

Effect of Teacher Attitude on The Academic Performance of Students in Government Secondary Schools of District Hyderabad

Afshan Abbasi¹

¹ PhD Scholar, Department of Education, Email: afshanabbasi2020@outlook.com

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Abstract

This study investigated the effect of teachers attitudes on the academic performance of Grade VIII students in the Social Studies subject in Government Secondary Schools of District Hyderabad, Sindh, Pakistan. Grounded in the premise that teacher behavior and interpersonal disposition significantly shape classroom climate and student outcomes, the research examined how factors such as motivation, friendly nature, subject knowledge, personality, power of voice, and teaching strategies influence students academic achievement. A quantitative survey design was employed. The sample comprised 16 Social Studies teachers and 400 Grade VIII students selected from 16 secondary schools across four talukas of Hyderabad District using stratified and simple random sampling techniques. Data were collected through a structured teacher attitude questionnaire and a student performance test developed in alignment with the Social Studies curriculum. The reliability of the teacher attitude scale was established (Cronbach's alpha = .732). Descriptive statistical techniques were applied using SPSS for data analysis. The findings revealed a significant relationship between teachers attitudes and students academic performance. Positive teacher attitudes—characterized by supportive behavior, subject mastery, encouragement, and constructive interaction—were associated with higher student achievement and improved self-confidence. Conversely, negative teacher attitudes contributed to reduced motivation, poor classroom engagement, and lower academic performance. The study concludes that teachers attitudes play a pivotal role in shaping students academic success at the secondary school level. It recommends professional development programs, attitude-focused teacher training, and institutional support mechanisms to foster positive teacher-student interactions and enhance academic outcomes. The study contributes to the limited empirical literature on teacher attitudes and student performance in the Pakistani secondary education context.

Introduction

Education is a very essential facility that a country can provide to its citizens. Nowadays a country with high literacy rate is treated as most advanced country. Education is a process of self-knowing, self-understanding and self-exploration, (wenock Report-2008) through which children learn certain knowledge, skills and attitude. It is the process of facilitating, learning and acquisition. According to Siame (1996), students academic achievement can be influenced through many factors; some of these factors may be student-based, teacher-based, home-based, or school-based. Teacher – based factors can be due to cultural orientation and personal perceptions or attitudes about students. The expertise area of science is the education which consists of two nations; the first is education and second is instruction. (Karsli, 2007). It is the activity that aids new generation to the new information, maintain their ability, attitude and understand their daily life routine for preparing their common life standards. (Karsli, 2007:9). On the other hand, teaching is the process

of developing the individual's talents (obtained during the education phase). (Karsli, 2007:17). The main and the most important factor in education and in teaching is the Teacher. In general terms, a teacher is the person working in educational institutes who enables their students to reach their cognitive, sensory, behavioral aims and gains within the range determined by the educational system. (Gundogdu, Silman, 2007: 259)

In our daily life a modern teacher surpasses this definition as well. A teacher has gone beyond just giving lectures, teaching class, making exams and giving grades; a teacher also holds the roles of managing, organizing, counseling, observing and evaluating. For influencing the society, a teacher also plays an important role, also creates the sound foundation towards the future of society and also ensures the continuation of such actions. (Tennel; 1999:21). School is the first socialization institution for a child after the family. In regard to the student's personality development i.e.: both the academic and social performance the students teachers relationship is necessary. A teacher is also responsible for the child's intellectual development and also for the character development. If the teacher is being able to create such relationship among the students as well as providing efficiency among their students and knowing their students learning needs so as to allow them to develop their personality freely. (Can, 2011, inelmen, 2011). A good teacher is also defining as the teacher have abilities and characteristics that are necessary in order to be a good teacher. There are eight basic characteristics that defines a good teacher, i.e: knowledge of material; Decision making; problem solving activity and critical analysis; self-understanding and self-correction; Reflecting; Recognizing students and knowing students learning needs; Applying new findings in education; Teaching and communication ability. All these properties can be gathered under two headings (Ari, 2008: 5:6). The teacher who thinks critically and the self-governing teacher. A teacher who realizes these things can take the responsibility of his/her students and make a strong relationship between the surroundings and his/her students and abilities. Also creates a positive relationship of his/her students and can relay these things in the most efficient manner. (Ari.2008: 5-6). This is the process of effect of teacher attitude towards the personality of students, either the teacher can be positive or can be negative towards the communication of students in general or in public, teacher's behavior can affect the development of student's ability to communicate, research and be creative (Atuanual; 2003). The behavior and the way of approaching the students can be directly copied by the students that are the great responsibility of the teacher. In this research it was expected that students whose teachers behaves positively will experience the positive behavior in return which will also effect on the character development and success of the students while the negative behavior and attitude by the teachers had a negative effect on the character development and success of the students. Teacher's reactions towards their students can either built their self-confidence or destroy it. Student's academic performance is directly affected by the teacher's behaviors, if the teacher's attitude is positive towards the students surely give response in positive way but if the teacher's attitude is negative or miss-guided then it is sure that students performance will be negative and their behavior with the same teacher or with the other teachers will be negative. (Martin and Saime, 2001)

