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## Study on teachers' professional qualities on secondary school Students' academic achievement

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### Abstract

In this study, teachers' personalities were compared to pupils' academic performance in Bihar State, India. Two teachers from each of fifty randomly chosen secondary schools were chosen to represent the respondents. The study's findings revealed a significant positive correlation between teachers' attitudes and students' academic achievement, as well as a positive correlation between teachers' methods and students' academic achievement, a positive correlation between teachers' experience and students' academic achievement, and a positive correlation between teachers' classroom management and students' academic achievement.

**Keywords:** professional, qualities, academic, achievement

### Introductions

Teachers are the foundation of any nation, and Dag Hammar Skjergjell, secretary-general of UNCTAD (the United Nations Council for Education, Scientific, and Cultural Organisation), believes that teachers' contributions to nation-building are what determine how well a country develops and improves. The most valuable human resource in the world is the teacher. The teacher's contribution to moulding and creating each and every member of society is exceptional. Both the subject matter taught and the calibre of the teachers are crucial factors in determining the quality of education.

Academic success is a reflection of a student's comprehension of various ideas and abilities acquired in various areas. A high degree of academic accomplishment is often desired by parents in the majority of countries, which places a heavy strain on students, instructors, schools, and the overall educational system. Because students' academic success is the centre of the whole educational system, schools devote a lot of effort to assisting students in getting excellent marks. Academic success may be affected by a variety of elements, including students' motivation, opportunity, socioeconomic level, and personality traits as well as their IQ, study habits, and attitudes.

Academic success is regarded as a fundamental criteria to assess students' overall potential and learning capacities. Therefore, academic accomplishment plays a crucial role in both our education and the learning process. The main result of education is achievement, or the extent to which a student or instructor has met their learning objectives. Academic progress is significantly impacted by the unique personalities and attitudes of teachers.

Since kids learn from their teachers in a methodical manner that is extremely useful for future study, studies in more recent years have been able to show that student outcomes are more meaningful in the classroom than at the school level.

There is broad consensus that having a good teacher is critical for students' success, but there is limited agreement on the qualities of a good teacher that are most crucial to students' success. In the past, formal training and experience have been used to gauge a teacher's quality rather than how effectively they connect with pupils. Numerous studies have shown that a teacher's degree of education, teaching experience, educational background, and certification status all have a direct impact on the academic achievement of their pupils. According to a different researcher, instructors' particular traits, such as personality type, locus of control, or oral intelligence, are crucial for their success. outlined the role of teachers as the educators who serve as the driving force behind the transformation of knowledge and values, as well as the character moulders of their pupils, and who are directly in charge of attaining the goal of education.

The efficiency of instructors' instruction is influenced by a variety of factors. The traits that instructors possessed can be used to determine their performance as teachers. The use of student performance as a gauge of a teacher's efficacy as a teacher has received much study. The degree of education of the teacher affects this characteristic. The calibre of a teacher is influenced by several variables. It's a complicated one. It includes non-cognitive qualities (opinion and attitude) as well as cognitive abilities, such as knowledge.

Thus, a student's performance in a particular course may provide more reliable information about changes in a teacher's effectiveness in relation to indicators from both sides of teacher quality.

Numerous things can influence a student's academic achievement. The elements include the setting of the school, each person's home life, the general public, cuisine, and involvement in extracurricular activities. On the other hand, instructors have a direct impact on a student's academic success. School-based elements have a significant impact on the teaching-learning system's operation. This is why it's crucial to include the professional qualities of teachers while assessing students' academic success. It is believed that teachers' personalities significantly influence how well their pupils perform academically.

The idea that there are several methods to recognise excellent teaching is multifaceted. Discussed how nonverbal communication, educator self-efficacy, and domestic leadership are all connected to effective teaching.

