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**PSYCHOLOGICAL VARIABLES AS CORRELATE OF LEARNING SATISFACTION  
OF STUDENTS IN PUBLIC SECONDARY SCHOOLS IN UYO LOCAL  
GOVERNMENT AREA**

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**ABSTRACT**

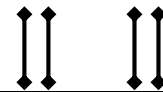
*The study investigated psychological variables as correlates of learning satisfaction of students in public secondary schools in Uyo Local Government Area. Specifically, the study focused on the relationship between self-concept and self-efficacy, and learning satisfaction. Two research questions and research hypotheses were raised to guide the study. A correlational research design was adopted for the study. A targeted population of 2936 was used for the study while a sample size of 200 respondents were selected using a simple random sampling technique. A structured questionnaire tagged: Psychological Variables and Learning Satisfaction Questionnaire (PVLSSQ) was used as the instrument for data collection. The instrument was subjected to a face validation and a reliability test. A reliability coefficient index of 0.79 was obtained using Cronbach Alpha statistics. Data collected were analyzed using Pearson Product Moment Correlation in answering research questions as well as testing the null hypotheses at a .05 level of significance. The results revealed that there is a significant relation between self-concept, self-efficacy and learning satisfaction of students in public secondary schools in Uyo Local Government Area. It was concluded that self-concept and anxiety were significant factors that moderate learning satisfaction among students. It was recommended among others that parents should create a conducive environment at home where students can develop adequate self-concept to support satisfactory learning experiences.*

**KEYWORDS: Psychological Variables, Self-concept, Self-efficacy and Learning satisfaction**

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**INTRODUCTION**

Over the years, the issues of learning satisfaction and academic performance among learners in public primary and secondary schools have generated serious debate among stakeholders and researchers. Students' learning satisfaction according to Weerasinghe and Fernando (2017) is a short-term attitude of students towards learning resulting from an evaluation of students' educational experience, services and facilities. Accordingly, learning satisfaction of students is a function of quality of instructions, promptness of the instructor's feedback, clarity of expectation, teaching style (Appleton-Knapp, Krentler, 2016). This implies that students' learning satisfaction is one of the factors in students' academic performance at all level of education.



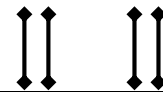
While, poor academic outcomes among students have been attributed to poor delivery of instruction by teachers, poor utilization of instructional materials, deficit of educational infrastructures, inability to understand and retain concept by students and other factors (Ekanem, 2018), psychological variables remain one of the moderating factors that influence high or low academic outcomes. Psychological variables are constructs which represent distinctive personal features that differentiate one from another by their level of possession (Grayson, 2012). There are psychological attributions of a person including his self-esteem, self-concept, level of motivation, anxiety, self-efficacy etc. These constructs according to Ekanem (2018) play significant role in the moderation of the power of 'self' towards attainment of performance goals. Similarly, Udobia (2017) has observed that students' psychological dispositions constitute one of the sources of students' motivation, learning styles, students' commitment, consistency and resilience towards difficult academic situations. The study is poised to investigate the relationship that exist between psychological variables and learning satisfaction of students in public secondary schools in Uyo Local Government Area.

Self-concept is one of the core human psychological constructs. Zahra (2010) view self-concept as the totality of people's perception about their physical, social and academic competence. It is the set of perceptions that the person has about himself, the set of characteristics, attributes, qualities, deficiencies, capacities limits, values and relationships that the subject knows to be descriptive of him (Zahra, 2010; Rady, Kabeer and El-Nady, 2016). Kumari (2013) noted that self-concept is the cognitive aspect of self and generally refers to the totality of a complex organized and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence.

Eyo (2020) investigated self-concept and study habit of undergraduate students of University of Uyo. The study focused on the relationship between academic self-concept, social self-concept, emotional self-concept and study habit of undergraduate students of University of Uyo. The results revealed that there is a significant relationship between academic self-concept and study habit of undergraduate students of University of Uyo. The finding also revealed that self-concept level of students' moderate self-confidence, attitudinal adjustment and motivation which influence students' response to study schedules and contribute positively to a students' learning process. Similar, Ahmed, Hossaini and Rana (2018) investigated self-concept and learning behaviour of students of University students in Chittagong, Bangladesh. The result revealed that self-concept of students was positively correlated with their learning behaviour.

