

The Relationship Between Teachers' Attitude and Students' Academic Achievement at Secondary Level

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ABSTRACT

Keywords:

Teachers Attitude, Student Centered Professionalism, Curriculum Centerec Dimensions, Students Achievement.

This descriptive-correlation research study aimed at determining relationship between teachers' attitude and students' academic achievement at secondary level using quantitative research approach. The population of the study comprised 436 public secondary boys' school teachers. 210 teachers were purposively selected for the study as sample. Teachers' Attitude Index (TAI), developed by Schulte et.al. (2005) was used as research instrument for the study. Students' achievement scores were obtained from the class IX annual examination 2017 results of the Boards of Intermediate & Secondary Education Peshawar. Descriptive statistics like Frequency, Percentage, Mean, Standard Deviation, and Rank Order correlation were calculated. One sample t-test, Pearson product movement coefficient of correlation and regression were used for testing of hypotheses and for determining the relationship. The data was analysed using Microsoft Excel 2013 professional and IBM SPSS statistics 21.0 for windows. The study confirmed that Teachers' Attitude is significantly correlated with Students' Achievement.

INTRODUCTION

A positive attitude guarantee satisfaction in one's life, promotion and growth in career, peace and joy in family life besides positive attitude extend life expectancy. Blankson (2005) defined attitude as a condition of willingness, ordered through experience, which influences an individual's response to different objects and situations. Beliefs, dispositions, values, and feelings are features of attitude. According to Maliki (2013), attitude is associated with behavior and positive relationship among teachers leading to resulting in positive school climate for students. Ulug, Ozde and Eryilmaz (2011) found that teachers 'interaction with students and displaying positive behavior like appreciation, showing interest and understanding for students increases the students' success and motivation. Teachers through their own behavior and attitude become role models for their students. Teachers 'Positive attitude lead to the success of the learners while negative attitudes of the teachers lead to the failure of learners. Teachers develop specific attitudes based on their beliefs towards their profession. According to Scrivner (2009) dimensions of teachers' attitude that influence student achievement include. Teachers' attitude towards students, Teachers' attitude towards curriculum and Teachers' attitude toward professionalism. The study encompasses all these three dimensions.

Objective of the Study

The main objective of the study was to determine the relationship between Teacher's Attitude and their Students' Academic Achievement.

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Besides following objectives were also aimed:

To assess the relationship between teachers' attitude toward curriculum and students' achievement.

To explore the relationship between teachers' attitude toward professionalism and students' achievement.

Hypotheses of the Study

The study tested following hypotheses:

H_{0.1} There is no relationship between teachers' attitude towards curriculum and students' achievement.

H_{0.2} There is no relationship between teachers' attitude towards professionalism and student's achievement.

H_{0.3} There is no relationship between teachers' attitude and students' academic achievement.

Components of Attitude

Kitjaroonchai (2013) Gardner (1985) has described three components of attitude; Affective, Behavioral and Cognitive. Their interaction has been exhibited in the following diagram:

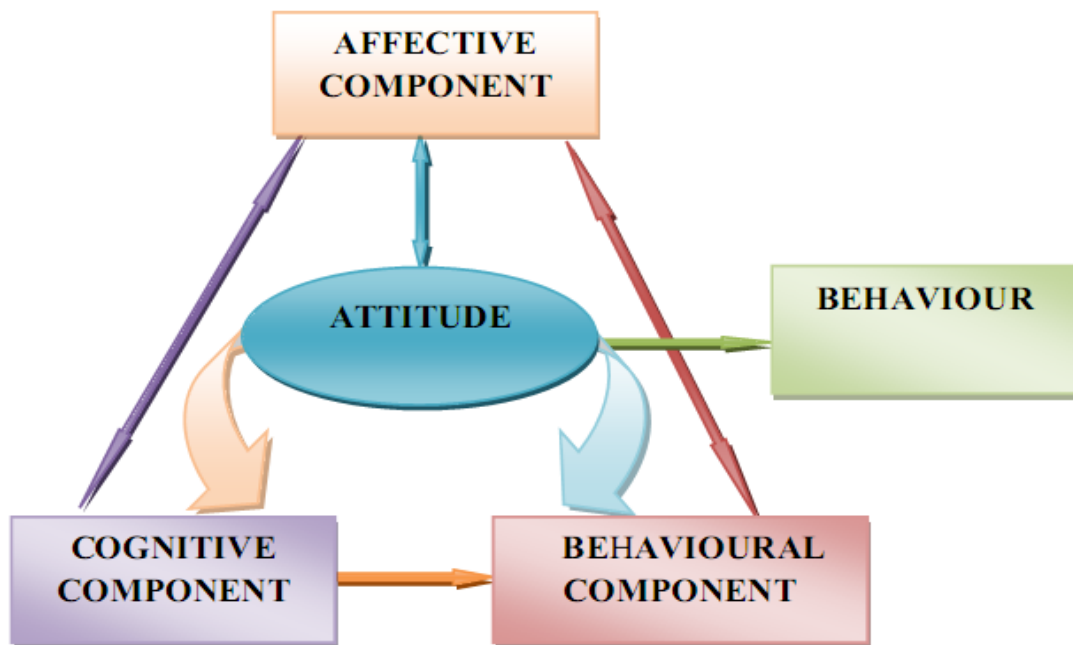


Figure: Sabates and Capdevila model for Interaction of Attitudes Components (Source: Agbatogun, 2013, p.123)

Agbatogun (2013) asserted that the components of attitude interact with each other. The interaction among the components of attitudes is three-fold. The cognitive attitude influences and depends on the affective and behavioral attitude, which, in turn, influences the other components.

Soibamcha and Pandey (2016) argued that these components appear to shape the classroom practices of the teacher with the help of direct and indirect interaction between school, teacher and society and have

a profound impact on school life through in terms of commitment to teaching and instruction.

Theoretical Overview of the Study

The theoretical framework of the study is based on Social Cognitive Theory as. The social cognitive theory is closely related to Attitudes. Attributions, Beliefs, and Social Perceptions comprise the cognitive components and attitudes are based on these components. The theory postulates about the interaction of cognition and environment with reference to psychosocial functioning and behavior, by giving an essential role to self-reflective, self-regulatory and cognitive processes where thought and behavior interact (Wood and Bandura, 1989). The study followed following conceptual model:

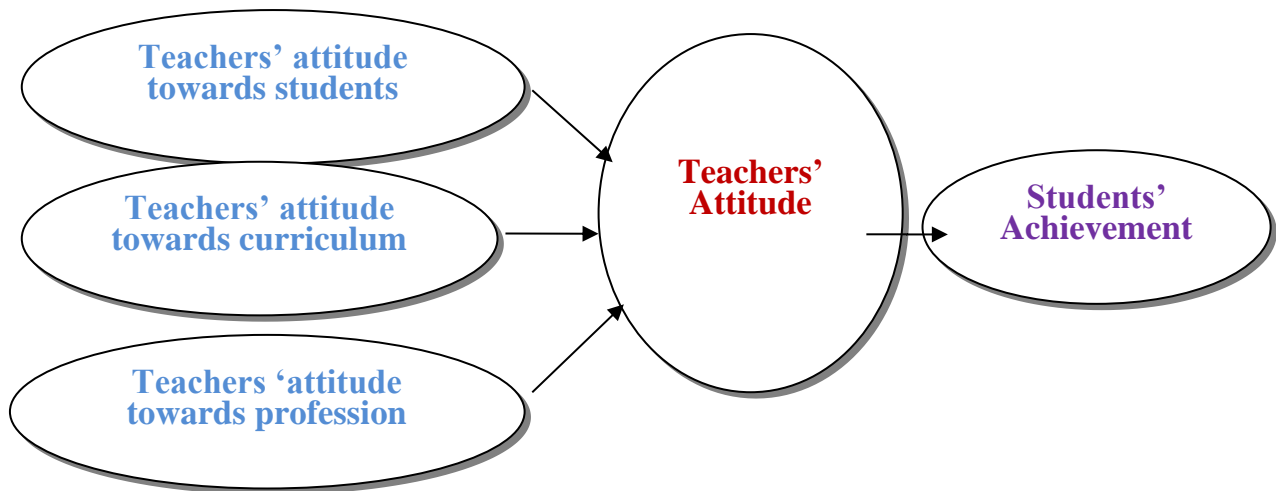


Figure: Conceptual framework of the study

Underlying theoretical assumptions are that beliefs become habits of mind influencing teachers' interactions with students and parents, which affect the student learning. It reflects the experiential, cultural, and cognitive aspects of dispositions (Vaughn, 2012). Teachers who create a supportive environment give better student achievement. It is argued that teacher's treatment with students, communication patterns, and teaching strategies determine students' achievement.