Extremely student's academic performance is not only influenced by the environmental factors but also by the teacher's attitude towards them because most of the starting time of the day students spend with their teachers and react accordingly. As the rate of learning of reactions between nurses and patients depends on the behavior of the nurses towards the patients, same as the rate of learning of students depends upon the teacher's attitude towards the students. (Oscar, 1995). In order to promote the good education in students and to build their good behavior it is necessary to the teachers to behave like a good teacher and always expect the good and positive behavior from the students. Most secondary school teachers have no knowledge on how to deal professionally with students academic performance. Relationship between student and teacher is very essential in the building of academic performance of a child. Hence, if the attitude of a teacher is positive the

performance of student will be positive otherwise it will effect negatively. (page no. 41-56) National Curriculum of social studies (Govt. of Pakistan, 2002) stated that social study teachers should know how to deal with the concepts of curriculum with reference to the competencies developed in different areas of knowledge. They should encourage the students to discuss real life situations and build their capabilities to solve day to day problems by applying their knowledge. Teacher attitudes in teaching of Social Studies play a very vital role in the education of a child. According to Martin (1999) teacher's behavior towards their students can build academic performance. The most prominent characters of any society are the teachers and students to live a peaceful, secure, healthy, full of fun and quality life on the surface of the earth, because the future citizens of nations are the students who will hold, enjoy and implement the roles and responsibilities to lead the society towards the success and development in the world. Teachers are also known as the king makers of the nation who polish the characteristics and skills of the students and prepare them for future success. It means teachers and students both are necessary for the future success of the nation. The role of the teachers is extremely important in any society because teachers can up lift the students through knowledge and skill development. Good teachers are always remaining interested throughout their work in an institution or in public. When teachers are satisfied with their duty they can perform their job with more concentration and devotion.(Locke, 1976).

The department of education and literacy of Government of Sindh, Pakistan is the department which holds the responsibility of poor people of the Sindh Province. This department, recruits, deputes monitors and evaluates the high school teachers by its sub office established in each district. For maintaining the day to day routine matters of students of Sindh, teachers and staff of the schools, this department has appointed the EDEO, DEO, ADEO and other officers.

Statement of the Problem

It is an established fact that teachers can play a positive role in the academic achievement of their students. Teacher personality, teacher attitudes and his/her way of teaching are some indicators that have direct influence on the performance of students. Attitude of teachers towards their students is crucial in the learning process. Research has shown that students academic performance have learning problems and to get maximum benefit from education in an integrated school set up, there is need to elicit willing attitudes from teachers in these schools (wendy, 2006). The teaching of any teacher involves two sets of skills, i.e. the one is the teachers speaking ability and the other is their interpersonal skills. Such skills of any teacher allow them create a warm and smooth relationship with their students and able them to work ^{independently}. It is very important to find some characteristics of teachers attitude, knowledge, skills and its effect on the students of secondary schools academic performance. Therefore, at secondary school level, teachers positive behavior, interaction with their students, professional competencies, parental involvement, teaching skills, students own capabilities and school environment, all play very important role for strengthening the potential required for the better academic performance of the secondary school students. General educators' attitudes may impact several classroom factors including class discipline, peer acceptance of teachers, and the academic success of all students. The attitudes of a teacher may have an impact on the overall classroom climate (Stoler,1992). Research has shown that teacher attitudes toward students shape their expectations for students; influence the instructional strategies that are used for student achievement. Over 30 years of research has documented the impact that teachers expectations may have effect on student learning (Hughes, Gleason, & Zhang, 2005; Kagan,1992). As there is scarcity of research on the attitude of teachers on students academic performance in Social Study Subject in general and in Pakistan in particular and there is a gap of research on this relationship of teacher attitude and academic performance in Social Study subject. Hence the present study was designed to fill this gap and the study was developed to find the

impact of teacher attitude on student academic performance in Government secondary schools of Hyderabad District. The study has significance for both future professional practice and further research for other levels. The results of this study explore information that would enable school administrators and helping the teachers to achieve skills, needed to succeed in the secondary school system. Secondary school students may use the results to increase their understanding of what type of study habits and organizational skills are important for enhancing the academic performance of the students. This research may provide the pavement for future research studies in the same field.

Objectives of the study

- To investigate the factors of Teacher attitude that influence students academic performance at secondary school level.
- To find the relationship between teacher attitude and the academic performance of students for Social Study subject of Grade VIII at secondary school level in District Hyderabad.
- Suggest measures for improvement of the academic performance of students in Social Study Subject of Grade VIII in the light of findings at secondary school level in District Hyderabad.

Review of the Related Literature

The study was designed to identify, appraise and analyze the effect of teacher's attitude on the academic performance of the secondary school students. The teacher's attitude was seen in the light of their role as an effective teacher. Iqbal (1996) said that teaching is the manipulation and arrangement of the situation in which gaps and obstructions are involved and individuals tries to overcome the problem from where he learns. The more mature one is a teacher the less mature is their student and it is designed for further the education of the latter. Further he stated that the teaching might be taken as an activity gained at the achievement in academic performance. He described the roles and behaviors of the teacher who is mainly responsible for the instruction. Today the teacher is engaged more and more implementation of new educational procedures taking advantages of all the resources of modern educational devices and methods. He is an educator and counselor who tries to develop their students abilities and interests.

- The teacher should find more time for involving students instructional activities as well as their extra-curricular activities.
- Teacher should be aware of the important role they are called upon to play in the area of the community and changes should be made according to the students needs.
- A teacher should be initiator, creator of learning context, who engaged the students according to their taste of study.

UNESCO (2005) recommended the role of a teacher as a supervisor:

In the present context of education, teachers and administrators of all type of categories and levels are always be aware about their roles in a education system.

Behavior

Behavioris a response, which an individual show to their environment at different stages and different times. So many authors have defined in different ways;

TANEJA (1999) stated that “the meaning of the behavior is conduct or carry oneself or behavior is what we do, especially in response of outside the stimuli.

UNISECO (1999) documented that “anything that an organism does which involve action in response in stimulus.

