

Role of the Teacher's in Academic Performance of Students

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ABSTRACT

This study was conducted to examine the contribution of teachers to the ongoing academic progress of students. As no suitable measures were available, so scale was constructed to measure the role of the teacher in academic performance. An item analysis was done to select the statistically sounds items. Factor analysis was done to determine the factorial structure of these scales. 121 students (both boys and girls) from different schools (government and semi government) constituted the sample. The results showed that the role of the teacher was positively correlated to actual academic performance (obtain from school records). Vis a visa boys, girls obtained higher scores on both scales and perceived role of the teacher in positive manner. No significant school differences were found.

Keywords: *Teacher, Academic Performance, Students*

School hold a central place in the “development agenda” set forth for children and adolescents throughout the world (Rogoff, 1990; Sameroff, 1987). Children’s experience in school have the capacity to promote developmental competencies associated with learning and achievement motivation, emotional functioning, and social relationship, and in some instances can potentiate difficulties in these aspects of functioning . Schools as a central context of development, can shape both academic and mental health outcomes in children. Schools play a crucial and formative role in the cognitive, emotional, social and moral development of children. The role of the school in the emergence of learning, academic and emotional problem has been ignored .In recent years; there is growing recognition that schools have a significant role in producing such problems. However, it is equally true that “*school can act as safety nets. Protecting children from hazards which affect their learning, development and psychological well-being....school are crucial in building or undermining self esteem and a sense of competence*” (Kapur,1997, p.17).

India has one of the largest networks of schools in the world. During the last five decades the system has grown manifold in size both in terms of institutions and enrolment. Traditionally,

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school education acquired immense importance in the post-Independence period and with the consequent expansion of the system, the role of the school teacher also underwent a significant transformation.

We live in an examination conscious age where children are often categorized on the basis of their academic performance. While seeking admission to highly competitive professional courses; the factor considered is good academic performance. Hence, children perceive examinations and results to be an indicator of their personal worth. Success in examination is seen as a passport to a successful life and failure is viewed as a catastrophe. We educate students with one objective in mind: their success. Success in school is considered the key to success in life. School is the second institution after family where child gets its socialization. It is dias for the cognitive, social, cultural and emotional development of children. Schools have both negative and positive aspects. Schools provide the environment where students interact with each other, learn different social skills, but they also face many problem of adjustment, pertaining to studies, relationships with the peer group and teacher and the social environment, teacher and school as a whole. The acquisition of particular grades in examination indicate students ability, mastery of the content, skills in applying learned knowledge to particular situations. A student's success is generally evaluated on the basis examination performance. Success on examination is a crucial indicator that a student has benefited from the course of studies. The presence or absence of adequate physical and curriculam resources in school is a scientific issue at this time (Specce & Keough 1996). Several broad generalizations can be made regarding research on school effects. First, proximal contextual processes are as important as distal school resources in assessing school influences on children (Rutter,1980) second, school effects operate at different levels: at the interpersonal, classroom, school, and district levels (Zalatimo & Sleeman 1975).Third, school contexts change or "develop" as children move through different type of school (Eccles & Midgey, 1989; Simmons & Blyth 1987) fourth, children's perception of the classroom or the school environment are stronger predictors of their adjustment than are more "objective" indicators of the environment such as observers ratings(Eccles 1983; Maehr 1991;Ryan & Grolnick 1986; Weinstein 1989)and fifth, school effects on achievement and other achievement related behavior are mediated through children's perception of the environment as well as their motivational factors or beliefs (e.g.; confidence) goals (for example, to master material) and emotion (e.g.; interest; Eccles et al 1990).

School functioning is a central aspect of children's developmental competencies or maladjustment and the ecology of schooling is a central context of children's development that both promotes and directs attentional, cognitive and emotional energies. Academic underachievement is another aspect academic performance. Academic underachievement can be defined as "a failure to achieve in most school tasks despite adequate intellectual capacity, a supportive and encouraging social environment and apparent effort". In simple language academic underachievement is a disparity between capacity and performance in which students receive lower grades than they are intellectually capable of earning. Due to

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underachievement they face serious problems, as academic achievement is assumed to be related to life success.

