

RESEARCH ARTICLE

The effect of teachers' attitudes on students' personality and performance

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Abstract

Emphasis on pupil-focused education frequently influences how instructors view students' achievements in subjects with a loss of lifelong vision development. An instructor who has his personal teaching techniques and further his attitude and conduct, offers his university students a healthy intellectual attitude and a clean new worldview by means of leaving memorable lines in them. This is a preparatory look to discover how 'attitudes of instructors affect the personality and performance of students'. On this experience this research has offered instructional perception and versatility in trainer-scholar relationships beyond the confined classroom and lecture rooms. The sample of the studies group incorporates a total of 100 students from diverse departments of the University of Sargodha Sub Campus Bhakkar. The data was collected by online survey. The most crucial findings was that the 'attitudes' of suitable instructors have a high quality effect on college students' persona 'and performance in life.

Keywords: Attitude; Character; Performance; Students; University

Introduction

"Teacher's behavior" is the word that is used to express the practical expression of the act of teaching, done to facilitate learning by a child or group of children. It therefore encompasses all the verbal and nonverbal approaches displayed by a teacher in an effort to deliver instruction within an academic setting. It has been observed that the teaching approaches and techniques applied by different teachers have different consequences for student performance. Hence, the teacher has to play a vital role in providing an encouraging learning environment for his students to excel academically. Therefore, a major part of quality education falls on the personality and attitude of the teacher. "Education" comes from the marriage of teaching and learning; therefore, learning is half as important as teaching and equals, if not more, the academic performance of the students. Learning attitudes and attitudes vary from student to student, but since the focus of this study is on the supply side of the education equation, therefore, we do not go into the details of the students' approach to learning and treat that subject as one big leave for various projects at this stage. There is an extensive literature on the various aspects of quality education as well as the central role of teaching within it. Emphasis as a means of effective teaching (Vegas & Petro, 2008). Along with the increase in enrollment, there should be more important efforts. Increase in the quality of education. With regard to academic achievement, Fredriks, Blumenfeld, and Paris (2004) argued that it is the study

habits of students and their attitude towards them that matter.

Studies are, secondly, the two most important determinants of academic performance. The authors also confirm that a teacher's attitude can play a major role in enhancing students' learning ability and performance. They provide rigorous academic and practical advice. Capacity building of teachers not only helps teachers get the right teaching attitude, but ultimately also affects the learning ability and academic performance of students being taught by teachers (Capra, Barbanelli, Stecca, & Malone, 2006). The skills and characteristics that are important to being a great trainer are also the same elements that define excellent training. A good trainer has eight basic characteristics, which can be: material knowledge; ability to select; essential and trouble-solving abilities; reflection; identifying students and knowing the wishes of college students; using the new location in training; teaching and communication capability. We can group these houses under two headings (Erie, 2008: Five-6). Trainer who thinks seriously and is a self-governing coach. A coach, who feels that the character of information and skills directly affects its university students and the environment that takes responsibility for its own knowledge and skills, builds good relationships with its university students and allows them to work with college students can provide the greenest way (Erie, 2008). The influence of the teacher on this whole system within the personality development and fulfillment of the students is a reality that cannot be omitted. Through the trainer, overwhelming or negative, determines the shape of the mind and how it reflects it in verbal interactions with students (Khanal, 2021), which have a spectacular or terrifying effect on their lives, the

mentality shown to them or those close to them, the public in general, and influences communication, research, and improvements in the ability to innovate (Etownal, 2003).

The behavior and manner of the instructor are at once normal and copied by the college students, which places considerable liability on the teachers. Study Completed in a state-of-the-art day-to-day performance, it definitely shows an impact on students' interaction in teacher-student relations, the method of the teacher in relation to students, and mainly its perception through college students.

The purpose of this research is to study the attitude of teachers Learning/Performance of the students. With the help of appropriate research methods and the following questions were addressed in the statistical analysis: What are the teachers' perspectives? Considered by undergraduate and master students at Sargodha Sub-Campus University Bhakkar? What is the impact of teachers' attitudes on undergraduate and postgraduate students? Sargodha University Sub Campus Bhakkar? What is the general average of graduation and a master student at Sargodha University's sub-campus Bhakkar? What else is important difference of influence of teacher's perspective on student's learning when data is grouped section wise? Hypothesis: "There is no significant difference of effect of the teacher's perspective on student learning when the data is grouped by section."

