



COLLEGE OF EDUCATION AND LANGUAGE STUDIES

SCHOOL OF PSYCHOLOGY

ACADEMIC SELF-CONCEPT OF REMEDIAL PROGRAM STUDENTS IN PRIVATE

HIGHER EDUCATION INSTITUTIONS OF ADDIS ABABA: THE ROLE OF

ACADEMIC MOTIVATION AND PERCEIVED SOCIAL SUPPORT

BY; METMEKU YOHANIS WONDIMU

A THESIS SUBMITTED TO SCHOOL OF PSYCHOLOGY

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF ARTS IN COUNSELING PSYCHOLOGY

MAY, 2026

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Support.**

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Declaration

Metmeku Yohanis Wondimu, hereby declares that the thesis on the title — Academic Self-Concept of Remedial Program Students in Private Higher Education Institutions of Addis Ababa: The role of Academic Motivation and Perceived Social Support. “is my original work and it has not been presented for any academic purpose in any other university prior to this time and that all source of materials used for thesis have been properly acknowledged.

Name: - Metmeku Yohanis Wondimu

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Date;

The thesis has been submitted for examination with my approval as a university advisor.

Name of advisor; Seleshi Zeleke (PhD)

Signature.....

Date;

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My first acknowledgment is to God. This thesis exists because of His grace and He helped me in every step of my life. I am also grateful to Saint Teklehaymanot.

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Abstract

The purpose of this study was to examine the academic self-concept of remedial program students in private higher education institutions of Addis Ababa and the role of academic motivation and perceived social support. The study was conducted using sequential explanatory mixed method research design. Data were collected from 366 participants. The quantitative data were collected through self-reported questionnaires by using academic self-concept questionnaire, academic motivation scale and multidimensional scale of perceived social support. The qualitative data were collected through an in depth interview. The quantitative data were analyzed by using SPSS version 27 whereas the qualitative data were analyzed through thematic analysis. The findings revealed that the participant's academic self-concept was medium. There was statistically significant gender difference in the academic self-concept of remedial program students in private colleges of Addis Ababa. Male students scored significantly higher in academic self-concept than female students. Academic motivation was strongly and positively correlated ($r=0.605$, $p<0.001$) with academic self-concept. Perceived social support was moderately associated with academic self-concept ($r = .412$, $p<.001$). The regression analysis results indicated that academic motivation is a significant predictor of academic self-concept, explaining 36.6% of the total variance. Academic motivation and perceived social support together explained 41.5 % of the variance in academic self-concept. The qualitative phase shows intrinsic motivation functioned as a psychological buffer against the weight of prior failure; the conditionality of family support mattered as much as its presence; and also prior academic history and the nature of academic motivation associated with academic self-concept.

Key terms; Academic self-concept, Academic motivation, Perceived social support, remedial Program, Private higher education.

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Abbreviations

ASC	Academic Self-Concept
ASCQ	Academic Self-Concept Questionnaire
MSPSS	Multidimensional Scale of Perceived Social Support
SDT	Self-Determination Theory
SPSS	Statistical Package for the Social Sciences
PHEIs	Private Higher Education Institutions

CHAPTER ONE

INTRODUCTION

1.1. Background

Education has long been regarded as the cornerstone of economic and social transformation. It improves productivity, opens pathways to upward mobility and shapes the broader condition for national development (Ndungu, 2021). Central to this process is Academic Self-Concept, which shapes how students perceive and evaluate their own academic capabilities.

Academic Self-Concept (ASC) is defined as the self-perception students form about their own academic abilities through interactions with their educational environment and it is widely recognized as one of the most powerful predictors of academic performance (Marsh, 1988; Marsh & Martin, 2011). Students who hold stronger beliefs about their academic competence have a tendency to achieve better outcomes. (Marsh & Yeung, 1997). Gender is one of the demographic factors most consistently linked to this self-perception. Marsh and Yeung (1997) found that male and female students differ in the strength of their academic self-concept depending on the subject domain. These patterns suggest that gender is not incidental to how students come to see themselves academically, but rather an influence that interacts with the broader social and institutional context in which learning takes place.

In Africa, academic self-concept is a key variable influencing whether students persist in school or withdraw (Ashley, 2019). Studies from Kenya (Ndungu, 2021) and Ghana (Korantwi-Barimah et al., 2017) reported that lack of academic confidence frequently discourages learning. Research in South Africa also reported that there is significant correlation between academic self-concept and achievement. It also found academic motivation correlating with achievement (Coetzee, 2011).

In Ethiopia, a study indicates that students' school engagement depends on how they perceive their own cognitive capacities (Olana & Tefera, 2022). However, there is high engagement gap as students report a lack of interest in their studies (Olana & Tefera, 2022). For years, the Ethiopian Secondary School Leaving Certificate Examination (ESSLCE) was known for widespread malpractice, including exam leakage and organized cheating (Mikre et al., 2023; Jibat et al., 2023). In 2022, the Ministry of Education responded to this problem by moving examination centers from secondary schools to universities. This is to strengthen security and produce more accurate assessments of students' actual abilities (Jibat et al., 2023). Only 3.3% of the students who sat for the examination that year achieved 50% (the minimum passing score) required for university admission (MoE, 2023).

To address this crisis, the Ministry of Education introduced remedial program in 2023. This targets students who fell below the pass score, but who at the same time show relatively stronger performance in that group. The program operates as a transitional bridge, providing additional academic support and the opportunity to qualify for higher education (MoE, 2023; Tsegaye et al., 2024; Adem, 2024). Despite improved access to higher education, recent evidence shows a decline in pass rates (Ayenew, 2025).

For students in remedial settings, the psychological risks are high. Prior academic failure itself frequently diminishes students' self-perception of competence before they even begin (Robbins et al., 2004). Psychological factors in the specific context of Ethiopia's remedial program students are poorly understood. The present study examines the academic self-concept of remedial program students in private higher education institutions in Addis Ababa, with a focus on understanding the roles that academic motivation and perceived social support play in shaping it.

1.2 Statement of the problem

Academic self-concept is one of psychological predictors of learning outcomes. Students who hold positive academic self-concept tend to engage more deeply with their studies, persist through difficulty and ultimately perform better. Those who have damaged self-image disengage easily and underperform relative to their actual potential (Marsh & Martin, 2011). For students who enter higher education institutions, already burdened by a history of academic failure, psychological factors are not secondary concerns, which might be the foundation to whether such students persist or withdraw.

In Ethiopia recent year's national grade 12 exam performance data have raised widespread concern. In 2022, only 3.3% of students scored above 50%. In 2023, 3.2%; and in 2024, 5.4% and most students do not pass the exams (Anchiso, 2025). In 2024/2025, 8.4% of the examinees obtained passing score and over half a million students left without direct university pathway (Ethio Negari, 2025). The remedial program was introduced in 2023, as a temporary response to this crisis initially considered as a one-time, single-year measure. It was never intended to become a formal structure in the education system. Driven by the persistence of mass examination failure year after year, the program continued and has since become an established feature of Ethiopian higher education. It is now offered across both public and private higher education institutions through a centrally administered framework. The Ministry of Education holds authority over all admission criteria and assessments (Ayenew, 2025).

Between 2023 and 2025, pass rates among remedial students in private institutions fell from 80.9% to just 24.1%. It shows a decline of 56.8 percentage points in only two years. Public institutions recorded comparatively higher rate of 56.3% in 2025 (Ayenew, 2025). The gap between private

and public institution outcomes indicates a problem that should be meaningfully addressed. Students in this program are struggling in ways that grade statistics alone cannot explain.

Understanding that struggle requires looking into the psychological experience of remedial students. Zarb (1984) found that students in remedial and academically failing categories show lower academic self-concept than their successful peers. They doubted their own potential, credited failure to fixed ability rather than changeable effort. They more likely to disengage when academic demands became challenging. Studies in Ethiopia has not yet examined the academic self-concept of remedial students. Several studies have been conducted on psychosocial factors among Ethiopian university students and have confirmed that psychological and social variables significantly influence academic achievement (Kassaw *et al.*, 2024; Melaku *et al.*, 2025). The specific psychological experience of remedial students is not investigated.

This is the gap the present study aimed to address. Institutions cannot design effective support systems for remedial students without first understanding how those students perceive their own academic capabilities, what drives or suppresses their motivation to learn and what social resources they have or lack. This study therefore examines the academic self-concept of remedial program students in private higher education institutions in Addis Ababa and investigates the roles of academic motivation and social support in shaping it.

1.3 Research Objectives

1.3.1 General Objectives

The purpose of this study is to examine the academic self-concept of remedial program students in private higher education institutions of Addis Ababa and the role of academic motivation and social support.

1.3.2 Specific objectives

1. To assess the level of academic self-concept among remedial program students in private higher education institutions of Addis Ababa
2. To investigate if there is any significant gender difference in academic self-concept of remedial program students in private higher education institution of Addis Ababa
3. To determine the unique and joint contributions of academic motivation and perceived social support in predicting the academic self-concept of remedial program students in private higher education institutions of Addis Ababa.
4. To explore the factors that strengthen or weaken academic self-concept of remedial program students in private higher education institution of Addis Ababa.

1.4 Research questions

1. What is the level of the academic self-concept of remedial program students in private higher education institutions of Addis Ababa?
2. Is there any significant gender difference in academic self-concept of remedial program students in private higher education institutions of Addis Ababa?
3. To what extent do academic motivation and perceived social support uniquely and jointly contribute in predicting the academic self-concept of remedial program students in private higher education institutions of Addis Ababa?
4. What are factors that strengthen or weaken academic self-concept of remedial program students in private higher education institutions of Addis Ababa?

1.5 Significance of the Study

Multiple stakeholders can get both practical and academic benefits from this study, especially those who are directly or indirectly involved in the education of remedial program students.

Understanding how motivation and social support connect to academic self-concept can help remedial students become more aware of what is shaping their beliefs about themselves as learners which in turn can encourage them to seek support, stay committed and push through academic challenges than quietly give up.

For teachers and counselors this study provides evidence-based grounds to look beyond content delivery and pay closer attention to the motivational climate and social environment they create around remedial learners. Counselors in particular can use the findings to design interventions that address student's psychological needs alongside their academic ones.

There has not been research on psychological constructs on remedial students in the Ethiopian higher education context particularly in private higher education institutions. The present study therefore contributes to the body of knowledge by investigating the academic self-concept of remedial program students in private higher education institutions of Addis Ababa and the role that academic motivation and social support play in shaping it.

1.6. Limitation of the study

Quantitative data collection relied on self-reported questionnaires, consequently, the possibility of response bias through over-reporting or underreporting cannot be entirely managed. Responses may reflect subjective perception rather than objectively verified measures.

The study was also challenged to access current population data due to persistent challenge as repeated formal inquiries to both the Ministry of Education and the Federal Education and Training Authority revealed that neither institution held available data on the current academic year's total remedial student enrollment or complete list of active private higher education institutions where remedial students are enrolled. Officials indicated that such data become available after remedial exam registration, which falls beyond this study's data collection period. The researcher therefore

obtained the previous academic year's official institutional list from a senior Ministry of Education official and used it as the sampling frame for institution selection.

1.7 Operational definitions of terms

Academic self-concept: refers to how students personally perceive their own academic ability and competence as measured by ASCQ originally developed by Liu and Wang, (2005) .

Academic motivation: refers to the internal and external forces that drive students to engage with, persist in academic work as measured by AMS, a scale developed by Vallerand *et al.* (1992).

Perceived social support: is student's personal sense that families, friends and significant others are genuinely available and willing to provide care, guidance and practical help when needed as measured by MSPSS, a scale developed by Zimet *et al.* (1998).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews the theoretical and empirical literature relevant to the study and organized around the central variables of the study: academic self-concept, academic motivation and perceived social support. It examines the conceptual and theoretical foundations of academic selfconcept, discusses the academic self-concept of remedial students and the evidence on gender differences. The chapter then turns to academic motivation, reviewing its theoretical grounding in Self-Determination Theory (SDT) followed by an examination of perceived social support. The relationships between each of these variables and academic self-concept are explored.

2.1 Remedial Education

2.1.1 Definition and Historical Background

Remedial education is defined as structured instructional interventions supporting learners who are below their expected level of academic achievement. The goal of these interventions is to close the learning gap and prepare students to be successful in future levels of education. (Calcagno & Long, 2008). Different terms are used to describe these types of programs including developmental education, compensatory education, preparatory education and academic upgrading. Although the structure and delivery of remedial education differ across countries, its primary goal remains consistent: to bridge learning gaps, support students who require additional academic preparation and facilitate academic progression. (Denzin, 2017; Ganga et al., 2018; Glaziou et al., 2016 ; Hu & Liu, 2017).

Remedial education's origin goes back to the 17th century, when Harvard University was the first institution of higher education to begin offering preparatory education as a way to assist students who were not academically prepared. By the 19th century University of Wisconsin formalized

similar support mechanisms (Oklahoma State System of Higher Education, 2009). Currently, remedial education exists in a number of forms depending on what level of the education system is utilized. The postsecondary level remedial education is usually conducted through preparatory courses in order to provide students with the skills needed to succeed at the college level (Calcagno & Long, 2008). In addition to variation for remedial education by level of education there is also variation in how remedial education is delivered. It can be delivered independently from other programs, incorporated into additional educational programs, or established in a national education policy intervention to better the outcomes of education. These variations highlight the adaptability of remedial education as a strategy for addressing diverse educational challenges (Banerjee et al., 2006).

2.1.2 Remedial Education in Global and African Context

Implementing remedial education is different across countries because of the educational system, ability of institutions and policies of the country. How these services are provided and established is different from one another. United States and Canada implement remedial education in postsecondary education settings. These programs assist students with lack of academic readiness to take college courses (Calcagno & Long, 2008; Sigafos & Elkins, 1994).

Italy includes a remedial program for students who do not achieve required levels of academic achievement whereas Turkey provides remedial classes to assist students in achieving grade level expectation (Battistin et al., 2010; Yolak et al., 2019).

