

Impact of Attitude of Teacher on the Scholastic Achievement of Students at the Secondary School Level

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Abstract:

The teacher occupies a very important place in the teaching – learning ecosystem of the school. Students may have access to all information on the internet, yet the position of the teacher is of utmost importance. A teacher can arouse the proper motivation in the minds of the learner by possessing a positive attitude. Certain dimensions of the attitude of the teacher like cheerful & enthusiastic attitude; devoted & dedicated attitude; empathetic attitude; objective attitude; optimistic attitude; resourceful attitude; sympathetic attitude and attitude towards time management were identified. The tool (Attitude Scale towards Students) was developed and standardized. After administration and analysis, it was found that teachers who are cheerful and enthusiastic, are dedicated and devoted, possess the optimistic attitude and positive attitude towards time management impact the scholastic performance of the students in a positive manner.

Key words: attitude of teacher, scholastic achievement of students, scholastic achievement

1. INTRODUCTION

The role of a teacher in the academic ecosystem of the secondary education is of paramount importance. Secondary

education level is perhaps the most defining moment of the school life where students metamorphose from the caring environment of the elementary education to the carefree environs of the senior secondary education/college life. The role of the teacher to provide right guidance to the students is immense. Although, in this age of information technology, all information is available at the click of the mouse, the influence of attitude of the teacher on the overall academic performance of the students is of great significance. Teachers are said to be the friend, philosopher, and guide of students. A student tries to emulate his/her teacher. It is important that the teacher himself/herself has a positive attitude so that students are motivated to learn and perform well. If the teacher has virtuous conduct, he/she can bring positive vibes in the class room scenario which will in turn facilitate academic and scholastic achievement of students. It is necessary that a teacher is motivated and committed towards the teaching profession as only such teachers can motivate students towards excellence – be it in academics or in co-curricular areas.

Several psychologists have defined attitude in a different manner. Allport (1935) defined an attitude as "a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual's response to all objects and situations with which it is related" (p. 810).

Thurstone described "Attitude is the affect for or against a psychological object. Affect in its primitive form is described as appetite or aversion. Appetite is the positive form of affect, which in more sophisticated situations appears as liking the psychological object, defending it, favoring it in various ways. Aversion is the negative form of affect, which is described as hating the psychological object, disliking it, destroying it, or otherwise reacting against it. Attitude is here used to describe potential action toward the object with regard only to the

question whether the potential action will be favorable or unfavorable toward the object.”

According to Ajzen (1988) “An attitude is a disposition to respond favorably or unfavorably to an object, person, institution, or event.” (p4)

An attitude is "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols" (Hogg, & Vaughan 2005, p. 150)

The attitude of a teacher very closely affects the performance of the students in the academic areas. Quality school education is very important for the growth of a nation. The future of the nation rests on the shoulders of the teachers. Hence, it is necessary that teachers develop positive attitude so as to enhance the performance of students in scholastic areas.

2. REVIEW OF LITERATURE

Several papers have been published which throw light on the attitude of teachers towards their profession. Singh K. (2004) concluded that there is no significant difference between school teachers and college teachers in their attitude towards teaching profession. Trivedi (2011) observed that most of the secondary school teachers do not possess favourable attitude towards teaching profession irrespective of their medium, subject stream or gender. Sindhu (2012) summarized that there is no difference in the attitude of teachers working in aided or unaided school with respect to gender and experience. Kaur (2014) opined that attitude of secondary school teachers is higher than the attitude of elementary school teachers. It was further observed that female school teachers possessed higher attitude than their male counterparts.

Afolabi (2009) performed a study on the teachers' attitude and gender factor as a determinant of pupils' performance in science in Nigeria. Two tools were used for the

study namely teachers' attitude questionnaire and the primary science achievement test. The analysis of the data for the study indicated a significant relationship between the attitude of the teacher and pupil relationship in primary science. Also, it was established that no significant difference was seen between the performance of students taught by male and female teachers. Scrivner (2009) undertook a correlational study in the USA to determine the relationship between achievement of students and attitude of the teacher. The study determined a positive relationship between teacher's disposition towards the curriculum and the reading achievement of the students. However, no relationship was established between teacher's disposition towards curriculum and the achievement of students in math. In 2011, Hussain et al took up a study to determine the attitude of teachers of the secondary school level toward their teaching profession. The researchers developed an Attitude Scale Towards Teaching profession with sixty-six items and four dimensions. A sample of forty schools was selected for the study. The study found out that female secondary school teachers had a greater positive attitude towards teaching profession than the male secondary school teachers. In 2011, Ulug, Ozden and Eryilmaz, Turkey found that in case teachers has a positive attitude then he/she has a positive effect in the performance and personality development of students.

