



## To Analyze the Effects of Teacher's Attitude and Behaviors on the Academic Achievement of Secondary School Students

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### Abstract

*The purpose of the study was to determine how positive teaching attitudes affected students' academic performance. The behaviors that teachers exhibit in their professional lives are a reflection of their attitudes. Since they consider themselves to be a part of the teaching community, their opinions of other teachers are really a reflection of themselves. Twenty teachers from four private schools in Karachi completed a questionnaire that was used to record their reflections on behavior. The literature reviewed in research papers and books on the subject, which discussed how students pick favorite teachers and how this can affect students' academic performance, served as the primary inspiration for these questions. Thirty items made up the questionnaire, which asked about teachers' fairness, compassion, inspiration, creativity, verbal appreciation, preparedness, sense of humor, confidence, preparedness, sense of belonging, punctuality, positivity, forgiveness, sharing responsibility, sensitivity, and nurturing creativity in their students. Students were asked to fill out a questionnaire with examples of both positive and negative attitudes and behaviors from their secondary school teachers. They were also asked to explain how these examples affected their performance and personality development. The research's most significant findings demonstrated that students' personalities and life outcomes are positively impacted by teachers' positive attitudes. These results lead to a discussion of teachers' roles in lifespan education, which go beyond merely transforming knowledge.*

**Key words:** *Teacher's attitude, Academic achievement, Effects, Secondary school students.*



## **Introduction**

There is no denying that one of the most significant goals of education is the development of character. Therefore, it is impossible to downplay the importance of teachers in formal education. Students are inspired by those who exhibit good character; they observe, admire, and value such behavior. This inspiration revitalizes education's primary goal, which is the preservation of values via the development of character and personality. However, bad attitudes, such as violence, discouragement, and a host of other misbehaviors displayed by educators, breed personal animosity and bring shame to the noble profession of teaching.

Globally, educators are facing challenges in improving the efficiency of education and expediting and simplifying the learning process. Without a doubt, teachers' roles and their personal and professional attributes have always been crucial to the teaching and learning process. Teachers are essential to any improvement endeavor because of their expertise, experience, and knowledge. No matter what philosophical tenet the educational system is built upon, teachers undoubtedly have an impact on students' learning. Superior educators cultivate superior learning outcomes.

Few studies have looked at the underlying mechanisms through which these factors influence students' demotivation, despite the fact that previous research has heavily focused on the impact of various factors on the students' demotivation. Scholars have recently called attention to the need of investigating mediating mechanisms between various factors and students' demotivation to learn in English (Li, 2021). The underlying mechanism fills in a significant gap in the literature by enabling us to comprehend the transmission of the effect of determinant factors through mediating variables. Researchers now have the chance to investigate this significant research area in-depth thanks to this research gap. Therefore, the purpose of this study is to close these research gaps in two significant ways.

According to this study, one of the main causes of students' demotivation is the discouraging attitudes and teaching methods of teachers (Takase et al., 2019). According to current research, a teacher's attitude has a significant impact on students' motivation to learn (Ross-Hill, 2009). A supportive and upbeat teacher's attitude has a beneficial effect on students' attitudes and behaviors (Lee, 2019). On the other hand, students are more likely to lose interest in learning English when a teacher has a discouraging attitude (Li, 2022).



One way to define teaching would be as an endeavor to help students achieve their goals while upholding their intellectual integrity, capacity for autonomous thought, and willingness to work through challenges in order to gain new knowledge.

### **Research Objectives**

The study specifically focused on the following;

1. To find out whether teachers are a source of inspiration for present day students.
2. To investigate if the students take significant notice of their teacher's behavior.
3. To find out teacher's attitudes working behind their observable behavior.
4. To sort out the relationship between the teacher's attitudes and student's academic achievement.
5. To suggest methods for enhancing the attitudes and behaviors of teachers.

### **Research Questions**

On the basis of above researches following questions rise to analysis:

1. Do all students have favorite teachers?
2. Do students admire a diverse variety of good attitudes in their teachers?
3. Does this admiration and inspiration cause a motivation?
4. Does this motivation create a positive impact on student's academic achievements?
5. Are these achievements noticeable in their annual report cards?
6. Can there be a correlation between the increasing academic achievement and motivation caused by teacher's attitudes?

All these questions remain unanswered. This study will help find answers to the above-mentioned questions to an extent and also provide valuable data for new researches on related topics.

### **Significance of the Study**

The goal of the current study is to determine how students' academic achievement and teachers' attitudes relate to one another. Both future professional practice and additional research at various levels will benefit from this work. The study's findings look at data that would aid managers of education and administrators assist instructors in acquiring the attitudes, abilities, and knowledge necessary for successful teaching and learning. The findings may help university students better grasp the kinds of study habits and organizational abilities that are critical for



success in the classroom. This study could offer a framework for more in-depth investigations in the same area in the future.

