

## **The Influence of Psychosocial Factors on Students' Academic Performance at Telemt Woreda Dejach Meda Secondary School**

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### **Abstract**

*The main purpose of this study is to investigate the psychosocial factors influencing the academic achievement of students at Dejach Meda Secondary School in Telemt Woreda. The study investigates how variables such as motivation, self-regulation, optimism, and self-efficacy impact secondary school students' academic performance. In this study, a quantitative research approach of correlational design was applied. The research also applied the proportionate stratified random sampling method. Data were all collected using the questionnaire and analyzed using Pearson correlation and multiple regression. With a response rate of 94%, 332 questionnaires were returned and were used for data analysis. Data were entered into SPSS version 23. The findings highlight that motivation as the most significant predictor of academic performance, with a strong positive relationship to academic achievement. Optimism, although contributing positively, showed a weaker influence compared to motivation. In contrast, self-regulation and self-efficacy were found to have weak effects on secondary school students' academic performance, suggesting that these factors did not play as prominent a role in the context of this research. However, the independent variables altogether had strong predictors of academic achievement. Thus, a combined of 75.2% of the academic achievement variance was explained by those independent factors. This implies that only 24.8% of the variance was accounted for by the other factors. Therefore, we need to give due attention to these factors to bring a desirable effect on the academic performance of secondary school students.*

**Keywords:** *Psychosocial factors, self-regulation, self-efficacy, optimism, motivation, academic performance.*

### **Background**

Students' academic performance can be influenced by psychosocial factors, as Kirui and Kaluyu (2018) emphasized. In addition, Rajkumal et al. (2015) outlined

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how psychosocial factors affect students' capacity to succeed academically. Previous studies have shown that a variety of factors affect students' academic performance at the school level (Aidoo et al., 2024; Hassan & Aziz, 2019).

One of the psychosocial factors that influences students' academic success is their level of motivation (Malaspina, 2018; Naz et al., 2020). Students' drive to learn is a significant psychological and educational issue pertaining to secondary school students' critical thinking skills (Aprielivia et al., 2021). Furthermore, Befekadu (2014) discovered a significant correlation between pupils' satisfaction with their education and their proficiency in fundamental academic subjects like reading, writing, and arithmetic.

The other important psychosocial factor influencing students' academic success is self-regulation, which has been shown in numerous studies to be strongly positively correlated with academic success. According to Noonan and Erickson (2020), self-regulation involves planning, assessing, and changing one's behavior in order to improve outcomes. Cherry (2021) defines self-monitoring as a personality trait that encompasses the ability to regulate one's feelings, actions, and physical characteristics in social contexts. Thus, understanding the concept of self-regulation is essential for students to develop these achievement skills. Self-regulation is a crucial skill that enables students to monitor, control, and direct their learning processes by managing their thoughts, emotions, and behavior to achieve specific goals (Barkle, 2012). The impact of self-regulation on academic achievement highlights its significance, and in this regard, Shirdel et al. (2018) emphasized the important connection between academic achievement and self-control. Furthermore, Duckworth and Seligman (2005) found that students with more self-control generally perform better academically.

Furthermore, Kolo et al. (2017) discovered that students' academic performance is significantly impacted by psychological elements like their self-efficacy. Tenaw (2013) found a positive and significant correlation between academic performance and self-efficacy. Similarly, Lamas (2015) found that students' academic performance was significantly predicted by their level of self-efficacy. However, low levels of self-efficacy have been linked to psychological problems like stress and anxiety, as well as a lack of commitment and academic success (Usán et al., 2022).

Another important determinant of self-perception in a variety of contexts, including academic performance, is optimism, which is a more or less constant set of positive expectations for future events (Carver & Scheier, 2014). Optimism is a positive outlook that anticipates success in the tasks and challenges one undertakes (Holzer et al., 2022). According to research, maintaining a generally optimistic outlook on the future (e.g., Tetzner & Becker, 2018) as well as particular hopeful expectations enhances academic achievement and well-being (Lench et al., 2021). Other research, however, has shown that greater expectations for future performance could impede academic success (e.g., Sommers & Lewine, 2016).

