



## Teacher's Attitude and Academic Achievement among Medical Students in Anambra State, Nigeria.

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### ABSTRACT

A teacher with his teaching attitude helps students to gain a mentally healthy personality and to have a new clear world view by leaving unforgettable traces on them. This study examined the relationship between teachers' attitude and academic achievement among medical students in public universities in Anambra State, south-east Nigeria. The study employed a cross-sectional correlational research design. The population consisted of all the medical students in the public universities in Anambra State. The method of Yammane was used to select 400 students from the population. A self-structured-instrument, tagged "Teachers' Attitude Inventory (TAI)" which was validated by research experts in Educational psychology and Measurement and Evaluation were used to collect data for the study. Data were analysed using Pearson Product Moment Correlation on SPSS (version 21). The study generally revealed a significant relationship between teachers' attitude and academic achievement. Specifically, it revealed that teachers' attitude had significant negative relationship with academic achievement of medical students in public universities in Anambra State, south-east Nigeria. Based on the findings, it was recommended that teachers should imbibe good attitudes in carrying out classroom tasks and in creating well organized, supportive and effective classroom environment that will improve students' academic achievement.

Keywords: Teacher's attitude, academic, achievement, medical, students.

### Introduction.

Education is an activity as well as a process which modifies the character or behaviour of an individual from impulsive behaviour to human behaviour. It transforms our raw personality into refined personality. We start acting rationally instead of impulsively. It develops our thinking and reasoning power. It is responsible for the supply of good citizens who can contribute to the growth of the country. Academic achievement can be defined as what a student does or achieves at school. Ugwuanyi et al. (2020) put it that academic achievement is the average marks obtained by an individual in their examination which describes the outcome of education as it indicates the extent to which the students, teachers, curricular and indeed the educational institution have achieved the designed educational goals. Moreover, academic achievement is the level of learning in a particular area of subject in the knowledge, understanding, skill and application usually evaluated by teachers in the form of test scores in their annual examination. Academic achievement of students is affected by many factors that may reduce it; teachers' attitude is one of them.

Teachers are regarded as formators who contribute to students' cognitive, affective and behavioural development, provide careers, raise compatible individuals for the society and shape the society for the future. In the development of students, teachers display some attitudes: sympathetic approach, motherly behaviours, tolerance towards errors, applying correct assessment methods, using time effectively, use harsh punishments, keep students active in the class and enable them to generate good ideas and others; all are aimed at enabling the students to grasp the subject of the lesson (Kahveci 2023). Emphatically, Ozcan (2021) posited that the factor which has significant influence on students' academic achievement and is located at the centre of education system is the teacher who through their attitudes functions as models in the presence of the students.

Relatively, teachers' attitude is defined as the characteristics that enable teachers to impact knowledge to their students (Olabukola, 2018). He emphasized that through good attitudes, teachers may successfully deliver their message to students without problems. However, Gadsen et al, (2016) sees teachers' attitude as important component of teachers that may influence students' academic achievement. He listed some of the friendly attitudes of teachers as love, affection, attention. He explained that students who received praise and friendly attitude from their teachers tend to engage more actively and make better effort in their academic work, engaging more in self-regulated learning strategies. Students enjoy school better if they receive support with respect and praise from their teachers as part of reinforcement and the way students feel about school reflects much on their academic and

social outcomes. In the same view, Nabukenya (2017) referred to teachers' attitude as teachers' roles or charisma that affect the students' ability to learn effectively. Manifestation of friendly behaviours by individual draw people close to the individual, therefore teachers who display more welcoming attitudes to students attract students to themselves and influence the behaviours of the students positively, consequently yielding a positive influence on academic achievement of the students.

A teacher who determines the emotional audience of the classroom mostly champions the psychological conditions of the classroom. When a teacher often snaps and barks at the students, an atmosphere of fear and unease arise and no student will learn comfortably under such conditions. The feeling of rejection and presumptuous pride, stemming from this attitude may likely affect the students academically and in life. Relationship between teachers and students are associated with the emotional and behavioural status of the students while carrying their academic activities, thus teachers have responsibilities towards their students' academic achievement development. Surprisingly, one wonders if teachers who are located at the centre of education system are fully aware that their attitudes as teachers strengthen and solidify academic achievement of students. Actually, number of literatures have exposed the link between teachers' attitudes and students' academic achievement, still there seemed to exist some gaps in teachers' communication attitudes and teachers' classroom management attitude that need to be examined especially their correlation with academic achievement of public university students in Anambra State.