The concept of self-efficacy is embedded in the social cognitive theory as espoused by Bandura.(1987) Self-efficacy is defined as an individual's personal belief in his own capacities in order to produce a specific performance, observed from several perspectives in various fields (Bandura, 2010).

Dogan (2015) opines that self-efficacy is about the belief in one's ability to succeed especially within specific situations or accomplishment of certain tasks. Consequently, self-efficacy is another factor that is likely to be considered as a variable defining and determining students' learning satisfaction and academic performance. Self-efficacy refers to a student's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments in his/her learning experience in school. Self-efficacy reflects confidence in the ability to exert control over one's own motivation, behaviour, and social environment (Bahmanabadi and Baluchzade, 2013). Self-efficacy beliefs can be described as the confidence one has in the ability to perform certain tasks and/or skills. These beliefs may or may not reflect accurately a person's ability. Within an educational setting, we evaluate achievement in terms of academic success, for



example, when students are able to pass a course. Potentially, even a very talented student with the ability to achieve at a high level may have low self-efficacy beliefs, thereby reducing the chance of academic success. Bandura (2010) stated that self - beliefs of efficacy through their effects on cognitive, affective, or motivational intervening processes can enhance or impair learning satisfaction and performance. Thus, individuals with high self-efficacy have the capabilities to control over their thoughts, feelings, attitude and behaviours, “What people think, believe, and feel effects how they behave”. This conceptual framework emphasizes that self-efficacy plays an important role in people’s capability to perceive the situation, to execute the behaviors and construct the reality.

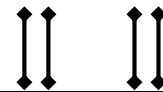
Bassi, Staca, Fave and Caprar (2017) stated that students with high self-efficacy are more willing to perform academic duties given to them when compared to the ones with low self-efficacy. Academic self-efficacy is also related with the vulnerability of students. Students with low academic self-efficacy, despite their ability levels, are more fragile in the classroom (Satici and Can, 2016). Since students with high academic self-efficacy are less fragile when compared to students with low academic self-efficacy, they tend to struggle fearlessly against failure in terms of their own beliefs. Academic self-efficacy is also beneficial for students to be positive individuals in social, emotional, and academic aspects. In addition, Nie, Lau and Lieau (2011) stated that students whose academic self-efficacy is higher, experience less academic stress and anxiety which are significant elements that facilitate learning satisfaction.

Yaman (2015) carried out a study on self-efficacy and academic achievement among students Turkey. The participants consisted of 214 students enrolled in various institution of learning in İstanbul, Turkey. The study found that there is a relationship between self-efficacy and GPA which is mediated by effort-regulation. The study further revealed that students with high self-efficacy preferred mastery goals, which entailed challenges and new knowledge, as well as performance goals that comprised good grades. In the same vien, Nie, et al, (2011) investigated the role of academic self-efficacy in moderating the relation between task importance and test anxiety. The results showed that there is a significant impact of academic self-efficacy on test anxiety reduction. The finding further revealed that students whose academic self-efficacy is higher experience less academic stress and anxiety which are significant elements that facilitate learning satisfaction.

## **STATEMENT OF THE PROBLEM**

The problem of poor academic performance of students in public secondary schools in Uyo Local Government Area have raised concern among parents, teachers, researchers and other stakeholders. Despite government effort in improving performance through accentuating the importance of instructional quality, qualified teachers, provision of learning infrastructures and improving the general school environment, students have continued to record poor performance in internal and external examinations. The teachers on their part, have redeveloped new teaching methods and counselling services techniques in order to improve students’ academic performance in public schools, yet, the challenge has remained unabated.

The continued poor academic outcomes among students tend to stem from inadequate and low self-concept, self-efficacy and anxiety which may have led to series of learning dissatisfaction. Observations have shown that students in public secondary schools have continued to exhibit anxiety and low self-belief during test or examination which have resulted in poor academic performance and have accounted for the continuous reduction in the standard of education in the



area. From the foregoing, and in an attempt to tackle learning dissatisfaction and poor academic performance among students, it has become necessary to investigate the role of psychological constructs such as self-concept and self-efficacy in improving learning satisfaction among students in public secondary schools in Uyo Local Government Area, Akwa Ibom State.