3. OBJECTIVES:

- (i) To find out the correlation between the empathetic attitude of the teacher and the scholastic achievements of students at the secondary level.
- (ii) To find out the correlation between the devoted, dedicated attitude of the teacher and the scholastic achievements of students at the secondary level.

(iii) To find out the correlation between the cheerful & enthusiastic attitude of the teacher and the scholastic achievements of students at the secondary level.

(iv) To find out the correlation between the time management of the teacher and the scholastic achievements of students at the secondary level.

(v) To find out the correlation between the optimistic & positive attitude of the teacher and the scholastic achievements of students at the secondary level.

(vi) To find out the correlation between the sympathetic attitude of the teacher and the scholastic achievements of students at the secondary level.

(vii) To find out the correlation between the objective attitude of the teacher and the scholastic achievements of students at the secondary level.

(viii) To find out the correlation between the resourceful attitude of the teacher and the scholastic achievements of students at the secondary level.

4. HYPOTHESES:

H₀ 1: There is no significant correlation between empathetic attitude of the teacher and the scholastic achievements of students at the secondary level.

H₀ 2: There is no significant correlation between the devoted, dedicated attitude of the teacher and the scholastic achievements of students at the secondary level.

H₀ 3: There is no significant correlation between the cheerful & enthusiastic attitude of the teacher and the scholastic achievements of students at the secondary level.

H₀ 4: There is no significant correlation between the time management of the teacher and the scholastic achievements of students at the secondary level.

H₀ 5: There is no significant correlation between the optimistic & positive attitude of the teacher and the scholastic achievements of students at the secondary level.

H₀ 6: There is no significant correlation between the sympathetic attitude of the teacher and the scholastic achievements of students at the secondary level.

H₀ 7: There is no significant correlation between the objective attitude of the teacher and the scholastic achievements of students at the secondary level.

H₀ 8: There is no significant correlation between the resourceful attitude of the teacher and the scholastic achievements of students at the secondary level.

5. REGARDING TOOL

5.1 Tool Development - (Attitude Scale Towards Students (ASTS) developed by researcher)

(a) Item Development –

Studies related to the areas of the attitude of teachers were reviewed. It was felt that attitude scale of teachers towards the students should be developed as no tool available was sufficient to measure the intrinsic dimensions attitude of the teacher. The following eight dimensions of attitude were selected as intrinsic dimensions of the attitude of school teacher: cheerful & enthusiastic attitude; dedicated and devoted attitude; empathetic attitude; objective attitude; optimistic attitude; resourceful attitude; sympathetic attitude; attitude towards time management. The aim was to develop items that would help the researcher build up positive and negative statements to measure the dimensions of attitude.

(b) Dimensions of the tool -

After a thorough and exhaustive analysis of various literature and of various researches, and also after consultation with the experts of education and psychology, it was decided to

incorporate the following eight areas of attitude of teacher towards the student in the study:

- I. The cheerful & enthusiastic attitude of the teacher – The teacher demonstrates pleases attitude towards the students and is full of joy and humour in the classroom. The teacher is full of zeal and passion and takes a deep interest in the class room teaching-learning process.
- II. The devoted and dedicated attitude of the teacher- The teachers has selfless devotion and commitment towards teaching the students. The teacher teaches his/her students with loyalty.
- III. The empathetic attitude of the teacher- The teacher has the ability to understand the feelings of the students. The teacher is able to get into the shoes of the students and hence understands their perspective well.
- IV. The objective attitude of the teacher – The educator is unbiased and has an open mind. The teacher does not favour any particular student(s) and does not base his opinions of students on his personal feelings.
- V. The optimistic attitude of the teacher – The teacher focuses on the positive aspects of the students and ignores their negative aspects. The teacher always hopes for a positive outcome of any situation, be it the performance of students in exams or in co-curricular areas.
- VI. The resourceful attitude of the teacher – The teacher willingly takes up initiatives and full of new ideas. The teacher can give a lot of examples to students in the class and deals with new and difficult situations efficiently and effectively.
- VII. Sympathetic attitude of the teacher – The teacher and the student share a mutual understanding.