JOYCE (2002) also defined that “behavior is the lawful and subject to variables in the environment”. He further stated that “behavior is the observable and identifiable phenomenon”.

The key behaviors are the following;

- Lesson clarity
- Instructional variety
- Teacher task orientation
- Learning process engagement
- Success rate of student

Attitude

Attitudes are those main functions of what we do and what we feel. That is, attitudes are the main products of related beliefs and values. If any student feel that his/her teacher is consultative, and their teacher values consultation, then the students might have the favorable attitude towards their teacher. We can represent this statement in the form of the simple syllogism. For example;

If the teacher is consultative, (belief)

And consultation is good, (value)

Then the teacher is good, (Attitude)

Belief + Value

Attitude

Behavior →

→

Teachers, media and parents play a very important role in the development of attitude. Above mentioned agents of change has taught about the beliefs and values. Nowadays education is not only a matter to be solved by the experts of education but we all are involved in it. The most important role in the study of the students is their parents. Ansari (1993) stated that study problems of the students their attitudes towards teachers, education and related school all are important variables relating for further investigation. Ansari and Choudhry (1999) have shown that attitudes of students and study habits are important variables, which are closely related with the success of students in their academic work. Sarwar (2002) stated that high academic achievers have good study habits and more positive study attitudes than low academic achievers. Shah (2002) said that teachers attitudes are one of the major factors affecting students learning. And also if the teacher is additionally trained so the teacher not improves their attitudes but also the academic performance. In the history of social psychology, attitudes have played the central role in the explanation of social psychology. An attitude is usually defined as a disposition to respond favorably or unfavorably to an object, person, institution or event. Choudhry (1995) stated that attitude is a particular emotional, cognitive or behavioral reaction to an object, situation, individual, group or action. Talib (2003) stated that for making a solid foundation in the development of any student self-esteem played a very major role. It is a good opinion, self-importance, and conception of oneself.

It is expressed as;

- How we see ourselves
- How we feel ourselves
- How we value ourselves
- How we assert ourselves
- How we adjust ourselves

Students need acceptance to develop positive attitude towards their selves, is the positive self-esteem. Vandana and Punia (2004) observed the initiative abilities and human qualities related to their behavior of teaching in the education field. Their finding comes to the solutions of the students problems related to their academic performance that students academic performance can be influenced by the teachers attitude in their education and also in their life style way. Here the entire process of goal setting plays a vital role in the development of the academic performance of the students. When everything goes out of control if the students are not performing well then

only the thing that can change their mind in the education process and also in the process of development of their physical mentality is their teachers attitude. Vijaylakshami and Mythill (2004) studied the influence of personal variables such as Age, Gender, Marital Status and also discusses about the professional variables for example Experience, qualification, Subject knowledge, designation, level of college type of college management involved on the teachers effectiveness and work orientation of 220 teachers working in a secondary schools, colleges, degree colleges of district Andhra Pradesh. Result showed that most of the teachers are married and above 35years of age and such type of teachers have very vital role on the academic performance of students through their way of teaching. Amandeep and Gurpreet (2005) concluded that female teachers are more effective in teaching as compare to the male teachers. As far as male and female teachers are not so much different by the way they teach to their students but the style and involved in their profession regarding attitude of their teaching is more effective of female teachers as compare to the male teachers. Bansibihari Pandit and Lata Surwade (2006) observed that in the way of attitude female teachers are more mature and effective than male teachers and more effective teachers can play a positive and most touching attitude towards the academic performance of their students. Douglas Rutledge (2007) they compared the study of teachers effectiveness and the way of students behaving accordingly is much observed through the process of effectiveness of teachers that how teachers are attach with their students and how their students behaved accordingly. Kaur (2008) studied about the effectiveness of teachers and their correlation with their job satisfaction, effectiveness, stress and value of their ^{dimensions}. Samples of 1000 teachers were selected from the four districts of Punjab, namely, Ludhiana, Patiala, mukatsar, and moga. Data was collected by different scales to measure the effectiveness of teachers by teachers effective scale used by Kumar and Mutha. The result of present study reflects that : the government secondary school teachers are average in their effectiveness; highly effective teachers were more effective in their teaching. And those teachers who are less effective can show very low effective result. Sridhar and baidei (2008) compared the effectiveness of teachers between male teachers and female teachers. Female teachers are more involved in their profession as compare to the male teachers. Female teachers can make their students and their academic performance more effective as compare to the male teachers. Verma (2010) while discussing educational lacks he stated the lack in educational attitude can affect the students mentality and also on their academic performance, if teachers cannot give the fulltime attention towards their students performance then their students cannot give the satisfactory result. Diwan (2010) stated that the knowledge of teachers depends on their efficiency if the teachers are more efficient then their work will be more competitive and it will be shown in the academic performance of their students if the teachers can give positive attitude towards their students then their students will show positivity in their behavior and also in their academic performance but if the teachers can show negativity in their behavior then their students will definitely show the negativity in their behavior and also in their academic performance.