This study aimed to examine the psychosocial factors that can influence the academic performance of students at secondary school and further elaborated on the kind of support students need to improve their academic performance. In relation to this purpose, a research indicates that exploration of the psychosocial factors may have a positive impact on the students and the institution (Rajkumal et al., 2015). However, the literature confirms that rural schools have still not come to terms with the influence of psychosocial factors on students' academic performance, and have largely ignored the issue as well (Beharu, 2018). But it is to note that psychosocial support services are vital for facilitating and assisting the transition of students into colleges and also to increase the retention of students (Buthelezi, 2020). Therefore, psychosocial support services for sustainable learning in rural secondary schools are important components to assist secondary school students in their academic performances (Buthelezi, 2020).

The purpose of this study was to investigate the psychosocial factors that may impact secondary school students' academic performance and to provide more details on the type of assistance that students require in order to enhance their academic performance. According to a study with this goal, investigating the psychosocial factors could benefit both the students and the school (Rajkumal et al., 2015). That being said, research indicates that rural schools have yet to acknowledge the impact of psychosocial factors on students' academic performance and have largely disregarded the matter (Beharu, 2018). According to Buthelezi (2020), psychosocial support services are essential for helping students adjust to college life and for improving student retention. Thus, psychosocial support services are crucial elements to help secondary school students in rural areas learn sustainably.

Few studies have been done in Ethiopia on the area at hand, and some of them were carried out at the level of higher education. One study by Gebremariam et al. (2024), for instance, on the psychosocial issues and the contributing elements: emotional

issues, antisocial conduct, traumatic experiences, and academic challenges among Ethiopian university students. Studies conducted at the secondary school level reveal that the psychosocial problems vary from one context to another and between grade levels. For instance, studies have shown that the prevalence of psychosocial issues in teenagers varies substantially depending on the study setting (Abera et al., 2023; Wada et al., 2024), and they need help managing their internal and psychological problems effectively.

Thus, Kassaw et al. (2024) highlighted the need for research on the psychosocial factors influencing Ethiopian students' academic performance. Also, no study has yet to compare the relative contributions of the four constructs-motivation, self-efficacy, self-regulation, and optimism in predicting academic success in Ethiopia. Earlier studies attempted to explore the extent to which psychosocial factors with varying nature in influencing students' academic achievement in other countries (Clouder et al., 2008; Lee & Shute, 2010).

Nevertheless, little research has been done on the individual and combined effects of the psychosocial factors on secondary school students' academic performance at the specific Woreda and secondary school. Studies on the relationship between academic achievement and psychosocial factors produced conflicting results, for instance, Ali et al. (2017), Aria (2011), and Guay and Bureau (2018) confirmed that psychosocial factors are strong predictors of students' academic achievement.

However, other studies showed that psychosocial factors are not significant predictors of students' academic achievement. To mention just a few, Cecil et al. (2010), Casillas et al. (2012), and Atieh et al. (2016) established that psychosocial factors are not significant predictors of students' academic achievement. Thus, considering those disparities in findings into account, there is a need to investigate the selected factors in relation to the academic achievement of the students in Dejach Meda secondary school at Telemt Woreda. To the best of the researcher's knowledge, virtually no research has been undertaken on the selected psychosocial variables in influencing students' academic achievement in Telemt Woreda context.

Additionally, by examining specific psychosocial factors influencing secondary school students' academic achievement, this study aims to close the knowledge gap in the literature on psychosocial variables. Post-secondary higher education institutions can improve academic performance and course completion by developing programs and student support systems based on knowledge of the academic predicting power of

specific psychosocial factors for secondary school students. Furthermore, the results of the study can be used to guide the implementation of suitable interventions meant to raise secondary school students' academic achievement. Additionally, because students participated in this study, the findings may provide a fresh perspective on psychosocial factors from the viewpoint of the students.