Whatever affects the student correspondingly affects the teacher too.

- VIII. Attitude towards time management- The teacher possesses excellent time management skills. The teacher is able to complete tasks, projects, syllabus, and activities in the school by the due date. The teacher takes care to allocate the right time to the right activity.

(c) Tool description –

Initially a list of 100 statements covering the eight areas of attitude was constructed based on a review of the literature and based on experience. These statements were circulated among 10 experts for their expert views and opinion for content accuracy, quality of statements and coverage of content. On the basis of the suggestions and advice of the experts, modifications, alterations and deletions were done. Hence, 20 items were rejected and 12 were modified and hence the scale consisted of 80 items.

(d) Scoring –

The 80 statements were arranged randomly. Each statement was provided with five alternate items: Strongly agree, Agree, Neutral, Disagree and Strongly disagree. Among these 80 statements, 40 were statements depicting positive attitude of teacher and 40 were statements depicting negative attitude of teacher. . For each positive statement, the range of the score was taken from five to one i.e. (5 to 1) and the range of scores was reversed for negative statements.

(e) Item Analysis –

On the basis of Item Analysis, it was seen that 72 items were significant and these were selected and 8 items were insignificant and these were rejected.

(f) Reliability –

To establish the reliability of the scale, the final form of the test was administered on thirty respondents for test-retest reliability. First, the test was administered on thirty respondents and then after a gap of two months the test was administered again to find out test-retest reliability.

Test Re-Test Reliability

		Test	Re-Test
Total	Pearson Correlation	1	.999**
	Sig. (2-tailed)		.000
	N	30	30
Re_Total	Pearson Correlation	.999**	1
	Sig. (2-tailed)	.000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

It is concluded that the test is highly reliable.

Reliability of the scale was also measured by Split-half reliability.

Split-half Reliability

Cronbach's Alpha	Part 1	Value	.824	
		N of Items	36 ^a	
	Part 2	Value	.835	
		N of Items	36 ^b	
	Total N of Items			72
	Correlation Between Forms			.798
Spearman-Brown Coefficient	Equal Length		.888	
	Unequal Length		.888	
Guttman Split-Half Coefficient			.887	

The test has high Split-half reliability.

(f) Validity –

Validity of a tool is the extent to which the tool measures what it is supposed to measure.

- (i) Content Validity – The scale was developed taking into account all the necessary requirements of an attitude scale. The scale was authenticated with the help of statements from the internet, available related

literature, and also the views of the experts were incorporated. Hence, the scale has content validity as the area of the scale and the statements measure what it is supposed to measure adequately and appropriately.

- (ii) Intrinsic validity – The test has split-half reliability (Cronbach's alpha) of 0.824 and 0.835 which ensures intrinsic validity

6. RESEARCH METHODOLOGY

6.1 Research Design and type of study –

The study used descriptive survey method. The independent variables are cheerful & enthusiastic attitude; dedicated, devoted attitude; empathetic attitude; objective attitude; optimistic attitude; resourceful attitude; sympathetic attitude; attitude towards time management of the teacher. The average CGPA secured by the students during their Class tenth examination conducted by CBSE is the dependent variable.

6.2 Population and Sample of the study

The population of the study is all teachers teaching in the secondary schools of Delhi.

A total 148 teachers were selected randomly.

7. DATA ANALYSIS

SPSS version software 20.0 was used to analyze the data.

8. ANALYSIS AND INTERPRETATION

Cheerful & enthusiastic attitude of teacher and average CGPA of students

Table (i) Correlation between Cheerful &enthusiastic attitude of teacher and average CGPA of students

Pearson Correlation (r) = 0.295	Sig. (2-tailed) (p) at 0.000 level
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The p-value is less 0.01 and r is 0.295. Thus, the average CGPA and cheerful and enthusiastic attitude of the teacher has a significant positive relationship.