METHOD AND PROCEDURE

It was a descriptive-co relational research which was carried out to determine the relationships between the variables using a quantitative approach. According to Kalof, Dan, and Dietz (2008), quantitative research uses numbers to understand the matter of interest. In this type of research, data are collected, among other means, by conducting surveys in which respondents are asked the same set of items. Muijs (2004) stated that quantitative research collects numerical data which is then analysed through mathematical and statistical methods.

Data Collection Instrument

The researcher used Teachers' Attitude Index (TAI) developed by Schulte, Edick, Edwards, and Mackiel (2005). TAI measures attitude of teachers on student, professionalism and curriculum centered dimensions. According to Scrivner (2009), TAI is a reliable and valid instrument for measuring the teachers' attitude and utilizes a five-point Likert scales ranging from strongly agree to strongly disagree. Students' achievement scores were obtained from the class IX annual examination results of the Boards of Intermediate & Secondary Education (BISE) Peshawar.

Data Analysis

The data was processed using SPSS version 23.0. Statistical tools like Reliability test, one sample t-test, Pearson correlation and Regression model were applied for the data analysis which yielded the following findings and conclusions.

Testing of Hypotheses

In order to test the hypotheses, one sample t-test and Pearson product movement coefficient of correlation were calculated. Regression analysis was carried out to ascertain predictability of variables.

One sample t-test for teachers' attitude towards students (N=203)

| One-Sample t-Test | | | | | | | |
|-------------------|------|--------|-----|------|-----------------|-------------------------------------------|-------|
| Test Value = 3 | | | | | | | |
| M | SD | t | df | Sig. | Mean Difference | 95% Confidence Interval of the Difference | |
| | | | | | | Lower | Upper |
| 4.20 | 0.46 | 37.460 | 202 | .000 | 1.203 | 1.14 | 1.27 |

The above table shows that the mean value of teachers' attitude towards students was 4.20 which were significantly higher than the test value 3. The t-value is 37.46 which is significant at $p < 0.05$ level. It also showed that the mean difference is 1.20 higher than the test value. It shows that majority of respondents were on the agreement side.

Pearson correlation between teachers' attitude towards students and student achievement (N=203)

| Pearson coefficient (r) with student achievement | | |
|--------------------------------------------------|---|-----|
| Variables | r | sig |

| | | | |
|---|-------------------------------------|-------|------|
| 1 | Teachers' attitude towards students | 0.621 | .000 |
| 2 | Student average score | | |

Analysis of data in above table expressed that the value of r with students' achievement score was 0.621 which was statistically positively significant at $p < 0.05$ level.

This is in line with Ulug, Oze & Eryilmaz (2011) who found positive relationship between teachers' attitude towards students and achievement but is in contrast with Scrivener (2009) who had found no such relationship. Consequently, the null hypothesis No.1 was rejected.

Accepting that there is a positive and statistically significant relationship between teachers' attitude towards students and students' achievement.

Testing of hypothesis 2

One sample t-test for teachers' attitude towards curriculum (N=203)

| One-Sample Test | | | | | | | | |
|-----------------|------|--------|-----|------|-----------------|-------------------------------------------|-------|--|
| Test Value = 3 | | | | | | | | |
| | | | | | | 95% Confidence Interval of the Difference | | |
| M | SD | t | df | Sig. | Mean Difference | Lower | Upper | |
| 4.11 | 0.49 | 32.250 | 202 | .000 | 1.106 | 1.04 | 1.17 | |

The data in the above table indicates that the mean value of teachers' attitude towards curriculum was 4.11 which were significantly higher than the test value 3. The t-value is 32.25 which is significant at $p < 0.05$ level.