Academic Performance:

Academic performance has been stated differentially as; proficiency in level of work attained in academic of the obtained knowledge in school subject through the school marks in examination. (Kohli, 1995). Researchers have shown that before promoting the student in the next class academic performance played a very important role and also in the success of the students academic performance is very important. In students academic performance, teachers personality and interaction with the students plays a very vital role. Students feel freely with those teachers who behave in a friendly way and also share their difficulties with those teachers. HSU (1993) also stated the same results. Such students who feel their teacher as a friend can achieve the great results in their exams as compare to those who hesitate from their teachers. There are also some studies

related with the cognitive style of learning of students academic performance. Independent subjects were always higher on performance of the students than the dependent subjects. (Holper and Helen 1998). For the better students performance, the teachers personality and the style of interaction with their students play a very vital role. Those students who feel non-authoritarian behavior with their teachers discuss freely their ideas and achieve good results in their studies as compare to those who hesitate from the strictness of their teachers. (HSU 1993). In any institution for teachers and parents, academic performance of the students always be a topic of major concern, also for the researchers it was a great concern. Academic performance has been regarded as a two characteristics “skill” and “will” and these must be considered as separately. (McCombs and Marzano, 1990)

Teacher Behavior and Teacher Effectiveness

Some educators emphasize that the teachers are the building blocks of any institution, to be a teacher is to be a member of special profession. A teacher has to show the exceptional sympathy, sincerity, diligence, research orientation, honesty and flexibility as a person. Teachers are the models for the students in the classrooms whose attitudes are imitated by the students consciously and unconsciously. Teachers are always the source of inspiration for the students because they always provide direction to the students. To become and professional person as a teacher knowledge of the desirable qualities required as a teacher. According to Bhatia (1999), “effective teaching has no meaning if it does not lead to effective teaching role.” In school timing, students spend a lot of time with their teachers so the behavior of teacher is very much effective on the students in the learning situation of classroom. It would be important to know what type of behavior is important for students in learning and also in the instilling a love.

Teacher’s Personality and Teacher’s Effectiveness:

Researchers have been trying to identify the personality characteristics associated with the effectiveness of a teacher. Ryan (1980) identifies following characteristics among effective teachers on the basis of the research: They frequently mentioned the children liking and interest in the development of students as a reason for teaching. They express the qualities of a teacher which are necessary for students liking as the teachers personality, friendly nature, and power of voice of teaching, subject knowledge, fairness and cleanliness as a teacher.

- They dislike some qualities of teachers such as arrogance, intolerance, favoritism, and partiality.
- They frequently made their decision to become teachers even before enrolling in college.
- They enjoyed school a lot when they were students.
- They report large numbers of teachers among parents and relatives.
- They always take part in religious activities.
- They enjoy all the activities with their friends but prefer the small groups of students.
- They are interested and active in literacy affairs, such as writing books or poetry.
- They are more emotionally stable than the average adult.
- They are friendlier than the average adult.
- They are more cooperative and agreeable than the average adult.
- They are more interested in social service than the average adult.
- They are more inclined to “try to give a good impression” than the average adult.
- They are less interested than the average adult in computational and clerical activities.

A good teacher is a good person, true and simple. A good teacher has a sense of humor. A good teacher enjoys other people. A good teacher is flexible. The single most repeated adjective that describes a good teacher is the “flexible”. In other words, a good teacher does not seem to be overwhelmed by a single point of view or approach to the point of intellectual myopia. Good teachers are in a sense of total teachers who possess such qualities of a good teacher.

According to Bhatia (1999), to list the qualities of a teacher is not a difficult task, such qualities not only make the teachers popular in the view point of students but also make them popular among the other teachers, and they are:

1. Kindly disposition with sense of humor, pleasant, cheerful and inclined to keep the class cheerful.
2. Interested with students, eager to render help in difficulties, keen to encourage them in their enthusiasm and interests.
3. Ready to clarify the things whenever the students feel difficulty in understanding them.
4. Alert, active and full of enthusiasm for the company of the students.
5. Has no any favoritism to any one

Mccoss- yergain and Krepps (2010) in their study describes whether the teachers attitude influences the performances or not, so the subject teachers teachers always have the negative and positive attitude towards their students. Moreover, students are studying to improve their attitude towards their teachers and also the teachers attitude help them to improve their skills towards their studies.(o Brien & Stewart, 2004). When some teachers may have negative attitude towards their students and make assumptions about students ability, resulting in low expectations from their students. (Mc Donough, 2009, Oates, 2003, Sleeter, 1996, McCarthy,1999). Students become aware of the attitude of their teachers, when they believe their teachers behave them negatively, they often feel rejected. This may lead to the students to behave negatively in many ways which ia unacceptable for their teachers.(Chan and Demyan, 2007, Takei and Shouse. 2008, Zimmerman, 2005)

Methodology

The present chapter discusses the overall methodology of this study. The chapter covers, research design, conceptual framework, area of study, population, sampling and research tools along with their validation.

Research Design

The aim of study was to find the impact of teachers attitude on the academic performance of students at Government Secondary Schools of District Hyderabad. The overall objectives of the study were:

- To investigate the factors of Teacher attitude that influence students academic performance at secondary school level.
- To find the relationship between teacher attitude and the academic performance of students for Social Study subject of Grade VIII at secondary school level in District Hyderabad.
- Suggest measures for improvement of the academic performance of students in Social Study Subject of Grade VIII in the light of findings at secondary school level in District Hyderabad.

To achieve the objectives of study the quantitative method of study was applied in collection of data and analysis of data. According to nature of study survey method of data collection was used. Surveys are useful to collect the data from the respondents of the study. Surveys are also responsible to provide information on self-report and enables respondents in the natural setting. (

Treece E.W and Treece J.W 1999). Surveys are useful in collecting demographic data, information on people's behavior, attitudes, opinions, intentions, beliefs, interests and future behavior. In the same way in present study the survey design provided a description of prevailing conditions in secondary schools regarding teachers attitude and their effect in secondary school students in social study subject. Before selecting tools and determining method of research a thorough review of literature was conducted by the researcher. According to the review of literature, the teacher attitude is the main pillar in the education of a child, and the same indicator is responsible for the academic performance of a student. It is also the main factor for students success in their career. The objectives of the study were to see the attitude of teachers on the academic performance of students, further the objectives of the study were also to investigate the factors that were responsible for any change in the performance of students due to change in the attitude of a teacher.

