

Academic Achievement of Secondary School Students in Relation To Teachers Teaching Effectiveness, Attitude and Job Involvement

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Abstract:

The present study investigates the relationship between academic achievement in social science and teachers teaching effectiveness, attitude towards the teaching profession, and job involvement among secondary school teachers of chikkodi educational district. The sample of the present study includes 160 teachers teaching social science subject who were rated by the total number of 480 students selected randomly from 160 secondary schools. The findings of the present study revealed that, i) there is positive and significant relationship between students' academic achievement in social science and teachers teaching effectiveness, attitude towards profession, and job involvement. Further, the results indicated that these relationships were significant for both male and female teachers. The study highlights the crucial role of teacher-related variables in enhancing students' academic performance.

Keywords: Academic Achievement, Teaching Effectiveness, Teacher Attitude, Job Involvement

Introduction

Academic achievement at the secondary school level is a crucial indicator of students' educational progress and future opportunities. Among the various factors influencing students' performance, teacher-related variables hold a central position. Teachers play a pivotal role not only in delivering the

curriculum but also in shaping students' motivation, attitudes, and learning outcomes. Therefore, understanding the influence of teachers teaching effectiveness, attitude towards the teaching profession, and job involvement on students' academic achievement has become an important area of educational

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research. Teaching effectiveness reflects a teacher's ability to plan, organize, and deliver instruction in a manner that promotes meaningful learning. Effective teachers are known to adopt suitable pedagogical strategies, maintain classroom discipline, and provide supportive learning environments that enhance student engagement and achievement. Similarly, teachers attitudes towards their profession-encompassing their interest, commitment, and perception of the teaching role-significantly influence their instructional behaviour, classroom climate, and interaction with students. Job involvement, another important psychological construct, refers to the degree of commitment, dedication, and emotional attachment a teacher has towards his or her work. Teachers who are highly involved in their jobs are more likely to invest time and effort in planning lessons, understanding students' needs, and engaging in continuous professional development. Such efforts have been shown to positively contribute to students' learning outcomes.

Objectives

The objectives of the study are as follows:

1. To investigate the relationship between teachers teaching effectiveness, attitude towards profession, job involvement and academic achievement in social science.
2. To investigate the relationship between male teachers teaching effectiveness, attitude towards profession, job involvement and academic achievement in social science.
3. To investigate the relationship between female teachers teaching effectiveness, attitude towards profession, job involvement and academic achievement in social science.

Hypotheses

In pursuance of the above-stated objectives, the following hypotheses were formulated:

1. There is no significant relationship between teachers teaching effectiveness, attitude towards profession, job involvement and academic achievement in social science.
2. There is no significant relationship between male teachers teaching effectiveness, attitude towards profession, job involvement and academic achievement in social science.
3. There is no significant relationship between female teachers teaching effectiveness, attitude towards profession, job involvement and academic achievement in social science.

Research Design

Method:

The study adopts descriptive survey method for investigation.

Sample

Using purposive and random sampling technique 160 teachers teaching social science rated by 480 students from 160 secondary school in around Chikkodi

educational district forms sample of the study.

Tools: The following tools were used to collect the essential data:

- Student Ratings of Teaching Effectiveness Scale (SROTES) (2001) developed by Shashikala Deshpande.
- Teacher Attitude Inventory (TAI) (1974) developed by S.P. Ahluwalia.
- Job Involvement Scale (2014) developed by Zaki Akhtar and Udham Singh.
- Academic Achievement in Social Science was constructed by the investigator. It consists of 55 items and reliability of test is .960 using split-half method and .945 using test-retest method.

Procedure

Data relating to teachers teaching effectiveness, attitude towards profession and job involvement and academic achievement in social science were

collected by administering the above tools to the 160 teachers teaching social science working in 160 secondary schools rated by 480 students.

Statistical Techniques: Correlation analysis – Pearson's Product – Moment Coefficient of Correlation

Analysis and Interpretation

The data was analyzed using Karl Pearson's product – moment coefficient method to identify the relationship between teachers teaching effectiveness, teachers attitude towards profession, teacher job involvement and academic achievement of students in social science. The results of the analysis are given in the following tables.

Hypothesis-1: There is no significant relationship between academic achievement in social science with teachers teaching effectiveness, attitude towards teaching profession and job involvement.

