



Effects of Teacher's Attitudes on Child's Academic Performance: The Case of Hohoe Municipality

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Abstract

This paper investigates the impact of educator's attitudes on the academic performance of children in basic schools in the Hohoe Municipality. Teacher's attitude, as estimated by the standard inventory in this research, involved seven particular components of an attitude (clarity, enthusiasm, interaction, organization, disclosure, speech, and rapport) while the academic performance of the children was estimated by their (student's) class score. By utilizing a stratified proportionate testing strategy, 300 students were chosen from structure basic institutions in Hohoe Municipality and a cross-sectional study was led to gauge the impact and to find the connection between factors. It has been established from information examination that instructors' attitude has a significant association with academic performance. Of these seven components, the research found five components (clarity, organization, disclosure, speech, and rapport) have a significant association with children's academic performance while two components (enthusiasm and organization) have no association with the dependent variable. Children have a significant difference in their academic performance while the only single component (speech) was found to reveal distinction based on their (student's) sexual orientation

Keywords: *academic performance, attitude, children, teacher*



1.0 Introduction

Teacher's behaviour is the term used for the behavioural manifestation of the act of teaching, done for facilitating the learning by a child or a group of children. It therefore encompasses all the verbal and nonverbal attitudes demonstrated by a teacher in an effort to impart education within an academic setting. It is seen that the teaching approach and techniques applied by different teachers, have different results for student performances. The teacher therefore has a key role to play in providing an encouraging learning environment for their students to excel academically. A major portion of the onus for quality learning therefore falls upon the personality and attitude of the teacher. 'Education' occurs through the marriage of teaching and learning, therefore learning is half-way important, and has equal, if not greater share in the academic performance of students. Learning tendency and attitude differ from student to student, but since the focus of this study is upon the supply side of the education equation, therefore, we do not go into details of students' learning attitude, and leave that topic for a different project at this stage. Extensive literature on various aspects of quality education, as well as the central role of teaching within it, exists. To instrument effective learning, (Vegas & Petrow, 2008) emphasize that increase in enrolment must also be accompanied by the more important effort of enhancing quality of education. With respect to academic achievement, (Fredricks, Blumenfeld, & Paris, 2004) argued that it is the study habits of students, one, and their attitude towards their studies, secondly, the two most important determinants of academic performance. The authors also corroborate that attitude of the teacher can play a major role in enhancing the learning abilities and performance of the students. They recommend rigorous academic and attitudinal capacity building of teachers for not only helping the teachers acquire the right teaching attitude, but also eventually impact the learning abilities and academic performance of the students that are taught by the teachers at hand (Caprara, Barbaranelli, Steca, & Malone, 2006).

Study by (Riahipour, Ketabi, & Dabbaghi, 2014) on student's perception of teachers' knowledge, grasp and clarity on their subject, revealed interesting findings. The teaching skills, the knowledge of subject at hand, and the attitude of the teacher, were all recorded as perceived by the students at hand. The results and analyses of this study revealed that each of these factors had a significant relationship with the academic performance of the students. Furthermore, (Mulalic, Shah, & Ahmad, 2009) conducted their study on university students in Malaysia, to explore that the learning styles of the students is not given any importance in research or practice of pedagogy. They assert that the teachers are usually themselves unaware of what their own learning styles are, and indulge in teaching without paying attention to the needs, as defined by the learning styles of each of their students. They revealed in their research, that students' preferred learning style is kinesthetic, that is, they learn by physically participating in activities; whereas, they displayed little preference for

auditory and visual learning. At the same time they did not appreciate individualized teaching or learning approaches by their lecturers. Most teachers employed the classic auditory and visual approaches to teaching in classrooms. Students' academic performance. Student's academic performance is a dynamic phenomenon as there are a number of different factors that affect a student's performance. Such effect of each of these factors varies from student to student and context to context. Therefore, the research on measuring impact of various factors on student performance is challenging to generalize (Ding & Sherman, 2006). One specific factor that has received attention from (Ulug, Ozden, & Eryilmaz, 2011) is the teacher's attitude towards the student at hand. The authors have argued that a student's motivation, attitude towards school, their willingness to do homework and confidence in their learning behaviour are all a factor of the teacher's attitude of teaching towards the students. These instrumental factors collect together to shape a pupil's personality over time, therefore, argue the authors, that teacher's attitude has long lasting impact on the student, well beyond his or her academic career. In their research, the authors have strongly recommended teachers to offer support to their students in their learning, and for this, they have advised teachers to create an environment of positive expectations. This, it is argued, would motivate the student to put efforts in active learning and retention. The expectation and positive and motivated response to such expectations yield a constructive relationship between the teacher and his or her student (Tschannen-Moran & Hoy, 2001). The created relation further encourages the teacher to build upon the positive behaviour of the students, as opposed to retarding because of a typical negative attitude; therefore, a reinforcing act of teaching and learning is achieved, that results in a desired level of learning for the students and satisfaction for their respective teachers.