In South Africa Programs for unprepared students entering higher education are called Extended Curriculum Programs (ECPs). Extended curriculum programs provide students additional academic assistance to improve their chances for successful completion of their studies (Brits et al., 2012; Chetty & Kepkey, 2017).

In Ghana remedial programs are designed to prepare students for re-sitting national examinations, improving their chances of accessing tertiary education. (Brako-Yeboah, 2020). In Zimbabwe, remedial interventions are based on early assessments that identify students in need of additional support, allowing targeted intervention (Ndebele, 2014). Remedial education is highly context specific and is thus shaped by a country's educational policies and the nature of its learner population. It is to support underprepared students. The purpose and design are however different. For example, countries such as Turkey and Zimbabwe provide remedial education to address gaps in the school system; while Ghana uses remedial education to prepare students for national reexaminations.

2.1.3 Remedial Education in Ethiopia

The Ministry of Education developed the remedial program in 2023 to assist students who do not meet university entry criteria. This initiative arose due to the potential adverse effects of a new grade 12 exam administration system, which differs from previous methods. Consequently, remediation is a transitional measure for students who fall short of the passing mark, rather than admitting them directly into higher education institutions. (Ayenew, 2025). The goal of the program was to provide additional support to students in order for them to have an opportunity to qualify for higher education by passing a national remedial examination. (MoE, 2023 ; Tsegaye et al., 2024 ; Adem, 2024).

The Ministry of Education holds authority over all admission criteria and assessments (Ayenew, 2025). The remedial program in Ethiopia runs for one academic year. Students in both the Natural Science and Social Science streams study English and Mathematics. In addition, Natural Science students take Physics, Chemistry, and Biology, while Social Science students take History, Geography, and Economics. At the end of the academic year, students sit for a centrally

administered Remedial Exit Examination. Students' pass status is determined entirely by a 100% centralized national final examination.

2.1.4 What Remedial Placement Does to Students Psychologically

There is a dimension of remedial placement that goes beyond the academic. Being told, in effect, that you are not yet ready for university-level study is a judgment that students bring with them.

Bettinger and Long (2009), found that remedial placement was associated with lower educational aspirations relative to comparable students who were not placed in developmental courses, a pattern that the authors interpreted partly as a discouragement effect.

2.2 ACADEMIC SELF-CONCEPT: CONCEPTUAL AND THEORETICAL FOUNDATIONS

2.2.1 Academic Self-Concept

Self-concept refers to the totality of beliefs, perception and evaluations that individuals hold about themselves across the different domains of their lives (Shavelson et.al, 1976). in this broader framework, academic self-concept is the domain-specific component that captures how individuals perceive and evaluate their own academic abilities, competence and performance.

Marsh and Martin (2011) described it as the cognitive and evaluative representations students hold of themselves as learners, built up over time through comparisons with others and through their own experiences of success and failure in school. It is not simply a cognitive description of skill level but carries an evaluative dimension as well, reflecting how positively or negatively a person evaluates their own academic ability (Byrne, 1984).

Lent *et al.* (1997) defined ASC as the specific attitudes, feelings and perception an individual holds about their intellectual and academic capabilities. Cokley (2000,) described it as how a student views their academic ability when compared with others, while McCoach and Siegle (2003)

emphasized its evaluative dimension, that ASC involves not only descriptions of perceived academic ability but also judgments of self-worth tied to that perceived competence.

2.2.2 Theoretical Models to understand Academic self-concept

2.2.2.1 The Hierarchical Self Concept Model

The theoretical framework that has most strongly influenced ASC research is the multidimensional hierarchical model of Shavelson, Hubner and Stanto (1976). They proposed that self-concept is organized into a hierarchy with general self-concept at the top, branching downward into academic and nonacademic domains and further into subject-specific at the base.

2.2.2.2 The Reciprocal Effects Model

The significance of ASC for educational outcomes is well established. Marsh and Martin (2011) formalized the reciprocal effects model, demonstrating that prior achievement predicts later selfconcept and prior self-concept predicts later achievement. Guay *et al.* (2003) provided metaanalytic support for this reciprocal pattern.

The practical implication is not small. Self-concept relate to academic outcomes. An intervention that builds students' academic skills without attending to their self-perception may be leaving important influence untouched.

2.2.3 Remedial Students and Academic Self-Concept

Marsh and Craven (1997) states that repeated academic failure at formative stages erodes self-confidence and depresses ASC in ways that can prove difficult to reverse, with consequences extending into broader life expectation and general functioning.

Empirical evidence consistently positions remedial students at a disadvantage in terms of ASC relative to mainstream peers. Zarb (1984) compared three groups of secondary students including remedial students, students failing three or more subjects and academically successful controls,

finding that both at-risk groups demonstrated significantly lower academic self-concepts than the successful group. Chong (2007) reported a comparable pattern in Hong Kong, where students assigned to remedial classes scored lower on academic, non-academic and global self-concept than their peers in regular classes, indicating that the effects of remedial placement reach beyond purely academic self-perception.

Hamed *et al.* (2017) found that pre-diploma students under a program called “Mengubah Destini Anak Bangsa (MDAB)”, a group comparable in many respects to Ethiopian remedial students, reported moderate to high levels on both academic confidence and academic effort subscales. Liu (2009) argued that poor academic outcomes may foster lower academic trust over time, but this path is not fixed. Pajares and Schunk (2001) argued that self-perception formed during periods of academic difficulty are particularly resistant to revision, precisely because they become embedded in students' broader sense of who they are academically. The implication is hard: a student who has been told repeatedly, implicitly or explicitly, that their academic abilities are limited may hold onto that belief even after their actual performance improves.

In the Ethiopian higher education context, Remedial students enter higher education carrying a recent, concrete and public signal that their academic preparation is below the expected standard, which may make the threat to academic self-concept particularly acute. They enter Higher Education Institutions already aware that they did not meet standard entry requirements. Supportive, well-structured learning environments can create condition under which students revise their academic self-perception upward, making the quality of remedial program design a consequential variable in its own right.

2.2.4 Gender Difference and Academic Self Concept

Studies about gender differences in academic self-concept presents a picture that is multidirectional rather than uniformly favoring one gender over the other.

A portion of the literature supports the view that gender does not significantly differentiate ASC. Liu and Wang (2005) reported comparable overall ASC scores for male and female students in Singapore, a finding consistent with earlier Australian work by Marsh (1989) that documented no gender effect on general school self-concept across early-to-middle adolescence. Hamed *et al.* (2017) and found non-significant results, concluding that male and female students held equally positive academic self-perception. Wicks (2017), studying developmental students at a Mississippi community college and Korantwi-Barimah *et al.* (2017) , both similarly found no significant gender difference in ASC.

Other studies, however, have found gender to be a meaningful variable. In Ethiopia , Dagneu (2018) reported a statistically significant gender difference in self-concept at Bahir Dar secondary school, with female students outscoring males and also demonstrating higher intrinsic and extrinsic motivation. Tizazu and Ambaye (2017), studying preparatory school students in Debre Markos, found the opposite: male students demonstrated significantly higher self-concept belief scores than females. The contrasting results of these two Ethiopian studies, explain that even in a single national context, findings can diverge considerably depending on the school environment and the specific population sampled. Outside Ethiopia, Jaiswal and Choudhuri (2017) found female secondary students in India to hold significantly higher ASC than male peers, while Arefi and Naghebzadeh (2014) reported the same directional finding. In opposition, Okyere (2019) found male junior high school students in Ghana to outperform females on self-concept.

Wang and Yu (2023), synthesizing this evidence in a systematic review, concluded that gender differences in ASC be likely to be subject-specific and context-dependent rather than uniformly directional, with some academic domains favoring boys and others favoring girls.

2.3 ACADEMIC MOTIVATION

2.3.1 Understand Academic Motivation

Motivation gets people started and keeps them going. In educational contexts, motivation is the a process that initiate, sustain and direct students to engage in academic work (Pintrich, 2003).

Ryan and Deci (2000) defined motivation as the experience of being moved to act. Campbell and Pritchard (1976) stated that motivation governs whether students initiate academic behavior. It also determines the direction, intensity and persistence of that behavior over time. Motivation is also linked to learning quality. Motivated students attend carefully to instruction, organize and revise learning material, monitor their understanding and seek help when needed. Unmotivated students, on the other hand do none of these things systematically (Pintrich and Schunk, 2002).

2.3.1.1 Self-Determination Theory as a Framework for Academic Motivation

Self-Determination Theory (SDT), which was originally developed by Deci and Ryan (1985) is widely applied theoretical view in academic motivation research. SDT was elaborated extensively in subsequent decades (Ryan & Deci, 2000, 2017).

According to this theory, human motivation varies both in quantity and quality. At one end of the motivational spectrum is amotivation. This is a state of disengagement in which students see no connection between their actions and the outcomes. At the other end is intrinsic motivation. In this case students engage in academic work because they find it genuinely interesting or satisfying. In between are different forms of extrinsic motivation. This is regulated by external rewards, internal pressures, personal values, or integrated identity. According to the STD theory, for students to

move toward the more internalized and self-determined end of this continuum proposes that three basic psychological needs, autonomy, competence and relatedness, must be satisfied (Deci & Ryan, 2000).

2.3.2 Types of motivation

According to SDT (Ryan & Deci, 2000), there are three types of motivation namely: Intrinsic motivation, Extrinsic motivation and Amotivation.

Intrinsic motivation describes engaging in certain activity for interest, enjoyment, or satisfaction. It shows what individual will do in the complete absence of any external incentive (Malone and Lepper, 1987). According to Ryan and Deci (2000), intrinsic motivation defined as engagement driven by the inherent interest or enjoyment of an activity, independent of any separable consequence. In educational terms, intrinsically motivated students learn because they genuinely want to understand. This orientation is associated with deeper conceptual processing, stronger memory and higher achievement (Gottfried, 1990). In addition, Vansteenkiste *et al.* (2004) showed that intrinsically motivated students use deeper learning strategies, persist longer through difficulty and report higher academic well-being than students whose motivation is primarily external.

Extrinsic motivation involves behaviors performed for reasons outside the activity itself. It ranges from pursuing external rewards or avoiding punishment; it is acting based on personally valued but externally originated goals. Vallerand and Ratelle (2002) described extrinsically motivated behaviors as instrumental, which is carried out for separable outcomes rather than for inherent value. SDT does not treat all extrinsic motivation as equally problematic. Through time, external reasons become more internalized, the resulting motivation begins to share many properties with intrinsic motivation (Ryan & Deci, 2000). Students who have not developed strong intrinsic

academic interests, can get a meaningful, functional starting point for re-engagement through extrinsic motivation with academic work.

Amotivation is the absence of both intrinsic and extrinsic motivation. It is the state in which individuals perceive no contingency between their actions and outcomes (Cokley *et al.* (2001).

2.3.3 The relationship between Academic Motivation and Academic Self-Concept

According to Islam and Banerjee (2025), there is significant positive correlation between academic motivation and self-concept among higher secondary students. The authors concluded that academic motivation generates an inner urge toward learning that accumulates into stronger academic self-beliefs over time. Similarly, Arefi and Naghebzadeh (2014) reported moderate positive correlation between academic motivation and ASC in Iranian high schools. Accordingly motivated students tend to develop higher academic self-perception. Another study assessed the relationship at university level (Liu, 2010) reported high, significant correlations between motivation and overall ASC across all student ability levels; higher-ability students showing even stronger associations. This indicates that motivated engagement and positive academic self-perception reinforce each other as students' academic standing improves.

A research involving Senior High School students in Ghana also found that similarly found that intrinsic motivation predicted ASC. It was observed that students who engaged with learning for its own sake also tended to hold stronger academic self-beliefs (Sunu and Baidoo-Anu (2024).

2.4 Perceived Social Support

2.4.1 Understand Perceived Social Support

Perceived social support is distinct from the objective presence of helpers or resources. It refers to the subjective belief that others are available and willing to assist when needed. According to Zimet *et al.* (1988) perceived social support is the degree of support individuals believe to exist in

their lives. It is argued that this perception is more predictive of psychosocial outcomes than the actual support received because human behavior responds to interpreted social reality rather than to its objective features (Zimet et al., 1988).

Cohen and Wills (1985) reported that perceived availability of support has stronger associations with psychological outcomes than the frequency of support actually received. This indicates that what matters most is not what others do, but whether students believe that help is there if they need it.

2.4.2 Sources of social support

The Multidimensional Scale of Perceived Social Support (MSPSS) by Zimet *et al.* (1988) organizes the sources of support into three subscales: family, friends and significant others. These subscales play a distinct role in shaping academic self-perception.

2.4.2.1 Family Support

Among the three sources of perceived social support mentioned above, family support tends to be the most foundational. Parent-child relationships significantly shape both academic performance and self-esteem (Lian, 2008). Secure and supportive family environments associated with more positive self-concept development.

For remedial students, whose entrance into higher education has been delayed by examination failure, the degree of parental understanding, encouragement and continued investment in their education may have meaningful influence on the way the students come to see themselves academically. Parental education level is also important. Parents with higher educational attainment better provide both direct academic assistance and motivationally affirming communication that feeds positively into students' academic self-beliefs (Ummi et al., 2020).

2.4.2.2 Friends and Peer Support

Peer support becomes increasingly relevant as students move through adolescence and into early adulthood. The experience of being accepted, valued and academically acknowledged by friends and classmates provides a social mirror. Through this, students can develop more positive sense of their academic standing. Pratiwi and Mangunsong (2020) reported that peer social support mediated the positive relationship between social skills and ASC in inclusive school settings. This confirms that the quality of peer relationships has direct pathway to academic self-perception. Among remedial students who may experience some degree of social stigma or reduced peer networks as a result of their placement, the quality of friendships and peer interactions in the remedial program itself is meaningful protective factor for ASC.

2.4.2.3 Support from Significant Others

Support from teachers, academic advisors, mentors and other significant determinant different from family or friends. In educational settings, teachers occupy an influential position in this category. Cosden and McNamara (1997) found that instructor support specifically predicted self-esteem among college students without learning disabilities. The role of teachers and program coordinators for remedial students in Ethiopian PHEIs is consequential. Students who perceive their instructors as genuinely invested in their academic development are more likely to internalize positive assessments of their own capabilities. Contributing to stronger academic self-beliefs over the course of the program.