The present study is an attempt to investigate the role of the teacher in academic performance of students. The focus will be describing the key variable included in the study, i.e.; role of the teacher and their impact on academic performance.

Academic performance includes three processes: the ability to study and remember facts, being able to study effectively and see how facts fit together and form larger patterns of knowledge and being able to think for oneself in relation to facts and thirdly being able to communicate knowledge verbally or on paper. Thus Journal of Education (1981) posited that performance might be seen as an index of the candidates' ability and motivation. Defining academic performance as excellence, Tuckman (1975) stated that, performance is used to label the observable manifestation of knowledge, skills, concepts, understanding and ideas. Performance is application of a learning product that at the end of the process provide mastery. The acquisition of particular grades on examinations indicate the student's ability, mastery of content and skills in applying learned knowledge to particular situations. A student's success generally judged by examination performance. Success in examination is a crucial indicator that a student has benefited from a course of study (Wiseman 1961). Researchers believe that authentic academic performance should involve on examination of the total person, in the other words; the examination should cover the individual's ability and skills in applying practical knowledge.

The present study aim to examine the role of the teacher in academic performance. Academic demands and complexity of school structure make the task of academic success for adolescents more difficult. Epstein (1987) and Henderson (1988) report that schools that favor parental involvement out perform schools with little parental involvement (Pena, 2000). The main variable in this study is role of teacher in academic performance of students. Teachers define quality teachers as those who use learner-centered education well, are well prepared, use learning materials, and communicate with parents about student progress. Students highlight positive characteristics of teachers such as kindness and they prefer teachers who emphasize students' active involvement and participation in group activities. The positive characteristics of good teachers are as follows: teachers who are patient, tolerant, friendly, understanding, and observant. In addition, good teacher are able to create a stimulating learning environment where children are motivated to participate actively and are encouraged to think beyond their own context. Quality teaching relates to teachers' understanding of the local context. The teachers, who come from the community and live in the school, serve as role models to the students. On the basis of the above mentioned studies, the following hypotheses are being proposed:

This study was undertaken to fulfill the following objectives:

1. *To examine the role of the teacher in academic performance.*
2. *To examine the gender differences (male vs. female) in the perception of role of the teacher in academic performance.*

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3. *To examine school differences (govt. vs. semi govt.) in the perception of role of the teacher in academic performance.*
4. *To examine student's perception of their own academic performance.*

METHOD

Sample

The participants of the present study were students of class XIth in Allahabad, U.P. The sample size was 120 in which girls and boys from government and semi government schools were selected. Random sampling procedures were used.

Setting

Four schools were selected to meet the purpose of the present study. Thus four schools were included in the sample. These schools were as following:

1. Government Girls Inter College (G.G.I.C)
2. Dwaraka Prasad Girls Inter College (D.P Girls)
3. Government Inter College (G.I.C)
4. Kali Prasad Intermediate College (K.P.I.C)

The first two schools were semi government and other two were government schools. Thirty students were randomly selected from each school. These schools were located in the Allahabad.

Measures

In this present study Role of the teacher has been taken as important variables to understand their contribution to academic performance and its factor.

1. Role of the teacher scale: To understand how students view their teacher and their role in academic performance, this scale was developed .This scale consisted of 30 items and was specifically constructed for this study. Both positive and negative items are included in this scale. Cronbach alpha was found to be .7533.

2. Perceived ability and examination performance

This was measured by two items in which students were asked to rate their own ability and performance in examination vis-à-vis their peer group. For this purpose a five point scale was provided .The scale points were :much less than others (1) less than others (2),similar to other(3),more than others(4),much more than others(5)

3. Academic Records

Information regarding marks of the students included in the sample was obtained from the academic records of the school. The following details were sought: total marks and percentage and marks and percentage in maths in the previous year final examinations.

Procedure

First of all, the permission from the principal of the selected schools was taken and they were assured that all information will be kept confidential. The students of science stream were selected in a random manner. Teacher also helped in identifying the sample. The sample was randomly selected from the school registers. The total number of students in class XIth

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(including all sections of the science stream was determined. the figure thus obtained (nth) was the basis for selecting every nth student for the sample. For example, if the total number of students were 120 then every 4 th student was included in the sample. Keeping ethical consideration in the mind, prospective respondents were given adequate information about the nature of the task and their consent was sought for participation in the study.