The Ghanaian child is confronted mostly with several challenges, which deters the child from paying attention during lessons and thus prevents the child from achieving educational goals. These challenges ranges from sexual harassment from close relatives and men from the neighbourhood, intimidation from some teachers, parents and guardians, poor academic result and other negative comments especially from teachers who should otherwise be the first point of contact on issues worrying the child. The teacher should command the trust and love of the child automatically to enable the child to win. Many children see their teachers as their counsellors, psychologists and friends yet some teachers' attitudes towards the child tend to hinder the progress of the child. This paper looks at the impact of teachers attitude on performance of children academically within basic schools in Hohoe Municipality. Specifically to find out the effect of teacher's behaviour on academic performance of students and measure the difference of academic performance and teacher's behaviour among students

2.0 Literature review

2.1 Factors that affect students' performance

Typically, the teaching process impacts students learning through: the teachers adopted pedagogy approach; the classroom environment created; and a teachers accommodating attitude towards students (Carroll et al., 2009) Ideally, the class environment should on the one hand ensure students of actual teaching being carried out, while on the other, it should ascertain teachers of actual learning occurring (Hattie, 2012). Moreover, the learning curve is amplified when a student thinks more like a teacher, and the teacher, a student. In an argument presented by (Wenglinsky, 2000) deepening a students' advanced thought pattern paves the way for improved classroom performance, thereby encouraging them to bring forth innovative and differing ideas that come with their unique knowledge and skills set. Some accommodating attitudinal patterns adopted by teachers positively impact students motivational level, and consequently, their overall performance. For example, a teacher demonstrating an open door policy, responding to students queries, being empathetic towards students, being involved and commending students hard work are all reflective of positive teacher attitude. Students look up to their teachers as teachers are their source of information, knowledge and experience, especially those displaying positive attitudes. In a scholarly endeavour, (Gecer, 2013) highlights the negative effects on student performance of a teacher who mocks at or targets a students' failure.

2.2 Teachers' behaviour towards different students

It is argued by (Babad, 2009) that student performances are mostly reflective of a teacher's expectation, whereby an overrated student would perform better than an underestimated student. Though at-times the ones dwindling in-between and those considered below average, outperform (Urhahne, Chao, Florineth, Luttenberger, & Paechter, 2011; Urhahne, Schanze, Bell, Mansfield, & Holmes, 2010). This finding becomes all the more significant when seen through the lens of a teachers opinion on these misjudged or below average/underperforming students. Meaning thereby that it is not mandatory for an overrated student to be a high performer or an underrated one to be essentially a low-performer (Urhahne, 2015). In addition, it would not be wrong to rule out a teachers discriminatory behavior or favoritism towards a self-proclaimed high achiever, which invariably are more in number than those low-ranked underestimated students (Bates & Nettelbeck, 2001; Begeny, Eckert, Montarello, & Storie, 2008) (Begeny et al., 2008; Feinberg & Shapiro, 2003, 2009). Irrespective of a teachers bias on students' performance outcomes; a significant lead is that groups of students who over or under achieve display varying personal characteristics.

Bangbade (2004) and Elochuru (2001) study revealed that schools, parents and teachers as being responsible of poor performance of learners. They further cited good performance as being dependant of how efficient and effective the teachers are. This why teachers have always remained in the centre of being responsible of teaching and implementing educational policies designed to achieve the educational goals Okoro (2013). The teachers' qualification and their dedication is therefore important aspects to consider if pupils have to perform well (Oshod 1998, Duyilemi and Duyilemi 2002). Sanders (1998) suggestion of the effectiveness of individual classroom teacher influence on pupils' academic achievement is therefore wanting. The idea is supported by fact that no pupil would perform behold the quality of their teacher teacher (Duyilemi and Duyilemi 2002). Wright, Hom and Sanders (1997) believed that more could be done to improve education standards by improving effectiveness of the classroom teacher.

