

Impact of Teachers' Attitudes on Economics Students' Academic Achievement in Haryana's Senior Secondary Schools

Abstract

The study looked at how students' academic performance in economics was affected by the opinions of their teachers. The research design used in this study was a descriptive survey. All of the pupils enrolled in public secondary schools in Haryana local government area made up the study population. Out of the 22 public secondary schools in the research area, five were selected for sampling. A self-administered questionnaire was utilized in the study to gather data from 210 students who were chosen through a straightforward random sample procedure. The findings were analyzed using descriptive statistics, specifically the mean and standard deviation. The results showed that student performance in economics is directly impacted by teachers' attitudes, conditions of employment, fringe benefit payments, promotions, and in-service training. Additionally, the results showed that positive attitudes from teachers had a favorable impact on students' academic performance and personality development, whereas negative attitudes have a negative impact on students' performance levels and personality development. According to the study, the government should promptly construct school infrastructure, guarantee the availability of qualified teachers, provide enough classrooms for pupils, provide teaching and learning resources, and promptly pay teachers' entitlements and promote them.

Keywords: Academic Performance, Attitude, Economics.

Introduction

The provision of education to the people of these countries is crucial for sustainable prosperity, peace, and stability both within and between them. Education is a fundamental human right. One of the most important tools for fostering creativity, opportunity, and personal development is education. Education is the process by which new generations acquire the knowledge, skills, attitudes, and understanding they need to build their character and get ready for society. It is an activity that helps younger generations get the knowledge, potential, attitude, and understanding they need to build their character and prepare for communal life, according to Karsli (2007), as mentioned in Uluga et al. (2011).

Teachers have a significant influence on what takes place in the classroom, and they are the ones who contend that in order to create more inclusive classrooms, teachers must differentiate or modify the curriculum to meet the needs of various student learners (Forlin, 2004 cited in Mugisha, 2018). On the other hand, teaching is the process by which a person develops skills (obtained during the educational phase) in proportion to their potential.

The instructor is the most important factor in education and teaching activities. According to the educational system, a teacher is a person who works in an educational institution and helps pupils achieve cognitive, sensory, and behavioral goals and gains (Karsli, 2007, Gundogdu & Silman, 2007 reference in Uluga et al, 2011).

Teachers' attitudes about teaching and learning have a significant impact on students' academic performance in an educational context. An individual's likes and dislikes for an item are indicated by their attitude, which is a hypothetical construct. It could be neutral, negative,

or good. Regarding a person or object, attitude is an approach, temperament, sensation, circumstance, etc.: propensity or course, especially of the mind. An attitude is a perspective (Shittu & Oanite, 2015).

The qualities and abilities necessary to be a successful teacher are also those that characterize a quality education. According to Ulug, Ozden, and Eryilmaz (2011), a good teacher possesses eight fundamental qualities: knowledge of the subject matter; decision-making skills; critical thinking and problem-solving abilities; self-awareness and self-correction; reflection; identification of students and their learning needs; application of new educational findings; and teaching and communication abilities.

An attitude is a mindset that shapes a person's thoughts and behavior. A person's attitude can either positively or negatively affect how well they perform. Poor performance, for instance, is the outcome of having a negative attitude toward one's work. In a similar vein, a teacher's mood may also influence how well they organize and prepare their classes. According to Shittu and Oanite (2015), a teacher's attitudes, whether intentional or not, have a significant impact on pupils' academic achievement.

Individual thought and behavior are the focus of attitude, which has significant effects on students, teachers, the immediate social group that individual learning is related to, and the educational system itself (Yara, 2009). Gorden, referenced in Azmat (2019), described an attitude as a neutral, mental state of preparedness that has been organized by experience and that has a directive or dynamic influence on how a person responds to all relevant objects and events.

Academic performance is a clear indication of how well students are learning and a reliable way to assess both the general growth of students and the quality of instruction and learning in higher education. One significant element influencing the accomplishment of higher education objectives is secondary school students' academic performance (Zhou & Siti, 2022). The teacher's attitude is the first of many aspects that affect a student's total performance, which is not only the consequence of their effort. According to Ulug, Ozden, and Eryilmaz (2011), a teacher's positive attitude has an impact on a student's motivation, attitude toward school and schoolwork, self-confidence, and ultimately, personality development.