Pearson correlation between teachers' attitude towards curriculum and student achievement (N=203)

| Pearson coefficient (r) with student achievement | | |
|--------------------------------------------------|-------|------|
| Variables | r | sig |
| 1 Teachers' attitude towards curriculum | 0.477 | .000 |
| 2 Student average score | | |

$P < 0.05$

Data in the above table presents that the value of r with student achievement score was 0.477 which was statistically positively significant at $p < 0.05$ level.

This is in line with one finding of Scrivener (2009) regarding positive relationship between teachers' attitude towards curriculum and students' reading achievement but is in contrast with his other finding regarding no relationship between teachers' attitude towards curriculum and students' achievement in mathematics. Therefore, the null hypothesis no.2 was rejected.

The researcher, therefore, rejected the null hypothesis and accepted a positive and statistically significant relationship between teachers' attitude towards curriculum and students' achievement.

Testing of hypothesis 3

One sample t-test for teachers' attitude towards profession (N=203)

| One-Sample Test | | | | | | | | |
|-----------------|------|--------|-----|------|-----------------|-------|-------------------------------------------|--|
| Test Value = 3 | | | | | | | | |
| | | | | | | | 95% Confidence Interval of the Difference | |
| M | SD | t | df | Sig. | Mean Difference | Lower | Upper | |
| 4.28 | 0.49 | 36.980 | 202 | .000 | 1.279 | 1.21 | 1.35 | |

P<0.05

The data in the above table indicates the mean value of teachers' attitude towards profession was 4.28 which was significantly higher than the test value 3. The t-value is 36.98 which is significant at p<0.05 level.

Pearson correlation between teachers' attitude towards the profession and student achievement (N=203)

| Pearson coefficient (r) with student achievement | | |
|--------------------------------------------------|-------|------|
| Variables | r | sig |
| 1 Teachers' attitude towards profession | 0.511 | .000 |
| 2 Student average score | | |

P<0.05

The above table shows that the value of r with student achievement score was 0.511 which was statistically positively significant at p<0.05 level.

This is in line with Shaheen (2015) and Kumar (2015) who reported a significant positive relation between teachers' attitude towards profession and student's achievement but is in contrast with Maliki (2013) & Scrivener (2009) who reported teachers' negative attitude towards their profession, therefore, null hypothesis 3 was rejected and accepting that there was a positive and statistically significant relationship between teachers' attitude towards profession and students' achievement.

Regression Analysis for the test of hypothesis 4

Regression analysis was carried out for the test of hypothesis 4. Regression analysis helped in predicting outcome variable from predictor variable. Regression analysis helped to determine how the variables fit together for prediction and cohesive explanation.

Table of Model Summary (N=203)

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .628 ^a | .394 | .385 | 7.540 |

a. Predictors: (Constant), Teachers' attitude towards the profession, teachers' attitude towards students, teachers' attitude towards curriculum

The above Table shows how the predictors were able to predict students' achievement. R is 0.628 which shows how well the predictors were able to predict the outcome. R square is 0.394 that gives a more accurate measure showing the proportion of variance in dependent variable explained by independent variables. Value of R square ranges between 0 and 1.

Std. Error of the Estimate is 7.540 and Adjusted R square is 0.385 which presents a sample and not the population. It measures how the model can fit in the population and lies between 0 and 1.

Muijis (2004) has stated that a simple criterion for determining how well the model fits the data is that values less than 0.1 show a poor fit, values between 0.11 to 0.3 shows a modest fit, values between 0.31 to 0.5 show a moderate fit, and values above 0.5 show a strong fit. As the table shows that adjusted R square was 0.385 which was a moderate fit as per the criteria suggesting that the predictors could properly predict students' achievement.