### **Scope**

The scope of the study is comprised on teachers from four private schools and their work experience is more than five years of teaching at secondary school. Being well-versed in the communication process is one of the requirements for becoming a good educator in the educational system. Students will feel cared for, loved, and supported, and that their teacher is working for their best interests if the teacher makes an effort to understand their emotions, including curiosity, fear, and worry; supports students' social activities; and recognizes, approves, and compliments them on activities they find worthwhile. It is anticipated that in this study, students who had teachers who demonstrated positive attitudes and behaviors will report that these in turn had a positive impact on their success and character development, whereas students who had teachers who demonstrated negative attitudes and behaviors will report that these factors had a negative impact.

### **Literature Review**

The study was intended to determine, evaluate, and examine how teachers' attitudes and actions affected secondary school students' academic performance. The teacher's actions were assessed in light of his role as an effective teacher.

According to Iqbal (1996), instruction consists of setting up and manipulating a scenario with gaps or obstacles so that a person must try to solve the issue in order to gain knowledge. He continued by saying that teaching could be defined as an endeavor that respects students' intellectual integrity and capacity for self-determination by bearing and practicing names in such a way. He talked about the duties and conduct of an instructor, who is primarily in charge of teaching. Utilizing all of the resources available to them through contemporary educational methods and devices, teachers are becoming more and more involved in the implementation of new educational procedures.

An individual's responses to an object are often influenced by their attitude, which is defined as an implicit response that they have learned and varies in strength. People have varied degrees of positive, negative, or neutral attitudes toward all objects. According to Oskamp (1977), an insolence is typically understood as the propensity to react favorably or unfavorably to specific



substances. According to Allport (1960), attitude is an organized mental and neurological state of readiness shaped by experience that directs how a person reacts to all things and circumstances that are associated with it. Academic success and effective study habits are greatly influenced by one's attitude toward the study.

Professional competence is demonstrated by teachers who connect constructively with students and exhibit characteristics that help them grow and change. There is a positive correlation between ethical compliance and professional competency (Kusumaningrum et al., 2019).

Teachers who possess a sense of accountability for upholding ethical principles are better able to place a premium on professional development and provide guidance on how to carry out their duties. Respect for kids, parents, and other instructors, adhering to the regulations, and being open to learning and self-development in their area of expertise are some traits of teachers who take care to be ethical perpetrators (Karataş et al., 2019; Molla & Nolan, 2020). Ethical principles and the teaching profession are inextricably linked. Professional expertise and moral standing are closely related in the teaching profession (Daniel & Sapo, 2020). Thus, the ethical role that educators play is crucial to the growth and advancement of students.

According to the idealism method, a teacher must be a logical, knowledgeable, and experienced figure who can lead and discipline students in order to impart reasoned knowledge, form moral and ethical judgments, and uphold social justice (Cevizci, 2017). Realist philosophy, like idealism, centers the educational process around the instructor. In accordance with the critical philosophy of education, educators must also foster a conversation with students, approach their work with a liberated and egalitarian mindset rather than merely imparting knowledge, and adopt a teaching style that invites questions from their students (Cevizci, 2017). In all educational techniques, the teacher's position toward the pupils is essential, regardless of their differing viewpoints and objectives.

According to Sürücü and Ünal's (2018) research, factors that boost teacher motivation include fair attitudes, preparation for lessons, enthusiasm, content dominance, and consistent behaviors. Conversely, factors that deter motivation include violence, ignorance, unmanaged classroom management, speech disorders, student discrimination, and professional excitement.

The way a teacher treats a student has a significant impact on the atmosphere in the classroom. In judging whether a teacher “likes kids,” we were all adepts’ children, and learning environments



are subjective. It's easy to sense the emotion. Does the instructor think we're capable? Does he or she think we'll perform well? Do we think the instructor genuinely wants us to succeed?

Academic achievement has been defined in a number of ways, including the degree of competence attained in academic work and the formally acquired knowledge in school subjects, which is frequently expressed as a percentage of the marks that students receive on exams (Kohli, 1975).

Studies have indicated that academic achievement serves as a predictor of future success in life, in addition to serving as a criterion for advancement into the next class. Academically gifted individuals typically continue to perform at a high level in their careers as well. According to Reis et al. (1984), learners' self-evaluations are significantly impacted by their academic achievement as well.