Since information cannot be acquired without a guide, economics is a subject that is recognized and included in the curriculum. As a result, teachers are crucial to the art of teaching and transferring the necessary knowledge to students. Because of this, they must set an example of attitude that requires their pupils to mentor them both during and after school. In the official classroom, pupils view teachers as the sole source of knowledge and information, as well as an authoritative figure and role model. If teachers employ effective teaching strategies and have a positive outlook on their work, students will learn and receive training (Mucella, Melis, & Ahu 2011 referenced in Ismail, 2022).

Because some teachers have this negative attitude toward teaching, most teachers are not prepared before they teach because they do not demonstrate mastery of the material. Some

teachers go to work because it is their primary assignment, while others are not professionally trained and choose to teach as a last resort. As a result, they are unable to perform the art of teaching effectively for the benefit of the students and their own job satisfaction. Therefore, this study allowed for the unfavorable attitudes that teachers may have, which could have a negative impact on students' academic performance in economics in the majority of Haryana secondary schools, particularly in areas where experienced personnel may be almost nonexistent. Therefore, the purpose of this study was to determine how the attitudes of the teachers affected the economics academic performance of the senior secondary school students in the Haryana Government region.

Aim and Objectives of the Study,

This study examined the effect of teachers' attitudes on students' academic performance in economics in senior secondary schools in the Haryana Government area of . The specific objectives of the study are:

1. To identify the influence of teachers' attitudes towards the academic performance of senior secondary school economics students in Haryana.
2. To determine whether teachers mastering of the subject matter has any influence on student's academic performance in economics.
3. To examine factors that affect teachers' attitudes towards teaching economics.

Research Questions

The following research questions were raised in this research work:

4. How does a teacher's attitude influence students' academic performance in economics?
5. How does teachers' knowledge of the subject matter affect students' academic performance in economics?
6. How do teachers' conditions of service affect their attitudes toward teaching?

Literature Review

The most important factor in education and teaching activities is the teacher. A teacher, in the most general terms, is a person working in an educational institution who enables students to react to cognitive, sensory, and behavioral aims and gains within the range determined by the educational system (Gundogdu & Silman, 2007). The teacher has gone beyond just teaching in the class, giving lectures, taking exams, and giving grades; the teacher also takes on the roles of organizing, managing, counseling, observing, and evaluating.

An understanding by teachers of what will be involved in the learning and teaching of students is essential. Understanding, does not, however, go the whole way, it must be combined with helpful ways and constructive attitudes, which encourage but do not

patronize. These teacher attributes, it is believed, facilitate pupils' academic success. Ali (2009) observes in a study that, there was a statistically significant relationship between teacher characteristics and student academic achievement.

The attitudes of a teacher consciously or unconsciously, greatly affect students' academic performance (Shittu & Oanite, 2015). It has been established that teachers' attitudes highly influence students' interest in learning. Moreover, the personality traits of the teachers are more powerful and influential than the course content or instructional strategies used in the classroom. Additionally, teachers with negative attitudes may not be approachable to students as teachers who are positively motivated. Thus, students find it difficult to ask such a teacher question on the grey areas of the subject he/she teaches. Mugisha (2018).

An attitude is a mindset that is how a person thinks and acts. Or behavior is a response to thinking, which a teacher shows to her students at different times it can be positive as well as negative, effective or ineffective, voluntary or involuntary, and overt and covert for instance attitude or behavior influence student performance. Similarly, attitude and behavior could also affect how well a teacher plans and prepares for her lessons. The behavior and attitudes, consciously or unconsciously, greatly affect student's classroom performance (Azmat, 2019)

Moreover, teachers' personality traits are more influential and powerful than the course content or instructional strategies used in the classroom (Azmat, 2019). A good classroom strategy requires full interest and support from teachers and learners. If a teacher appears not interested or careful about a particular subject or student, he/she will be unable to foster a supportive learning environment.

