

The Effect of Teachers' Attitudes on Students' Learning of Grade-8 Students of MSU-Sulu Laboratory High School

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Abstract: This study was designed to determine the effect of the attitudes of teachers in terms of Clarity, Enthusiasm, Interaction, Organization, Pacing, Disclosure, Speech and Rapport on the performance of the grade-8 students of MSU-Sulu Laboratory High School. The eight components of teachers' attitudes were used in the questionnaire to determine the attitudes of teachers. Descriptive research design was employed. The data were analyzed and interpreted using mean and t-test to determine the significant difference between the effects of the attitudes of teachers on the performance of the students. The students strongly agree to the effect of attitudes of teachers on their performance in terms of pacing and speech. They agree to the effect of attitudes of teachers on their performance in terms of clarity, enthusiasm, interaction, organization, rapport, and disclosure. The attitudes of teachers affect the performance of the students to a great extent. The performance of the grade-8 students in MSU-Sulu is very satisfactory. The hypothesis is accepted. There is no significant difference of the effect of the attitudes of teachers when the data are grouped according to sections.

Keywords: Teachers, Attitudes, Students' learning, Performance, Grade-8 students.

1. Introduction

Teaching is a noble profession. Sometimes people think it is an easy task but basically it is not. A teacher plays a role model in every aspect of life, he/she must be skillful in many ways and most of it possesses good attitudes. Time may change and people adopt some trends to fit their lifestyles. And attitudes set as bedrock in which teachers should uphold for they are molding the life of the students. MSU-Sulu Laboratory High School is an institution of high morale in terms of inculcating good attitudes. Mostly, it concerns about the benefit of the students, just like other workplace it has also imperfection. Although there are few employees who could not comply their obligations religiously which really affect the students' learning but most of the teachers are upbringing best attitudes towards the students. It consists of more than fifty faculty members and five hundred students. Basically speaking, it is one of the most prestigious high school not only in Jolo, but in the entire Province of Sulu. MSU-Sulu Laboratory High School touches the lives of many young people and shapes their dreams to become better men of their country.

Aside from the family, school is the basic institution giving guidance, knowledge and develop the skills of the students. Apart from the parents, teachers can affect the students' personality. They can develop students' abilities both in academic learning and social adjustments. Teachers' attitudes can affect the learning of the students which ensure successful education through the support of parents. The guidance of the teachers by way of talking right message and communicate properly in giving lectures and behavioral orientations. Teachers' attitudes towards students should be one of the subjects of management. It should be constantly developed, to maintain the quality of presenting knowledge and skills to the learners. Teachers should be stimulated to develop personally, as well as professionally to enhance better relationship between them and their students. Many of the students learned good behavior by portraying to them good principles and acceptable social norms. These principles and norms should reflect on their relationship with the students in order to achieve teaching goals. The teachers' abilities to explore and improve their own work as a result of self-evaluation enable them to improve their attitudes and teaching as well.

Having students who are adjusted to student-centered educational institution like MSU- Sulu Laboratory High School in its true perspective as laboratory can achieve quality education when the teachers are equipped with appropriate teaching methods and expose good attitudes towards the students, on one hand the students achieved healthy personality and improved knowledge and skills as well. In that way students can venture a new clear world by seeing unforgettable traces of their teachers' goodness. Education is the activity that aids new generation to obtain the necessary information, ability, attitude, and understanding, eventually the students can develop good character while preparing them for communal life (Karsli, 2007: 9). It cannot be denied that the most important factor in education and teaching activities is the teacher. A teacher, is the most general terms, he/she can be a person working in educational institution who can enable students to reach cognitive, sensory and behavioral aim and gains within the range determined by the educational system (Gundogdu, Silman, 2007: 259). The abilities and characteristics that are

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necessary in order to be a good teacher are also the same factors that define a good education. A good teacher has eight basic characteristics. These characteristics are Knowledge of material, Decision making, Critical thought and problem solving ability, Self-understanding and self-correction, Reflecting, recognizing students and knowing students learning needs, applying new finding in education, Teaching and communication ability (Ari, 2008: 5).

The teacher who thinks critically and shows the attitudes of self-governance becomes a model teacher. A teacher who realizes that the nature of knowledge and abilities directly affects the students and surroundings takes his/her responsibilities seriously in accordance to their own knowledge and abilities. They can create positive relationships with the students in the most efficient manner (Ari, 2008: 5-6). With this background, this study explored further to investigate the effect of teachers' attitudes on students' learning/performance.