2.4.3 The relationship between perceived social support and Academic Self-Concept

Research consistently links perceived social support to more positive academic self-beliefs. Xu *et al.* (2019) found that self-concept fully mediated the relationship between perceived social support and mental health as students who perceived greater support from parents, teachers and peers developed more positive self-concepts which in turn buffered against psychological difficulties.

Chen *et al.* (2025) reported strong correlation between social support and academic self-efficacy with the confidence dimension of ASC. Research among in a sample of students with special needs (Pratiwi and Mangunsong, 2020) that peer social support mediated the positive effect of social skills on ASC. This confirm that the quality of students' social relationships translates into stronger or weaker academic self-perception even among non-mainstream learners.

Zayed *et al.* (2023) found a significant positive relationship between perceived social support and self-esteem among Malaysian university students, while Lian (2008) confirmed that students with higher perceived social support also possessed higher self-esteem in a young adult sample from two Malaysian universities. Although these studies measured self-esteem rather than ASC, the constructs are sufficiently related that the pattern is instructive.

2.5 Theoretical Framework of this study

This study is grounded in the Internal/External Frame of Reference Model (I/E model) developed by Marsh (1986). The model states that students form academic self-concepts through two simultaneous comparison processes. The external process involves comparing one's own academic performance against the performance of classmates and other peers and this process tends to produce positive self-concepts when a student performs above the peer average and negative self-concepts when performance falls below it. The internal process involves comparing one's performance in one academic subject against one's own performance in other subjects and this process can produce positive self-concept in a subject even when absolute performance is low, as long as performance in that subject is higher than performance in other subjects. The I/E model has been extensively tested and has received strong empirical support across different age groups and national contexts (Marsh & Hau, 2004).

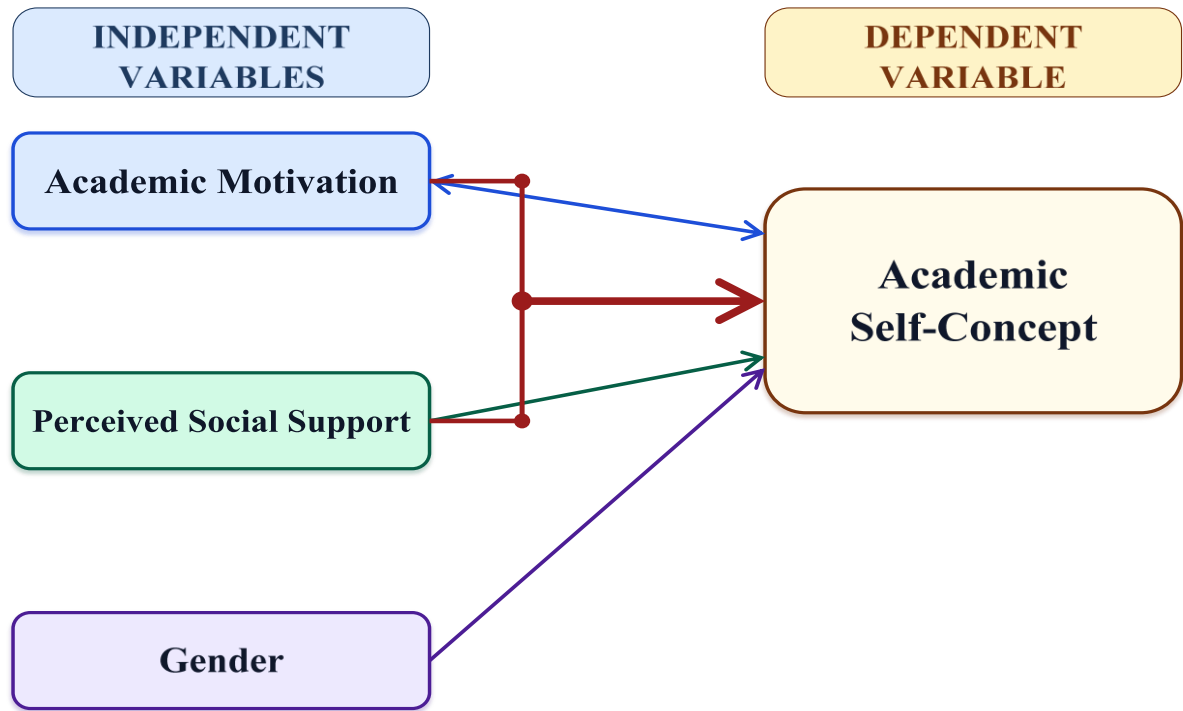
For remedial students, who are grouped with other students who performed below admission threshold, the external comparison process may operate in complex ways. On one hand, being surrounded by similarly placed peers may reduce the negative contrast effects that arise from comparing oneself to high-achieving classmates. On the other hand, the group identity associated with remedial placement may itself suppress academic self-concept regardless of within-group comparisons.

2.6 Conceptual Framework

The conceptual framework of this study, illustrated in Figure 1, positions academic self-concept as the dependent variable and academic motivation and perceived social support as independent variables, each connected to the outcome through individual pathways and through a combined pathway that reflects their joint contribution. Gender is incorporated as contextual factors that may explain variation in academic self-concept across student subgroups, represented by line in the figure to reflect its role.

Figure 1

Conceptual Framework: Unique and Joint Contributions of Academic Motivation and Perceived Social Support in Predicting Academic Self-Concept.



2.7 Summary and research gaps

The literature reviewed in this chapter reveals many insights about what shapes academic self-concept and how it develops among students in different educational contexts. Academic self-concept is found to be lower among students in remedial programs than among their mainstream peers. Gender differences in academic self-concept remain inconclusive across studies: report male advantages, female advantages and find no significant difference, Academic motivation predict academic self-concept, with students who are more motivated tending to develop stronger and more stable academic self-perception over time. Perceived social support also predicts

academic self-concept positively. Despite these well established relationships, the academic self-concept of remedial students in Ethiopian private higher education remains entirely unstudied and no research has yet examined how academic motivation and perceived social support, individually or together, predict academic self-concept in this population. The present study was designed to address precisely this gap.

CHAPTER THREE

METHODOLOGY

3.1 Research Approach

This study was conducted using a mixed-method research approach. Which combined quantitative and qualitative approaches that helped to provide good understanding about academic self-concept of remedial program students. The method is chosen because a quantitative approach can measure the level of academic self-concept and examine its relationships with academic motivation and perceived social support numerically. A qualitative approach helps to explain and interpret the quantitative results.

3.2 Research Design

This study used a sequential explanatory mixed-methods design. First the quantitative data were collected through a questionnaire and analyzed to identify trends and patterns, then qualitative data were gathered through an interview and analyzed. Greater emphasis was given to the quantitative phase. Qualitative data were gathered only to explain and interpret what those quantitative results revealed.

3.3 Study setting

This study was conducted in seven private higher education institutions located in Addis Ababa. They were randomly selected from 25 private higher education institutions in Addis Ababa that offered remedial classes in the 2024/25 academic year. All selected institutions were offering remedial programs for students in the Social Science and Natural Science streams in the 2025/26 academic year. These selected institutions were St. Mary's University, Admas University, Hope

Enterprise University College, New Generation University College, St. Lideta Health Science and Business College, Kibur College and Queens' College.

3.4. Population and target population

3.4.1. Target population

The target population of this study were students who were attending the remedial program in seven private higher education institutions in Addis Ababa.

3.4.2 Eligibility criteria

3.4.2.1 Inclusion Criteria

- Students currently enrolled in a remedial program at seven private higher education institutions in Addis Ababa during the 2026 data-collection period.

3.5 Sampling technique and sample size

3.5.1 Sampling technique

A. For the quantitative study

The researcher used last year's list of private higher education institutions in Addis Ababa that offered remedial programs which was provided by PHEIs service desk official at MoE. This was used to estimate the sampling frame. Then seven out of 25 PHEIs were selected using a lottery method.

These selected institutions were: St. Mary University, Admas University, Hope Enterprise University College, New Generation University College, St. Lideta Health Science and Business College, Queens College and Kibur College.

From each of the seven institutions, an official roster of all registered students for the 2025/26 academic year was obtained. Then students were stratified by their field of study (natural science or social science) and secondly by gender (male or female). This created four strata per institution: natural science male, natural science female, social science male and social science female. The distribution of sample size across the four strata shown in Table 1 below. From each stratum participants were selected using simple random sampling technique.

Table 1

Distribution of Sample Size Across the Four Strata

Total Population Across 7PHEIs (Nh)		Proportion (Nh/N)	Sample Size (nh)
Total	1402	$1402/1402 = 1$	$1 \times 427 = 427$
Natural Male	254	$254/1402 = 0.1811$	$0.1811 \times 427 = 77$
Natural Female	419	$419/1402 = 0.2988$	$0.2988 \times 427 = 128$
Social Male	259	$259/1402 = 0.1847$	$0.1847 \times 427 = 79$
Social Female	470	$470/1402 = 0.3352$	$0.3352 \times 427 = 143$

B. For the qualitative study

For the qualitative phase, purposive sampling was used to select 8 remedial students from two PHEIs.

Selection was based on academic self-concept levels, as measured by the ASCQ: two students from the high level, four from moderate, and two from low. The sample also included five females and three males, and was evenly divided between social and natural science streams, with four students from each.

3.5.2. Sample Size Determination

For the Quantitative Study

Because the total number of remedial students across PHEIs in Addis Ababa is unknown for the current academic year, a Cochran's formula was used for an unknown population to determine the sample size (Cochran, 1977).

Step 1: Initial sample size calculation Cochran's formula is: $n_0 = (Z^2 * p * (1-p)) / e^2$

Where:

n_0 = initial sample size

$Z = 1.96$ (for 95% confidence level) $p = 0.50$ (estimated proportion, used when unknown) $e = 0.05$ (5% margin of error) Putting in the values:

$$n_0 = (1.96^2 * 0.50 * 0.50) / (0.05^2)$$

$$n_0 = (3.8416 * 0.25) / 0.0025$$

$$n_0 = 0.9604 / 0.0025 \quad n_0 = 384.16$$

Based on the calculation the initial minimum sample size is 384 students.

Step 2: Adjusting for non-response

To account for potential non-response and incomplete responses, the following formula was applied:

$$n = n_0 / (1 - r) \text{ Where:}$$

n = final sample size n_0 = initial sample size

(384) r = expected non-response rate (10%, or 0.10)

Calculation:

$$n=384/(1-0.10)$$

$$n=384/0.90$$

$$n = 426.66 \approx 427$$

Therefore, the target sample size for the quantitative phase of this study was 427 remedial students.

Proportional Allocation of the Sample Size

The proportional allocation of the sample across the seven private higher education institutions was calculated using the formula for proportional stratified sampling:

$$n_h = (n / N) \times N_h$$

Where:

n_h = sample size for each stratum (PHEI)

n = total sample size (427)

N = total population of remedial students in seven PHEIs (1,402)

N_h = population of each college

This formula ensured that each institution's sample contribution is proportional to its share of the total population, guaranteeing that larger institutions contribute more participants while smaller institutions remain adequately represented (Kothari, 2004).

The final calculated sample size of 427 students was proportionally allocated to each of the 7 selected private higher education institutions based on their 2025/26 academic year intake for the remedial program.

3.6. Study variables

3.6.1. Dependent Variable

The dependent variable for this study was Academic Self-Concept.

3.6.2. Independent Variables

The independent variables for this study were academic motivation, perceived social support, gender, field of study, and parental education level.

3.7. Data collection tools and procedures

In this study a structured self-administered questionnaire was developed for the quantitative component of the study. The questionnaire included four sections: socio-demographic characteristics, academic self-concept, academic motivation and perceived social support.

1. Academic Self-Concept Questionnaire.

Academic self-concept was measured by using the 20-item Academic Self-Concept Questionnaire (ASCQ) which was developed by Liu and Wang (2005). Following cross-cultural adaptation guidelines (Geisinger, 1994), this instrument was translated into Amharic through forward and backward translation. During the translation process two university lecturers from Gondar and Mekelle Universities participated. They were known for teaching psychology-related courses. Besides, one bilingual expert who has taught English in a secondary school for over 15 years has participated in the translation. Then, mismatches in meaning, or wording were fixed by prioritizing natural Amharic, preserving the original idea and ensuring clarity. Responses were recorded on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Items 2, 4, 7, 9, 11, 13, 14, 16, 17, and 20 were reverse-coded during data entry.

A pilot study was conducted to assess internal consistency.

2. Academic Motivation Scale (AMS)

Participants' academic motivation was measured using the Academic Motivation Scale (AMS), originally developed by Vallerand *et al.* (1992). The full scale has 28 items covering three types of motivation: Intrinsic motivation (12 items), Extrinsic motivation (12 items) and Amotivation (4 items). Therefore, only the intrinsic and extrinsic subscales were used for the purpose of this study.

The amotivation items were excluded because this research focuses specifically on the positive motivational drivers that encourage remedial students to engage in their learning. Amotivation, which reflects lack of purpose or direction, falls outside the scope of the study.

Responses were recorded on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). This study used the Amharic version adapted for Ethiopian students by Adem (2021), who reported good internal consistency with a Cronbach's alpha of .83. To ensure contextual relevance for remedial students in private colleges, minor terminological adjustments were made (e.g., changing "school" to "remedial program") however the original meaning of each item was preserved. Finally, a pilot test was conducted to assess the reliability of the adjusted scales.

3. Multidimensional Scale of Perceived Social Support (MSPSS)

This study was used Multidimensional Scale of Perceived Social Support (MSPSS) to assess the level of social support available to remedial students, it was originally developed by Zimet *et al.* (1988). The scale contains 12 items. Responses were recorded on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The study adopted the Amharic version previously used by Assefa (2015) with youth in Addis Ababa. This helped to ensure that the items are culturally and linguistically appropriate for the target population.

Qualitative Data Collection

For the qualitative component, a semi-structured interview guide was developed based on the results of the quantitative phase to explore factors that influence students' academic self-concept, their motivation to learn, social support they have received and ASC relation with academic motivation, perceived social support,

Qualitative data were collected from eight purposively selected students from two Private Higher Education Institutions: four social science students (2 female, 2 male) from Admas University and four natural science students (3 female, 1 male) from Kibur College.