Dedicated, devoted attitude of teacher and average CGPA of students

Table (ii) Correlation between dedicated, devoted attitude of teacher and average CGPA of students

Pearson Correlation (r) = 0.288	Sig. (2-tailed) (p) at 0.000
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The p-value is less 0.01 and r is 0.288. Thus, the average CGPA and dedicated, devoted has a significant positive relationship.

Empathetic attitude of teacher and average CGPA of students

Table (iii) Correlation between Empathetic attitude of teacher and average CGPA of students

Pearson Correlation (r) = 0.115	Sig. (2-tailed) (p) at 0.165
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The p-value is greater 0.05 and r is 0.115. Thus, the average CGPA and empathetic has no significant relationship.

Objective attitude of teacher and average CGPA of students

Table (iv) Correlation between Objective attitude of teacher and average CGPA of students

Pearson Correlation (r) = 0.077	Sig. (2-tailed) (p) at 0.350
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The p-value is greater 0.05 and r is 0.077. Thus, the average CGPA and Objective attitude have no significant relationship.

Optimistic attitude of teacher and average CGPA of students

Table (v) Correlation between Optimistic attitude of teacher and average CGPA of students

Pearson Correlation (r) = 0.220	Sig. (2-tailed) (p) at 0.007
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The p-value is less than 0.001 and r is 0.220. Thus, the average CGPA and optimistic attitude of teacher have significant positive relationship.

Resourceful attitude of teacher and average CGPA of students

Table (vi) Correlation between Resourceful attitude of teacher and average CGPA of students

Pearson Correlation (r) = 0.152	Sig. (2-tailed) (p) at 0.065
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The p-value is greater 0.05 and r is 0.152. Thus, the average CGPA and Resourceful attitude have no significant relationship.

Sympathetic attitude of teacher and average CGPA of students

Table (vii) Correlation between Sympathetic attitude of teacher and average CGPA of students

Pearson Correlation (r) = 0.140	Sig. (2-tailed) (p) at 0.089
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The p-value is greater 0.089 and r is 0.140. Thus, the average CGPA and Sympathetic attitude have no significant relationship.

Attitude towards time management of teacher and average CGPA of students

Table (viii) Correlation between Attitude towards time management of teacher and average CGPA of students

Pearson Correlation (r) = 0.308	Sig. (2-tailed) (p) at 0.000
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The p-value is less than 0.001 and r is 0.308. Thus, the average CGPA and Attitude towards time management of teacher has significant positive relationship.

9. RESULT AND DISCUSSION:

Attitude of teachers has a significant influence on the academic performance of students. The cheerful and enthusiastic attitude; dedicated and devoted attitude; optimistic attitude; attitude towards time management of teacher and the academic performance of students have a significant positive relationship. Teacher should remain happy and cheerful in the class and make the lessons interesting and meaningful. Also, dedication and devotion towards teaching motivate the students to perform better. A teacher should show optimism in his/her demeanor and disposition. Also, attitude towards proper time management in the class room enhances academic performance of students.

The empathetic attitude, objective attitude, resourceful attitude and sympathetic attitude of the teacher have no significant influence on the academic performance of students.

10. CONCLUSION

Teacher and his/her attitude play an important role in the overall development of the students. Sharma (2013) in her paper titled, teaching attitude of higher secondary schools' teachers of Raebareli concluded that teachers have positive and healthy attitude towards their profession. The attitude of teachers towards teaching is significantly correlated with teaching success. The study reveals that scholastic achievement the students has significant positive relationship with teacher's attitude i.e. cheerful and enthusiastic attitude, dedicated and devoted attitude, empathetic attitude, optimistic attitude, and time management attitude. Further, Bhargava and Pathy

(2014) in their study, attitude of student teachers towards teaching profession, inferred that a positive attitude of the teacher towards the teaching profession has the potential to foster the desired quality in the field of education by developing professional competence of teachers and giving the teachers an insight into the needs of students.

However, student's scholastic achievement has no significant relationship with empathetic attitude, objective attitude, resourceful attitude, and sympathetic attitude. Thus, it may be concluded that student's achievement can be enhanced with good attitude of teachers.

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