Conceptual Frame Work

This study has been guided by the ecological and privative conditions of the teacher's attitude (Garden, Casey and Cheristenson 1995; Wilson and Silverman, 1991) theory looks at teachers attitude as a major factor for enhancing the students performance in secondary schools. It is believed that if the teachers attitude is positive towards the students then their academic performance will be better and such students can also take the positive effects from their environment, but if the students are facing so many negative teacher attitude then their academic performance is also affected. (Thurlow 2002). For resolving this issue this study was conducted in many secondary schools of district Hyderabad. Keeping in view that the teachers attitude can change the students academic performance and with the help of teachers attitude teachers can able their students to face the other environmental problems.

Area of Study and Study Population

The area of study in present study was Hyderabad District. Hyderabad District is second largest city of Province of Sindh and fourth largest city of Pakistan. This district has diversity of schools and students. In this District there is very poor and very rich class of people, hence the schools are also divided in a number of categories; therefore keeping in view the diverse population the researcher has selected this area for present research. Moreover, the researcher has studied in the schools of Hyderabad and personally knows the behavior and the strength of students and keeping in view the past affiliation with schools the researcher select this area to be facilitated in this region. The Hyderabad District consists of 4 Talukas. There are seventy two schools in Hyderabad District (table # 3.1). Those schools are divided in male and female schools. Further there are 19 boys and 12 girls schools in Hyderabad city taluka, 4 boys and 2 girls schools in Hyderabad rural taluka, 6 boys and 3 girls schools in Qasimabad taluka, 15 girls and 11 boys schools in latif-abad taluka of Hyderabad. According to table there 586 male teachers and 812 female teachers. 4739 boys students and 53119 girls students.

Table 3.1

Description of the Population						
	Secondary Schools		Teachers		Students	
	boys	Girls	Male	Female	Boys	Girls
Hyderabad City	19	12	941	962	10652	16062

Hyderabad Rural	4	2	848	179	202	159
Qasim abad	6	3	177	244	2695	2733
Latifa bad	15	11	586	812	8434	12182
Total	44	28	2552	2187	21983	31136
Grand Total	72		4739		53119	

Population Source: Annual Schools Census 2015-16

Sample and Sampling Procedure

The sample came from sixteen secondary schools of district Hyderabad and It was as follows, four secondary schools from each taluka of district Hyderabad. The district and schools included in the sample were selected purposeful as the researcher was to get knowledge from students and teachers of each talukas of different schools which included co-education, girls' secondary schools and boys' secondary schools and talukas selected were within the accessible population. Accessible population refers to those cases that ensures the eligibility criteria and which are accessible to the researcher as a pool of subject social study. (Plity and Hungler, 1998).

Teacher Sample:

The total sample of teachers in the study was sixteen (one from each school).

One teacher of social study was sampled from each school using a stratified proportionate random sampling procedure. To determine teacher to participate in the study a simple random sampling procedure was used by assigning numbers to all teachers of schools. These numbers then put into two different boxes one box contained number of male teachers and on the contain number of female teachers. The researcher then put at random numbers from each box this technique provided for each teacher and equal chance of being selected for the study. It is also considered a better way of obtaining a more representative sample for a study in this nature. (Lay 1997).

Students Sample: Total 400 students were sampled from 16 different schools (20 from each school). As mentioned in table 3.2. The majority of students who participate in the study were between the ages 13 to 15years.The researcher then put at random numbers from each box this technique provided for all students an equal chance of being selected for the study. It is also considered a better way of obtaining a more representative sample for a study in this nature. (Lay 1997). Sample size of study was calculated according to the table presented by Yamane, Taro. 1967. Referring the following table, the quantitative sample of 53119 will be 397 on alpha level of .05. Hence the sample size of 400 was selected randomly from all talkas of Qasim abad.

The table of Yamane, taro should be kept for further reference:

Size of Population	Sample Size (n) for Precision (e) of:			
	±3%	±5%	±7%	±10%
500	a	222	145	83
600	a	240	152	86
700	a	255	158	88
800	a	267	163	89
900	a	277	166	90
1,000	a	286	169	91
2,000	714	333	185	95
3,000	811	353	191	97
4,000	870	364	194	98
5,000	909	370	196	98
6,000	938	375	197	98
7,000	959	378	198	99
8,000	976	381	199	99
9,000	989	383	200	99
10,000	1,000	385	200	99
15,000	1,034	390	201	99
20,000	1,053	392	204	100
25,000	1,064	394	204	100
50,000	1,087	397	204	100
100,000	1,099	398	204	100
>100,000	1,111	400	204	100

a = Assumption of normal population is poor (Yamane, 1967). The entire population should be sampled.

Yamane, Taro. 1967. Statistics, An Introductory Analysis, 2nd Ed., New York: Harper and Row

Table#3.2 Sample of Study

Description Of The Sample

	Secondary Schools		Teachers Male	Teachers Female	Students Boys	Students Girls
	Boys	Girls				
Hyd City	2	2	2	2	50	50
Hyd Rural	2	2	2	2	50	50
Qasimabad	2	2	2	2	50	50
Latifabad	2	2	2	2	50	50
Total	8	8	8	8	200	200
Grand Total	16		16		400	

Research Instruments

The research employed two different types of instruments. A self-administrated structured questionnaire was used to solicited information from teachers because this target group is literate. And students performance test was designed for students of grade eight because the researcher wanted to know about the knowledge of social study subject of eight grade students.