3.8. Pilot Test

A pilot test was conducted with 60 remedial students randomly selected from two private colleges: 33 social science students (14 males, 19 female) from St. Mary University and 27 natural science students (12 males, 15 female) from Hope Enterprise University College. These students were not included in the main study.

The purpose of this test was to identify confusing or ambiguous wordings, to estimate completion time and assess the internal consistency of the instruments. Accordingly, the Cronbach's alpha calculated was above the acceptable threshold (0.7). The Academic Self-Concept Questionnaire (ASCQ) ($\alpha = .732$), the Academic Motivation Scale (AMS) ($\alpha = .910$) and the Multidimensional Scale of Perceived Social Support (MSPSS) ($\alpha = .906$).

Although two items had low item-total correlations, no item was deleted because removing any single item would not meaningfully improve the alpha. Instead, the wording of those items was carefully refined to improve clarity and contextual relevance. All other items performed well and were retained.

3.9 Data processing and analysis

Quantitative data was analyzed using SPSS Version 27 software. First descriptive statistics were used to summarize participants' demographic characteristics and the main study variables: academic self-concept, academic motivation and perceived social support

The internal consistency of all instruments was assessed using Cronbach's alpha coefficient. To examine relationships between variables, Pearson's correlation coefficient was computed. In

addition, linear regression analysis was conducted to identify factors that predict academic self-concept. Variables showing significant associations in bivariate analysis were entered into the multivariate regression analysis.

Qualitative data from semi-structured interview was analyzed using thematic analysis following the framework of Braun and Clarke (2006). Interviews were transcribed verbatim, translated into English and checked for accuracy.

3.10. Ethical considerations

Many ethical considerations were followed to ensure the integrity of the research process. Official permission was secured from the administrations of each participating private higher education institution prior to the data collection. Informed consent was obtained from all participants. Participants were explicitly informed about the purpose of the study and their right to withdraw from the study at any time without penalty or any negative impact on their standing in the remedial program. To protect participant identity, anonymity was maintained in the quantitative survey; so the names and student ID numbers were not collected. Qualitative interview data kept confidential; no identifying details disclosed.

CHAPTER FOUR

RESULTS OF THE STUDY

This chapter presents the findings of the study based on the analysis of the data collected from the respondents. It examines the level of academic self-concept among remedial students, probes whether and how that self-concept differs across demographic subgroups and investigates the extent to which academic motivation and perceived social support, separately and jointly relate to and predict academic self-concept.

Among the 427 selected students for the study, 387 returned the completed questionnaire, a response rate of 90.6%. Later screening reduced this further. Twenty-one copies of the questionnaire were excluded due to incomplete responses, missing values, or uniform response patterns, leaving a final analytic sample of 366 participants and an effective response rate of 85.7%

4.1. Reliability of Instruments

Establishing the internal consistency of the three instruments for main study was a necessary step before proceeding to any inferential analysis. Cronbach's alpha was used for this purpose. The result presented in Table 2 below. Cronbach's alpha is the standard coefficient for evaluating scale reliability in educational and psychological research (Tavakol & Dennick, 2011). Values at or above .70 are regarded as acceptable. Coefficients reaching .80 and beyond indicate good to excellent reliability (Taber, 2018).

Table 2*Reliability of Instruments of Main Study*

Scale	Number of items	Cronbach's
		Alpha
ASCQ	20	0.844
AMS	24	0.911
MSPSS	12	0.88

All three scales performed well. The Academic Self-Concept Questionnaire had an alpha of .844 reflecting good internal consistency. Academic Motivation Scale had a coefficient of .911, a value indicating a high reliability. The Multidimensional Scale of Perceived Social Support produced an alpha of .880, again exceeding the threshold for good reliability.

4.2 Assumptions

4.2.1 Normality

Shapiro-Wilk test, skewness and kurtosis statistics and histogram inspection was used to test the normality assumption of the variables: academic self-concept, academic motivation and perceived social support. Skewness values were -0.338, -0.255 and -0.493 and kurtosis values were -0.096, -0.575 and -0.200, respectively, all being in the acceptable range, -2.00 to +2.00 (George & Mallery, 2019). The Shapiro-Wilk test was significant for all three variables; however, this is a common limitation of large samples. Even negligible distributional departures tend to reach statistical significance (Field, 2018).

Within demographic subgroups, skewness and kurtosis values for academic self-concept is in acceptable limits. The Shapiro-Wilk test reached significance only for the female subgroup ($W = .960, p < .001$), but the skewness of -0.663 and kurtosis of 0.027 for this group indicated no meaningful violation. Histogram inspection supported approximate normality of the residual distribution. Accordingly, the normality assumption was met and parametric procedures were justified.

4.2.2 Homogeneity of Variance

Levene's test was used to assess homogeneity of variance before interpreting the t-test and ANOVA results. For field of study and parental education, the assumption was met with Levene's test returning non-significant results ($F = 1.956, p = .163$ and $F = 0.551, p = .577$, respectively) indicating that group variances were sufficiently equal. Levene's test for gender was significant ($F = 7.038, p = .008$); this shows unequal variances between male and female students. For this comparison, therefore, the equal variances not assumed. Therefore, applying Welch's correction to adjust the degrees of freedom and yield more reliable test statistic under condition of variance heterogeneity.

4.2.3 Linearity

Scatter plot inspection confirmed positive linear relationship between academic self-concept and both academic motivation and perceived social support. The linearity assumption was satisfied and it enables proceeding to the correlation and regression analyses.

4.2.4 Absence of Outliers

To screen for univariate outliers across the three main study variables Boxplot inspection was used. Academic self-concept and perceived social support each showed two mild outliers, all of which fell in the valid response range of the scale; these cases were consistent with genuine low scorers

and gave no indication of data entry error. Academic motivation returned clean distribution with no flagged cases.

Multivariate outliers were examined using Mahalanobis distance and two cases returned values of 19.09 and 14.74. Both exceeded the critical chi-square value of 13.82 ($df = 2$, $p < .001$). Rather than removing them on statistical grounds alone, sensitivity analysis was conducted. The regression was run twice. First with the full sample and second time with these two cases excluded. However, the results were the same with R squared changed by just .001, standardized coefficients shifted by no more than .013 and neither the direction nor the significance of any predictor changed. On this basis, both cases were retained in the final analysis.

4.2.5 Multicollinearity

Tolerance and variance inflation factor values were inspected for both predictors in the regression output and the variables; academic motivation and perceived social support each returned a tolerance of .887 and a VIF of 1.127. Both figures are within the accepted thresholds of tolerance above .20 and VIF below 5.00 showing there is no significant multicollinearity affecting the performance of the model.

4.2.6 Homoscedasticity

The plot of standardized residuals against standardized predicted values showed a random scatter of points around zero with no discernible pattern or systematic spread. Residual variance appeared constant across the range of predicted values, indicating that the homoscedasticity assumption was satisfied.

4.2.7 Independence of Errors (Autocorrelation)

The independence of residuals was assessed using the Durbin-Watson statistic. The obtained value of 1.836 fell within the acceptable range of 1.50 to 2.50 (Tabachnick & Fidell, 2019), indicating

no significant autocorrelation among the residuals. This confirms that the independence of errors assumption was met for the regression analysis.

4.3 Demographic Characteristics of Participants

The Demographic characteristics of participants are presented in Table 3 below. It includes age, sex, field of study and parent's education level of participants.

Table 3*Demographic Characteristics of Participants*

Characteristic	N	%
<i>Sex</i>		
Male	142	38.8
Female	224	61.2
<i>Field of Study</i>		
Natural Science	175	47.8
Social Science	191	52.2
<i>Parental Education Level</i>		
Primary or Lower	50	13.7
Secondary Education	127	34.7
College Education	189	51.6
<i>Age (years)</i>		
18	78	21.3
19	207	56.6
20	75	20.5
21	2	0.5
23	4	1.1

In this study, a total of 366 remedial students from private higher education institutions in Addis Ababa have been participated and provided complete data for analysis. Majority of the participants are female students ($n = 224$, 61.2%) and male students represent 38.8% ($n = 142$) of the sample. The age of participants was in the range of 18 to 23 years. The data regarding field of study shows that social science students formed 52.2% ($n = 191$,) while natural science students share 47.8% ($n = 175$) of the total respondents. However, the parental education status showed more variation as more than half of the participants came from families where at least one parent had attained college-level education ($n = 189$, 51.6%). Those parents who have attained the secondary education are in the second rank ($n = 127$, 34.7%) and a smaller proportion reported primary or lower parental education ($n = 50$, 13.7%).

4.4 Level of Academic Self-Concept

The results of descriptive statistics of academic self-concept are presented in table 4 below. This include the minimum, maximum, mean and standard deviation of academic self-concept.

Table 4

Descriptive statistics of Academic self-concept

	N	Minimum	Maximum	Mean	Std. Deviation
Academic self-concept	366	1.8	4.75	3.4314	0.52964

Descriptive statistics revealed that the academic self-concept of remedial students, assessed on a five-point Likert scale, yielded a mean score of 3.43 (SD = 0.53, N = 366). Scores ranged from a minimum of 1.80 to a maximum of 4.75.

To statistically evaluate whether this mean deviated meaningfully from the scale's mid-point, a one-sample t-test was performed against a test value of 3.00, the theoretical midpoint of the five-point scale. The result was significant, $t(365) = 15.583$, $p < .001$, 95% CI [0.38, 0.49]. Students' mean academic self-concept was thus significantly higher than the neutral midpoint. That said, the mean of 3.43 remained in the moderate level.

To examine how students were distributed across levels, scores were categorized using the mean plus or minus one standard deviation as classification boundaries, a norm adapted from Nath and Jayaprakash (2025), who employed the same instrument and followed an identical classification approach in their study of secondary school students. Specifically, a score below 2.90 placed a student in the low category, a score between 2.90 and 3.96 in the moderate category and a score above 3.96 in the high category. Following the categories by Nath and Jayaprakash (2025), the students' academic self-concept in the present study can be classified into low, moderate and high ASC groups as shown in Table 5 below.

Table 5*Level of Student's Academic self-concept*

Level	Frequency	Percent
Low ASC (< 2.90)	57	15.6
Moderate ASC (2.90–3.96)	253	69.1
High ASC (> 3.96)	56	15.3

The moderate level accounted for the largest share, with 253 students (69.1%) falling in this range. 57 students (15.6%) were classified as low and 56 (15.3%) as high.

4.4.1 Gender Differences in Academic Self-Concept

To investigate if there is any significant gender differences in ASC of remedial students, an independent sample t test was conducted. The results are presented in Table 6 below.

Table 6*Independent sample t Test Results: Comparing Academic Self-concept by gender*

Gender	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>Df</i>	<i>P</i>
Male	142	3.51	0.58	2.05	261.23	.041
Female	224	3.38	0.49			

Note. Degrees of freedom are Welch-adjusted because Levene's test indicated unequal variances.

95% CI for the mean difference [0.01, 0.24].

Male remedial students reported higher academic self-concept ($M = 3.51$, $SD = 0.58$) than female students ($M = 3.38$, $SD = 0.49$). This difference is statistically significant, $t(261.23) = 2.051$, $p = .041$, 95% CI [0.005, 0.237].

4.4.2 Differences in Academic Self-Concept by Field of Study

To investigate if there is any significant field of Study differences in ASC of remedial students, an independent sample t test was conducted. The results are presented in Table 7 below.

Table 7

Independent-Samples t Test Comparing Academic Self-Concept by Field of Study

Field of Study	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>Df</i>	<i>p</i>
Natural Science	175	3.52	0.49	3.07	364	.002
Social Science	191	3.35	0.55			

Note. 95% CI for the mean difference [0.06, 0.28].

Natural science students reported higher academic self-concept ($M = 3.52$, $SD = 0.49$) than social science students ($M = 3.35$, $SD = 0.55$). The difference is statistically significant, $t(364) = 3.068$, $p = .002$, 95% CI [0.060, 0.276].

4.4.3 Differences in Academic Self-Concept by Parental Education Level

To investigate if there are significant differences in ASC based on parental education level, a one-way ANOVA was conducted. Descriptive statistics are presented in Table 8, and the ANOVA summary is presented in Table 9.

Table 8*Descriptive Statistics for Academic Self-Concept by Parental Education Level*

Parental Education Level	<i>n</i>	<i>M</i>	<i>SD</i>
Primary or Lower	50	3.13	0.50
Secondary Education	127	3.34	0.53
College Education	189	3.57	0.49

Table 9*One-Way ANOVA Summary for Academic Self-Concept by Parental Education Level*

Source	SS	<i>df</i>	MS	<i>F</i>	<i>p</i>
Between Groups	9.045	2	4.522	17.59	<.001
Within Groups	93.344	363	0.257		
Total	102.389	365			

The One-Way ANOVA revealed a statistically significant difference in academic self-concept across parental education groups, $F(2, 363) = 17.587$, $p < .001$. Students with college-educated parents reported the highest mean academic self-concept ($M = 3.57$, $SD = 0.49$), followed by those with secondary-educated parents ($M = 3.34$, $SD = 0.53$), while students from primary or lower educated families scored lowest ($M = 3.13$, $SD = 0.50$).

Tukey's HSD post hoc tests indicated that all three pairwise differences were statistically significant: college versus primary (mean difference = 0.437, $p < .001$), college versus secondary (mean difference = 0.225, $p < .001$) and secondary versus primary (mean difference = 0.212, $p = .034$).

4.5 The Relationship between Academic Motivation, Perceived Social Support and Academic Self Concept

Pearson correlation coefficients were computed to examine the relationships between academic motivation, perceived social support and academic self-concept. The result presented in Table 10 below.

Table 10

Correlation between Academic Motivation, Perceived social support and Academic self-concept

	ASC	AM	PSS
ASC	-	.605**	.412**
AM		-	.336**
PSS			-

** $p < .01$

The relationship between academic motivation and academic self-concept was positive and strong, $r(364) = .605$, $p < .001$. Perceived social support was also positively associated with academic self-concept, $r(364) = .412$, $p < .001$, though the association was moderate .