### **PURPOSE OF THE STUDY**

The purpose of the study was to investigate psychological variables as correlates of learning satisfaction of students in public secondary schools in Uyo Local Government Area. The specific objectives were as follows:

- i) To find out the relationship between self-concept and learning satisfaction of students in public secondary schools in Uyo Local Government Area.
- ii) To determine the relationship between self-efficacy and learning satisfaction of students in public secondary schools in Uyo Local Government Area.

### **RESEARCH QUESTIONS**

The following research questions were raised to guide the study

- i) What is the relationship between self-concept and learning satisfaction of students in public secondary schools in Uyo Local Government Area?
- ii) What is the relationship between self-efficacy and learning satisfaction of students in public secondary schools in Uyo Local Government Area?

### **RESEARCH HYPOTHESES**

The following research hypotheses were formulated to guide the study

- i) There is no significant relationship between self-concept and learning satisfaction of students in public secondary schools in Uyo Local Government Area.
- ii) There is no significant relationship between self-efficacy and learning satisfaction of students in public secondary schools in Uyo Local Government Area.

### **RESEARCH DESIGN**

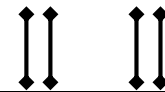
Correlational research design was adopted for the study. A correlational research design usually studies the relationship between measures of different variables obtained at almost the same time. It is a type of research design that is usually used to discover or clarify relationship between variables by using correlation coefficient. The design allowed the researcher to uncover the magnitude of the relationship between psychological variables (self-concept and self-efficacy) and learning satisfaction among students in Uyo Local Government Area.

### **POPULATION OF THE STUDY**

The population of the study comprised of 2936 (State Secondary Education Board, SSEB, 2026) students in public secondary schools in Uyo Local Government Area in the 2025/2026 academic session.

### **SAMPLE AND SAMPLING TECHNIQUE**

A sample size of 200 respondents was selected using a simple random sampling technique. Ten (10) schools out of the 14 public secondary schools in the study area were randomly selected and in each school, 20 students were randomly selected for the study. The logic behind the adoption of simple random sampling technique was to give equal chance to the members of the population



to be selected across the different schools. It was also adopted to avoid some complications associated with other sampling techniques.

### **INSTRUMENTATION**

The study made use of a structured questionnaire as the instrument for data collection. The instrument was tagged: Psychological Variables and Learning Satisfaction Questionnaire (PVLSQ). It was developed on a four point scale. The instrument consisted of sections A, B and C. Section A contained items on students' bio-data while section B consisted 15 items on psychological variables. Section C contained 10 items on students learning satisfaction.

### **VALIDATION OF THE INSTRUMENT**

A face validation method was adopted to measure the validity of the instrument. The supervisor and two lecturers in the department of Educational Foundations, Guidance and Counselling that are experts in Test and Measurement, were requested to examine the items on the instrument in terms of its clarity and appropriateness. Corrections and suggestions were incorporated into the final production of the instrument.

### **RELIABILITY OF THE INSTRUMENT**

In order to ascertain the internal consistency of the instrument, the questionnaire was subjected to a test-retest method of reliability test. Thirty Five (35) copies of the instrument were administered to 35 respondents that were not part of the sample. Cronbach Alpha statistics was used to determine the internal reliability of the instrument. Consistency coefficient index of 0.79 was obtained which showed a highly reliable instrument.

### **METHOD OF DATA ANALYSIS**

Data collected from the field were analyzed using Pearson Product Moment Correlation in answering research questions and testing the null hypotheses at a .05 level of significance.

### **RESULTS**

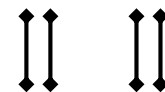
#### **Research Question One:**

What is the relationship between self-concept and learning satisfaction of students in public secondary schools in Uyo Local Government Area?

**Table 1: Correlation between Self-concept and learning satisfaction of students in public secondary schools in Uyo Local Government Area**

<b>Variables</b>	<b>mean</b>	<b>Sd.</b>	<b>n</b>	<b>R</b>	<b>Remarks</b>
Self-concept	14.02	1.10	200	.771	High relationship
Learning Satisfaction	12.22	.94	200		

Table 1 shows the relationship between self-concept and learning satisfaction among JSS 2 students in physical and health education. The analysis showed r-value of .771 which indicated that, there is a high relationship between self-concept and learning satisfaction of students in public secondary schools in Uyo Local Government Area.



**Research Question Two:** What is the relationship between self-efficacy and learning satisfaction of students in public secondary schools in Uyo Local Government Area?