It has also been discovered that the way in which extroverts are taught matters a great deal in terms of their success. Even a month later, extroverts continued to outperform introverts in terms of achievement when taught using the approach that suited them best our educational system has been very formal and structured up until recently. As a result, it's possible that introverts have a higher academic achievement than extroverts because introverts require a different teaching style that emphasizes individuality, interpersonal interaction, flexibility, and spontaneity. Instructors might be very interested in learning about specific intervention techniques that raise student achievement. Numerous studies' findings are highly pertinent in this context.

## **Research Methodology**

### **Research Sample Design**

This research included teachers from Orangi Town Karachi. Stratified Random sampling was applied. Four private schools were selected. The sample of the study was twenty teachers, consisted of teachers, five teachers from each of the four private schools at Orangi Town, Karachi. All teachers were female, their ages are between twenty-five to thirty-five years, their work experience was more than five years of teaching at secondary school.

### **Population and Sampling**

Population of the study was comprised of the teachers of class 7<sup>th</sup> and 8<sup>th</sup> of 4 private schools situated in Orangi Town, Karachi. The sample of the study was twenty teachers, consisted of teachers from four private schools at Orangi Town Karachi. All teachers are female, their ages



are between twenty-five to thirty-five years, their work experience is more than five years of teaching at secondary school.

**Research Instruments**

Given that the study was descriptive in nature, a research facilitator created a questionnaire with 30 items, which was then given to the respondents in order to gather data. With the help of a supervisor and the basis of relevant studies and literature, the researcher created this questionnaire utilizing a five-point Likert scale.

**Validity and Reliability of Instrument**

Testing the questionnaire's validity and reliability was a crucial next step. The expert was asked to improve the format and language of the items in order to make the questionnaires more comprehensible and easy to use, with the goal of validating the items. The expert's input was taken into consideration when finalizing the questionnaire. Respondents were asked to freely offer comments for how to make the surveys better after the researcher personally visited and gave the questionnaires. In order to assess the validity of questionnaires, the Pearson Product-Moment Correlation (r) was obtained by item analysis. The questionnaires' validity coefficients were totaled.

Internal consistency of items was calculated using Cronbach's Alpha to assess the dependability of these instruments. Version 11.0 of the Software Package for Social Sciences (SPSS) was used to evaluate these pretest data.

Table 1

Reliability

Cronbach's Alpha	No. of Items
0.838	30

Thirty of the teacher questionnaire items were finalized based on this questionnaire testing.

**Data Collection**

The researcher visited the sample schools in person and gave the questionnaires to the sample teachers in order to collect data from the respondents using the aforementioned instruments. They received a detailed explanation on how to fill out the questionnaire. Even though they were accepted, the statements that received the majority of respondents' votes of disagree and strongly disagree were seen negatively.



### Data Analysis

The data gathered using the aforementioned research tools was tallied, examined, and evaluated in relation to the study's goals. To arrive at the aforementioned findings, each proposition that was rejected was expanded upon and described under the corresponding table. To obtain the results, the best statistical methods were employed, such as chi square and Pearson's Product-Moment Correlation Coefficient (r).

### Discussion and Analysis

Table 2

Item analysis to total correlation of teacher's behavior viewed by teachers themselves (N = 20)

Item #.	<i>R</i>	Item #.	<i>r</i>	Item #	<i>r</i>
1	0.385**	11	0.317**	21	0.344*
2	0.410**	12	0.305**	22	0.293**
3	0.195 *	13	0.195 *	23	0.345**
4	0.446**	14	0.362**	24	0.195 *
5	0.379**	15	0.302**	25	0.423**
6	0.342**	16	0.231**	26	0.374**
7	0.260**	17	0.342**	27	0.445**
8	0.285**	18	0.314**	28	0.396**
9	0.329**	19	0.195 *	29	0.290**
10	0.323**	20	0.323**	30	0.342**

\*  $p < 0.05$ , \*\*  $p < 0.01$

It was generally reported by the respondents that teachers arrive on time and leave the classrooms on time. This could be the case because being on time is expected of teachers in all cultures. No educator can claim that being on time is not a requirement for their position. However, 60% of respondents said they strongly agreed with the statement, and 40% said they agreed but weren't sure.

The majority of respondents were also adamant that teachers are fully knowledgeable in their subjects, approachable and kind, arrive at class prepared, check and commend students' work, provide one-on-one attention when necessary, and encourage involvement in extracurricular activities. Teachers are fair and honest individuals. Teachers create a stimulating learning environment in the classroom, involve students in group projects, and inspire them with a variety of strategies. At least 95% of respondents agreed with the responses to these statements. Additionally, educators stated that they genuinely care about each and every student and that they anticipate all students passing with honors. In addition to treating every student equally and fairly, teachers also demonstrate their genuine concern for their students' performance by





showing it in their words and deeds, patiently listening to their responses, coming up with new teaching strategies, summarizing lessons at the end of class, and instilling confidence in their students for success. Over 90% of people agreed on all of these.