Results are beneficial to the university - they can handle teachers negatively creates alternative reinforcement strategies to develop the competence of behavioral teachers approach terms and convert them into positive; Guidance consultants - they can join program of activities negative attitude of teachers will be used as the basis for new development programs for dealing with teachers with negative attitudes; Teacher - they can consider themselves attitudes, where negative attitudes can be reinforced and performance can be improved Student; Parents - they can develop awareness of negative attitude of sugarcane teachers So that they can approach such teachers in the best possible way to avoid conflict between parents teachers; Students - they can feel the result of their attitude towards learning to be directed to deal with the situation and its teachers; and researchers can use its results study in the form of their respective literature in their future research. Generally, teaching techniques affect how university students acquire academic knowledge with a pedagogy approach. It creates a classroom environment and a teacher-friendly mindset towards college students (Carroll et al., 2009). In order to achieve splendor, there is a need to create an environment in the form of real coaching, except for a few university students performing, as well as, on the other hand, attempting to locate the actual trainers to achieve a field of knowledge (Hatty, 2012). Furthermore, the study curve rises even as a scholar, an instructor, or an instructor thinks more like a student. In a problem presented by Wenglinsky (2000), this paves the way for a university to take steps to deepen a better concept of students' forward study room fashion, encouraging them to result in the

progressive and divergent ideas that come with their unique record and skill set. Some teachers' behavior styles sincerely impress university students' motivational diplomas and, consequently, their famous universal performance. As an example, a trainer demonstrates coverage of an open door, answers questions from college students' sympathy to the students of the university college, and joins and strongly appreciates the students. All the paintings depict the presence of the same horrific teacher mentality.

University students' coach shares his record as a coach and particularly enjoys his positive attitude. In a scholarly effort, Gasser (2013) sheds light on the terrifying effects on students' general performance of an instructor who makes fun of or seeks out the failure of university students. This search will become more and more widespread at the same time as one visible through the lens of coaches' opinions on wrong decision-makers or about unusual or underperforming university college students, which means an overrated student need not be excessively a performer or an underperformer must necessarily be an underperformer (Uraine, 2015). Furthermore, dismissing discriminatory behaviour or favoritism within a trainer cannot be wrong in the case of a self-proclaimed admirable achiever who constantly overdoes it when it comes to low-ranking, underrepresented students (Bates & Nettelbeck, 2001; Begeni et al., 2008; Feinberg & Shapiro, 2003, 2009).

Research Method

The procedure adopted to conduct the study had been explained in this chapter the chapter had description of method and procedure of the study under following steps;

Population of the study

The population for this research was basic institution situated in the Bhakkar City with focus on University of Sargodha Bhakkar Campus students, 100 students were randomly selected out of 2000 students' data about the effect of teacher's attitudes on student's personality and performance.

Selection of the sample

To get the sample of the study university in Bhakkar District (University of Sargodha Sub Campus Bhakkar) was selected. After those 100 students from university was selected. So total sample of the study was consisted of 100 students from university and were selected randomly. Only students were included in the sample.

Development of research Tool

Research study was descriptive in its nature so, the instrument for data collection was a questionnaire.

Researcher reviewed in depth literature regarding the effect of teachers' attitudes on students' personality and performance and after that research instrument was prepared. Present questionnaire was consisted of 32 items to get the responses from the participants. It was developed by using 5 points Liker scale from SA (Strongly Agree) to SDA (Strongly Disagree) and each scored on the basis of the weight age of these levels is as follows:

Strongly Agree (SA) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (D) = 2, Strongly Disagree (SDA) = 1

Validity of the Tool

The research tool was developed after the comprehensive study of related literature. The first draft of questionnaire was consisted of 51 items, with the guidance from experts of the department of education it was carefully scrutinized into 47 items, thus the final draft was prepared. The researcher refined the statements in the light of the feedback of the experts, and finalized the tool.

It was designed in a way that was easily understood by the participants.