A supplementary correlation analysis was conducted using academic motivation and perceived social support subscales to identify which specific components related most strongly to academic self-concept.

Within the Academic motivation subscales, intrinsic motivation had the strongest association with academic self-concept, $r(364) = .619, p < .001$. Extrinsic motivation was also significantly correlated, $r(364) = .425, p < .001$, though the relationship was slightly weaker.

Within perceived social support subscales, family support produced the strongest correlation with academic self-concept, $r(364) = .499, p < .001$. Friend support, $r(364) = .265, p < .001$ and significant other support, $r(364) = .224, p < .001$, were both statistically significant.

4.6 The role of Academic motivation and Perceived social support as predictor of Academic self-concept

Table 11 below presents the results of three separate regression analyses examining unique and joint contributions of academic motivation and perceived social support in predicting academic self-concept among remedial students.

Table 11

Regression Models Predicting Academic Self-Concept from Academic Motivation and Perceived Social Support

Predictor	B	SE B	<i>B</i>	<i>t</i>	<i>p</i>
<i>Model 1</i>					
Constant	1.795	.115		15.60	<.001
Academic Motivation	0.477	.033	.605	14.50	<.001
<i>Model 2</i>					
Constant	2.539	.106		23.86	<.001
Perceived Social Support	0.256	.030	.412	8.63	<.001
<i>Model 3</i>					
Constant	1.499	.123		12.20	<.001
Academic Motivation	0.415	.034	.526	12.34	<.001
Perceived Social Support	0.146	.026	.235	5.52	<.001

Note. DV = Academic Self-Concept.

Model 1: $R = .605$, $R^2 = .366$, Adjusted $R^2 = .364$, $F(1, 364) = 210.18$, $p < .001$.

Model 2: $R = .412$, $R^2 = .170$, Adjusted $R^2 = .168$, $F(1, 364) = 74.45$, $p < .001$.

Model 3: $R = .644$, $R^2 = .415$, Adjusted $R^2 = .412$, $F(2, 363) = 128.84$, $p < .001$.

Note. B = unstandardized regression coefficient; SE B = standard error of B; β = standardized regression coefficient. Dependent variable: Academic self-concept. *** $p < .001$.

4.6.1 The role of Academic Motivation as a Predictor of Academic Self-Concept

As shown in Table 11, simple linear regression revealed that academic motivation significantly predicted academic self-concept, $F(1, 364) = 210.184$, $p < .001$, accounting for 36.6% of its variance ($R^2 = .366$, Adjusted $R^2 = .364$). The predictor was positive and strong, $B = .477$, $SE = .033$, $Beta = .605$, $t(364) = 14.498$, $p < .001$, 95% CI [.412, .542].

4.6.2 The role of Perceived social support as predictor of Academic self-concept

As shown in Table 11, Perceived social support significantly predicted academic self-concept, $F(1, 364) = 74.448$, $p < .001$, explaining 17.0% of its variance ($R^2 = .170$, Adjusted $R^2 = .168$).

The predictor was positive and significant, $B = .256$, $SE = .030$, $Beta = .412$, $t(364) = 8.628$, $p < .001$, 95% CI [.198, .314].

4.6.3: The combined role of Academic motivation and Perceived social support as predictor of Academic self-concept.

As shown in Table 11, Multiple regression showed that academic motivation and perceived social support together significantly predicted academic self-concept, $F(2, 363) = 128.836$, $p < .001$, explaining 41.5% of its variance ($R^2 = .415$, Adjusted $R^2 = .412$). Both predictors were independently significant. Academic motivation was the stronger contributor, $B = .415$, $SE = .034$, $Beta = .526$, $t(363) = 12.340$, $p < .001$, 95% CI [.348, .481]. Perceived social support also contributed uniquely, $B = .146$, $SE = .026$, $Beta = .235$, $t(363) = 5.520$, $p < .001$, 95% CI [.094, .198].

4.7 Qualitative Findings

Eight purposively selected remedial program students participated in the qualitative phase of this sequential explanatory mixed-methods study. Semi-structured interviews were conducted to elaborate and interpret the quantitative findings through participants' lived academic experiences.

Theme 1: How Students Perceive and Develop Their Academic Self-Concept

Gender, academic background and academic self-concept of participants presented in Table 12 below.

Table 12

Participant Academic Backgrounds, Self-Concept Classifications, and Self-Perceptions Reported in Interviews

ID	Gender	Academic Background	ASC Level	Self-Perception Reported in Interview
R1	Female	Average performance; below expectations	Moderate	Uncertain but hopeful; believes sustained effort can improve standing
R2	Male	Top performer in Grades 11 and 12	High	Strongly confident; interprets exam failure as situational, not indicative of ability
R3	Female	Chronic difficulty since primary school, particularly in mathematics	Low	Deeply doubts her academic ability; negative self-view is longstanding
R4	Male	Average; adequate performance without distinction	Moderate	Self-view fluctuates with recent academic outcomes

R5	Female	Consistently high achiever in secondary school	High	Firmly positive; academic identity anchored in documented history of success
R6	Male	Below average; struggled across subjects	Low	Persistently negative; perceives peers as fundamentally more capable
R7	Female	Variable; stronger in primary, then declining in secondary	Moderate	Mixed and unstable; confidence erodes under social comparison
R8	Female	Moderate; uneven performance across subjects	Moderate	Cautiously optimistic; views the program as a genuine second opportunity

The perception of the students about their own academic capabilities differs across the sample. These differences follow prior academic history as students who had performed well in secondary school carried that record into the remedial context as evidence of their underlying capability. The examination failure is emotionally significant. However, it did not alter their academic self-image. Respondent 2 expressed this orientation as follows.

I always did well in school. I was among the top students in my class of Grade 11 and Grade 12. I studied hard preparing for the exam. However, when my exam result came out, I was shocked. But I never thought the result meant I was not capable. I came to remedial because I wanted to show that the exam result doesn't reflect my capability as a student **(Respondent 2, Male, High Academic Self-Concept).**

Respondent 5 had similarly resilient self-view despite the current result. For both students, their good prior experiences helped them as psychological anchor. It protected their academic identity from the weight of a single adverse outcome. Respondent 5 said, " *I have always taken school seriously and I know one exam does not define me. I see remedial as something I have to go through, not as proof that I am weak. I study harder now than before.* "

Among students with moderate academic self-concepts, self-perception was less settled and more responsive to current academic performance. Respondent 4 noted that his confidence shifted from week to week depending on situations and Respondent 7 found peer comparison disorienting. He said,

Some days I feel like I can do this. I genuinely understand the material. But when I look at others getting things faster than me, I start doubting myself. I am not sure yet how I see myself as a student. I think it depends on the subject. **(Respondent 7, Female, Moderate Academic Self-Concept).**

I was neither the strongest nor weakest student before. Being in remedial gives me a chance to be more serious. I feel like I am starting to believe a little more in myself. Though it is still early, but something has shifted. **(Respondent 8, Female, Moderate Academic Self-Concept)**

Students with low academic self-concepts associate their negative self-views to historical academic difficulty extending well before the remedial program. Respondent 3 described recurring struggles in mathematics starting from primary school and spoke of those years as formative in shaping her current sense of academic inadequacy. Respondent 6 described a comparable path indicating that he had always felt behind his classmates. This habitual comparison had, over time, settled into general belief about his limited intellectual capacity.

Since primary school, studying has always been hard for me. I tried, but I was never among the good students. Now I am in remedial and I want to pass. But honestly, I do not feel like a capable student. I just try to keep up with whatever is being taught.

(Respondent 3, Female, Low Academic Self-Concept)

School has always been difficult for me, even in secondary school. Being here in remedial just confirms something I already believed about myself, that academics is not where I am strong. I am trying, but I do not feel confident about it.

(Respondent 6, Male, Low Academic Self-Concept)

The findings of this study shows that academic self-concept of the remedial students is psychologically constructed perception shaped by cumulative academic experiences, attribution patterns and social comparison rather than current performance alone.

Theme 2: Factors That Strengthen or Weaken Academic Self-Concept

Factors that strengthen or weaken the academic self-concept of participants, presented in Table 13 below.

Table 13*Strengthening and Weakening Factors of ASC Reported by Participants*

ID	ASC Level	Strengthening Factors	Weakening Factors
R1	Moderate	Maternal encouragement; visible progress in specific subjects	Residual uncertainty from prior inconsistency; limited academic confidence
R2	High	Strong secondary school record; personal determination; unconditional family support	Initial shock of exam failure; resolved by reframing as situational
R3	Low	Family expectation sustains minimal persistence	Chronic history of academic difficulty; upward peer comparison; financial anxiety
R4	Moderate	Specific positive instructor feedback; university admission as a concrete goal	Fear of repeated failure; performance-contingent family encouragement
R5	High	Documented academic history; financially and emotionally invested parents; active study group	No lasting weakening factors; failure reframed as temporary and resolvable

R6	Low	Family obligation provides a reason to persist	Persistent negative self-comparison with peers; social withdrawal; perceived low aptitude
R7	Moderate	Instructor acknowledgment of specific analytical strengths; occasional peer support	Upward comparison with university-admitted peers; daily confidence fluctuations
R8	Moderate	Program framed as a fresh start; growing personal investment in study	Inconsistent prior academic record; residual doubt about long-term capability

Many factors affect academic self-concept, prior academic success being the most consistently cited internal strengthening factor. It is particularly important among students who had performed well in secondary school. Both Respondents 2 and 5 describe their sense of academic worth as evidence against the interpretation of examination failure as indicative of limited ability. Though less frequently mentioned, positive instructor feedback proved consequential for those who received it. Respondent 4 recalled an instance of specific, task-focused praise from a remedial instructor that temporarily but meaningfully reversed a period of self-doubt.

There was a time my instructor told me that my answer showed good rational. I kept thinking about it afterward. It made me feel like maybe I am not as far behind as I thought; I just wish there was more of that. **Respondent 4, Male, Moderate Academic Self-Concept)**

Negative social comparison was identified as one of the most destructive weakening factors; especially for students whose academic self-concepts were already fragile. Respondents 3, 6 and 7 each described the sustained difficulty of knowing that peers had gained direct university admission while they remained in the remedial program. For Respondent 6, this comparison had effectively excluded any optimism about his academic future.

*I see people from my secondary school posting about university life online. I look at where I am and it is very hard. I keep thinking they are just smarter than me. I know it is not helpful to think that way, but it is difficult to stop. **Respondent 6, Male, Low Academic Self-Concept***

*Sometimes I sit in class and my mind is somewhere else. I think about money, about whether I can keep up. Then I fall behind and it makes me feel even more like this is not the right place for me. **(Respondent 3, Female, Low Academic Self-Concept)***

As reported by Respondents 1 and 3, financial pressure magnifies the low academic self-concept. The respondents described material constraints that introduced a background anxiety into their academic experience. It makes harder to concentrate and leads to a sense of marginality relative to the academic environment. Respondent 1 noted that uncertainty about covering program costs created a persistent distraction. She said, "*There are days when I am worried about money, about whether I can afford to keep going. It makes it harder to sit down and study properly. I try to manage, but it takes something out of me mentally.*"

Theme 3: Academic Motivation and Its Role in Shaping Academic Self-Concept

Factors that motivate participants to learn and the effect of these factors on academic self-concept, presented in Table 14 below.

Table 14*Motivational Orientations and Their Reported Effects on Academic Self-Concept*

ID	ASC Level	Primary Motivational Orientation	Reported Effect on Academic Self- Concept
R1	Moderate	Mixed: goal-directed with emerging intrinsic interest	Moderately positive; self-concept stabilizes when performance meets expectation
R2	High	Strongly intrinsic: desire to demonstrate capability and personal intellectual drive	Positive and stable; motivation reinforces resilient academic identity
R3	Low	Primarily extrinsic: family obligation; fear of disappointment	Negative; external obligation sustains attendance but does not build confidence
R4	Moderate	Predominantly extrinsic with goal focus: university admission	Conditionally positive; self-concept improves when progress toward the goal is visible

R5	High	Strongly intrinsic: genuine love of learning; desire to validate academic history	Highly positive; motivation is deeply integrated with a stable academic identity
R6	Low	Weakly extrinsic: family duty with no personal academic aspiration	Persistently negative; absence of personal ownership limits self-concept recovery
R7	Moderate	Moderately extrinsic with some emerging intrinsic engagement	Variable; anxiety from external pressure partially offset by occasional subject interest
R8	Moderate	Mixed: increasing personal investment alongside goal-oriented motivation	Gradually improving; growing intrinsic engagement beginning to shift self-view

Across all eight participants, quality and stability of academic self-concept was associated with the nature of academic motivation corresponded. Students with high academic self-concepts described motivations that were personal, internally generated and connected to a broader academic identity that extended beyond the remedial program itself. Respondent 2 expressed continued study not as a means to pass an examination but as an ongoing process of who he understood himself to be as a learner.

I am not just here to pass. I know I can do more than my exam result showed. Every time I understand something or do well on an assignment, I feel like I am getting back to where I should be. I actually enjoy studying - it is not a burden to me.

(Respondent 2, Male, High Academic Self-Concept)

I have loved learning for as long as I can remember. Failing one exam was painful, but it did not take away my love for studying or my belief that I will succeed. I study harder now. I want to get to university and build the future I have planned.

(Respondent 5, Female, High Academic Self-Concept)

Among students with moderate academic self-concepts motivational relationship with academic identity was observed. University admission is the primary motivating goal, however, respondents 1 and 8 noted an emergent shift in how they experienced studying; moments of genuine engagement beginning to supplement their more instrumental orientation.

My main goal is to pass and get into university and that is what drives me. But I have noticed that when I actually understand something in class, it feels different. It is not just about the grade in those moments. I hope that feeling keeps growing.

(Respondent 1, Female, Moderate Academic Self-Concept)

Before I came to remedial, I studied because I had to. Now something has changed.