Research evidence shows that teachers have an important influence on students' academic performance. They play a crucial role in educational attainment because the teacher is ultimately responsible for translating policy into action and principles based on practice during interaction with the students (Adediwura, & Tayo, 2007 cited in Ismail, 2022). If the teacher is ineffective, students under the teacher's tutelage will achieve inadequate progress academically. This is regardless of how similar or different the students are in terms of individual potential for academic achievement.

On teacher personality, Adu and Olatundun (2007) contend that teachers' characteristics are strong determinants of students' performance in secondary schools. In addition to that, teachers with negative attitudes may not be as approachable to students as teachers who are positively motivated. So, students find it difficult to ask such a teacher question on the grey areas of the subject he/she teaches. This implies that teachers' attitude toward their students and teaching, in general, is very important for students' success.

This is consistent with the research study conducted by Sylod (2016), who believes that in teaching, the attitudes of the teachers play an important role in students' academic performance. A positive attitude from the teacher affects students' motivation, attitudes towards school and school work, the student's self-confidence, and as a result personality development. Teachers are crucial in determining what happens in the classroom and they

are those who would argue that the development of more inclusive classrooms requires teachers to cater to different student learning needs through modification or differentiation of the curriculum (Forlin cited in Mugisha, 2018)

The attitude of a positive and encouraging teacher impacts positively on the student's attitude and behavior (Lee, 2019). In contrast, when a teacher has a discouraging attitude, it will more likely demotivate the students to learn (Li, 2022). Similarly, teaching approaches also significantly impact the attitude and behavior of a person (Beausaert et al., 2013)

It had been established by scholars such as Shittu and Oanite (2015) that teachers' attitudes highly influence students' interest in learning. The student's performance is not completely the result of their work; performance is affected by many factors and the first one is the attitude of the teacher. A positive attitude from the teacher affects the student's motivation, attitude towards school and school work, the student's self-confidence, and as a result personality development (Ulug et al, 2011).

In Haryana State, students' academic performance in economics is below expectations as evidenced in both internal and external examinations (WAEC Examiners Report, 2021). Students were usually prepared for both terminal and external examinations from time to time, unfortunately, teachers' inability to cover the required syllabus on the parts of the teachers contribute to students' failure. For instance, out of 100 percent of all students that sat for the Examination in Economics in (May/June 2021) it was recorded that only approximately 32.28 percent of students passed while a total approximate percentage of 67.72 percent of failure were recorded, all this poor performance is anchored on teachers' attitude whether positive or negative performance is affected.

It is striking that this important subject (economics) which purported to be an eye-opener for student to be familiar with happenings within the economic system and acquire fundamental entrepreneurial skill which Haryana government craving for as a field that will speedily ensure.

Economic development by means of quelling the menace of unemployment and crime rate due to idleness has turnout to be the very subject student are performing poorly which is due to the attitude some teachers possess when it comes to teaching and learning process of economics which encompasses variables like not tolerating individual differences in student, non-challan attitude towards the use of instructional material and methods appropriate for impacting knowledge, unwillingness to ensure proper classroom management, inability to show a genuine interest in teaching and enthusiasm for learning, personal appearance, Skills in adapting to change, accepting responsibility for actions both inside and outside the classroom and the desire to take a cooperative approach towards parents and school personnel constitute those attitudes which if negatively or positively exhibited can have effect on students' performance.

It is against this background that this study is being undertaken to find out the effect of teachers' attitudes on students' academic performance in secondary schools in Haryana State.

Methodology

Awotunde and Ogunduluwa (2004) define research design as a plan that guides the researcher in structuring the collection, analysis, and interpretation of data. The research is inquisitive in nature and it employed the survey method of data collection from the targeted population. The primary source of data is the questionnaire.

The population comprises of students from 22 public secondary schools and teachers. The population of students is 1580 and 342 teachers, The data were randomly selected from this population. From the sample, five (5) secondary schools were randomly selected, and the sample size of 210 students were chosen using Yamane's (1964) statistical formula was employed for sample size determination making the total number of respondents to be 280.