The Questionnaire

There are two parts in the questionnaire. Part I and II. Part I gathered demographic information of teachers such as name, age, length of service, grade of teachers, designation, name of the school working, and class taught was provided in the questionnaire. Part II consists of variables regarding teachers attitude. It was assumed that with the help of this questionnaire the researcher will be able to find out the teachers attitude. Before designing this questionnaire through review of literature following variables of teachers attitude were identified; motivation, friendly nature, subject knowledge, personality, power of voice and teaching strategies. Five questions were designed of each variable in the questionnaire. Block and Young, 1996. To determine these variables the questionnaire was designed and in this questionnaire the respondents were expected to pick out any one of the following responses; strongly agree, agree, un-decided, strongly disagree, and disagree. These answers used to measure respondents attitudes in general (Yuker, Block and Young, 1996)

Students Performance Test

The students performance test was developed for students to test their knowledge about the subject of social study. The students were asked about their General information in the start of test such as age, grade, school name and then total 25 questions were asked from the students from the subject of social study to test the students knowledge about the subject.

Reliability and Validity of Data

The next step was to test the reliability and validity of the tools, i.e; Questionnaire and Students Performance Test.

Questionnaire: In order to validate the items present in the questionnaire the panels of experts were called for resolving this issue, to refine the items, format and in language in order to make the questionnaire and simple and understandable. In the light of feedback received from the experts the tools were finalized. The questionnaire of teachers was administered on 16 teachers from 16 different secondary schools of district Hyderabad.

Students Performance test:

The researcher personally visited and administered the test and relevant requirements and suggestions were given to the researcher for the better improvement of the test designed for students, so that researcher can feel freely for the improvement of the student's performance test. Student's performance test was administered on 160 students from 16 different secondary schools of district Hyderabad.

Table 3.1: Reliability Of Teachers Attitude viewed through Questionnaire of teacher Attitude scale:

No. of Items	Crowmbach's Alpha
16	.732

Pilot Study

During the first week of August 2019, the researcher wrote a letter to provisional Educational officer seeking permission to carry out a study in selected schools. The letter introduced the researcher and topic of the study. Permission was given on the same day the letter was delivered to the researcher. During the third week of August a pilot study was carried out at GBHS Hyderabad. The school was chosen because it had similar characteristics with other secondary schools in District Hyderabad. Furthermore it is co-education school hence it conveniently supplied both male and female students samples at one site. Ten female and ten male students from grade eight

were chosen as well as five male and female teachers were sampled in order to determine the effectiveness of the research instruments. The purpose of the study was explained and instructions were also given. The procedures employed in the pilot study were used in the final study as well. The major instruments used in the pilot study were a questionnaire designed for teachers and students performance test for students of class eight from the subject of social study. The observations on the research instruments were as follows, The questionnaire was quite elaborate, some questions in the questionnaire seemed to have been misunderstood by some respondents as such as rephrased them in order to make them clear. These two instruments were finally used for the final study in the modified form.

Data Collection Procedure

Researcher herself went to different schools to collect the data from the subject. Before starting the test the researcher explained all about the test and then each test averaged about twenty to twenty five minutes. Teachers were allowed to answer the questionnaire at their own classes and these were collected after forty to forty five minutes after given time.

Data Analysis

Descriptive statistics such as numerical summaries using frequency distribution, percentages and graphic representations in the form of tables were employed to analyze the data. Statistics consisting of figures and corresponding percentages were obtained using statistical package for social sciences (SPSS). Non-structured questions were analyzed through categorization and coding of themes. Data was summarized using descriptive statistics such as percentages and frequency distributions. The views of subject were presented in the form of tables using percentages, bar charts, pie- charts, and histograms on a wide range of variables used in investigating effects of teachers attitudes on the academic performance of students in Government secondary schools of district of Hyderabad.

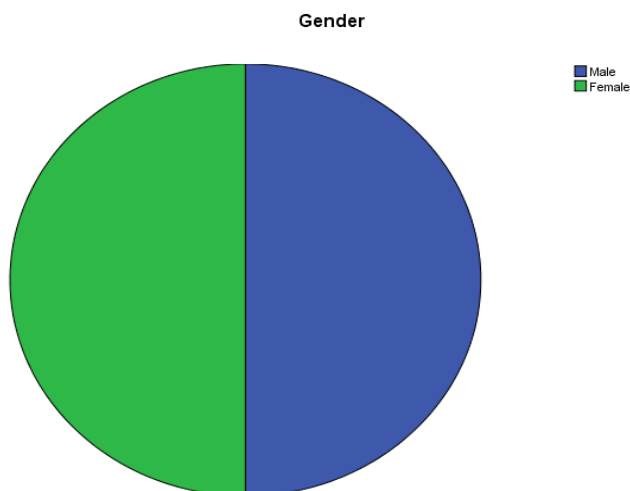
Analysis of Teacher Attitude scale:

Following demographic indicators are available in teachers attitude scale, here we discuss and analyze each one separately:

Indicator 1: Gender:

Here is the distribution of gender in teacher attitude scale, which is designed for teacher of government secondary schools of Hyderabad District. Almost 16 teachers were selected from 16 different schools of District Hyderabad, Cumulative frequencies and the distribution of gender i.e; 1(male) and 2. (Female) using the statistical package of social sciences (SPSS) is as follows;

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	8	50.0	50.0	50.0
	Female	8	50.0	50.0	100.0
	Total	16	100.0	100.0	