I feel like this program is actually my chance to show what I can do. I study because I want it, not just because I need to pass. (Respondent 8, Female, Moderate

Academic Self-Concept)

For Respondents 3 and 6, motivation was almost entirely extrinsic driven by family obligation and a desire to avoid causing disappointment. They didn't describe personal interest to learn or succeed academically, rather their continued presence in the program was framed as a relational duty. The

lack of personal aspiration for academic goals appeared to leave both students with limited internal resources for sustaining or improving their academic self-concept.

I am here mainly because of my family. I do not want to disappoint them. But I cannot say I have strong personal desire to study. I do it because I feel I must, not because I believe I can be a successful student. It is a heavy feeling to carry. (Respondent 3, Female, Low Academic Self-Concept)

My parents have sacrificed a lot for me to be here and I cannot just walk away. But honestly, this does not feel like my own goal. I am going through the process, but I do not really see myself succeeding. I am just trying not to fail them. (Respondent 6, Male, Low Academic Self-Concept)

Theme 4: Perceived Social Support and Its Influence on Academic Self-Concept

Sources and perceived quality of social support that participants have, presented in Table 15 below.

Table 15*Sources and Perceived Quality of Social Support Across Participants*

ID	ASC Level	Family Support	Peer/Friend Support	Instructor/Other Support
R1	Moderate	Present; mother offers verbal encouragement, framed around persistence	Limited; few close academic peers in the program	Minimal; rare positive remarks noted but not sustained
R2	High	Strong and unconditional; emotional and financial; parents express sustained confidence	Active; participates in a motivated study group	Positive; recognized explicitly as capable by at least one instructor
R3	Low	Present but experienced as expectation and pressure, not warmth	Absent; feels socially isolated in the program	Limited; uncomfortable approaching instructors; rarely seeks feedback

R4	Moderate	Present; conditional, tied to university admission outcomes	Moderate; casual peer contact but limited academic collaboration	Some; finds instructor feedback helpful when offered proactively
R5	High	Strong and unconditional; parents emotionally and financially invested	Active; regular study group with engaged and motivated peers	Positive; instructors have acknowledged specific academic strengths
R6	Low	Present; perceived as familial duty, little emotional affirmation	Minimal; deliberately avoids peers to limit unfavorable comparison	Absent; does not feel comfortable approaching instructors for support
R7	Moderate	Present; mother is encouraging, father less engaged	Variable; some supportive classmates on better academic days	Occasional; one instructor's specific positive comment had a meaningful impact
R8	Moderate	Present; family values education and expresses hope	Moderate; some collaborative peer	Some; finds acknowledgment of

support in study	effort by instructors
contexts	helpful

Family support was frequently mentioned social resource that has psychological effect across the sample. however, the qualitative data reflected a reality that the correlation could not capture. The psychological effects of family support depended on how participants experienced its nature. Unconditional family support characterized by sustained expressions of belief in the student's potential regardless of performance outcomes was associated with the most stable and positive academic self-concepts.

My parents never blamed me after the exam. They said, this happened, now let us focus on what you need to do next. They are paying for everything so I can study without worrying. That tells me they genuinely believe I can do it. When your family believes in you like that, it becomes easier to believe in yourself. (Respondent 5, Female, High Academic Self-Concept)

My family has always been behind me. Even after the results, my father said this is just a part of life, not a dead end. That kind of support gives me something solid to stand on and it makes me study with more confidence because I know someone at home truly believes I can do this. (Respondent 2, Male, High Academic Self-Concept)

Among students with moderate academic self-concepts family support was present. But it was reported to be conditional which is tied to the expectation of university admission. Respondents 1, 4, 7 and 8 each described parents who encouraged them but whose encouragement was framed in

terms of anticipated outcomes. This conditionality introduced pressure that sometimes complicated the emotional value of the support itself.

My family is supportive, but I always feel like it depends on whether I succeed. They want me to enter university and this sometimes that makes me afraid about what happens if I fail again. That fear is always there, even when they are encouraging me. (Respondent 4, Male, Moderate Academic Self-Concept)

My mother encourages me a lot. She tells me I can do it. But I sometimes wonder if she would still say that if things kept going badly. The support is real, but it comes with expectation. It helps me, but it also creates pressure at the same time.

(Respondent 7, Female, Moderate Academic Self-Concept)

For Respondents 3 and 6, family expectation is a source of obligation rather than genuine support and the students feel forced to remain in the program to satisfy their families. Respondent 3 added that she rarely discussed her academic difficulties with her parents, for fear of causing worry.

My family wants me to go to university, so I feel like I cannot give up. But I do not really talk to them about how hard it is. I do not want to worry them or make them feel like their sacrifices were wasted. So, I carry everything alone. It is very lonely.

(Respondent 3, Female, Low Academic Self-Concept)

For students who actively engaged in collaborative academic environment peer support was meaningful. Respondents 2 and 5 mentioned that study groups provide both academic assistance and a sense of shared purpose. They reported that working with motivated peers helped normalize the remedial experience. It also reduce the stigma of not having gained direct university admission.

However, respondents 3 and 6, reported deliberate avoidance of peer interaction to minimize the risk of unfavorable comparison.

Instructor support is the least frequently experienced form of social support across the sample. But it carried significant psychological weight for those who received it. Respondents 2, 5 and 7 each described specific, task-focused instructor feedback as having a disproportionately large effect on their academic self-perception.

One of my instructors told me that my analysis in one assignment was quite good. I was surprised. No teacher had ever said something like that to me so directly before. I still think about it sometimes and it made me feel like maybe I have some ability that I had not given myself credit for. (Respondent 7, Female, Moderate Academic Self-Concept)

CHAPTER FIVE

DISCUSSION

5.1 Level of Academic Self-Concept Among Remedial Students

In this study, remedial students reported on average a moderate level of academic self-concept ($M = 3.43$), which reflect a degree of psychological resilience rather than simple academic uncertainty. Some students held positive views of their academic abilities. Others reported low levels of selfconcept. This heterogeneity has direct implication for how support and intervention are designed and targeted in remedial programs.

This finding is consistent with Hamed *et al.* (2017) and Amoah *et al.* (2021)

5.1.1 Gender Differences in Academic Self-Concept

Male remedial students scored higher in academic self-concept than females.

Why might this gap exist among remedial students? Researches show that gender shapes the experience of academic difficulty; female students in academically transitional settings are more likely to turn the experience inward, questioning their own competence rather than attributing difficulty to external factors (Bettinger & Long, 2009; Eccles, 2009). Male students more likely maintain positive self-appraisals even under similar academic pressures. This pattern is observed across multiple educational levels and cultural contexts (Wilkins, 2004).

Current finding is consistent with Tizazu and Ambaye (2017). On the other hand, Dagnew (2018) found female secondary students in Bahir Dar, Ethiopia, to score higher in academic self-concept than male. Beyond Ethiopia, studies among pre-diploma students (Hamed et al., 2017) found no significant gender difference in academic self-concept. Wang and Yu (2023) attribute such cross study inconsistencies to the context dependent nature of gender effect on academic self-concept.

5.1.2 Differences in Academic Self-Concept due to Parental Education Level

There is significant association between parental education level and academic self-concept as parents with higher educational attainment likely to hold stronger academic expectation. Educated parents also engage in more academically stimulating interactions and home environments that support learning and academic confidence (Davis-Kean, 2005; Hill & Tyson, 2009), which contributes to the more positive academic self-concepts observed among students from college educated families in this study.

5.2 The Relationship between Academic Motivation, Perceived social support and Academic Self Concept

There is strong positive correlation between academic motivation and academic self-concept. Intrinsic motivation has the strongest association with academic self-concept, and extrinsic motivation produced positive moderate correlation.

Students who approach their studies with genuine motivational investment are likely to accumulate experiences of effort and persistence. Through time, this strengthen their positive sense of academic identity for remedial students, who often arrive in higher education carrying histories of academic difficulty. The presence of strong motivation may function as a stabilizing force that keeps their academic self-beliefs intact even when the transition to university-level demand is challenging.

The stronger correlation for intrinsic motivation compared to extrinsic motivation is consistent with the core of SDT. Ryan and Deci (2017) argued that internally regulated motivation characterized by genuine interest and personal aspiration results in more integrated and enduring academic identity than motivation sustained primarily by external pressures or rewards. Students

who study because they find the material meaningful or because learning itself feels satisfying have developed positive academic self-beliefs.

This finding consistent with Arefi and Naghebzadeh (2014). The differential contribution of intrinsic over extrinsic motivation aligns with Sunu and Baidoo-Anu (2024).

The association between perceived social support and academic self-concept were moderate. Social support influences academic self-concept through the messages it conveys. When students feel supported by those around them, they interpret that support as evidence of their academic worth and potential (Malecki & Demaray, 2003). These interpersonal affirmations in turn can be internalized and leads to more positive academic self-view. Wentzel (2009) found that perceived social support is linked to students' academic engagement and self-perception. In Ethiopian higher education, where family and community relationships tend to be deeply embedded in students' everyday lives, social support has considerable psychological significance.

The positive association between perceived social support and academic self-concept agrees with previous research (Xu *et al.*, 2019), who found that college students perceiving greater support from parents, teachers and peers have developed more positive self-concepts.

In this study, family as a source of social support showed strongest correlation with academic self-concept. In collectivist societies, parental and family encouragement is significant psychological form of social validation available to young people (Malecki & Demaray, 2003). For remedial students who may feel uncertain about their academic standing, knowing that family members believe in their potential helps them build positive self-perception. Friend and significant other support contributed meaningfully as well. However, their associations with academic self-concept were comparatively weak. This finding shows that peer relationships matter, but it is family support that most powerfully shapes how remedial students perceive their academic capabilities.

Interventions targeting the academic self-concept of remedial students through engaging family members can help the students.

5.3 The role of Academic motivation and Perceived social support as predictor of Academic self-concept

Academic motivation explained nearly 37% of the variance in academic self-concept. Remedial students often arrive carrying the weight of prior academic setbacks. Motivation, however, is not fixed and it responds to experience, context and support. The strong predictive relationship observed in this study shows that as motivational engagement grows, so does the student's sense of academic competence.

Perceived social support predicted academic self-concept significantly. However, it has smaller effect than motivation. Seventeen percent of explained variance is meaningful given that social support is an external variable operating at some distance from the internal cognitive processes that most directly shape self-concept. The finding agrees with previous empirical evidence that students with supportive relational environments tend to hold more positive academic self-beliefs.

This is because the affirmation they receive becomes internalized over time (Malecki & Demaray, 2003). Support from family, peers and significant others does not directly alter a student's selfconcept in any immediate sense. Rather, it creates condition under which positive self-perception become more sustainable. Cutrona and Russell (1990) argued that support matched to the demands a person faces produces the most meaningful psychological benefit; for students in remedial programs who may question their academic ability, support that affirms academic worth could serve exactly that function.

The combined model explained 41.5% of the variance in academic self-concept, meaning that knowing a student's motivational orientation and perceived social support together gives strong basis for understanding how that student evaluates their own academic capabilities. Students who feel well supported tend to be more motivated and part of support's apparent effect on self-concept runs through that motivational pathway. Ryan and Deci (2017) also argue that supportive relational environments satisfy basic needs for relatedness and competence, which in turn strengthen autonomous motivation.

These findings point toward an integrated approach. Remedial programs that build motivational capacity, at the same time, strengthening students' relational support networks are likely to produce more durable academic self-concept than those addressing either factor alone.

5.4 Integrated discussion of the quantitative and qualitative findings

The qualitative findings reported above enriches the quantitative results obtained in the first phase of this study. The two phases of this sequential explanatory inquiry produce more complete information about academic self-concept among remedial program students than either phase could yield independently.

5.4.1 Academic Self-Concept as a Differentiated, History-Dependent Construct

The quantitative show moderate group-level academic self-concept accompanied by considerable inter individual variability. The qualitative findings reveal that this variability is not random; it reflects meaningfully distinct experiences among the groups. Students who arrived in the remedial program with strong secondary school records maintained relatively stable positive academic identities. They interpreted the national examination failure as situational and temporary. In contrast, students with histories of academic difficulty experienced the remedial program as confirming rather than challenging their pre-existing negative self-views.

This finding is consistent with Marsh and Martin's (2011) hierarchical model of academic self-concept, which positions global academic self-perception as relatively stable structures shaped by domain-specific academic experiences accumulated across time. Bong and Skaalvik (2003) have also found that academic self-concept tends to be remarkably resistant to revision once associated. That observation carries practical implication for remedial program design, and this shows that academic preparation alone is insufficient for students whose self-concept are deeply negative.

5.4.2 Motivation as a Mediating Mechanism Between Context and Self-Concept

The strong quantitative correlation between academic motivation and academic self-concept and the differential strength of intrinsic relative to extrinsic motivation, are given clear interpretive depth by the qualitative findings. Students with deep intrinsic motivational orientations driven by personal pride, genuine intellectual engagement and a desire to validate a sustained academic identity, show the most stable and positive self-concepts. For these students, motivation did not merely drive effort; it also functioned as a psychological buffer, enabling them to reinterpret setbacks as situational rather than as evidence of fixed incapacity.

This mechanism is consistent with Dweck's (2006) growth mindset framework in which the belief that ability is developable through effort produces qualitatively different responses to academic failure compared with a fixed ability orientation. Students who hold growth-oriented beliefs tend to interpret difficulty as information about required effort rather than as confirmation of limited potential. This pattern is visible in Respondents 2 and 5. On the other hand, students governed by extrinsic motivation driven by family obligation without personal identification with academic goals, reported self-concepts that is fragile. Ryan and Deci (2000) have argued that externally regulated motivation, in which behavior is driven passively with perceived obligations rather than

personal valuation, tends to undermine autonomous self-regulation and leads to negative self-perception over time. The Respondents 3 and 6 exemplify this situation.

Equally important is the reciprocal quality of the motivation and self-concept relationship found from the qualitative data. Students with positive academic self-concepts described motivation that was self-reinforcing. Each successful experience feeding back into stronger sense of academic identity. This in turn sustained continued effort and engagement. Students with low self-concepts described a mirror-image dynamic, in which low confidence diminished motivational investment. This then produced fewer positive academic experiences. This process is consistent with the reciprocal effects model proposed by Marsh and Craven (2006), in which academic self-concept and motivation function as mutually constitutive rather than simply correlated constructs.