Professionalism is a quality that permits an individual to feel respected by others. A professional teacher ought to get along with their fellow colleagues. Have a presence in the community and value impressions. It gives someone a platform for their expression and ideas. Teaching is a vocation that has existed for as long as civilization itself. The many responsibilities and roles of the teacher affect the social structures and cultures in each time. Teachers have important tasks and obligations when it comes to passing down cultural and social ideals to the younger generations.

It brings forth a social fusion and advances civilization. The educational process starts when a man is born and lasts throughout his entire life.

The goals of education are to encourage people to participate in any sector of work by fostering competence and ability. Only when the training teachers at the institute are acknowledged for their conformance is the usual profession about the skills to remain certain instructors achievable.

## Review of Literature

**Concept of personality:** Few people understand the meaning of personality and its importance in the classroom. Some feel that personality is the kind of person one just happens to be, others have said that "it is being like others. Most important, many teachers do not realize the nature of their own shortcomings simply because they do not fully grasp the significance of the role of personality. Burnham (2017) <sup>[1]</sup> stated that everyone knows what personality is, but no one can define it. Even though the definition is complex, most people will agree that personality is the extent to which one is able to interest or influence other people. This means that teacher personality is the sum total of the qualities of character, mind and body that make the teacher different from other teachers. It is a simple matter of human relations. It is the outward evidence of teacher inner

qualities which determine his/her thoughts, feelings and actions in any given situation (Burnham, 2017) <sup>[1]</sup>.

Personality is not something that just happens. It is the definite result of cultivation as one goes on in life. Just as one must keep weeds and grass out of a flower bed, so one must eliminate undesirable elements in the realm of personality. Almost anyone can become a teacher, but it takes a special person to be a great teacher. To inspire not just a great student, but a great person, a teacher must rise above the crowd and make a lasting impression (Teach.com, 2017) <sup>[2]</sup>. A teacher cannot succeed if he cannot convey his knowledge to his students no matter how competent he is in the subject matter. Therefore, the teacher needs to have teaching skills (Erden, 2007) <sup>[3]</sup>.

**Concept of teacher:** A teacher is a person who helps others to acquire knowledge, competences or values. Informally the role of teacher may be taken on by anyone. Teaching is a highly complex activity (Caena, 2011) <sup>[4]</sup>.

Factors that influence what is expected (or required) of teachers include history and tradition, social views about the purpose of education, accepted theories about learning among others. So the competences required by a teacher are affected by the different ways in which the role is understood around the world. Broadly, there seem to be four models: the teacher as a manager of instruction; the teacher as a caring person; the teacher as an expert learner; and the teacher as a cultural and civic person (Caena, 2011) <sup>[4]</sup>.

**Concept of academic achievement:** Academic performance or academic achievement is the extent to which a student, teacher or institution has attained their short or long-term educational goals. Completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement. Kaplan and Saccuzzo (2014) <sup>[5]</sup> stated that academic achievement which is usually measured with test refers to what is actually done under existing circumstances that subsumes the process of accessing and utilizing the structure of knowledge and abilities and a host of affective, motivational and stylistic factors that influence the ultimate responses.

**Teacher attitude and academic achievement in chemistry:** Attitude is internal belief that influences personal actions which are learned through one's experience. This has to do with a disposition to act or react in a particular way as the individual responds to a situation. Thus, the students' perceptions of the teachers' disposition could influence their attitude and thinking toward chemistry (Igwe, 2017) <sup>[6]</sup>.

**Teachers' method and academic achievement of chemistry students:** Teaching methods are the means for helping students to study effectively. Teaching methods concern the tactics teachers use to meet teaching objectives, including instructional organization and techniques, subject matter, and the use of teaching tools and materials. Ameh and Dantani (2012) <sup>[7]</sup> observed that methodology is very vital in any teaching-learning situation and the method adopted by the teacher may promote or hinder learning. It may sharpen mental activities which are the bases of social power or may discourage initiatives and curiosity thus making self-reliance and survival difficult. Teaching method can best be defined as the type of principal and methods

used for Instruction. There are many types of teaching methods, depending on what information or skill the teacher is trying to convey (Pooja, 2017) [8].