The findings of this study are most significant because they help parents, educators, policy makers, and students manage psychological variables to improve students' academic performance and future lives. One of the investigators resides in the vicinity of the secondary school where the study was carried out. Thus, he recognized the psychosocial issues that students in the area have encountered. He brought up the subject because of this, and in order to close the gaps in the research, a study focusing on the psychosocial elements affecting students' academic performance must be conducted. Thus, the study aimed to answer the following major research questions

- To what extent do the psychosocial factors (motivation, optimism, self-regulation, and self-efficacy) influence students' academic achievement at Dejach Meda secondary school of Telemt Woreda.
- What major psychosocial factor/s most influence the students' academic achievement in Dejach Meda secondary school of Telemt Woreda?

## **Method**

### **Research Approach**

The study employed a quantitative research approach because the nature of the research variables and the research questions required numerical measurement and statistical analysis. This approach enabled the researcher to collect data from a large sample size and to quantify relationships, differences, and patterns among variables. Moreover, the quantitative approach was appropriate for answering research questions that focus on the magnitude, direction, and significance of relationships between variables. By applying statistical techniques, the study ensured objectivity, reliability, and generalizability of the findings.

### **Research Design**

In this research, a correlational research design was employed as it aimed to indicate the interrelationship among the study variables. As correlation is a precondition for multiple regressions, this design is well-suited for this research purpose.

### Target Population

The target population for this study consisted of all secondary school students available at Dejach in Telemt woreda. The total population for the study was 3016 students.

### Sample Size and Sampling Technique

The sample size in this study is determined by using the Yamane (1967) formula with 95% level of confidence and 5% acceptable error. For selecting sample of students:

$$n = N \cdot (1 + Ne^2)$$

Where n=the total sample size

N= total population

e= acceptable error

$$n = 3016 / (1 + 3016 \cdot 0.05^2)$$

$$n = 353$$

Based on the above formula, the sample size was 353. The participants were selected from one secondary school based on a proportional stratified random sampling basis. The following Table shows how the sample was selected based on the proportional random sampling method.

Table1: Sample size of Participants based on Grade level

Strata	Total students of school (January 2025)	Sample From each ni=Ni /N*353
Grade 9	945	111
Grade 10	704	82
Grade 11	697	82
Grade 12	670	78
<b>Total</b>	<b>3016</b>	<b>353</b>

### Sources of Data

Primary and secondary sources of data were employed for this study. Questionnaire as a primary data collection instrument was used in collecting data from selected secondary school students, while students' GPA was obtained from the school registrar.

## Data Collection Instruments

Questionnaire was used to collect the data regarding the issue under consideration. The first part pertains to demographic information of the students. Besides, there were four questionnaires applied for this research.

**Self-Regulation Questionnaire (SSRQ):** This questionnaire was developed by Brown et al. (1999). It has 31-item that measures the ability to regulate behavior in order to achieve desired future outcomes including academic achievement. Response options ranged from strongly disagree (1), Disagree (2), Uncertain (3), Agree (4), strongly agree (5). Negatively stated *items were reversed*.

**Self-efficacy Scale:** This scale is a self-report measure of self-efficacy and was developed by Schwarzer and Jerusalem (1995). It had 10 items whose internal reliability Cronbach's alpha ranged between .76 and .90. Response options ranged from strongly disagree (1), Disagree (2), Uncertain (3), agree (4), and strongly agree (5). Negatively stated *items were reversed*. General Self-efficacy, the total score ranges between 10 and 40, with a higher score indicating more self-efficacy.

**Optimism scale:** initial citation of this scale was from Dember et al. (1989). The Optimism scale is a 56-item self-administered instrument, 18 items worded in an optimistic direction (the optimism scale) and 18 in a pessimistic direction (the pessimism scale). The remaining items constitute filler, intended to mask the intent of the measurement. Statements in the pool of items are varied, with the intent to address optimism and pessimism in three domains: (1) optimism/pessimism as it relates to 18 personal life experiences; (2) optimism/pessimism in regard to the plight of people and the world in general; and (3) optimism/pessimism as it is reflected in the individual's perceptual/defensive style. Response options were ranged from strongly agree (1), Agree (2), disagree (3), strongly disagree (4).