2. Theoretical/Conceptual Framework

Hassan Rasid and Uzzaman (2018) teachers' behavior has a significant relationship with academic performance, using eight components indicator analysis revealed six components (clarity, interaction, pacing, disclosure, speech and rapport) have highly significant relationship with students' academic performance while two components (enthusiasm and organization) have no relationship with dependent variable. Students have significant differences of their academic performance, while the only one component (speech) was found to reveal difference on the basis of their (student's) gender. Behavioral patterns adopted by teachers positively impact students motivational level and 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 behavior. Students look up to their teachers as teachers are their source of information, knowledge and experience, especially those displaying positive attitudes. In a scholarly endeavor, (Gecer, 2013) highlights the negative effects on student performance of a teacher who mocks at or targets a students' failure.

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. 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 teacher's attitudes were measured by Quantitative inventory. The teachers' attitudes were indicative of the following components: Clarity, Enthusiasm, Interaction, Organization, Pacing, Disclosure, Speech and Rapport. The students' learning was measured by the current Cumulative Grade Point Averages (CGPAs) of the students. The interaction of variables are shown in the following figure.

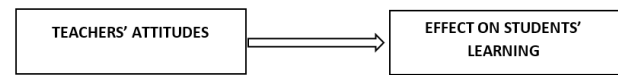


Fig. 1. Interaction of variables

3. Statement of the Problem

The aim of this research is to determine the relationship between the teachers' attitude and students' learning/performance. With the aid of appropriate research methodologies and statistical analysis, the following questions were addressed: What are the teachers' attitudes as perceived by the grade-8 students in MSU-Sulu Laboratory High School? What is the effect of teachers' attitudes of Grade 8 students of MSU- Sulu Lab High School? What is the general average of the grade-8 students of MSU-Sulu Laboratory High School? And Is there significant difference of the effect of teacher's attitudes on the student's learning when the data are grouped according to section? The hypothesis: "There is no significant difference of the effect of teacher's attitudes on the student's learning when the data are grouped according to section."

The results are beneficial to School administrators – they can handle carefully the teachers with negative behavior makes alternative reinforcement strategies to develop the competency of teachers in terms of attitudes and change them into positive one; Guidance Counselors - they can include in the program of activities the negative attitudes of teachers to be used as basis for developing new programs to deal with teachers possessed negative attitudes; Teachers - they can reflect on their attitudes, where negative attitudes could be reinforced and improved the performance of the students; Parents – they can cane develop awareness of the negative attitude teachers possessed so that they can approach such teachers the finest way possible to avoid conflict between parents and teachers; Students - they can realize the consequences of attitudes towards their learning situation and be guided to deal with their teachers; and the Researchers can use the results of this study as their related literature in their future research.

4. Literature Review

A. Teachers' behavior 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. 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 over rated student to be a high performer or an underrated one to be essentially a low-performer (Urhahne, 2015). Also, it would not be wrong to rule out a teacher's discriminatory behavior or favoritism towards a self-proclaimed high achiever, which invariably are more in number than those low-ranked underestimated students (Feinberg & Shapiro, 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.

According to Karsli (2009), education is the activity that aids new generation obtain the necessary information, ability, attitude and understanding and develop their character while preparing them for communal life. Secondary Education is a vital part in molding the future generation of our youths, the role of the teachers are crucial; they are the guide and inculcator of knowledge to students. Their traits or personalities have great impact to the learning of their students. Shakhashiri (1992) professor's questions should build confidence rather than induce fear. One technique is to encourage the student to propose several different answers to the question. The student can then be encouraged to step outside the answers and begin to develop the skills necessary to assess the answers. Some questions seek facts and simply measure student recall; others demand higher reasoning skills such as elaborating on or explaining a concept, comparing and contrasting several possibilities, speculating about an outcome, and speculating about cause and effect. The type of question asked and the response given to students' initial answers are crucial to the types of reasoning processes the students are encouraged to use. Several aspects of questions to formulate them, what reasoning or knowledge is tested or encouraged, how to deal with answers-similar for dialogue and for testing.

Summerlin *et al.*, (1987) Demonstrations can be very effective for illustrating concepts in class, but can result in passive learning without careful attention to engaging students. They can provoke students to think for themselves and are especially helpful if the demonstration has a surprise, challenges an assumption, or illustrates an otherwise abstract concept or mechanism. Demonstrations that use everyday objects are especially effective and require little preparation on the part of faculty (see sidebar). Students' interest is peaked if they are asked to make predictions and vote on the most probable outcome. There are numerous resources available to help faculty design and conduct demonstrations.

B. Factors that affect students' learning

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 behavioral 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 behavior. Students look up to their teachers as teachers are their source of information, knowledge and experience, especially those displaying positive attitudes. In a scholarly endeavor, (Gecer, 2013) highlights the negative effects on student performance of a teacher who mocks at or targets a students' failure.

C. Students' Learning

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 behavior 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 behavior of the students, as opposed to retarding because of a typical negative behavior; 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.

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).