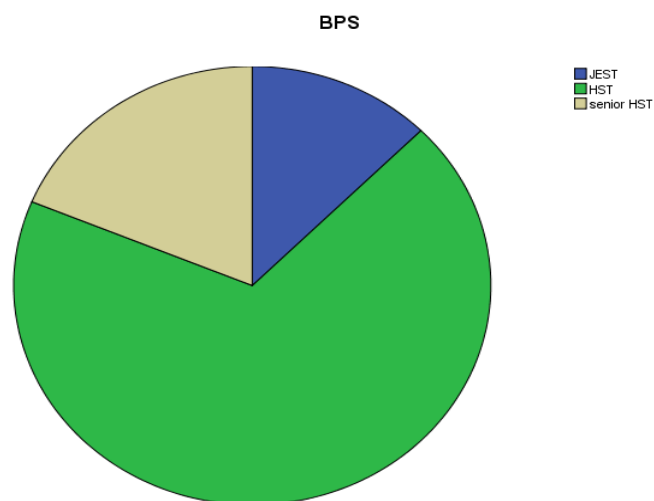


Indicator 2: BPS:

The second indicator is BPS, the scale of teachers teaching in the targeted schools, and here is the result of frequencies distribution and pie chart using the statistical package of social sciences (SPSS),

BPS

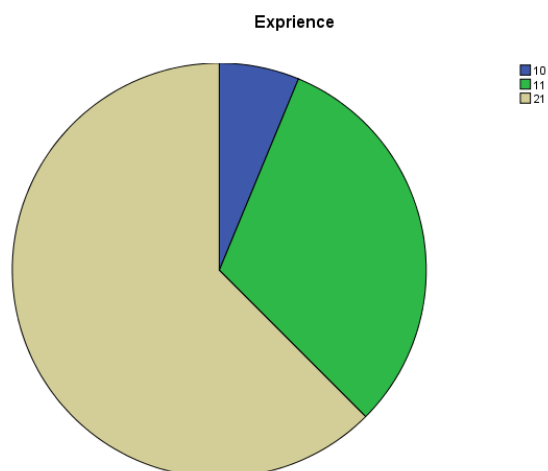
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	JEST	2	12.5	12.5	12.5
	HST	11	68.8	68.8	81.2
	senior HST	3	18.8	18.8	100.0
	Total	16	100.0	100.0	



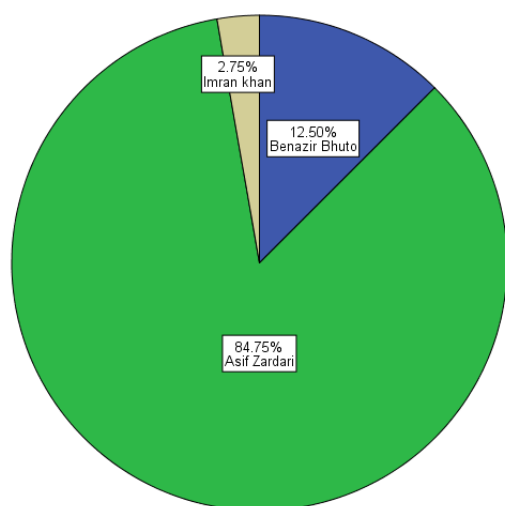
Indicator 3: Experience: the third demographic indicator used in teacher attitude scale is their experience, from how long the teachers are working in the same school, and here is the result of frequencies distribution and pie chart using the statistical package of social science (SPSS);

Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10	1	6.2	6.2	6.2
	11	5	31.2	31.2	37.5
	21	10	62.5	62.5	100.0
	Total	16	100.0	100.0	



Presentation of Results



Discussion of Results

Summary, Conclusion and recommendation

This chapter discusses the findings of the study. This study is designed to determine whether or not the teachers attitude affects the students academic performance and the summary, conclusion

and recommendation of the study based on the findings and discussions on the questions of teachers attitude towards the students academic performance in the government secondary schools of district Hyderabad. This chapter is divided into two parts; the first part discusses the views collected through questionnaire from teachers side and second part discusses about the students academic performance which were analyzed by taking the students performance test from the subject of social study of grade eight.

Effects of Teachers Attitude Towards Students' Academic Performance:

It should be remembered that the first two objectives of the study were designed to find out the teachers attitude towards students academic performance, so for this purpose a questionnaire was designed to collect the views of teachers attitude towards their students academic performance. These findings were correlate with the study of Horn (1999) who found that if teachers have unfavorable or negative attitude towards their students then their students will not respond accordingly. He further discusses about the teachers negative behavior towards their students that if teachers will pass poor comments to some students for their poor work so the students will take them very sensitively and such type of students always have lack of academic performance and always feel themselves backwards from those students who are very dear and near to their teachers. Vygotsky and Berliner et Ee. (2002) stated that learners learn more when they interact and cooperate with their teachers. Such type of students will always face difficulties in their learning process when they feel any difficulty in their work they feel shy to talk to their teachers, that is why such students will not behave accordingly to their teacher's guidance. These findings are also consistent with those of the Report on the Task Force on the New York State Drop out Problem (2012). Students' academic performance can be enhanced when they get positive and encouraging feedback from their teachers. According to Nacino- Brown (2002) teachers should try to give their students the right kind of atmosphere in their presence. Majasan (1996) stated that a teacher must have right kind of attitude towards their students which would enable their student a learning experience and a good atmosphere. In ministry of Education Guidance teacher's manuals (2004) which stated that students who find problems in progressing in school need to be assisted to overcome in their performance through their teacher's behavior.