3.0 Empirical review

In a meta-analysis conducted to examine the accuracy of judgments that academicians and teachers make about their pupils academic performance and achievements, the authors, (Südkamp, Kaiser, & Möller, 2012) highlighted the importance that a teacher's predisposed judgment or expectations- in other words, hold for the actual academic well- being of his or her students. This meta- analysis corroborated findings from existing research, vis-à-vis teachers' judgments of academic performance and the actual resulting performance. For instance, (Alvidrez & Weinstein, 1999) had revealed that such judgments guide instructional approach of the teachers; it allows identification of students who are struggling to cope with study requirements or complexity (Bailey & Drummond, 2006) and it also shades the expectations of a teacher from his or her student's abilities. Teaching behavior is enacted upon its base material – its content, which comes in form of the instructions provided by the teachers in class. In their study, (Garrett & Steinberg, 2015; Stiggins, 2007; Yates & Yates, 1990) described a number of features required for instrumental effective instruction in a class room setting. The objectives of learning, or learning objective, needs to be clearly defined; the learning outcome of students need to be assessed routinely from the day- to- day teaching; and such assessment needs to be used to alter and adapt the instructions in line with students needs and level of achieved learning. They further elaborate that for adapting and streamlining the methods of instructions for enhancing students' learning, the teachers need to be capable of making correct judgments or estimates about the level of their students' learning. Even, if the teachers are able to make accurate judgments, the judgments alone does not necessitate that they will also go on to adjust their instructional designs as a result (Pajares, 1992). Therefore, though the capability of making accurate judgments, and making these judgments, is a necessary but not sufficient condition for enhanced

student learning, because, there is no certainty that the teachers would also go on to alter instructions on basis of their judgments (Caine & Caine, 1991).

4.0 Methodology

The population for this research were basic institutions situated in the Hohoe municipality with focus on Junior High School students, 300 students were randomly selected out of 2000 students. The stratified proportionate sampling technique lends reliability to the study, as proper representation of the entire population is ensured. Statistical formula for sampling, $n = \frac{N}{1 + N(e)^2}$ is used to reach the ideal sampling size for the study. The unit of analysis in this research is the individual student, whose response on the eight components of teachers' behaviour was collected, and his or her class score captured for the academic performance of the student. Due to the requirements of this study, as dictated by the research objectives, and keeping in view the applicable epistemological paradigm, an objectivist approach would be employed, and thereby, with support from existing studies in the field, a quantitative research study is set up for this research. A structured questionnaire based upon teacher's behaviour inventory developed by (Murray, 1983) was used to collect the data. The inventory measures teachers' behaviour across eight aspects of behaviour, each of which further contains indicators of behaviour. Thus in total, 60 indicators of teachers' attitude were graded across a Likert scale by the study sample. The standard tool has been surveyed in a number of teaching evaluation and teaching behavior studies including those from (Angelo & Cross, 1993; Chickering & Gamson, 1987) (van der Schaaf, Stokking, & Verloop, 2008) among others. Data for this research was collected through voluntary participation from respondents. The teacher behaviour inventory was printed and additional demographic information columns were added to collect relevant information from respondents. The dependent variable for this framework, i.e. student's academic performance, is measured through their respective current class score. This is collected through the same data collection tool, along with basic demographic detail. The collected data is properly coded and entered in SPSS software for enabling quantitative data analysis. According to the nature of variables, the following statistical operations are carried out on the data for determining results: Frequencies of demographic data. Descriptive statistics for relevant variables Correlation between teachers' behaviour and class score of students Independent t-tests linear regression analysis

5.0 Result and Discussion

Table 1: Demographic variable of respondents

Variable	Frequency (n)	Percentage (%)
Gender		
Male	200	66.7
Female	100	33.3
Total	300	100
Age		
Below 15	138	46
15 years	54	18
16 years	59	19.7
Above 16 years	49	16.3
Total	300	100
Class		
JHS1	100	33.3
JHS2	100	33.3
JHS3	100	33.3
Total	300	99.9

Table 1 illustrates that out of the 300 students in basic institutions considered majority (200) were males representing 66.7% while the remaining 33.3% were females. Majority (138) of the students in basic schools considered were below 15 years representing 46%, 19.7% were 16 years, 18% were 15 years and 16.3% were above 16 years. Equal student number were sampled from each level.