The instrument for data collection that guided the study was a structured questionnaire titled "Effect of Teachers Attitude on Students' Academic Performance in Secondary Schools Questionnaire" (ETASAPSSQ). The questionnaire consisted of 15 items. A four-point rating scale was used; it contains a list of statements to which the students respond to. The questionnaires were designed by the researcher to get information from the respondents. The response options to the items were a four-point rating scale: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

To ascertain the validity of the instrument, the questionnaire was submitted to two experts, one in test and measurement in the Department of Educational Foundation and one in the Economics education unit of social science education, all in the University of Central University of Haryana for screening and corrections. This was done to ensure that the items measured what they were designed to measure. The decision rule was to reject an item whose mean fell below 2.5 since it used a 4- point rating scale. The reliability of the instrument was tested through the result of the pilot study conducted and using Cronbach's alpha reliability coefficient is 0.71. Thus, the data collected were subjected to descriptive statistical analysis. Mean and standard deviation was used to answer the research questions which was found suitable by the researchers because of its simplicity. SPSS version 25.0 was used for the analysis.

Results and Discussion

Research Question 1: How much do Haryana State students' academic success in economics depend on the views of their teachers?

Table 1: Summary of Result of Teacher's Attitude and Student's Performance in Economics

S/No	Items	Mean	Std	Decision
1.	Our teacher comes to the class regularly	3.17	0.72	Agreed And punctually.

2. Our teachers always frown at you when question wrongly	2.79	0.95	Agreed	You answer a
3. Economics teachers abuse us on slight issues	2.51	1.03	Agreed	
4. Our teacher teach us the method we like	2.96	0.90	Agreed	
5. Economics teachers are always ready to teach	3.31	0.63	Agreed	

Us the subject

The mean scores and standard deviation of the items created to address research question 1 were displayed in Table 1. As can be seen from the results, the respondents' mean ratings were 3.17, 2.79, 2.51, 2.96, and 3.31, respectively, with the corresponding standard deviations being 0.72, 0.95, 1.03, 0.90, and 0.63 percent. All of the mean evaluations were higher than the 2.50 cut-off, suggesting that the sampled respondents are aware of the relationship between students' economics performance and the views of their teachers. This suggests that every item is a gauge of how instructors' attitudes affect their students' economics performance.

Second research question: Does a student's academic success in economics depend on their professors' subject-matter expertise?

Table 2: Summary of Result Showing Teachers' Knowledge of the Subject Matter Determines Students' Academic Performance in Economics as a Subject.

S/No	Items	Mean	Std	Decision
6.	Teachers who teach with plenty of examples matter are better	3.39	0.67	Agreed of the subject
7.	Majority of our economics teachers don't teach the subject	2.92	0.82	Agreed know how to
8.	It's ideal to treat several examples of math-statistical, and graphical aspects of economics for better understanding	3.24	0.83	Agreed ematical,
9.	There are no adequate materials for economics	2.88	0.90	Agreed like other subjects.
10.	Changing instructional strategy for students to well in class is better	3.17	0.80	Agreed follow up

The results of the items created to address research question 2 were displayed in Table 2 together with their mean scores and standard deviation. As can be seen from the results, the respondents' mean ratings were 3.39, 2.92, 3.24, 2.89, and 3.17, respectively, with the corresponding standard deviations being 0.67, 0.82, 0.83, 0.90, and 0.80 each. All of the mean scores were higher than the 2.50 cut-off, suggesting that the sample of respondents believes that students' academic success in economics is influenced by their professors' subject-matter expertise. This suggests that all of the criteria are indicators of how well students succeed academically in economics as a topic, which is determined by the teachers' subject-matter expertise.

Third research question: How much do teachers' terms of employment affect their perspectives on teaching?