Table-1: Correlation coefficient between academic achievement in social science with teachers teaching effectiveness, attitude towards teaching profession and job involvement (Entire Sample)

Variable	Correlation between academic achievement of school with		
	r- value	p-value	Sig
Teaching effectiveness	.523	.000	S (p < .05)
Attitude towards teaching profession	.689	.000	S (p < .05)
Job involvement	.711	.024	S (p < .05)

There is a significant positive correlation between academic achievement in social science and teachers teaching effectiveness ($r=.523$, $p < .05$); academic achievement in social science and teachers attitude towards teaching profession ($r=.689$, $p < .05$); and academic achievement in social science and teachers job involvement ($r=.711$, $p < .05$).

The r-values shows that, positive correlation between academic achievement in social science with teachers teaching effectiveness, teachers attitude towards teaching profession and

teachers job involvement. It means, it can be concluded that any increase or decrease in teachers teaching effectiveness, teachers attitude towards teaching profession and teachers job involvement leads to corresponding increase or decrease in the academic achievement of students in social science.

Hypothesis-2: There is no significant relationship between academic achievement in social science with male teachers teaching effectiveness, attitude towards teaching profession and job involvement.

Table-2: Correlation coefficient between academic achievement in social science with male teachers teaching effectiveness, attitude towards teaching profession and job involvement

Variable	Correlation between academic achievement of school with		
	r- value	p-value	Sig
Teaching effectiveness	.520	.004	S ($p < .05$)
Attitude towards teaching profession	.614	.000	S ($p < .05$)
Job involvement	.755	.015	S ($p < .05$)

There is a significant positive correlation between academic achievement in social science and male teachers teaching effectiveness ($r=.520$, $p < .05$); academic achievement in social science and male teachers attitude towards teaching profession ($r=.614$, $p < .05$); and academic achievement in social science

and male teachers job involvement ($r=.755$, $p < .05$).

The r-value shows that, positive correlation between academic achievement in social science with male teachers teaching effectiveness, attitude towards teaching profession and job involvement. It means, it can be

concluded that any increase or decrease in male teachers teaching effectiveness, attitude towards teaching profession and job involvement leads to corresponding increase or decrease in the academic achievement of students in social science.

Hypothesis-3: There is no significant relationship between academic achievement in social science with female teachers teaching effectiveness, attitude towards teaching profession and job involvement.

Table-3: Correlation coefficient between academic achievement in social science with female teachers teaching effectiveness, attitude towards teaching profession and job involvement

Variable	Correlation between academic achievement of school with		
	r- value	p-value	Sig
Teaching effectiveness	.536	.002	S (p < .05))
Attitude towards teaching profession	.652	.007	S (p < .05)
Job involvement	.746	.022	S (p < .05)

There is a significant positive correlation between academic achievement in social science and female teachers teaching effectiveness ($r=.536$, $p < .05$); academic achievement in social science and female teachers attitude towards teaching profession ($r=.652$, $p < .05$); and academic achievement in social science and female teachers job involvement ($r=.746$, $p < .05$).

The r-value shows that, positive correlation between academic achievement in social science with female teachers teaching effectiveness, attitude towards teaching profession and job involvement. It means, it can be concluded that any increase or decrease in female teachers teaching effectiveness, attitude towards teaching profession and

job involvement leads to corresponding increase or decrease in the academic achievement of students in social science.

Discussion and Conclusion

In this study, the researcher aimed to analyze the relationship between academic achievement of secondary school students in social science with the teachers teaching effectiveness, teachers attitude towards the teaching profession, and teachers job involvement. Based on the analysis, it is concluded that there exists a positive and significant relationship between these teacher-related variables and students' academic achievement in Social Science for the total sample as well as for sub-variables such as male and female secondary school teachers.

Educational Implications

- **Strengthening Teaching Effectiveness:** Since teaching effectiveness is positively associated with students' academic achievement, schools should provide continuous professional development programmes, workshops, and training modules to enhance teachers' pedagogical skills, classroom management techniques, and subject competence.
- **Improving Teachers Professional Attitude:** A favourable attitude towards the teaching profession contributes significantly to students' learning outcomes. Therefore, educational institutions should promote a positive work environment, recognition systems, and motivational activities that foster professional commitment and job satisfaction among teachers.
- **Enhancing Teachers Job Involvement:** Higher job involvement leads to improved teacher performance. Administrators should adopt supportive leadership practices, reduce unnecessary workload, and encourage teacher's participation in decision-making processes to increase their engagement with institutional goals.
- **Incorporating Teacher Evaluation and Monitoring:** Regular assessment of teaching effectiveness, attitude, and job involvement should be

integrated into school evaluation processes. This will help, identify strengths and areas requiring improvement, ultimately enhancing the quality of education.

- **Impact on Teacher Education Programmes:** Teacher training institutions must revise their curriculum to include components on professional ethics, attitude formation, reflective practices, emotional intelligence, and commitment to professional duties.

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