**Teacher experience and academic achievement:** Education is a continuous process in life. It is the process of training and developing the knowledge, skill, mind and character of people. It is the process by which the latent abilities of individuals are developed so that they may be useful to themselves and the society (Olaniyonu, 2018) [9]. Meaningful improvements in the quality of education that students receive are determined by the quality of teachers (Ewetan & Ewetan, 2015) [10]. The ability of a nation to exploit the potentials of its environment depends on the quality of Science and Technology education provided to the citizenry, and how well the citizenry have imbibed the culture of science and technology.

**Teacher classroom management skills and academic achievement:** Classroom management task consists of planning lessons, providing a conducive learning

environment, teaching students and perhaps the most daunting task of all, is appropriately responding to students' behavioral problems. This is a great task that teachers face on daily basis which require them to work diligently and continuously to maintain a positive classroom atmosphere. The ability of teachers to organize their students is critical to achieving positive educational outcomes (Osakwe, 2014) [11].

**Objective of the research study**

This study examines the effects of teachers' professional attributes on the academic achievement of secondary school students in the Darbhanga District.

**Result**

The finding in table 1 demonstrates the relationship between teachers' attitudes and students' academic success. According to the table, there was a substantial positive link between students' academic success and instructors' attitudes (r = 0.612, N = 200, p 0.05). As a result, the null hypothesis was rejected.

**Table 1:** Correlation analysis of students' response

		Teachers' Attitude	Academic Achievement
Teachers' Attitude	Correlation Coefficient Sig. (2 Tailed) N	1.000	0.612
		200	0.024
Academic Achievement	Correlation Coefficient Sig. (2 Tailed) N	0.612	1.000
		0.024	200
		200	200

**Table 2:** Correlation analysis of students' response

		Teachers' method	Academic Achievement
Teachers' Method	Correlation Coefficient Sig. (2 Tailed) N	1.000	0.736
		200	0.022
Academic Achievement	Correlation Coefficient Sig. (2 Tailed) N	0.736	1.000
		0.022	200
		200	200

Table 2 outcome demonstrates the relationship between chemistry students' academic performance and the teaching style of their professors. According to the table, there was a strong positive link between chemistry students' academic success and the teaching style of their professors (r = 0.736, N = 200, p<0.05). As a result, the null hypothesis was rejected.

**Discussions**

The results of this study revealed a link between professional traits and secondary school students' academic achievement. This result was anticipated, and it is consistent with other studies showing how important topic expertise of teachers is to student progress. A considerable difference was discovered in the teacher professional feature 'Knowledge of Subject matter' due to the teachers' strong regard for their academic specialties.

The knowledgeable instructors' approaches and knowledge were distinct in accordance with their various academic areas. In the realm of teaching, having solid subject knowledge was essential. The findings of this study demonstrate a high degree of correlation between all

parameters of teacher professional characteristics, such as subject knowledge, teaching ability, teacher-student relationship, and communication skill, with the exception of teacher commitment, which is low.

**Conclusion**

The professional traits of teachers were the main focus of this study. Teachers have a crucial role in recognising secondary education's objectives. The research concentrated on a few components of the qualifications for a secondary school teacher. The study came to the conclusion that instructors' topic expertise and professional traits are highly connected to students' performance, and that this is also true of their ability to teach. The study's professional traits of instructors include topic expertise, teaching proficiency, rapport with students, dedication to teaching, and communication skills. A teacher should be knowledgeable in all academic areas. They gave their students advice based on their intellectual prowess and philosophical context. The study's findings indicated that secondary school teachers' professional traits were a significant predictor of their pupils' academic achievement. In other words, we may

claim that when Instructors exhibit clearly defined professional traits both within and outside of the classroom, it is predicted that pupils' academic success would rise as well.

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