Procedure of Data Collection

Online Survey Questionnaire was developed for data collection, which were given to the students to know their opinions. Data was collected only through online survey questionnaires, not any other sources were used for it. I visited the selected University of Sargodha Sub Campus Bhakkar and we gave the Online Survey Questionnaires Links to the students of the selected university. They filled those questionnaires and I got back our data at the spot.

Result and Discussion

Table 01: Demographic variable of respondents

Serial	Variable	Category	Frequency	Valid
Percent				
1	Gender	Male	73	73.0
		Female	27	27.0
2	Age	20 To 25	82	82.0
		15 To 20	7	7.0
		25 To 30	11	11.0
3	Qualification	Graduation	56	56.0
		Master	40	40.0
		M.Phil	2	2.0
		PhD	2	2.0
4	Marital Status	Unmarried	7	7.0
		Married	93	93.0

Table 01 illustrates that out of the 2000 students in basic institutions considered majority (100) were males representing 73.0% while the remaining 27.0% were females. The variable age of informal caregivers reveals that majority (82) of the students in basic considered were 20 To 25 years representing 82%, 7.0% were 15 To 20 years and 11.0% were 25 To 30 years. According to the

caregivers' varying levels of education, 56.0 percent students were graduation, 40.0% had a master education, 2.0% had an M.Phil education, and 2.0 percent had a PHD education. The variable result for caregivers' marital status indicates that 93.0 percent were married, 7.0 percent were unmarried or single. Equal student number was sampled from each level.

Table 02: Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.756 ^a	.571	.566	6.24801

a. Predictors: (Constant), TI

Model Summary

Correlation is the shown by R-value in the table 02. The R square value is the indicate that a unit/variable change of one independent variable would affect the same unit. According to the R square value 0.005 which indicate

when and dependent variable change by 0.005. Thus a variance of .068 is explained by family structure is explained by independent variable Teacher's attitude; the modified R square indicates the population implication of

the sample finding. The major difference between R square and adjust R square .571 adjusted .566. The sample

results have a weak effect the larger difference weak effect on population.

Table 03: ANOVA
ANOVA^s

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5088.306	1	5088.306	130.343	.000 ^b
	Residual	3825.694	98	39.038		
	Total	8914.000	99			

a. Dependent Variable: SD

b. Predictors: (Constant), TI

Predictor variable or independent Variable

An ANOVA table 03 is used to determine whether or not the model df the data well. When F value accede the significant value. There should less than 0.05 the model is considered to be well fitted.

Table 04: Coefficients of the regression

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	4.951	1.980		2.500	.014
	TI	.829	.073	.756	11.417	.000

a. Dependent Variable: SD

The above table 04 is used to calculate the influence of independent factor on the dependent variable (Student’s personality& performance). The independent variable (Teacher’s attitude) shows positive and significant. Relation with the dependent variable which is independent variable.

Discussion

The study findings show that while teachers’ positive attitudes have positive effects on students’ performance and personality developments, negative attitudes have a negative effect on both the performance levels and personality development of students. This in turn clearly shows that especially teachers surpass the boundaries of the classroom in individuals’ educational lives and its evident how effective they can be during the whole life of the student. Teachers are the second-highest determining factor in the development of individuals, after the parents. It must not be forgotten that children take on role models while learning and that is why perhaps the behavior and attitude of teachers, which they spend the most time with apart from their parents, has an effect on their personality development and thus whether they will be successful or not. Teachers being good role models should precede classes because their views on life and behavior guide the student. In short, when education understanding in mentioned, education which gives the child confidence, questions him/her and gives him/her responsibility should come to mind.

Conclusion

This study estimated the impact of an educator's conduct in class, on the scholastic performance of the children at basic schools, 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. 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 has a significant association with class score.

Recommendations

In light of the discoveries from this research, the accompanying suggestions are made for academicians all in all and basic schools in educational 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.

Limitation of the study

There were limited resources, time and money. We had to make some limitations because of limited money, time and resources. Because of these limited resources, we had to face many limitations as well. We could not select all the educational institutions that's why this study was delimited only one university of District Bhakkar in University of Sargodha Sub Campus Bhakkar

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