Supposedly, teachers' communication is vital in all school activities because through communication, information moves from teacher to students effectively, high communication rate is expected in schools since teaching and learning involve driving information from teachers to students and sometimes vice-versa. Teachers' communication attitudes are skills that teachers use during transmission of message and interaction with the students or learners hence good communication attitude of teachers is one of the basic needs for the academic achievement of students (Sherwyn et al, 2017). Facial expression, one of the communication attitudes of teachers is required in teachers' interaction with the students and it implies the ability to have warm welcoming and acceptable faces that will bring students closer to their teachers who provide solution to students' problems. Nwabueze (2014) explained that eye contact is a non-verbal communication that speaks louder, clearer, stronger and faster. He explained that maintaining eye contact attitude by teachers could indicate concern, understanding, warming, encouragement, surprise, invitation, rejection and others. Good teachers' communication attitude in the classroom ought to create proper classroom environment ready for teaching and learning, thus promoting classroom management.

Apparently, classroom management attitude connotes motivating stimuli arousing the interest of students for learning and encouraging active participation in the classroom. However, Melnick and Meister (2018) explained that with poor classroom management attitude, students' motivation for learning cannot be at sufficient level and the desired behaviours are marred resulting in poor learning and poor academic achievement. Moreover, they listed some teachers' classroom management attitudes as; motivation, discipline, time management, instructional supervision, reinforcement and assessment. In every learning environment or situation, which includes homes and schools, discipline is necessary but should not involve threatening (Michaela 2014). He explained that good discipline is a kind of reinforcement that helps to weaken or kill a bad behaviour, then strengthens a good one. Teachers' classroom management attitudes in school are important not only for students' academics, but also for their psychosocial development. Therefore, teachers need to acquire friendly attitude which will portray them in good position to freely relate and exchange ideas with their learners because friendly attitudes would sell the teacher to the students as this will increase their interest in the classroom teaching.

Obviously, in the university, teachers give lectures and are expected to help in modifying the students' behaviours then guide them to find solution to their problems. The ability of the teacher to listen well in communication with the students help the teacher to empathize with students, see and feel struggles, perceive when there are character changes and of course recognize the students' urgent need of assistance. Furthermore, teachers should imbibe good attitudes in carrying out classroom tasks and in creating well organized, supportive and effective classroom environment that will improve students' academic achievement.

Academic achievement of students had become an index of future in today's highly competitive environment. It is a common practice to promote students from lower to higher class on the basis of his academic achievement. Academic achievement helps in declaring students successful or unsuccessful, choosing students for various courses and selecting students for different jobs. Academic achievement of students is affected by many factors that may reduce it. Teachers' attitude is one of them. Teachers have significant effect on students' academic achievement and are located at centre of education system. They contribute to students' cognitive, affective and behavioural development, provide careers, raise compatible individuals for the society and shape the society of the future. However, the question in the article; "Are medical students mentored or bullied in our medical schools" written by a Nigerian trained medical doctor, (who later relocated outside the country) kicked as a source of worry to students, parents and society. In conjunction with the article, there is no evidence of any previous study on teachers' attitude and academic achievement among these classes of university students under study not even in Anambra State, south-east Nigeria.

**Objectives:** The present study intended to meet the following objectives;

- To study the relationship between teachers' communication attitude and academic achievement of university students in public universities in Anambra State, south-east Nigeria.
- To find the association existing between teachers' classroom management attitude and academic achievement of university students in public universities in Anambra State, south-east Nigeria.

**Research Questions:** The following research questions guided the study;

What is the relationship between teachers' communication attitude and academic achievement of university students in public universities in Anambra, South-east Nigeria.

What is the relationship between teachers' classroom management attitude and academic achievement of university students in public universities in Anambra State, South-east Nigeria?

Hypotheses: The following hypotheses are formulated in null form in tune with the objectives of the present study:

Ho 1: There is no significant relationship between teachers' communication attitude and academic achievement of students in public universities in Anambra State, south-east Nigeria.

Ho 2: There is no significant association between teachers' classroom management attitude and academic achievement among university students in Anambra State, south-east Nigeria.

## Materials and Methods.

A cross-correlation research was adopted for the study. The study was carried out in public universities in Anambra State, South-East Nigeria. The State comprised of two public universities (Nnamdi Azikiwe University and Chukwuemeka Odumegwu Ojukwu University). The population consisted of nine hundred medicine & surgery students and data collected from the relevant offices of the two public universities. All the participants gave their written informed consent to participate in the study. The Yammane (1976) formula was used to select four hundred students from the population.