Scores on the pessimism items are reversed and summed with scores on the optimism items to yield a single optimism/pessimism score for each student. When the scales are evaluated separately, however, both sets of items are scored so that higher scores indicate more of the construct being measured.

**Students' Motivation Scale:** 31 items were used in this scale to measure students' academic motivation and its validity was checked on the motivated strategies for learning questionnaire in Saudi Arabia. The scale was developed by Bin Dayel et al.

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(2018). Response options were ranged from not at all true to me (1) to very true to me (7).

### **Reliability**

The consistency which the instrument assesses ideas in determining the instrument's quality is also done in the process by administering the questionnaire to 50 secondary school students. After the questionnaire was collected from the participants, it was checked for it was properly filled-in; completeness etc. Thereafter, properly addressed questionnaires was coded and entered into SPSS version 23. Thus, the most commonly used reliability test for assessing internal consistency, Cronbach's alpha, was utilized to gauge the reliability of the instrument's items. Thus, internal consistency with-in items and the overall Cronbach's alpha value for the subscales (such as motivation, self-regulation, optimism, and self-efficacy) were checked. Thus, the Cronbach's alpha values of the instruments (motivation=.82, self-regulation=.87), optimism=.78, and self-efficacy =.85).

### **Method of Data Analysis**

Data were basically analyzed using inferential statistics (Pearson correlation and multiple regressions). To analyze the data, SPSS version 23 was used.

## Results

### Relationships between Variables

The Pearson Correlation analysis was used to examine in this study to look at the associations between academic achievement and psychosocial variables.

Table 2: Pearson Correlation Matrix

		Motivation	Optimism	Self-regulation	Self-efficacy	Academic achievement
Motivation	Pearson Correlation	1				
	Sig. (1-tailed)					
	N	332				
Optimism	Pearson Correlation	.563**	1			
	Sig. (1-tailed)	.000				
	N	332	332			
Self-regulation	Pearson Correlation	.553**	.267**	1		
	Sig. (1-tailed)	.000	.000			
	N	332	332	332		
Self-efficacy	Pearson Correlation	.534**	.381**	.258**	1	
	Sig. (1-tailed)	.000	.000	.000		
	N	332	332	332	332	
Academic achievement	Pearson Correlation	.860**	.573**	.445**	.490**	1
	Sig. (1-tailed)	.000	.000	.000	.000	
	N	332	332	332	332	332

\*\* Correlation is significant at the .01 level (2-tailed).

\* Correlation is significant at the .05 level (2-tailed).

The data presented reflect the relationships between motivation, optimism, self-regulation, self-efficacy, and academic achievement. There is a moderate positive correlation (.563) between motivation and optimism, indicating that students with higher motivation are more likely to exhibit stronger optimism. Motivation also shows a moderate positive correlation with self-regulation (.553), indicating that more motivated students tend to have better self-regulation, which includes the ability to manage impulses, set goals, and stay on task. Similarly, motivation is positively correlated with self-efficacy (.534), suggesting that students with higher motivation also tend to believe in their abilities to succeed, an essential factor for academic achievement and overcoming challenges.

Perhaps most importantly, motivation is very strongly correlated with academic achievement (.860), indicating that motivated students are significantly more likely to perform well academically. This makes motivation the most influential predictor of academic success in the dataset. Optimism has weak correlation with self-regulation (.267) and self-efficacy (.381), suggesting that students who experience higher optimism may also demonstrate better self-regulation and have more confidence in their ability to succeed academically. Additionally, optimism has a moderate correlation with academic achievement (.573), imply that students who expect positive outcomes in the tasks and engage in the tasks as a result enhance academic performance.