Table 3: Summary of Results Showing Teachers' Condition of Service Influences Teacher's Attitude towards Teaching

S/No	Items	Mean	Std	Decision
11.	Our teachers always change cars every Year	1.75	0.86	Disagreed
12.	Teachers in my school always go on strike due to poor pay	2.42	1.44	Disagreed
13.	Economics teachers always motivate a good student with money	2.13	1.00	Disagreed
14.	Teachers leave in the staff quarters	2.50	0.92	Agreed
15.	Every teacher in my school is assigned to an office	2.19	0.85	Disagreed

The results of the items created to address research question 3 were displayed in Table 3 together with their mean scores and standard deviation. The results show that the respondents' mean ratings were 1.75, 2.43, 2.13, 2.50, and 2.19, respectively, with the associated standard deviations being 0.86, 1.44, 1.00, 0.92, and 0.85 according to the results. Only item 24 exceeded the mean rating, while items 21, 22, 23, and 25 had mean ratings below the 2.50 cut-off threshold. With the exception of item 24, which has a mean of 2.50, which is greater than the criterion mean, it was found that not all of the items measure how teachers'

conditions of service affect their attitude toward teaching (work). This suggests that the respondent believes that a teacher's attitude toward teaching (work) is influenced by their condition of service.

Discussion of Findings

Based on the study's results, the analysis of research question one, which looked at how teachers' attitudes affected their students' academic performance in economics, showed that the average mean of 2.948 was higher than the criterion mean of 2.5. This suggests that teachers' attitudes have a bigger impact on students' academic performance. This is in line with Temitope and Eweton (2015), who found that students' performance in English and mathematics is significantly impacted by the teaching experience of their teachers. Eric and Mark (1998) also studied the impact of teacher quality on students' performance in economics. Among other things, the results indicate a substantial correlation between student achievement and the quality of teachers. It is crucial to remember that students' performance is impacted by teachers' experiences, which are reflected in their attitudes.

The average mean of items that respondents agreed with was 3.12, which is higher than the criterion mean of 2.5, according to the results of the analysis of research question two, which aimed to assess whether teachers' subject-matter expertise influences students' academic performance in Economics. Based on the preceding conclusion, it can be said that students' performance in Economics is influenced by the professors' subject-matter expertise. This is in line with Bello (1980) in ELT (2001), which is quoted in Abubakar (2014), who states that in order to gain the respect of their pupils, teachers today need to be well-versed in the material. Economics professors who wish to be up to date in their field should never stop learning because the boundaries of knowledge are constantly expanding and students' proficiency is generally increasing as well.

results from the examination of study question three, which looked at whether or not teachers' attitudes about teaching (work) are influenced by their condition of service. The results indicated that, on average, 2.12 respondents disagreed with the research question, while 2.50 respondents agreed. This suggests that the enumeration is so poor, that teachers' demands are not met, that their salaries are not paid on time in some schools, and that teachers do not even have offices. According to Adesulu, Abayomi, Ekwenuya, Youdeowei, Iruoma, and Enwere (2015), the situation of Nigerian educators is appalling since a large number of them have perished from malnutrition, illnesses, and dissatisfaction. Many of them have become penniless and beggars as a result of the system, and the younger generation fears the prospect of becoming teachers in the future. In order to compete with their counterparts in other industries, Adesulu et al. urge employers to think about raising teacher pay and other benefits.

Conclusion

Teachers of economics are urged to continue their education in order to gain more expertise and understanding in their field of study. Teachers of economics should have a strong sense of commitment to their roles as professionals, which will show in how they approach class

activities. Economics teachers should be encouraged to attend seminars and workshops in order to cultivate good attitudes that will impact their interactions with students in the classroom and help them learn how to manipulate various teaching tactics to improve student learning. In order to help their pupils learn more effectively and teach with fluency, economics teachers should be well knowledgeable about their subject.

Recommendations:

The following recommendations were made.

1. Economic teachers should be encouraged to pursue both short-term and long-term training in order to improve the caliber of their instruction in senior secondary schools. This is due to the fact that doing so would allow their knowledge and experience to be significantly improved or increased, which will benefit both educators and learners.
2. To teach in all senior secondary schools in the study region and the nation as a whole, the government should make sure that enough committed and skilled teachers are hired.
3. Because every student is different, teachers should be encouraged to employ a variety of teaching methods when teaching economics.
4. The government could encourage teachers by paying their salaries on time and giving them promotions.

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