

Negative Attitudes Among Students and their Impact on Academic Engagement and Learning Outcomes

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Abstract: Students' attitudes toward learning constitute a vital psychological factor influencing academic engagement and educational achievement. In recent years, educators and researchers have expressed growing concern over the prevalence of negative attitudes among students, manifested through disinterest, anxiety, lack of motivation, and resistance to learning activities. Such attitudes not only affect students' emotional well-being but also significantly impair their academic engagement and learning outcomes. The present empirical study aims to examine the extent to which students' negative attitudes influence academic engagement and learning outcomes. Adopting a quantitative research design, data were collected from a sample of secondary-level students using standardized attitude and engagement scales. Statistical analysis revealed a significant negative relationship between students' unfavorable attitudes and their academic engagement, which in turn adversely affected learning outcomes. The findings highlight that students exhibiting higher levels of negative attitudes demonstrated lower behavioral participation, emotional involvement, and cognitive investment in learning activities, leading to poor academic performance. The study emphasizes the need for educational institutions to address attitudinal barriers through supportive learning environments, innovative teaching strategies, and psychological interventions. The findings contribute to educational research by reinforcing the importance of affective factors in shaping meaningful learning experiences.

Keywords: Negative attitudes, academic engagement, learning outcomes, student motivation, educational psychology