Self-regulation and self-efficacy also exhibit moderate positive correlations with academic achievement (.445 and .490, respectively), suggesting that students who are better at self-regulating their behavior and who have higher confidence in their abilities tend to perform better academically. Furthermore, the positive weak correlation between self-regulation and self-efficacy (.258) implies that individuals who are good at managing their behavior may also be more confident in their ability to succeed in challenging tasks.

### **Assumptions to Conduct Multiple Regression**

Before performing the multiple regression analysis in this study, assumptions were checked, including normality using P-P plots (normally distributed population). Thus, the distribution of the data was normal as it was also proved using skewness and kurtosis statistics are used to identify the normal distribution. Both statistics' acceptable normality ranges are -2 and +2.

Multicollinearity as a case is considered when the correlation coefficient results are above 0.80, however, as it is observed in Table-3 below, the correlation coefficient indexes among the independent variables were below 0.8, implying no multicollinearity among the independent variables.

Table 3: Multicollinearity Statistics

Coefficients		
Model	Multicollinearity	
	Tolerance	VIF
Motivation	.432	2.315
Optimism	.671	1.490
Self-regulation	.690	1.448
Self-efficacy	.704	1.421

a. Dependent Variable: Academic achievement

Moreover, in regression analysis, the assumption of homoscedasticity is frequently verified by inspecting the scatterplots of residuals versus anticipated values. For each variable, scatter plots of the standardized residual were created, and figure 4 displays the results.

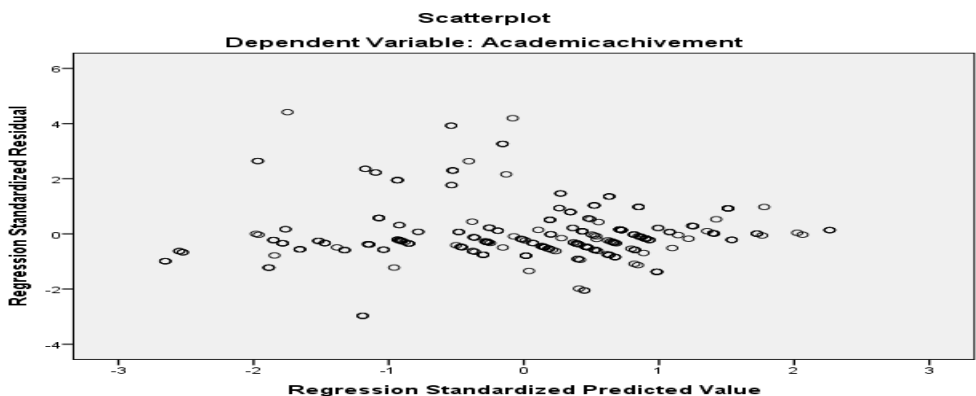


Figure 4: Scatterplot

The other assumption to be considered in undertaking multiple regressions is linearity and the linearity assumption was checked using scatter plots. The scatter plots of standardized residuals show linearity among the independent and the dependent variables.

### Multiple Linear Regression Analysis

In order to identify the most important variables that affected the academic achievement of students, multiple linear regression analysis was used to assess the explanatory power of the independent variables (motivation, optimism, self-regulation and self-efficacy).

Table 4: Model Summary for Academic Achievement

Model Summary <sup>b</sup>										
Model	R	R-Sq	AR-Sq	Std. Err	Change Statistics					Durbin-Watson
					R-sq (ad)	F-Ch	D F	D F2	Si g.	
1	.867 <sup>a</sup>	.752	.749	.31136	.752	247.887	4	327	.000	1.971

a. Predictors: (Constant), Self-efficacy, Self-regulation, Optimism, Motivation

b. Dependent Variable: Academic achievement

The regression model summary presents a comprehensive overview of how well the combination of four psychosocial factors motivation, optimism, self-regulation and self-efficacy explains academic achievement. The model yields a multiple correlation coefficient (R) of .867, indicating a very strong positive relationship between the predictors and the predictor variables of academic achievement. Additionally, the model's strong explanatory power is demonstrated by the R-square value of .752, which indicates that these four predictors account for about 75.2 percent of the variance in academic achievement. The model's robustness without overfitting the data is confirmed by the slightly lower adjusted R-square of .749, which accounts for the number of predictors in the model. With a comparatively small average deviation between predicted and observed values, the model appears to make reasonably accurate predictions, as indicated by the standard error of the estimate of .31136.