**Table 2: Correlation between Self-efficacy and learning satisfaction of students in public secondary schools in Uyo Local Government Area**

Variables	mean	Sd.	N	R	Remarks
Self-efficacy	13.13	.95	200	.713	High relationship
Learning Satisfaction	12.22	.94	200		

Table 2 shows the relationship between self-efficacy and learning satisfaction among JSS 2 students in physical and health education. The analysis showed a r-value of .713 which indicated that, there is a high relationship between self-efficacy and learning satisfaction of students in public secondary schools in Uyo Local Government Area.

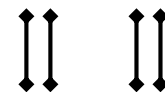
**Hypothesis One:**

There is no significant relationship between self-concept and learning satisfaction of students in public secondary schools in Uyo Local Government Area.

**Table 3: Correlation Analysis of Self-concept and learning satisfaction of students in public secondary schools in Uyo Local Government Area**

Variables	mean	Sd.	N	r	df	p-value	r-crit.	Decision
Self-concept	14.02	1.10	200	.771	198	.003	.138	Reject H <sub>0</sub>
Learning Satisfaction	12.22	.94	200					

Table 3 shows the calculated r-value of .771 and a critical r-value of .138 at .05 level of significance with 198 degree of freedom. Since the calculated r-value (.771) is greater than the r-critical (.138), the null hypothesis was rejected. This implies that, there is a significant relationship between self-concept and learning satisfaction among JSS 2 students in physical and health education in public secondary schools in Uyo local government area.



**Hypothesis Two:**

There is no significant relationship between self-efficacy and learning satisfaction among JSS 2 students in physical and health education in public secondary schools in Uyo local government area.

**Table 4: Correlation Analysis of Self-efficacy and learning satisfaction of students in public secondary schools in Uyo Local Government Area**

<b>Variables</b>	<b>mean</b>	<b>Sd.</b>	<b>n</b>	<b>R</b>	<b>Df</b>	<b>p-value</b>	<b>r-crit.</b>	<b>Decision</b>
self-efficacy	13.13	.95	200					
				.713	198	.005	.138	Reject H <sub>0</sub>
Learning Satisfaction	12.22	.94	200					

Table 4 shows the calculated r-value of .713 and a critical r-value of .138 at .05 level of significance with 198 degree of freedom. Since the calculated r-value (.713) is greater than the r-critical (.138), the null hypothesis was rejected. This implies that, there is a significant relationship between self-efficacy and learning satisfaction of students in public secondary schools in Uyo Local Government Area.

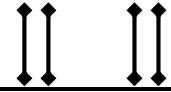
**DISCUSSION OF FINDINGS**

The findings of the study revealed that there is a significant relationship between self-concept and learning satisfaction of students in public secondary schools in Uyo Local Government Area. The finding implies that students with high self-concept would have high learning satisfaction in physical and health education in public secondary schools in Uyo local government area. This finding aligns with Eyo (2020) found that self-concept level of students' moderate self-confidence, attitudinal adjustment and motivation which influence students' response to study schedules and contribute positively to a students' learning process. The finding is also supported by Ahmed, et al, (2018) whose findings revealed that self-concept was positively correlated with students' learning behaviour

The findings of the study revealed that there is a significant relationship between self-efficacy and learning satisfaction of students in public secondary schools in Uyo Local Government Area. The finding implies that students with high self-efficacy would have high learning satisfaction in physical and health education in public secondary schools in Uyo local government area. This finding is supported by Nie, Lau and Lieau (2011) whose findings revealed that students whose academic self-efficacy is higher experience less academic stress and anxiety which are significant elements that facilitate learning satisfaction.

**CONCLUSION**

Based on the findings of the study it was concluded that self-concept and self-efficacy were significant factors that moderate learning satisfaction among students. Thus, students with high self-concept and self-efficacy would have high learning satisfaction in public secondary schools in Uyo local government area.

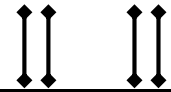


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**RECOMMENDATIONS**

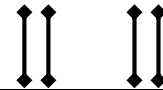
Based on the findings of the study, the following recommendations were made:

- Parents should create a conducive environment at home where students can develop adequate self-concept to support satisfactory learning experiences.
- Students should be sensitized on how appreciate their learning abilities and how they can improve upon them for learning satisfaction.



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