5. Method

This study utilized attitudes inventory survey research design to discover the effect of teacher's attitudes on student learning/performance. The students were given questionnaire with selection on the attitudes of teachers. The data were collected as to whether their teacher expose positive or negative attitude. The data were based only on student perception of their teacher's attitudes. All sections of grade-8 in MSU-Sulu Laboratory High School that may count to one hundred twenty respondents within four sections. Convenience sampling research design (Asaad, 2008) a non-probability sampling method, the samples were readily or easily accessible. The instrument was adopted from Hassan Rashid (2018), a structured questionnaire based upon teacher's behavior inventory developed by (Murray, 1983). The inventory measures teachers' behavior across eight aspects of behavior, each of which further contains indicators of behavior. Thus in total, 60 indicators of teachers' behavior were graded across a Likert scale. The data were treated using mean and t-test for independent sample.

6. Result

Teachers' Attitudes as Perceived by the Students in terms of clarity ($\mu = 4.13$) agree that the teachers provide clear instructions during examination, quizzes and activities, the lectures given are understandable, provide correct answers when there is question asked, the grading system are clearly explained, and the lectures are easily absorbed, the finding is corollary to Hoy, et.al. (2001) that the teachers to support to the students in the learning and advised teachers to create an environment of positive expectation that would motivate the student to put efforts in active learning and retention. The expectations and positive and motivated response to such expectations yield a constructive relationship between the teacher and the students. In terms of enthusiasm of teachers, the

students ($\mu = 4.63$) strongly agree that their teachers give extra time in explaining lectures, for us to understand better, if needed, guide the students properly during class/school activities, while they agree that the teachers regularly evaluate the lectures given, do not absent from class, because absenteeism is not their practices but they meet the class on time. In terms of interaction ($\mu = 4.44$) the students agree that the teachers motivate the students to participate in class/school activities. In terms of organization ($\mu = 4.48$) students agree that the teacher used topics that are well-organized and arrange according to our level of knowledge. In terms of pacing ($\mu = 4.57$) the students strongly agree that the teacher give them enough time to practice the activities during performance task and present step-by-step method in explaining the lectures. In terms of disclosure ($\mu = 4.21$) the students agree that there is no gossip, the topic is presented well which are related to the topic and evade from inappropriate information. In terms of speech ($\mu = 4.54$) students strongly agree that the teacher speaks in a professional manner showing authority in class with respect and speak in a most understandable language with pleasant tonal voice. In terms of rapport ($\mu = 4.43$) the students agree that the teacher exposed good manners and right conduct, approachable and create harmonious relationship with the students.

The effect of Teachers' Attitudes on the Performance of the Students (Clarity; $\mu = 4.13$) affect to a great extent; (Enthusiasm; $\mu=4.28$) affect to a great extent; (Interaction; $\mu = 4.27$) affect to a great extent; (Organization; $\mu = 4.29$) affect to a great extent; (Pacing; $\mu = 5.54$) affect to a very great extent; (Disclosure; $\mu = 4.39$) affect to a great extent; (Speech; $\mu = 5.54$) affect to a very great extent.

The Performance of the Grade 8 Students ($\mu = 86.76$) indicates very satisfactory. The teachers manage to exposed good attitudes that motivates students to achieved very satisfactory proficiency level. The hypothesis is accepted. There is no significant difference ($t = -1.778$; $p = .082$; $\alpha = .05$) of the performances of the grade-8 students when the data are grouped according to sections. The attitudes of teachers (Clarity, Enthusiasm, Interaction, Organization, Disclosure, affect the performance to a great extent and the attitudes in terms of Pacing and Speech) affect the performance of the students to a very great extent. This indicates that the teachers are using lecture method in teaching.

7. Conclusion

The students strongly agree to the attitudes of teachers in terms of pacing and speech while they agree that the attitudes of teachers in terms of clarity, enthusiasm, interaction, organization, rapport, and disclosure. The attitudes of teachers affect the performance of the students to a great extent. The performance of the grade-8 students in MSU-Sulu is very satisfactory. The hypothesis is accepted. There is no significant difference of the effect of the attitudes of teachers when the data are grouped according to sections.

8. Recommendations

It is recommended that there should be a replication of this

study in the other high schools; the teachers should improve their attitudes when meeting the classes; the school administrator should monitor the attitudes of teachers in and outside of the school; the teachers should attain good attitudes to the extent of affecting positively the performance of the students; the teachers should include in their lesson planning the use of good attitudes when facing the students ; the school administrators should issue memorandum to effect the used good attitudes in the classroom and school premises; the school administrator should conduct training seminar on the improvement of teachers' attitudes; the school administrator should include in the plan of action the attitudes of teachers; the high school principal should encourage teachers to improve the attitudes inside and outside the class room; the PTA organization should assist the school administrator to facilitate the attitudes of teachers, and the performance of the students.

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