

## ROLE OF TEACHERS' POSITIVE ATTITUDE ON STUDENTS' ACHIEVEMENT

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### ABSTRACT

*Teacher's attitude directly affects student's attitude. Teachers' attitudes towards their students in school/college must be positive enough to carry students along. Attitude as a concept is concerned with an individual's way of thinking, acting and behaving. Teachers' attitudes are in turn, influenced by their culture and belief system. It has very serious implications for the learner, the teacher, the immediate social group with which the individual learner relates the entire school/college system.*

*Studies found significant causal relationship between the teachers' attitude and students' achievement. The role of the teacher as facilitator of learning and the contributions to students' achievement is enormous. To become an educated person requires the combination of several factors and processes. At the center of the processes is the presence of an educator. The teacher is the most indispensable factor in the effective administration of any education system. No doubt teacher's attitude and his/her concentration towards the students play a significant role in academic achievement of the students.*

**Key Words: Positive Attitude, Achievement**

### INTRODUCTION

Personality of the teacher plays a very important role in learning and teaching. Now a days students are facing tough competition and feeling pressure of heavy syllabus. In this situation they need a teacher having positive attitude, which can empathize, motivate and give positive energy to them.

Attitude as a concept is concerned with an individual way of thinking, acting and behaving. It has very significant implication for the learner. Positive attitude means a person's disposition towards life in a manner that shows optimism. A positive attitude is the belief that one can increase achievement through optimistic thought processes. Achievement means, the act of accomplishing. Something accomplished successfully, especially by means of exertion, skill, practice, or perseverance.

In observational theory of Bandura (1971) demonstrated that behaviours are acquired by watching others (the model, teacher, parent, mentor, friend). The model displays it and the learner observes and tries to imitate it. Teachers are role models whose behaviours are

easily copied by students. What teachers appreciate, like or dislike, and how they feel about their learning or studies could have a significant effect on their students. Unfortunately, many teachers seldom realize that how they behave, how they interact and how they teach with students can be more important than what they teach. In a nutshell, teachers' positive attitudes directly affect students' achievement.

Gangoli cited in Igwe (2002) stipulates that for teaching and learning of science to be interesting and stimulating, there has to be motivation on the part of both the teacher and the learner so as to ensure the development of positive attitude and subsequently maximum academic achievement.

Several research findings have confirmed that teachers' attitude either towards teaching affects their students' achievement. Okpala, (1985) found that the effect of teachers' attitude towards assessment practices on students' achievement and their attitude towards subject was positive. Teachers' attitude towards teaching plays a significant role in shaping the attitude of students towards the learning.

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Ogunniyi (1982) found that students' positive attitude towards studies could be enhanced by the following teacher-related factors:

1. Teachers' thorough knowledge of the subject-matter and making their subject quite interesting,
2. Teachers' resourcefulness and helpful behaviour,
3. Teachers' enthusiasm.

From the above we can say that the role of the teacher as facilitator of learning and the contributions to students' achievement is enormous. Ejiogu, (1999) was of the view that in order to improve on any aspect of education, it is therefore imperative to involve a well articulated teacher education programme that will prepare the teacher for the leadership role they are expected to play. The nation's overall development is depending on its educational system. If we accept these views, then there is the need to introduce quality into the educational system. Most educationists believed that there could be no meaningful socio-economic development without the right type and appropriate quality of education. To become an educated person requires the combination of several factors and processes. At the center of the processes is the presence of an educator.

The importance of teacher in the meaningful education at all levels is reflected in the National Policy on Education (2004) as it declares that no educational system may rise above the quality of its teachers. It is the teacher's competence, resourcefulness, ability to efficiently utilize the appropriate language, methodology and available materials to bring out the best from learners in terms of academic achievement. Abimbade, (1999) teachers are said to be effective when their teaching can lead to students' learning. Nothing has been taught until it has been learnt and this happens when the teacher succeeds in causing a change in behaviour of the students. It is therefore important that the teacher must see teaching as an attempt on his own part to transfer what he/she has learnt. Despite conventional method

of teaching that school inputs makes little difference in student learning, a growing body of research suggests that schools can make a difference and a substantial portion of that difference is attributable to teachers. Studies revealed that students who are assigned to several ineffective teachers in a row have significantly lower achievement and gains in achievement than those who are assigned to several highly effective teachers in sequence (Sanders & Rivers, 1996).