Analysis

The present study is a survey research in which data collected were quantitatively analyzed. Quantitative data were entered in SPSS software .Variable view was developed for coding the Quantitative data.

RESULTS

Table No. 1 School wise Mean comparison of scores on the role of the teacher scale and its dimension.

Variables	K.P	D.P	G.I.C	G.G.I.C	F
Role of the teacher	100.97	114.39	111.07	112.59	8.04***
Teaching style	23.32	27.52	27.7	27.39	12.95**
Teacher motivation	25.39	28.06	28.27	26.80	4.54**
Teacher encouragement	20.16	22.43	21.46	23.28	4.85**
Classroom management	18.06	20.48	19.16	20.08	4.12**
Teacher student interaction	14.03	15.88	15.07	14.47	3.64**

Note ***p<.001, **p<.01, *p<.05

This table shows significant difference between schools on role of the teacher scale. There was a significant differences found across the 4 schools.

Table No.2 Gender wise Mean scores on the role of the teacher and its dimension.

Variable	Gender				t
	Boys		Girls		
	Mean	SD	Mean	SD	
Role Of The Teacher	105.97	13.13	113.48	11.22	3.41***
Teaching styles	25.47	4.21	27.45	2.8041	3.03**
Teacher's motivation	26.80	3.75	27.45	3.45	.963ns
Teacher encouragement	20.80	3.52	22.84	3.17	3.35***
Classroom management	18.61	3.17	20.28	2.67	3.15**
Teacher-student interaction	14.24	2.30	15.47	2.34	3.41**

Note ***p<.001, **p<.01, *p<.05

Following this gender differences were examined and are given in this table no.2 Specifically this result indicates that girls scores higher on the teaching styles dimensions of the role of

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the teacher scale. There was a significant difference found on role of the teacher scale. On the whole, girls revealed higher on this scale than boys, and differences were also significant. On the whole minor differences were observed in case or dimension of teacher's motivation.

Tables No.3 School wise Mean and SD of role of the teacher's scale and its dimensions

variable	Gender				t
	Government		Semi government		
	Mean	SD	Mean	SD	
Role Of The Teacher	111.83	11.87	107.57	13.50	1.85ns
Teaching Styles	27.54	2.97	25.39	4.05	3.32***
Teacher's Motivation	27.53	3.78	26.70	3.38	1.26ns
Teacher Encouragement	22.35	3.45	21.37	3.50	1.75ns
Classroom Management	19.82	2.86	19.25	3.20	.668ns
Teacher-Student Interaction	14.77	2.58	14.94	2.201	.401ns

Note ***p<.001, **p<.01, *p<.05

There was no significant difference found on the role of the teacher scale but teaching styles significantly show differences in schools.

Table No.4 Correlation between Role of the Teacher and Academic Performance.

Variable	Marks Of High School	Marks Of High School In Math's	Marks Of Half Yearly	Marks Of Half Yearly Math's
Role Of The Teacher	.050	.158	.251**	.127
Teaching Styles	.091	.209	.281**	.172
Teacher's Motivation	-.029	.021	.259**	.060
Teacher Encouragement	.146	.199*	.170	.136
Classroom Management	-.059	.056	.115	.92
Teacher-Student Interaction	0.022	0.123	.119	.003

Note ***p<.001, **p<.01, *p<.05

Table shows that correlation between academic performance and role of the teacher scale. For academic performance of students correlation between their marks of high schools in maths, and Marks of half yearly was found to be significant.

DISCUSSION

In the present study, it was clear that there are some dimensions, which contribute to academic performance in school. These include school and the teacher. This influence facilitates certain behaviour and adjustment endeavors in the students, which can lead to academic success or failure. The objective of this study was to examine the relationship between the different factors affect the students performance. It may be also provide a base for further researches regarding studies performance.