5.4.3 Social Support: The Decisive Role of Quality and Conditionality

The quantitative finding show that family support was the strongest social support correlate of academic self-concept, followed by friends and significant others. This is significantly qualified by the qualitative evidence. The qualitative phase shows is that the psychological impact of family support was determined more by its perceived quality and conditionality than its mere presence. All eight participants reported some form of family involvement in their academic lives. But the effects on academic self-concept ranged from strongly positive to actively harmful. Unconditional family support, communicating a genuine belief in the student's potential independent of performance outcomes, was associated with the most resilient and positive academic self-concepts. But when family support is expectation-based, conditioned on achieving specific outcomes, it introduced a motivationally complex situation that holds both encouragement and anxiety. This findings agrees with previous research by Harter (1999) who described as the contingency of approval, in which self-worth linked to the satisfaction of others' standards rather than internalized

as a stable personal resource. Wentzel (1998) has argued that the perceived warmth and unconditional nature of support from significant others is more reliable predictor of academic motivation and self-belief than the mere frequency of contact. The present qualitative findings support that argument with particular clarity.

For students who actively engaged in study groups or received specific instructor feedback, peer and instructor support were described as meaningfully factors affecting their self-belief. For students who had withdrawn from peer interaction or who lacked regular instructor contact, those support structures were unavailable. This distinction matters for intervention design: structured peer collaboration and systematic instructor feedback practices have an important psychological value.

The qualitative and quantitative findings of this study show key understanding of academic self-concept in the remedial program context. Academic self-concept in this population is neither stable nor uniformly distributed. It is shaped by historical academic experience, motivational orientation and the quality of perceived relational support. Efforts to improve student outcomes in remedial programs must address each of these dimensions. Strengthening academic preparation without considering academic self-concept, motivation and support is unlikely to produce the sustained academic engagement that genuine educational progression requires.

CHAPTER SIX

SUMMARY, CONCLUSIONS and RECOMMENDATIONS

6.1 Summary

Remedial students in Ethiopian private higher education institutions are students who arrive having sat the national Grade 12 university entrance examination, fallen short and enrolled in a second chance remedial program as their pathway into higher education. Questions like what they carry into that program, how they see themselves as learners, what motivates them and who supports them, are remained unexplored in the Ethiopian research literature. Therefore, this study addressed that gap directly.

The study employed a sequential explanatory mixed methods design. Quantitative data were collected from 366 remedial students across seven private higher education institutions in Addis Ababa. The Academic Self-Concept Questionnaire of Liu and Wang (2005), the Academic Motivation Scale of Vallerand *et al.* (1992) and the Multidimensional Scale of Perceived Social Support of Zimet *et al.* (1998) served as instruments. Eight participants were involved in qualitative data that gave depth and interpretive texture to the statistical findings. Five research questions related to the level of academic self-concept, gender differences on academic selfconcept, the relationship of academic motivation with academic self-concept, the relationship of perceived social support with academic self-concept and the combined predictive role of both variables.

The findings were as follows. Remedial students reported on average a moderate level of academic self-concept. Male students scored significantly higher in academic self-concept than females.

Parental education level followed a stepwise pattern: students from college-educated families reported the strongest academic self-beliefs, while those from primary or lower educated families reported the weakest, with secondary-educated family students falling between them.

Academic motivation was strongly and positively correlated with academic self-concept. Intrinsic motivation drove that association most powerfully, while extrinsic motivation, though significant, was moderate. In regression analysis, academic motivation predicted academic self-concept significantly, explaining 36.6% of its variance. Perceived social support was moderately associated with academic self-concept. Among the subscales, family support is highly correlated with academic self-concept. In the combined model, academic motivation and perceived social support together explained 41.5% of the variance in academic self-concept. Motivation retaining the stronger independent contribution. The qualitative data shows that intrinsic motivation functioned as a psychological buffer against the weight of prior failure. The conditionality of family support mattered as much as its presence. Students with deeply rooted negative academic histories needed psychological support that no amount of curriculum content alone could provide.

6.2 Conclusions

What do these findings actually mean? Many conclusions follow.

A moderate academic self-concept is an important finding observed indicating that some students are struggling with their academic self-beliefs while others have already built a confident academic identity.

Male remedial students hold stronger academic self-beliefs than their female counterparts.

Parental education matters as increased family educational background corresponded to a higher academic self-concept score.

Motivation is the most powerful predictor of academic self-concept. It explained over a third of the variance in academic self-concept independently. Regarding motivation, intrinsic motivation was the most influential as students who engaged with learning out of genuine interest and personal meaning held stronger academic self-beliefs than those driven primarily by external pressure or obligation. This is theoretically consistent with SDT, which states internally regulated engagement produces more integrated and durable academic identities than externally controlled behavior (Deci & Ryan, 2000; Ryan & Deci, 2017). For remedial students the implication is that rebuilding intrinsic motivation is foundational to everything else.

Though family support has influence on the student's self-perception, its quality determines its effect most. Conditional family support, support tied to performance expectation rather than unconditional belief in the student. Conditional support introduces much anxiety as encouragement. Support that communicates genuine faith in a student's potential independent of outcomes builds academic self-concept. That distinction has direct implication for how institutions engage with families. Overall, the combined model confirms motivation and social support are complementary ones and they can have most powerful effect when addressed together.

6.3 Recommendations

6.3.1 For Remedial Program Administrators and Institutional Leaders

The evidence is clear that academic preparation alone is not sufficient for this population. Forty-one percent of the variance in academic self-concept is explained by motivation and social support. Administrators should start structured academic counseling into the remedial program from its first week, not as a crisis response but as a standard feature of the program. Early identification of students with particularly low academic self-concept should be formalized through intake

assessments. Programs that invest in both motivational support and social support are investing in the psychological condition under which academic self-concept can genuinely grow.

6.3.2 For Instructors and Academic Counselors

The finding shows that specific, consistent, competence-affirming feedback from instructors was among the most impactful inputs into academic self-belief that participants described. This is not about praise; it is about feedback that helps students understand what they are capable of and how their effort translates into growth.

Similarly, academic counselors should prioritize building intrinsic motivational orientation. They can achieve this through autonomy support, genuine engagement with students' academic goals and structured reflection on personal meaning and purpose. For female remedial students, targeted mentoring that directly addresses academic confidence is needed to close the gap.

6.3.3 For Families and Community Stakeholders

Family support predicted academic self-concept more strongly than peer or institutional support. But the lesson here is not simply that families should support their children more. It is that the nature of that support matters. Unconditional belief in a student's academic potential, communicated consistently and independently of performance outcomes, builds academic self-concept. Conditional approval tied to grade expectation or specific achievements can undermine it, even when the intention behind it is entirely positive. Institutions should design structured family orientation programs that communicate this distinction and give families for providing the kind of encouragement that actually strengthens rather than pressurizes their children's academic self-beliefs.

6.3.4 For Future Researchers

Longitudinal designs are the most pressing methodological need. Cross-sectional data establish associations but cannot establish how academic self-concept, motivation and perceived support evolve across the arc of a full remedial program. Comparative research across public and private institutions in Ethiopia would also clarify whether the patterns documented here are specific to the private remedial context or generalizable more broadly.

6.3.5 For Remedial Students

Remedial students should view their current academic situation as a temporary challenge rather than a reflection of their true ability. This study found that motivation was the strongest predictor of academic confidence, so students are encouraged to strengthen their intrinsic motivation by focusing on personal growth, genuine interest, and long-term goals rather than external pressure. Students are also encouraged to seek support from family, peers, instructors, and counselors, and to make use of academic guidance services whenever difficulties arise. One examination result does not define future potential; consistent effort and a willingness to seek help to build academic self-concept. By holding onto this mindset and staying engaged with available support, students can strengthen their belief in their own capabilities and make full use of the remedial program as a genuine second chance.

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Appendices

ANNEX 1: Questionnaire of the quantitative study (English version)

ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND LANGUAGE STUDIES SCHOOL OF

PSYCHOLOGY

Section I: Socio-Demographic Information

The following are items related to your background information. Please write the appropriate information. (Please tick (✓) where appropriate).

	Age	_____ years
	Gender	<input style="width: 30px; height: 30px; margin-bottom: 5px;" type="checkbox"/> 1. Male <input style="width: 30px; height: 30px; margin-bottom: 5px;" type="checkbox"/> 2. Female
	Field of Study	<input style="width: 30px; height: 30px; margin-bottom: 5px;" type="checkbox"/> 1. Natural Science <input style="width: 30px; height: 30px; margin-bottom: 5px;" type="checkbox"/> 2. Social Science

	Parental education level (highest of one parent)	☐ 1. No formal ☐ 2. Primary ☐ 3. Secondary ☐ 4.College+
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Section II: Academic Self-Concept Questionnaire

The following statements describe how students see themselves in their studies. Please read each statement carefully and circle the number that best shows how much you agree or disagree based on your own experience. Please answer honestly.

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

Item	Statement	1	2	3	4	5

1	I can follow the lessons easily.	☐	☐	☐	☐	☐
2	I daydream a lot in class.	☐	☐	☐	☐	☐
3	I am able to help my classmates with their schoolwork if permitted.	☐	☐	☐	☐	☐
4	I often do my homework without thinking.	☐	☐	☐	☐	☐
5	If I work hard, I think I can go to college or university.	☐	☐	☐	☐	☐
6	I pay attention to the teachers during lessons.	☐	☐	☐	☐	☐
7	Most of my classmates are smarter than I am.	☐	☐	☐	☐	☐
8	I study hard for my tests.	☐	☐	☐	☐	☐
9	My teachers feel that I am poor in my work.	☐	☐	☐	☐	☐
10	I am usually interested in my schoolwork.	☐	☐	☐	☐	☐
11	I often forget what I have learnt.	☐	☐	☐	☐	☐
12	I am willing to do my best to pass all the subjects.	☐	☐	☐	☐	☐
13	I get frightened when I am asked a question by the teachers.	☐	☐	☐	☐	☐
14	I often feel like quitting school.	☐	☐	☐	☐	☐

15	I am good in most of my school subjects.	☐	☐	☐	☐	☐
16	I am always waiting for the lessons to end.	☐	☐	☐	☐	☐
17	I always do poorly in tests.	☐	☐	☐	☐	☐
18	I do not give up easily when faced with a difficult question in my schoolwork.	☐	☐	☐	☐	☐
19	I am able to do better than my friends in most subjects.	☐	☐	☐	☐	☐
20	I am not willing to put in more effort in my schoolwork.	☐	☐	☐	☐	☐

Section III: Academic Motivation Scale

Directions: Carefully read the statements below; indicate to what extent each of the items presently relates to one of the reasons why you are learning a remedial program in college. Please indicate by (√) for strongly disagree (1), disagree (2), neutral (3), agree (4) and strongly agree (5).

	Why are you learning a remedial program in college?					
No	Statement	1	2	3	4	5
1	Because I experience pleasure and satisfaction while learning new things.	☐	☐	☐	☐	☐

2	For the pleasure I experience when I discover new things never seen before.	☐	☐	☐	☐	☐
3	For the pleasure that I experience in broadening my knowledge about subjects that appeal to me.	☐	☐	☐	☐	☐

4	Because my studies allow me to continue to learn about many things that interest me.	☐	☐	☐	☐	☐
5	For the pleasure I experience while surpassing myself in my studies.	☐	☐	☐	☐	☐
6	For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.	☐	☐	☐	☐	☐
7	For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.	☐	☐	☐	☐	☐
8	Because college allows me to experience personal satisfaction in my quest for excellence in my studies.	☐	☐	☐	☐	☐
9	Because I really like going to school.	☐	☐	☐	☐	☐
10	Because for me, school is fun.	☐	☐	☐	☐	☐
11	For the pleasure that I experience when I am taken by discussions with interesting teachers.	☐	☐	☐	☐	☐

12	For the 'high' feeling that I experience while reading about different interesting subjects.	☐	☐	☐	☐	☐
13	Because I think that a college education will help me better prepare for the career I have chosen.	☐	☐	☐	☐	☐
14	Because eventually it will enable me to enter the job market in a field that I like.	☐	☐	☐	☐	☐
15	Because this will help me make a better choice regarding my career orientation.	☐	☐	☐	☐	☐
16	Because I believe that a few additional years of education will improve my competence as a worker.	☐	☐	☐	☐	☐
17	To prove to myself that I am capable of completing my college degree.	☐	☐	☐	☐	☐
18	Because of the fact that when I succeed in school, I feel important.	☐	☐	☐	☐	☐
19	To show myself that I am an intelligent person.	☐	☐	☐	☐	☐
20	Because I want to show myself that I can succeed in my studies.	☐	☐	☐	☐	☐
21	Because I need at least a first degree in order to find a highpaying job later on.	☐	☐	☐	☐	☐

22	In order to obtain more prestigious job later on.	☐	☐	☐	☐	☐
23	Because I want to have 'the good life' later on.	☐	☐	☐	☐	☐
24	In order to have a better salary later on.	☐	☐	☐	☐	☐

Section IV: MULTIDIMENSIONAL SCALE OF PERCEIVED SOCIAL SUPPORT The following statements are about the support you receive from people around you. Please read each statement carefully and circle the number that best shows how much you agree or disagree based on your own experience. There are no right or wrong answers. Please answer honestly.

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Statement	1	2	3	4	5
1	There is a special person who is around when I am in need.	☐	☐	☐	☐	☐
2	There is a special person with whom I can share my joys and sorrows.	☐	☐	☐	☐	☐
3	My family really tries to help me.	☐	☐	☐	☐	☐

4	I get the emotional help and support I need from my family.	☐	☐	☐	☐	☐
5	I have a special person who is a real source of comfort to me.	☐	☐	☐	☐	☐
6	My friends really try to help me.	☐	☐	☐	☐	☐
7	I can count on my friends when things go wrong.	☐	☐	☐	☐	☐
8	I can talk about my problems with my family.	☐	☐	☐	☐	☐
9	I have friends with whom I can share my joys and sorrows.	☐	☐	☐	☐	☐
10	There is a special person in my life who cares about my feelings.	☐	☐	☐	☐	☐
11	My family is willing to help me make decisions.	☐	☐	☐	☐	☐
12	I can talk about my problems with my friends.	☐	☐	☐	☐	☐

Annex 2: Interview guide (Qualitative Section)

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PSYCHOLOGY

Direction: Please share your thoughts, feelings and personal beliefs in your own words. There are no right or wrong answers. We are interested in your unique perspective and experiences.