Table Coefficients showing predictability of students' achievement through dimensions of teachers' attitude (N=203)

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | |
|-------|---------------------------------------|-----------------------------|------------|---------------------------|--------|------|
| | | B | Std. Error | Beta | t | Sig. |
| 1 | (Constant) | -13.610 | 5.198 | | -2.618 | .010 |
| | Teachers' Attitude towards Students | 11.101 | 1.825 | .528 | 6.083 | .000 |
| | Teachers' Attitude towards Curriculum | -.102 | 1.779 | -.005 | -.057 | .954 |
| | Teachers' Attitude towards Profession | 2.631 | 1.757 | .135 | 1.497 | .136 |

| | | | | | |
|--------------------|------|------|------|--------|------|
| Teachers' Attitude | .440 | .042 | .594 | 10.478 | .000 |
|--------------------|------|------|------|--------|------|

a. Dependent Variable: Avg. Stu. Score
p<0.05

Data in the above table presented teachers' attitude towards students as a significant predictor of achievement of students ($\beta=0.528$, $p<0.10$). Teachers' attitude towards curriculum was not a statistically significant predictor of achievement of students ($\beta=-0.005$, $p>0.10$), while teachers' attitude towards profession was also not a significant predictor of achievement of students ($\beta=0.135$, $p>0.10$).

Hypothesis No. 4 was partially accepted in case of teachers' attitude towards students as it contributed towards students' academic achievement and partially rejected in case of the other two variables being statistically insignificant.

This is in line with Soric (2011), Mehmood (2011), and Folashade (2009) who reported a positive correlation between teachers' attitude and students' achievement but is in contrast with Raes (2015), Owede and Yusuf (2014), and Ahmadi (2015) who found no correlation between teachers' attitude and students' achievement.

Automatic linear modeling was done through IBM SPSS Statistics 20.0 for windows. The student average achievement score was taken as target and various dimensions of teachers' attitude were taken as predictors using custom feed assignments. The model predicted a base for a linear relationship between the students' achievement and teachers' attitude with 95% confidence level.

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Findings

Important findings of the study are listed below:

1. The mean value of variable 'Teachers' Attitude' towards students' was estimated as 4.20 showing that majority of respondents were positive/agreed to the points raised in the questionnaire.
2. The value of Pearson Correlation (r) between 'Teachers Attitude' towards students and students' achievement score was 0.621 which was statistically positively significant at $p<0.05$ level.
3. The mean value of teachers' attitude towards curriculum was calculated as 4.11 showing that majority of teachers had a positive attitude towards curriculum.
4. The value of Pearson correlation (r) for teachers' attitude towards curriculum and students' achievement score was 0.477 which was statistically positively significant at $p<0.05$ level.
5. The mean value of teachers' attitude towards professionalism was 4.28 showing that majority of teachers had a positive attitude towards teaching profession.
6. The value of Pearson correlation (r) for teachers' attitude towards the profession and student achievement score was 0.511 which was a statistically positively significant at $p<0.05$ level.
7. It was found that teachers' attitude towards students was a significant predictor of achievement of the students ($\beta=0.528$, $p<0.10$); teachers' attitude towards curriculum was not statistically significant predictor of student achievement ($\beta=-0.005$, $p>0.10$), and teachers attitude towards profession was also not statistically significant predictor of students' achievement ($\beta=0.135$,

p>0.10). Although teachers' attitude, as a whole, was a statistically significant predictor of students' achievement ($\beta=0.594$, $p<0.10$).

Conclusions

Following conclusions were drawn based on the findings:

1. The study confirmed the existence of positive attitude of teachers towards their students.
2. The study concluded that teachers' attitude is positively statistically and significantly correlated with the students' achievement.
3. The study confirmed that majority of the teachers had positive attitude towards curriculum and students' achievement.
4. The study also concluded that majority of the teachers had positive attitude towards teaching profession.
5. The study proved that teachers' attitude towards students was a significant predictor of students' achievement.

Recommendations/Suggestions

Following suggestions were made on the findings and conclusion of the study:

1. The findings and the conclusion of the study has given a leap forward in formulating certain suggestion. As it has been established that teachers' attitude towards profession, curriculum and students has been a contributing factor, therefore it is recommended that the selecting bodies should base their selection of the teachers on their attitude.
2. The study yielded a very important conclusion that teachers have positive attitude towards students that contribute in the better achievement level of the students. Therefore, teachers may be given adequate training in the development of positive attitude towards students.
3. The study asserted that teachers do have positive attitude towards curriculum which leads to better performance of the students, hence it becomes pertinent that the teachers may be involved in the curriculum development process.
4. It is welcoming sign that the majority of the teachers have positively endorsed the teaching profession; hence there is dire need that government may take initiative to further boost the teaching profession.

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