The findings of the present study and researches done will form the basis for discussion. This discussion will focus on the principal findings and attempt to explicate the objectives of the study. Main finding of the present study listed that: first finding is that role of the teacher was positively correlated to actual academic performance (obtained from school records). Positive correlations were found between academic performance and role of teacher scale and its dimension. There are found to be significant gender differences in the perception of the teacher role. Vis-à-vis boys, girls obtained higher scores on both scales and perceived role of the teacher in a positive manner. Next finding is that no significant school differences were found. One hypothesis of the present study is not proved that students of different school will show significant differences in their scores and role of teacher scale.

The findings of the study shows that contrary to popular opinion and research, not all students have academic problems.

Studies have shown that school attitudes and family relocation seems to be important determinants of academic achievement (Dhaliwali, A.S and srivastava A.K.1967) so it was appropriate at the point to examine the role of the teacher and parental influence in academic performance.

In the case of role of the teacher scale the difference was found to be significant across the schools. Across the schools, student's perception of the teacher was found to be moderate. This indicates girl's students of DP & GGIC had moderate scores on roll of the teacher as compared to boys' student. Scores of DP Girls College are highest on class room management teacher encouragement and teacher student interaction which suggest that they perceived their teacher as been friendly and offering guidance and support and acceptance.

Overall three dimensional roles of the teacher and parental influence showed significant difference across the school. Along with the other factors may also contribute to these findings. Following the differences found across the schools gender wise analysis was done. It was clear that girl student score higher on the role of the teacher scale as compared to boys and this is contributing in their academic performance. It is also evident by the dimension role of the teacher. This result indicates that girl's respondent scores higher on the teaching style, teacher encouragement, classroom management, teacher student interaction. There was significant difference among gender. Girls perceived their teacher as a role model rather than

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boys. There could be number of reason for the above mention findings. Although notion prevailed that girls are more studious and serious in studies.

Table 1. shows that school wide analysis that mean comparison of scores its dimension and result showed that there was no significant differences among the school; (Semi government and government school). These were no school wise difference revealed. Student of government school semi government tended to perceive their parent almost equally and above average.

School wise analysis on the role of the teacher and its dimension (Table 2) found to be non-significant differences, but it specifically considered dimension then result showed that government and semi government, showed significant differences on the teaching styles dimension. Students of Government College they scored greater teaching styles as compare to semi government school. For decades, researches have found that the public school students receive higher grades in college than do private school. Students (Lathsop & Kieffer, 1959; McArthur, 1954, Seltzer, 1948; Shuey, 1980) students of public school they perceived their teacher greater positively as compared to semi government school and therefore students of Government College perceived teaching styles positively.

Academic achievement is a product of various factors family and school backgrounds and the development of personality. Many researches reported that, type of schools (Wagnor & Khan, 1992, Panda, et.al.; 1995), classroom environment (Gayani; 1998) teachers role (Singh & Saxena; 1987) teaching experience (Taz & Haseen; 1980) were effective factors in academic achievements.

A final correlation was obtained from the scale. Correlates for role of the teacher scale of means correlation between role of the teacher. Correlates for each scale was obtained and it was found that marks of half yearly by students was the one factor that correlated with many of the scale dimension teaching style and teacher's motivate correlated positively with the marks of half yearly which implies that these dimensions are facilitating them in their academic performance. Along with this correlation between teacher encouragement and marks of high school in math's (student's academic performance) was obtained which was found to be significant. This indicates that teacher encouragement facilitating the academic performance of students especially in math's subject.

In the case of parental influence scale the table show that academic performance of student marks of half yearly and marks of half yearly math's were positively correlated with the role of the teacher at mean there was to be positive relationship between academic performance and role of the teacher. For this finding reason behind it. At the last correlation between academic performance and the role of the teachers findings that they are significantly correlated each other it means a positive relation between the score obtained on the role of the teacher scale and actual academic performance of students. Underachievers show negative attitude towards teacher which is in line with the findings of Maitra, K. 1985 reflecting on

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indifferent attitude of underachievers towards the quality of teaching, type of teachers or teaching strategies. Teacher influences is important. Teacher with lack of understanding and acceptance after provides a psychological climate with precipitates negative attitudes.

This was a preliminary study and would provide the initial inputs for further investigations.

Limitation of the study:

- Small sample size.
- Time constraints

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