The F statistic of 247.887, with a significance level of .000, confirms that the regression model is highly statistically significant. This means that the inclusion of the four predictors significantly improves the ability to predict academic achievement when compared to a model. The degrees of freedom (df = 4, 327) reflect the number of predictors and the sample size used in the model. Besides, the Durbin-Watson statistic of 1.971 is very close to the ideal value of 2, indicating that there is no significant autocorrelation in the residuals, and the assumption of independence of errors is satisfied.

Table 5: ANOVA of MSMEs Performance

Model		Sum	of	M.Square	F	Sig.
		Squares	df			
1	Regression	96.127	4	24.032	247.887	.000 <sup>b</sup>
	Residual	31.701	327	.097		
	Total	127.828	331			

a. Dependent Variable: Academic achievement

b. Predictors: (Constant), self-efficacy, self-regulation, optimism, motivation

The ANOVA presents the model's overall statistical acceptability and significance. The p-value in the Table-5 above is less than .05, indicating that the variance explained by the model is not the result of chance.

### The Regression Coefficient

This study intends to identify the most contributing independent variable in the prediction of the dependent variable. Therefore, using a standardized Beta coefficient, one may examine the degree to which each predictor (independent variable) influences the criteria (dependent variable). The average amount of change in the dependent variable brought about by a unit change in the independent variable is explained by the regression coefficient. A higher beta coefficient value for an independent variable indicates greater support for the independent variable as a significant predictor of the dependent variable.

Table 6: Summary of Coefficients on Students' Academic Achievement

Model		Coefficients				Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	
1	(Constant)	.227	.114		1.990	.047
	Motivation	.838	.044	.794	18.940	.000
	Optimism	.130	.035	.125	3.717	.000
	Self-regulation	-.028	.028	-.034	-1.014	.311
	Self-efficacy	.019	.023	.027	.814	.416

a. Dependent Variable: Academic achievement

The coefficient Table 6 reveals how each predictor, motivation, optimism, self-regulation, and self-efficacy, contributes in predicting academic achievement. The

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analysis presents both unstandardized and standardized coefficients, t-values and significance levels providing insight into the strength and relevance of each predictor. Starting with the constant (intercept), the unstandardized coefficient of .227 suggests that when all predictors are zero, the baseline level of academic achievement is .227. The p-value of .047 indicates that this constant term is statistically significant at the .05 level.

Looking at the individual predictors, motivation emerges as the most significant factor. With an unstandardized coefficient (B) of .838 and a standardized Beta of .794, motivation exhibits a strong positive relationship with academic achievement. The t-value of 18.940 and p-value of .000 confirm that motivation is highly statistically significant.

Optimism, while not as influential as motivation, also contributes positively to academic achievement. The unstandardized coefficient of .130 and standardized Beta of .125 shows a moderate positive impact. Its t-value of 3.717 and p-value of .000 indicate a statistical significance. In contrast, self-regulation and self-efficacy exhibit very weak relationships with academic achievement. Self-regulation has a negative coefficient of -.028, and a Beta value of -.034 further indicates a minimal negative effect. With a t-value of -1.014 and a p-value of .311, self-regulation is not statistically significant. Similarly, self-efficacy has an unstandardized coefficient of .019 and a Beta value of .027, suggesting a very minor contribution. The t-value of .814 and p-value of .416 confirm that self-efficacy does not significantly predict academic achievement.