The instrument used for data collection was questionnaire, titled: Teachers' attitude inventory (TAI), which contains twenty items developed by us based on the extensive literatures reviewed. Using the items from the questionnaires, we collected information on teachers' communication attitudes and teachers' classroom management attitudes. The questionnaires' response format was a four-point scale of; Almost always, Moderately always, Somewhat always and Almost never. Three experts in the test construction validated the instrument and reliability of the instrument was determined using Cronbach alpha method. Alpha coefficient for teachers' attitude inventory was 0.75. The research questions were answered using Pearson product moment correlation. Data analysis was done using the statistical package for social science (SPSS), version 21.

## Results:

Research question one.

Table 1: The relationship between academic achievement and teachers' communication attitude.

		Academic achievement	Teachers' communication attitude
Academic achievement	Pearson Correlation	1	-.685*
	Sig. (2-tailed)		0.004
	N	400	400
Teachers' Communication Attitude	Pearson Correlation	-.685*	1
	Sig. (2-tailed)	0.004	
	N	400	400

\*  $r(-.685)$  = Negative relationship.

Table 1 showed that teachers' communication attitude had negative correlation with academic achievement among medical students in public universities in Anambra State, South-East Nigeria. This indicates that teachers' communication attitude reduced academic achievement of medical students in the studied population.

Research question two.

Table 2: Showing the relationship between teachers' classroom management attitude and academic achievement.

		Academic achievement	Teachers' Classroom Management attitude
Academic achievement	Pearson Correlation	1	-.561*
	Sig. (2-tailed)		0.025
	N	400	400

Teachers' Classroom Management Attitude	Pearson Correlation	-.561*	1
	Sig. (2-tailed)	0.025	
	N	400	400

\*  $r(-.561)$  = Negative relationship.

Result presented in Table 2 showed that there is negative relationship ( $r = -.561$ ) between teachers' classroom management attitude and academic achievement among medical students in the public universities; exposing that teachers' classroom management attitude reduced academic achievement among the class of students in the study.

## Discussion

Table 1 revealed that the product moment correlation between the teachers' attitude and the academic achievement was negative and significant at 0.05 levels. This means, that a negative significant relationship existed between teachers' attitude and academic achievement. Therefore,  $H_0$  is rejected. The negative correlation indicates that as the level of teachers' communication attitude increases, academic achievement decreases and vice-versa. This finding is consistent with the findings of the previous researchers. For instance, (Kahveci, 2023; Shittu & Oanite, 2015; Obilor, 2020; Nurry, 2018; Fehintola, 2014) have reported significant negative relationship between teachers' communication attitude and academic achievement. Moreover, table 2 showed also a negative significant correlation between teachers' classroom management attitude and academic achievement among medical students in public universities in the studied population. The negative correlation indicates that as classroom management attitude of teachers increases, academic achievement of the students decreases and vice - versa.

The finding was in consonance with findings of several researchers. For instance (Nwankwola, 2021; Farooq & Ahmed, 2021; Olabukola, 2018) had also reported that teachers' classroom management attitude had significant relationship with academic achievement. However some researchers like Omolara & Adebukola, 2015; Nisar et al, 2019 reported positive relationship between teachers' classroom management attitude and their academic achievement, hence their report of positive relationship may have arisen because of the difference in population and geographical area of their studies and the present study.

## Conclusion and Recommendation.

Based on the findings of the study, it was concluded that both teachers' communication attitude and teachers' classroom management attitude had negative significant relationship with academic achievement of medical students in public universities in Anambra State. Teachers are at the centre of every educational process, therefore teachers must not be ignored at any cost. Teachers' attitude can have serious and long lasting negative consequences, therefore teachers have to be motivated, supervised and helped to build up friendly communication attitude and effective classroom management attitude that will enhance learning for quality academic achievement among their students.

## Educational Implications of the study:

The findings indicated that there was negative relationship between teachers' communication attitude and academic achievement of medical students in public universities in Anambra State. This signifies unfriendly relationship and the implication is that the students may develop hatred on their teachers and gang up against them and start hunting them and their families to cause harm. We also have shown that teachers' classroom management attitude had negative relationship with academic achievement of the medical students in public universities in Anambra State. Thus, the negative relationship of both teachers' communication attitude; teachers' classroom management attitude; and students' academic achievement may instigate unfavourable classroom which may reduce students' interest in learning, poor attendance to classes or lectures.

**Disclosure of interest:** The authors wish to report that there is no competing interest to declare.

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