1	Please introduce yourself and share your academic background prior to joining the remedial class.
2	How do you perceive your academic self-concept and how has it developed over time?
3	What factors have strengthened or weakened your academic self-concept?
4	What motivates you to learn and how has that motivation shaped your academic self-concept?
5	What perceived social support have you received from family, friends and significant others and how has it influenced your academic self-concept?

Thank you!

Annex 3: የአማርኛ የመረጃ መሰብሰቢያ ቅጽ

አዲስ አበባ የኒቨርስቲ

የትምህርትና ቋንቋዎችጥናት ኮሌጅ

የሳይኮሎጂ ትምህርት ቤት

ክፍል አንድ፡- ማህበራዊና ስነ-ህዝባዊ መረጃ

የሚከተሉት ጥያቄዎች የእርስዎን የግል ሁኔታ የሚመለከቱ ናቸው። እባክዎ ተገቢውን መረጃ በመጻፍ ወይም ለሚመለከተው

ምርጫ የ (✓) ምልክት በማድረግ ይግለጹ።

ቁጥር	መግለጫ	ምርጫዎች
1	ዕድሜ	_____ ዓመት
2	ጾታ	☐ 1. ወንድ ☐ 2. ሴት
3	የትምህርት ዘርፍ	☐ 1. የተፈጥሮ ሳይንስ ☐ 2. ማህበራዊ ሳይንስ
4	የወላጆች የትምህርት ደረጃ	☐ 1. መደበኛ ትምህርት የሌላቸው ☐ 2. የመጀመሪያ ደረጃ ☐ 3. የሁለተኛ ደረጃ ☐ 4. ኮሌጅ ዲፕሎም እና ከዚያ በላይ

ክፍል 2፡ የአካዳሚክ ራስን መገንዘብ

መመሪያ ፡ የሚከተሉት ዓረፍተ ነገሮች ተማሪዎች በትምህርታቸው ራሳቸውን እንዴት እንደሚመለከቱ የሚገልጹ ናቸው።

እባክዎ እያንዳንዱን ዓረፍተ ነገር ካነበቡ በኋላ፣ በራስዎ ተሞክሮ ላይ በመመስረት ከሚከተሉት ምርጫዎች ውስጥ አንዱን

በመምረጥ ስምምነትዎን ወይም አለመስማማትዎን ያሳዩ።

1 = በጣም አልስማማም
2 = አልስማማም
3 = ገለልተኛ / እርግጠኛ አይደለም
4 = እስማማለሁ
5 = በጣም እስማማለሁ

ቁጥር	መግለጫ	1	2	3	4	5
1	ትምህርቶችን በቀላሉ መከተል እችላለሁ።	☐	☐	☐	☐	☐
2	በክፍል ውስጥ ብዙ ጊዜ በሀሳብ እወስዳለሁ።	☐	☐	☐	☐	☐
3	ከተፈቀደኝ የክፍል ጓደኞቼን በትምህርታቸው መርዳት እችላለሁ።	☐	☐	☐	☐	☐
4	ብዙ ጊዜ የቤት ሥራዬን ብዙ ሳላስብበት (በቀላሉ) እሰራለሁ።	☐	☐	☐	☐	☐
5	ጠንክሬ ከሰራሁ በመደበኛነት ኮሌጅ ወይም ዩኒቨርሲቲ መግባት እችላለሁ ብዬ አስባለሁ።	☐	☐	☐	☐	☐
6	በትምህርት ሰዓት መምህራንን በትኩረት እከታተላለሁ።	☐	☐	☐	☐	☐
7	አብዛኞቹ የክፍል ጓደኞቼ ከእኔ በተሻለ ብልህ ናቸው።	☐	☐	☐	☐	☐
8	ለፈተናዬ ጠንክሬ አጠናለሁ።	☐	☐	☐	☐	☐
9	መምህራኖቼ በትምህርቴ ደካማ እንደሆንኩ ይሰማቸዋል።	☐	☐	☐	☐	☐
10	አብዛኛውን ጊዜ ለትምህርቴ ፍላጎት አለኝ።	☐	☐	☐	☐	☐
11	የተማርኩትን ነገር ብዙ ጊዜ እረሳለሁ።	☐	☐	☐	☐	☐
12	ሁሉንም የትምህርት አይነቶች ለማለፍ የተቻለኝን ጥረት ለማድረግ ፈቃደኛ ነኝ።	☐	☐	☐	☐	☐
13	በመምህራን ጥያቄ ስጠየቅ እፈራለሁ።	☐	☐	☐	☐	☐

14	ብዙ ጊዜ ትምህርት የማቋረጥ ስሜት ይሰማኛል።	☐	☐	☐	☐	☐
15	በአብዛኞቹ የትምህርት አይነቶች ጎበዝ ነኝ።	☐	☐	☐	☐	☐
16	ሁልጊዜ ከፍለ-ጊዜው መቼ እንደሚያልቅ እጠባብቃለሁ።	☐	☐	☐	☐	☐
17	ሁልጊዜ በፈተና ዝቅተኛ ውጤት አገኛለሁ።	☐	☐	☐	☐	☐
18	በትምህርቴ ውስጥ አስቸጋሪ ጥያቄ ሲያጋጥመኝ በቀላሉ ተስፋ አልቆርጥም።	☐	☐	☐	☐	☐
19	በአብዛኞቹ የትምህርት አይነቶች ከጓደኞቼ የተሻለ መስራት እችላለሁ።	☐	☐	☐	☐	☐
20	ለትምህርቴ ተጨማሪ ጥረት ለማድረግ ፈቃደኛ አይደለሁም።	☐	☐	☐	☐	☐

ክፍል ሦስት፡- የትምህርት ተነሳሽነት መለኪያ

መመሪያ፡- የሚከተሉትን ዓረፍተ ነገሮች በጥንቃቄ ያንብቡ፤ እያንዳንዱ ነጥብ በአሁኑ ወቅት በኮሌጅ ውስጥ የፊሊዲያል

ፕሮግራም ትምህርት ለመማር ከወሰኑባቸው ምክንያቶች ጋር ምን ያህል እንደሚዛመድ ይግለጹ።

ቁጥር	ለምንድን ነው በኮሌጅ ውስጥ የፊሊዲያል (Remedial) ፕሮግራም ትምህርት የምትማረው/የምትማረው?	1	2	3	4	5
1	አዳዲስ ነገሮችን በመማር ደስታ እና እርካታን ስለማግኘት ነው።	☐	☐	☐	☐	☐
2	ከአሁን በፊት ያላውኳቸውን አዳዲስ ነገሮችን ሳውቅ ደስታን ስለሚሰጠኝ።	☐	☐	☐	☐	☐
3	ለኔ በምወዳቸው የትምህርት ዓይነቶች የዕውቀት አድማሴን ማስፋት ደስታ ስለሚሰጠኝ ነው።	☐	☐	☐	☐	☐
4	የትምህርት ጥናቴ ብዙ የሚያስደስቱኝን ነገሮች መማርን እንድቀጥል ስለሚፈቅድልኝ ነው።	☐	☐	☐	☐	☐
5	በትምህርቴ ራሴን ከፍተኛ ደረጃ ማድረስ ደስታን ስለሚሰጠኝ ነው።	☐	☐	☐	☐	☐
6	ከግል ድንቅ ሥራዎቼ በአንዱ ራሴን ከፍተኛ ደረጃ ላይ ማድረስ ስለሚያስደስተኝ ነው።	☐	☐	☐	☐	☐

7	ከባድ የሆኑ ትምህርታዊ ተግባሮችን በማለፍ ሂደት ውስጥ እርካታ ስለሚሰማኝ ነው።	☐	☐	☐	☐	☐
8	የሁለተኛ ደረጃ ትምህርት በዕውቀት የመምጠቅ ተልዕኮዬን በማሳካት ግላዊ እርካታን ለማግኘት ስለሚያስችለኝ ነው።	☐	☐	☐	☐	☐
9	ወደ ትምህርት ቤት መሄድ በጣም ስለምወድ ነው።	☐	☐	☐	☐	☐
10	ለኔ ወደ ትምህርት ቤት መሄድ አዝናኝ ስለሆነ ነው።	☐	☐	☐	☐	☐
11	በትምህርት ቤት ከምወዳቸው መምህራን ጋር የሚደረግ ውይይት ስለሚያስደስተኝ ነው።	☐	☐	☐	☐	☐
12	የተለያዩ የሚያስደስቱ የትምህርት ዓይነቶችን ሳኑ በከፍተኛ የደስታ ስሜት ስለሚፈጥርልኝ ነው።	☐	☐	☐	☐	☐
13	የሁለተኛ ደረጃ ትምህርት ወደፊት በመረጥኩት የሥራ መስክ ለመዘጋጀት ይረዳኛል ብዬ ስለማስብ ነው።	☐	☐	☐	☐	☐
14	የሁለተኛ ደረጃ ትምህርቴን ሳጠናቅቅ በምፈልገው የሥራ መስክ ውስጥ ለመግባት ስለሚያስችለኝ ነው።	☐	☐	☐	☐	☐
15	የሁለተኛ ደረጃ ትምህርት የስራው መስክ ሙያዊ ፍላጎቴን በተሻለ እንድመርጥ ስለሚረዳኝ ነው።	☐	☐	☐	☐	☐
16	ለተጨማሪ ጥቂት ዓመታት ትምህርት ማግኘት ለወደፊት የሥራ ላይ ብቃቴን ያሻሽልልኛል ብዬ ስለማምን ነው።	☐	☐	☐	☐	☐
17	የሁለተኛ ደረጃ ትምህርቴን ማጠናቀቅ እንደምችል ለራሴ ለማረጋገጥ ነው።	☐	☐	☐	☐	☐
18	በትምህርቴ ውጤታማ መሆን እኔ ጠቃሚ እንደሆኑኩ ስለሚሰማኝ ነው።	☐	☐	☐	☐	☐
19	እኔ አዋቂ እና ችሎታ ያለኝ ሰው እንደሆነኩ ለራሴ ማሳየት ስለምፈልግ ነው።	☐	☐	☐	☐	☐
20	በትምህርቴ ውጤታማ መሆን እንደምችል ለራሴ ማሳየት ስለምፈልግ ነው።	☐	☐	☐	☐	☐

21	ወደፊት ከፍተኛ ክፍያ የሚያስገኝ ሥራ ለማግኘት ቢያንስ የሁለተኛ ደረጃ ትምህርት ቤት ምሥክር ወረቀት ስለሚያስፈልገኝ ነው።	☐	☐	☐	☐	☐
22	ለወደፊት ብዙ ክብር እና ማዕረግ ያለውን ሥራ ማግኘት ስለምፈልግ ነው።	☐	☐	☐	☐	☐
23	ለወደፊቱ ጥሩ ሕይወት እንዲኖረኝ ስለምፈልግ ነው።	☐	☐	☐	☐	☐
24	ለወደፊት ጥሩ ደመወዝ እንዲኖረኝ ስለምፈልግ ነው።	☐	☐	☐	☐	☐

ክፍል አራት፡- ከተለያዩ አካላት የሚገኝ ማህበራዊ ድጋፍ መለኪያ

መመሪያ፡- የሚከተሉት ዓረፍተ ነገሮች በዙሪያዎ ካሉ ሰዎች ስለሚያገኙት ድጋፍ የሚገልጹ ናቸው። እባክዎ እያንዳንዱን ዓረፍተ ነገር በጥንቃቄ ካነበቡ በኋላ፣ በራስዎ ተሞክሮ ላይ በመመስረት የእርስዎን ስምምነት ወይም አለመስማማት የሚገልጸውን ቁጥር ያክብቡ። እባክዎ ቢታማኝነት ይመልሱ።

ተ.ቁጥር	መግለጫ	1	2	3	4	5
1	በሚቸግረኝ ጊዜ በቅርቤ የሚገኝ ልዩ ሰው አለ።	☐	☐	☐	☐	☐
2	ደስታዬን እና ሀዘኔን የማካፍለው ልዩ ሰው አለ።	☐	☐	☐	☐	☐
3	ቤተሰቦቼ የምር እኔን ለመርዳት ይሞክራሉ።	☐	☐	☐	☐	☐
4	የሚያስፈላጊኝን ስሜታዊ እርዳታ እና ድጋፍ ከቤተሰቦቼ አገኛለሁ።	☐	☐	☐	☐	☐
5	ለእኔ ትክክለኛ መፅናናት እውነተኛ ምንጭ የሆነ ልዩ ሰው አለኝ።	☐	☐	☐	☐	☐
6	ጓደኞቼ የእውነት እኔን ለመርዳት ይጥራሉ።	☐	☐	☐	☐	☐
7	ነገሮች ሲበላሹ በጓደኞቼ እተማመናለሁ።	☐	☐	☐	☐	☐
8	ስለ ቸግሮቼ ከቤተሰቦቼ ጋር መነጋገር እችላለሁ።	☐	☐	☐	☐	☐
9	ደስታና ሀዘኔን የማካፍላቸው ጓደኞች አለኝ።	☐	☐	☐	☐	☐

10	በህይወቴ ስለ እኔ ስሜቶች ግድ የሚለው አንድ ልዩ ሰው አለኝ።	☐	☐	☐	☐	☐
11	ቤተሰቦቼ ውሳኔ ስወስን ለመርዳት ፈቃደኛ ናቸው።	☐	☐	☐	☐	☐
12	ስለ ችግሮቼ ከጓደኞቼ ጋር መነጋገር እችላለሁ።	☐	☐	☐	☐	☐

ጊዜዎን ሰጥተው ስለተሳተፉ እናመሰግናለን!