Table 2: Correlation matrix of teacher's attitude and class score of students

Variables	Clarity	Enthusiasm	Interaction	Organization	Disclosure	Speech	Rapport	Class score
Clarity								
Enthusiasm	0.452*							
Interaction	0.711*	0.724**						
Organization	0.682*	0.534**	0.579**					
Disclosure	0.353*	0.215**	0.382**	0.527**				
Speech	0.449*	0.349**	0.424**	0.369**	0.2*			
Rapport	0.679*	0.465**	0.511**	0.735**	0.518**	0.509**		

Class score	0.491*	0.116	0.197*	0.114	0.204*	0.228**	0.196*	
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Table 2 incorporates the correlation analysis of seven distinct components of instructors' attitude and scholastic performance of students (estimated by their average class scores). Various significant relationships observation from the correlation analysis between the independent and dependent factors of the research. It has been seen that aspects of educator's conduct (clarity, interaction, disclosure, speech, and rapport) have positive relationship ($p < 0.05$) with scholastic performance of children while the two different components (enthusiasm and organization) have no significant relationship ($p > 0.05$) with dependent variable of the study.

Table 3: Difference in teachers' attitude and academic performance due to gender of respondents

	Gender	N	Mean	SD	P value
Class Score	Male	200	72.4	8.452	0.003
	Female	100	76.3	8.567	
Clarity	Male	200	36.23	7.014	0.781
	Female	100	36.88	7.846	
Enthusiasm	Male	200	33.89	5.972	0.637
	Female	100	33.41	7.588	
Interaction	Male	200	31.00	5.973	0.354
	Female	100	30.00	5.364	
Organization	Male	200	25.44	5.503	0.574
	Female	100	24.67	7.764	
Disclosure	Male	200	19.57	4.598	0.512
	Female	100	20.15	5.455	
Speech	Male	200	19.76	2.977	0.005
	Female	100	17.96	3.612	
Rapport	Male	200	18.57	3.541	0.076
	Female	100	19.79	4.211	

Information recorded in table 3 uncovered that children in basic school have significant negative contrasts ($p < 0.05$) of their scholarly performance based on their sex with (male students have mean score = 72.4 and $SD=8.452$) while (female students have Men score =76.3 and $SD=8.561$). It has been noticed that children in basic school only have significant positive differences ($p < 0.05$) of speech (a attitudinal aspect of educators) based on their sexual orientation with expressive qualities (male students have Mean = 19.76 and $SD=2.977$) while (female students have Mean= 17.96 and $SD=3.612$).

Table 4: Model Summary

Model	R	R ²	Adjusted R ²	SE Estimate
I	0.521	0.286	0.221	0.314

Predictors: (Constant), Rapport, Enthusiasm, Disclosure, Speech, Clarity, Organization, Interaction
 Dependent Variable: class score of the respondents

Table 4 demonstrated the model synopsis for the relapse examination. Estimation of R² is 0.286 which implies that about 28.6% of the children's class score is anticipated by their evaluation of teacher' attitude. In this manner, at the end of the day, approximately 72% of their scholastic performance relies on components other than teacher attitude (mode of teaching, money related limitations, educational facilities, IQ and interest for the subject).

Table 5: Variance for regression model

Model		Sum of Squares	df	Mean squares	F
I	Regression	3.594	8	0.559	6.772
	Residual	12.185	292	0.143	
	Total	15.681	300		

The difference table 5 approves the regression significance ($p < 0.05$) with ($F = 6.772$). This clears our investigation to push forward and take a gander at coefficients for the factors, and decide the effect of teachers' attitude on academic performance.