Motivation stands out as the strongest predictor of academic achievement, with a high standardized Beta and statistical significance. Optimism has a moderate influence, supporting theories that suggest structured and supportive environments foster academic success. Self-regulation and self-efficacy, however, do not significantly contribute to the model. This could be due to other unmeasured factors or the specific context of this study.

Therefore, the results underscored the importance of motivation in fostering academic success, suggesting that interventions aimed at increasing students' motivation could have the greatest impact. While optimism also plays a role, the minimal effect of self-regulation and self-efficacy in this model implies that these factors may be more context-dependent or require further exploration to determine their role in academic

achievement. Future studies might examine how these factors interact with other variables or explore their influences in different educational settings.

## Discussion

The purpose of this study was to investigate the psychosocial factors (motivation, optimism, self-regulation and self-efficacy) on students' academic achievement. The multiple regression model depicted that 75.2% of the variance in academic achievement of the students' in Dejach Meda Secondary School is explained by the four predictors (motivation, optimism, self-regulation and self-efficacy, highlighting the importance of those variables in explaining students' academic performance. Consistent with the present study, previous studies by Ali et al. (2017), Aria (2011), and Guay and Bureau (2018) confirmed that psychosocial factors are strong predictors of students' academic achievement. Again, consistent with previous studies, the correlation result of motivation with academic achievement (.860). However, other studies showed that psychosocial factors are not significant predictors of students' academic achievement. For example, Cecil et al. (2010), Casillas et al. (2012) and Atieh et al. (2016) established that psychosocial factors are not significant predictors of students' academic achievement.

When it comes to the contribution of each study variables/predictors to the academic achievement of secondary school students in the study area, motivation emerges as the most significant factor. With an unstandardized coefficient (B) of .838 and a standardized Beta of .794, motivation exhibits a strong positive relationship with academic achievement. The t-value of 18.940 and p-value of .000 confirm that motivation is highly statistically significant. In relation to the present result, previous studies revealed that students' motivation has an influence on students' academic performance (Malaspina, 2018; Naz et al., 2020). Furthermore, Befekadu (2014) found a clear link between students' interest in school and their performance in basic academic skills such as reading, writing, and arithmetic.

When it comes to optimism, while not as influential as motivation, it contributes positively to academic achievement. Its unstandardized coefficient of .130 and standardized Beta of .125 shows a moderate positive impact. Its t-value of 3.717 and p-value of .000 indicate a statistical significance. Similarly, the correlation coefficient result depicted that it has a moderate correlation with academic achievement (.573), imply that students who expect positive outcomes in the tasks and engage in the tasks as a result enhance academic performance. Similarly, previous studies revealed that optimism, a more or less stable set of positive expectations towards future events, is

significant in a number of circumstances, including academic performance (Carver & Scheier, 2014). Furthermore, studies suggest that holding a generally positive future perspective (e.g., Tetzner & Becker, 2018) as well as specific optimistic expectations promotes academic performance (Lench et al., 2021). However, the other study revealed that higher expectations of future performance may hinder academic achievement (e.g., Lewine & Sommers, 2016).

On the other hand, self-regulation has a negative coefficient of  $-.028$ , and a Beta value of  $-.034$  further indicates a minimal negative effect. With a t-value of  $-1.014$  and a p-value of  $.311$ , is not statistically significant. However, the correlation coefficient value depicted that self-regulation had a moderate positive correlation with academic achievement ( $.445$ ), suggesting that students who are better at self-regulating their behavior tend to perform better academically. Similar to the correlation result, previous studies showed a strong positive relationship between self-regulation and students' academic achievement. Similarly, Shirdel et al. (2018) highlighted the significant relationship between self-regulation and students' academic success.

Moreover, Duckworth and Seligman (2005) found that students with higher self-control tend to perform better academically. Self-regulation involves planning, assessing, and altering one's actions to obtain better outcomes (Noonan & Erickson, 2020). Students who have effectively developed their self-regulation learning strategies typically show characteristics such as the drive to succeed, enjoyment from challenging activities, and an aptitude to adapt quickly when encountering various tasks (Shirdel et al., 2018). Self-regulation is a vital skill that enables students to monitor, control, and directs their learning processes by managing behavior, thoughts, and emotions to achieve specific goals (Barkle, 2012).