About 80% to 90% of respondents said that teachers know their students' learning styles, they allow everyone to participate in class activities, they relate new information to prior knowledge, and they provide satisfactory feedback to students on their questions. Instructors possess a strong sense of humor. The majority did not agree with this statement—65% agreed, 10% are still unsure, and 25% disagreed. The  $\chi^2$  value was lower than the value in the table. This assertion was therefore disproved. It demonstrates that instructors would rather maintain a serious demeanor and hide their sense of humor in the classroom due to cultural differences, possibly as a result of apprehension about inciting disrespect from their pupils. If they start making jokes all the time, the classroom management will become unmanageable. Instructors pardon their students' errors. 70% of people agreed on this. Respondents agreed (50%) that teachers share personal experiences with students, disagreed (30%), and were unsure (20%). At the 0.05 level, the  $\chi^2$  value was likewise lower than the table value. As a result, the claim was denied.

## **Conclusion and Discussion**

### **Discussion**

The results of the study demonstrate that while instructors' positive attitudes have a positive impact on students' performance and personality development, their negative attitudes have the opposite effect. This further demonstrates how teachers, in particular, have an impact on students' educational experiences beyond the classroom and demonstrates the lasting effectiveness of their influence. After parents, teachers have the second-largest influence on a person's development. It's important to remember that kids look up to their role models when they're learning, so it's possible that the way teachers behave and treat their students—whom they spend the most time with outside of their parents—affects how their personalities develop and, ultimately, whether or not they succeed. Since they are excellent role models, teachers should arrive early for class because they influence students' behavior and worldview. In summary, when education understanding is discussed, one should think of education that instills confidence in the child, challenges him or her, and assigns responsibility.



Ansari (1983) stated that study problems of the students and their attitudes toward teachers, school, and education are important variables needing further investigation. Therefore, the study was carried out to find the impact of teachers' positive attitudes and behaviors on students learning and performance and to check whether these attitudes really have significant impacts. This bolsters the claims made by Ansari and Chowdhri (1990), who demonstrated that student study habits and attitudes are significant factors that are strongly linked to students' academic success. Here, the findings from the previous chapter are available for discussion in the context of other research projects led by eminent scientists. A questionnaire was distributed to twenty teachers from three schools in Karachi, Pakistan, as part of an ongoing survey. All of the teachers concurred that they expect their students to achieve great things in life, they teach in an organized manner, and they arrive and leave the classroom on time. Everyone agreed on these.

### **Conclusion**

The study's findings indicate that attitudes and behaviors, both positive and negative, from teachers have a direct impact on the intellectual, social, and emotional growth of their students. Students' comfort in the classroom and at school, their self-confidence, their faith in their teachers, and their enthusiasm in studying are all influenced by positive and genuine interactions between them and their teachers. A teacher's demeanor or method of instruction can greatly influence a pupil. Teachers also aid in their students' learning by planning ahead for the class, using efficient methods and procedures to make it run smoothly, and creating a communicative atmosphere that encourages learning. Even pupils who have prejudices or have never been interested in the subject previously might overcome them with the support of these teachers. Furthermore, students who experience long-term sadness, academic breakdown, and a loss of self-confidence can be affected by oppressive teachers who create a distant and unpleasant communication environment and who use physical violence, insults, or humiliation when their students misbehave or perform poorly in class.

This demonstrates unequivocally that teachers do not share their personal experiences with their students. Despite the fact that this is a preferred and crucial characteristic of an outstanding teacher, teachers themselves admit that they are unable to carry out this duty. This is a topic for discussion and debate in light of more research. This attribute's causes and effects can be investigated in a variety of educational contexts.



Instructors ought to talk to students about their experiences. It could inspire creativity and lifelong learning. Additionally, it fosters a calm and encouraging learning atmosphere in the classroom. When talking with students about their experiences, teachers occasionally get carried away with minute details. This could incite animosity. This could be the cause of the negative responses given by a large number of teachers to this question.

### **Recommendations**

In order to fulfill their obligations both morally and professionally, teachers should further their education. While knowledge and skills are crucial, the "Attitude" component requires more attention because attitudes are mirrored in actions.

In order to share personal experiences with students without upsetting the class or diverting the students' attention from the relevant lesson, teachers should improve their communication skills.

Instructors ought to be more lighthearted and humorous when they walk into the classroom. This problem could have a wide range of causes and effects, which calls for more research. As students, we have seen that instructors who greet us with a smile and open up about their personal lives have a significant influence on the development of our character, and we seldom forget them.

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