Table 6: Coefficients of the regression

	Unstandardized Coefficients		Standardized Coefficients	t	p	Remarks
	B	Std. Error	Beta			
(Constant)	2.145	0.205		10.811	0	S
Clarity	0.027	0.008	0.537	4.351	0	S
Enthusiasm	0.003	0.007	0.038	0.319	0.751	NS
Interaction	-0.005	0.011	-0.053	-0.37	0.72	NS
Organization	-0.024	0.008	-0.431	-3.241	0.003	S
Disclosure	0.01	0.009	0.138	1.349	0.181	NS
Speech	0.002	0.013	0.007	0.057	0.964	NS
Rapport	0.006	0.013	0.041	0.312	0.758	NS

From the regression coefficients' table 6, it very well may be seen that coefficients are positively significant ($p < 0.05$) for clarity while negative significance ($p < 0.05$) for the organization. The standard coefficient beta for clarity is 0.543, which implies, with a one-degree increment in clarity, the child's scholarly performance would ascend by 53.7 percent of scholastic performance of children. If there should be an occurrence of an organization, be that as it may, it has been noticed that a negative 0.426 beta coefficient is given, which implies that with an expansion of one degree in the organization, the scholarly performance of children falls by around 43.1 percent. Not every other aspect of instructors' conduct hold a significant impact on the scholastic performance of children.

6.0 Conclusion

This study estimated the impact of an educator's conduct in class, on the scholastic performance of the children at basic schools in the Hohoes municipality, Volta region of Ghana. In this examination, instructor's teaching conduct in a study hall setting was analyzed opposite eight classified arrangements of conduct, with every classification subdividing into various enlightening markers. Simultaneously, understudies current class score was recorded as a measure of their scholarly performance. The sixty spellbinding pointers of educator's conduct were recorded through Likert scale based on the reactions from the children. From the factual activities in the investigation, novel factors inside the instructors' conduct have been recognized and depicted; that have a clear significance for the scholarly performance of children. Under the suggestion of the examination's point, this exploration has the goal of corresponding sixty distinct proportions of educator's conduct, as seen by children in their study hall, against their very own scholastic performance, which has been estimated by the children's' self-pronounced current class scores. The discoveries from this study empower academicians, personnel, and senior administration of the varsity to energize those teaching practices that relate firmly with high scholastic accomplishments, while, simultaneously, dishearten or correct those practices that are related with low scholarly performance. Before the causation impact, the investigation likewise features the quality of the connection between various instructor conduct events as seen by the children and the scholastic performance of those children in basic schools in Hohoe Municipality. By featuring viable and valuable practices from instructors, the examination holds foremost significance as it spreads out a viable showing routine for educators as a rule and college speakers specifically, to adjust and use, for instrumentation of high accomplishing scholarly execution from their students. It has been set up from information analyzed that educators' conduct has a significant association with scholarly performance. Instructor's conduct, as estimated by the standard stock utilized in this study, involves eight particular segments of conduct. Of these eight parts, the study uncovers that two segments

have a highly significant association with children class score while four par have a huge association with class score. Examination of information gathered under this investigation uncovers that two components of the independent factors, that is, clarity and speech have a profoundly significant positive association with scholastic performance, the dependent variable. While the instructors' conduct components of interaction, pacing, disclosure, and rapport have a significant association with class score.

7.0 Recommendations

In light of the discoveries from this research, the accompanying suggestions are made for academicians all in all and basic schools in Hohoe municipality personnel specifically:

- Orientation for staff on the seven components of teacher conducts: The study stresses the significant effect of educator conduct on scholarly performance of the children. Among these components, more weight ought to be given to instructor' clarity, as these this has appeared to create a fundamentally positive increment in the class scores of the children. In this manner, every teacher may be undertaken through a brief orientation on the parts of instructor's conduct, with the goal that they may put a cognizant effort of presenting and improving the ideal conduct in their classroom.
- Female saw more clarity than males: Gender bifurcated responds uncovered that female saw altogether more clarity from the educators than male children. This may turn into a concerning matter, as looking back, it demonstrates that educators can't show clarity as viably to males children, as to female children. Sex mainstreaming in instruction and the utilization of sexually unbiased training practices ought to be accentuated for disposing of this distinction dependent on child's sex.
- Further research is required to investigate the negative effect of authoritative conduct on class scores: The information uncovered that with a level of increment in organization aspect of educator conduct, around a 40 percent of a degree, fall is found in scholastic performance of the child. Qualitative research on this interesting actuality is prescribed to comprehend the wonder inside its specific situation and investigate the thinking, assuming any, behind such a negative causal relationship.

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