When it comes to the contribution of self-efficacy to students' academic achievement, having an unstandardized coefficient of  $.019$ , and a Beta value of  $.027$ , self-efficacy has a very minor contribution to academic achievement. The t-value of  $.814$  and p-value of  $.416$  confirm that self-efficacy does not significantly predict academic achievement. However, self-efficacy had moderate positive correlations with academic achievement ( $.490$ ), it is to mean that students who have higher confidence in their abilities tend to perform better academically. Similarly, Kolo et al. (2017) indicated that psychosocial factors like self-efficacy of students play an important role in students' academic performance. Similarly, previous studies by Lamas (2015) and Tenaw (2013) found a positive and significant correlation between self-efficacy and academic performance. On the other hand, low levels of self-efficacy have even been

linked to psychological problems including anxiety and tension, as well as low commitment and academic achievement (Usán et al., 2022).

Generally, when self-regulation and self-efficacy are found to be insignificant in predicting students' academic achievement, it could be due to several reasons. External factors, such as socioeconomic status, family support, and teacher quality, often have a stronger influence on academic performance than self-regulation and self-efficacy alone. Additionally, the school environment, including poor teaching strategies or inadequate resources, may hinder the potential impact of these traits. Perhaps, the measurement issues also play a role, as inaccurate assessments or poorly defined constructs can distort the relationship between self-regulation, self-efficacy, and academic success. Furthermore, younger students may lack the cognitive ability to effectively self-regulate and their self-efficacy might not align with their actual academic abilities. Furthermore, emotional factors like anxiety or stress can overwhelm a student's ability to self-regulate, making self-efficacy less influential. Cultural and contextual differences also affect how these traits are valued and whether they significantly impact academic success. Self-regulation and self-efficacy may have a more noticeable effect on long-term academic achievement, but their influence can be less apparent in short-term assessments. Finally, standardized tests and narrow measures of academic achievement may not fully capture the broader skills that contribute to success, further reducing the impact of self-regulation and self-efficacy. Ultimately, the interplay of multiple factors, including external influences, measurement limitations, and developmental considerations, shapes students' academic outcomes.

## **Conclusion**

The results of the multiple regression analysis offer important new information about how psychosocial variables affect academic performance. Motivation was the most important predictor, and its high unstandardized coefficient and beta value showed that it had a strong positive relationship with academic performance. This demonstrates the vital role that motivation plays in fostering academic success, which is consistent with previous studies highlighting its significance. Although optimism has a positive impact, it also made a significant contribution to academic achievement. This suggests that optimistic expectations for future events play a role in promoting academic success in a variety of situations, including academic performance. On the other hand, because their coefficients were not statistically significant, self-regulation and self-efficacy were found to have weak effects on academic achievement. This

finding suggests that, in this study, these factors did not have the expected influence, which could be due to contextual factors or limitations in how these variables were measured. Despite their theoretical importance in academic success, such as motivation or external support systems, might have overshadowed their effects in this particular sample.

### **Recommendation**

Based on the findings of this study, the following recommendations can be proposed to enhance students' academic achievement by leveraging psychosocial factors. Chief among these is motivation, which emerged as the most significant predictor. Schools should foster both intrinsic and extrinsic motivation through meaningful, engaging, and relevant learning experiences. Encouraging student autonomy, setting achievable goals, and providing timely feedback can help sustain motivation.

Optimism, though less impactful than motivation, still significantly influences on students' academic success. Therefore, teachers should help students build mastery through gradual challenges and supportive feedback as having strong belief in one's ability alone may not converted into results without task-specific confidence. Moreover, teachers using peer role models and celebrating effort can also enhance the academic self-efficacy of students.

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