

**Declaration**

I declare that **THE RELATIONSHIP BETWEEN AFFECTIVE FACTORS AND THE ACADEMIC ACHIEVEMENT OF STUDENTS AT THE UNIVERSITY OF VENDA** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

.....  
Signature

.....  
Date

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## Quotable quotes

1. “Human behaviour is always a product of how people see themselves and the situations in which they are involved. Although this fact seems obvious, the failure of people everywhere to comprehend it is responsible for much of human misunderstanding, maladjustment, conflict and loneliness. Our perceptions of ourselves and the world are so real to us that we seldom pause to doubt them”.

A.W. Combs, D.Avila, and W.E. Purkey (quoted by Purkey & Novak, 1996).

2. “The best teacher is one who, through establishing a personal relation, frees the student to learn. Learning can only take place in the student, and the teacher can only create the conditions for learning. The atmosphere created by a good interpersonal relationship is the major condition for learning”.

C.H. Patterson (quoted by Purkey & Novak, 1996).

## **Summary**

The purpose of this study is to investigate the relationship between affective factors and the academic achievement of students at the University of Venda. Self-concept, motivation and attitude are affective factors selected for the study. The general aim of the study is to determine the role of self-concept, motivation and attitude in students' academic achievement and ultimately come up with some recommendations for enhancing these factors. The theoretical investigation indicates that there is a relationship between students' self-concepts, motivation, attitude, and academic achievement. Similarly, the empirical investigation has revealed that there is a significant correlation between self-concept, motivation, and academic achievement of students. It was, for example, found that female students are significantly more motivated than their male counterparts. It is therefore essential that educationists should understand the differences in motivational orientations of their students in order to facilitate effective learning.

## **Key terms**

- \* Academic achievement
- \* Affective factors
- \* Attitude
- \* Educationists
- \* Learning
- \* Measurement of academic achievement
- \* Motivation
- \* Relationship
- \* Self-concept
- \* University students

## **List of acronyms**

- \* ACH: Achievement
- \* ATT: Attitude
- \* ES: Environmental Sciences
- \* HSS: Human and Social Sciences
- \* MNS: Maths and Natural Sciences
- \* MOT: Motivation
- \* MSL: Management Sciences and Law
- \* SC: Self-concept
- \* UNIVEN: University of Venda

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