Predicting Academic Achievement Based on Irrational Believes

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Abstract

The aim of the study was to predict the secondary students’ academic achievements (performances) based on their irrational believes. The research was descriptive of the correlational kind. The participants were 375 male students who were recruited by random cluster sampling and completed the Jones’ irrational belief test (IBT) and their average grade points used for measuring the academic achievement. The analysis of the data shows that the correlation between the demand for approval, the blame proneness, the problem avoidance, and the helplessness in changing irrational beliefs, and the academic achievement are negative; the correlation between the anxious overconcern and the perfectionism irrational beliefs, and the academic achievement are positive. In addition, the results of the step by step regression analysis shows that students’ helplessness for change, anxious overconcern, problem avoidance, and perfectionism irrational beliefs are able to predict their academic achievement.

Keywords: irrational believes, academic achievement, academic performance

References


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