Teachers' Attitude and Students Self-Confidence:

The study found that those teachers have negative attitude towards their students, have destroying their self-confidence and this could be affected for their academic performance. Self-confidence leads to enhanced academic performance. Ones destroyed the academic performance would be affected. This is the observation of Burns (1997) and Martin (1999) who advance the teachers' behavior would definitely affect the student's academic performance. Nacino-Brown (1992) stated that teachers who lack their positive behavior towards their students, such students definitely affected by the teachers attitude and will result in negativity. If the teachers face their students in a confident way, then their students will definitely show the result in the confidence but if the teacher always behave in the negative way and degrade their students so the students of such teachers will never show the confidence in their work and always behave like lazy and backward students. (Kelly, 1999). This chapter fully describes the attitude of teachers towards their students' academic performance. This chapter also contributed to the result of teacher's attitude towards the student's academic performance and the major cause is from teachers' side if the teachers do not give the proper attention towards the students, then their students will not give the satisfactory result in the exams and also in the class behavior. Teachers' attitude in this study was found to be negative and therefore did not promote proper learning towards their students through their negative attitude and result were in the form of negativity in thinking and also in the study of the students.

Summary

The study revealed that teachers attitudes were very essential for the growth of mental and physical level of the students if the teachers do not possess some special qualities to enhance their students in proper way, then their students will never show the positive result in the class performance test and also in the final examination. According to the findings of this study, the students whose teachers behave positively with them showed positive results in the performance test and those students whose students are always pressurized from their teachers degraded and always feel lack of knowledge from their teachers their performance test were not so satisfactory. The teacher's behavior also depends on the atmosphere that is provided by the heads of the school, if the classes are full of students and time management is not properly applied such teachers will not give the proper attention towards their students and always have negative attitude towards their students. Those teachers who have full command of their subject Social Study and were fully confident, have full knowledge about their subject such teachers gave the proper attention towards their students and result of those students in the performance test were very much satisfactory. A good number of students in many of the secondary schools showed the result according to their teacher's attitude so the teachers behavior was negatively affected on the student's academic performance in the government secondary schools of district Hyderabad.

Conclusion

The findings of this study showed that teachers attitude had good dealing with the academic performance of the students. Though they claimed that it was their responsibility to deal with the academic performance of the students, none of them showed that their behavior was not satisfactory result on the academic performance of their students. Though the concept of teachers attitude and their effect on the academic performance of students can be elusive, complex and an attempt was made to examine the teachers attitude towards their students' academic performance, according to that questionnaire all those teachers who give proper attention towards the academic performance of their students their students' performance test result was passed with the good numbers but those teachers who lacks these properties in their teaching and do not give proper attention through their attitude towards the students such type of students gave the negative result in the performance test of the subject Social Study. If this problem of teachers attitude does not get serious attention from education policy makers, school administrators, and class teachers then these students, when reached higher grade levels with un solved attitude from their teachers and will hinder their academic performance in the higher classes and their academic life will definitely be affected from some of these factors. Students who find no help in their academic performance cannot be expected to enjoy learning. Academic underachievement has far reached consequences for secondary school students such as rejection by others on any topic and rejection by themselves. The student's self-concept, as well as appropriate opportunities for the future, is also adversely affected. So, the poor academic performance of students will destroy their whole life. The students who constantly face academic failure cannot give satisfactory results. For this reason students who constantly experience a academic failure only because of their teachers attitude they will feel that they are not able for studying more and definitely they will leave the school and destroy their lives in the streets or in doing child labor, so for the sake of students positive success teachers attitude towards their academic performance is very much important in a positive way. In school, many students have discipline problems, if they feel they are constantly discouraging from their teachers attitude they definitely show the mis-behave or discipline problem in the class, school or in their homes. Education is the most important social service for all whose promotion is absolutely important for the development of the country Pakistan. It is also critical ingredient for the cutting down of poverty levels and lifting the majority of citizens to an acceptable standard for living in a

society. For this reason, every Pakistani citizen should be afforded a chance to be an educated and be a good educated Pakistani citizen.

Policy Recommendation:

In the light of the findings of the study, we recommend following.

- Attitudes are always very difficult to change, however with constant change to new methods in teaching; it may help to correct wrong perceptions teachers might have towards the students academic performance. Head teachers should come up with human resource development programmers that would allow teachers access training so as to keep up with current trends in teaching and learning.
- In view of the government policy of inclusive schooling, the government should manage some training for most of the secondary school teachers and also for the primary and higher schoolteachers for understanding the students academic performance and how to deal with the failure of the student's academic performance.
- The curriculum of teacher training colleges should include the full course about the academic performance of the students so the teachers can deeply understand how to deal with the students academic performance, how to improve their academic performance and how to make the students according to the need of the curriculum.
- The office of students improvement program should be set up in every secondary school, so that every teacher should come there and take the advantage according to the need of the students. All the resources should be there if any teacher wants any kind on material for the improvement in their students he/she can take advantage from that type of office.

Recommendations for Further Study:

- The present study recommends that in future, comparative research should be carried out on this phenomenon. It would be interesting to compare the effects of the teachers attitude on the academic performance of the students and also on the students academic performance haven't any effect from the teachers attitude.
- A study of factors that lead to the students academic performance and recommendations on how to overcome them would be beneficial for the academic performance of the students
- The Ministry of Education should carry out an investigation into why teachers have uncaring attitude towards the academic performance of the students. It is hoped that findings could be used to address the underlying causes of teachers attitude towards the academic performance of students in government secondary schools with a view to correcting them.

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