The present study focuses the relationship between teacher's positive attitude and achievement of students. Teachers' positive attitude encompasses the dimensions of learning. Positive approach of the teacher would shape the individual and group identities. Students are bound to face so many challenges they need emotional well-being and supportive environment from their faculty members and staff.

The changing nature of teachers' work and how it is regulated and managed within the twenty-first century plays a significant role in job satisfaction. For example, there is an incongruity between demands placed upon teachers and the ability to resource such demands. These include emotional demands (such as student discipline, social work /counselling), performance management, social support, and organizational leadership. Additionally, the cognitive and emotional effort required for the physical, psychological and social aspects of teaching may impact on performance especially if these demands are required at a sustained level. Continually evolving policy development, pedagogy, rapid development in the area of ICTs (information and communication technologies), social and political pressure, curriculum, methodology and assessment promotes relentless demands on teachers, even the most dedicated and experienced teacher (Leggo, 2005).

Fatigue, illness, anxiety, anger, intolerance, isolation, loneliness and other mental problems

have been identified as contributing factors to teacher stress. These things can sometimes make teachers susceptible to illness and other health related risks (Crute, 2007; Neville, 2006; Thornton, 2004) and cause physical and mental exhaustion (Evers, Tomic & Brouwers 2004; Pillay et al. 2005).

Emotional and social strategies are interlinked, as the beginning teachers acknowledged that a positive emotional state was enhanced. If individuals had a balance of social activities in their personal or work lives, they valued socializing with colleagues and working in teams as the means to develop collaborative working relations that promoted emotional support. These factors also contributed to the development of a positive learning community that was inclusive of the learners in their classes, the wider community and the leadership group.

Teachers believed that the multidimensional nature of all of these well-being strategies would contribute to their retention in teaching. However, the summary of all of the strategies indicates that teachers must also have a capacity to take action against inhibiting factors. These may include:

1. having a level of reasonable persistence,
2. having positive self-esteem and self-efficacy,
3. taking an active stance towards obstacles, developing a range of strategies and skills to bear on problems in flexible ways,
4. developing the ability to see a difficulty as a problem, that can be worked on, overcome, changed, endured or resolved.

Teachers who acknowledged they had positive attitude that they also had personal and professional protective qualities that influenced their state of competence. These included autonomy, social competence, problem-solving strategies, a future's perspective, hope and feelings of belonging to a team that shared a common purpose. These qualities allow teachers to display well-being, which ensures that students in their classrooms benefit from this level of wellness.

## CONCLUSION

Teachers' attitude towards studies is a significant predictor of pupils' achievement as well as their attitude towards studies. Students' positive attitude towards studies could be enhanced by teachers' motivation, emotional support, enthusiasm, resourcefulness and helpful behaviour, teachers' thorough knowledge of the subject matter and their making subjects quite interesting. All these factors could also be applicable to learning. It is on this premise that the attitude of the teacher, his (her) disposition to the subject, students, classroom environment could make or unmake the attitude of the students towards learning. The attitude of teacher can mold the attitude of the students. Hence the teacher should be psychologically prepared to teach the subject given that every other requirement is met.

Teacher's positive attitude may enhance student's morale, enthusiasm, will-power and clear vision to the target. Positive attitude of the teacher can shape the students in a positive way. For teachers to create positive relationship and environment for their students, they should be emotionally stable. Definitely positive attitude of teacher would improve the performance of the students. Teachers are the mentor and facilitator in building the personality as well as shaping career of the students.

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