linking Teacher Quality, Student Attendance, and Student Achievement."

⁴⁸ Gayatri, Alversia, and Astuti, "The Influence of Attitude and Subjective Norms on Student's (Future) Intention and Future Decision of Higher Level Studies: A Case Study of Five Universities with BHMN Status in Indonesia."

⁴⁹ Andrew J Martin and Martin Dowson, "Interpersonal Relationships, Motivation, Engagement, and Achievement: Yields for Theory, Current Issues, and Educational Practice," *Review of Educational Research* 79, no. 1 (2009): 327–65.

⁵⁰ Scott, "Designing the South African Higher Education System for Student Success."

⁵¹ Michael S Mucedola, "Intrinsic Motivation Paired with Community Outreach Strategies to Improve Student Success," *The Clearing House: A Journal of Educational Strategies, Issues and Ideas* 91, no. 6 (2018): 229–35.

⁵² Kassarnig et al., "Class Attendance, Peer Similarity, and Academic Performance in a Large Field Study"; Xiaodong Lin-Siegler, Carol S Dweck, and Geoffrey L Cohen, "Instructional Interventions That Motivate Classroom Learning.," *Journal of Educational Psychology* 108, no. 3 (2016): 295.

⁵³ Yildirim, "The Effects of Gamification-Based Teaching Practices on Student Achievement and Students' Attitudes toward Lessons."

help when needed.⁵⁴ Conversely, negative attitudes can diminish students' confidence, leading to a fear of failure and a reluctance to take on challenging tasks, ultimately impacting their academic performance.⁵⁵ Therefore, positive attitudes and behaviour foster engagement, support effective learning and retention, contribute to a positive classroom environment, and improve students' confidence and self-efficacy.⁵⁶ This research suggests that attitude construction is a vital aspect of student learning, as it allows students to evaluate their behaviour changes in cognitive and psychomotor aspects that directly impact their understanding and mastery of subject content. Furthermore, the impact of student attitude and behaviour on subject content extends beyond the classroom. It can also affect students' future career choices, as their attitude and behaviour towards a subject may shape their interest and motivation to pursue further studies or careers related to that subject.⁵⁷

RECOMMENDATIONS

The study recommends that personalised support to help students rediscover their intrinsic motivation and cultivate genuine interest in the subject is essential. This can involve creating opportunities for self-directed learning, integrating real-world applications of the subject matter, and fostering a positive and inclusive classroom environment that encourages active participation and collaboration. By scaffolding learning experiences, providing constructive feedback, and highlighting incremental progress, teachers can help students build a more positive and empowering narrative around their abilities, ultimately influencing their attitudes and behaviours towards the subject. Furthermore, the study recommends that educators and stakeholders actively work to fostering a classroom culture that values effort, growth, and collaboration over rigid performance metrics.

CONCLUSION

From the literature review, positive attitudes and behaviour have been found to contribute to greater engagement, motivation, effective learning and retention, a supportive classroom environment, and increased self-confidence and self-efficacy. Overall, the influence of student attitude and behaviour on subject performance is a critical aspect of education. It highlights the importance of fostering positive attitudes, motivation, and self-regulation skills in students to improve their academic achievement. Although positive attitudes and behaviours undoubtedly play a role in subject performance, it is important to recognise that academic outcomes are also influenced by various external factors that may not be entirely within students' control. This research had a noted limitation that the study was limited to articles published and written in English, and in addition to that, this paper is a qualitative review.

FUTURE RESEARCH

Further exploration of the impact of socioeconomic disparities and cultural expectations on student attitudes and behaviour is essential. Research could go deeper into the specific mechanisms through which these factors influence student motivation, engagement, and academic performance. Understanding the nuances of how socioeconomic and cultural influences shape student attitudes can inform targeted interventions and support strategies to address these disparities effectively.

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ABOUT AUTHORS

Prof. Xolile N. Mashwama is an Associate Professor at Walter Sisulu University (WSU) in the Department of Built Environment and also an HoD for the Department of Built Environment; she has graduated more than 20 master's students and more than 100 honours students, she has published more than 60 articles, and she has been cited 404 times according to Google Scholar. Her research interests are Circular economy, entrepreneurship in education, infusion of technology in education, construction material, engineering education, building performance evaluation, climate change, recycling, community engagement in higher education, career guidance, health and safety, student success in higher education, green building and smart cities.

Dr Nondwe Daphne Mariana Mtshatsha holds a Doctor of Education degree. She is a lecturer at the Walter Sisulu University (WSU), in the department of Mathematics, Science and Technology Education, located in Mthatha, Eastern Cape Province of South Africa. Research areas are Higher Education and Sustainable development, Curriculum studies, Consumer Science and entrepreneurship.

Dr Ntando Elliot Mpahla is a PhD holder and a Deputy Head of Department in the Department of Adult & Education Foundations at Walter Sisulu University. He is also a lecturer, lecturing on different modules at different levels of study. Ntando is supervising students at Honours, Master's & Doctoral studies. He has published a number of research papers through conference proceedings and journal articles.

Prof. Bulelwa Makena holds a Doctor of Education in Language Education. As a self-motivated, achievement-oriented, lateral thinker, a doer, she submitted this career statement as an indication that she has committed herself as a scholar and a researcher. In her entire life in academia, as a scholar, she has managed to publish scientific papers, book chapters and conference proceedings – all in DHET accredited platforms, a reviewer for manuscripts published by DHET accredited journals; and a session chair in both national and international conferences, supervising post-graduate students to finality of their research projects/graduation, as well as a mentor for mentees who have successfully published some articles, has gradually sharpened her researching and paper writing skills.