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RESEARCH PAPER

An Evaluation of English Teachers' Attitudes toward Teaching and Their Impact on Students' Academic Achievement at the Higher Secondary Level in District Kohat

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PAPER INFO	ABSTRACT
 *Corresponding Author ayeshaafzal@umt.edu.pk	The study's major purpose was to assess English instructors' attitudes toward teaching and their influence on students' achievement at the upper secondary level. The research was descriptive in nature. All upper secondary schools in the district Kohat were included in the study's population. As a sample, male and female English teachers from all upper secondary schools were chosen. Questionnaire and results (session 2018-2019) of students were used as research instruments, keeping objectives of the study in mind for data collection. The data was analyzed by using factor analysis, individual correlation analysis and multi group correlation analysis. The study's findings revealed that English teachers had a positive attitude regarding other aspects of their profession. The findings also demonstrated that when gender was taken into account, there were some significant disparities in attitude scores among English teachers. Particularly, females had higher attitude scores than males towards general attitude and factors like academics, administration, co-curricular, and social-psychological.

Introduction

Education aids in the achievement of desired changes in a country's social and cultural existence. The instructor, who is a central figure in any instructional system, forms the complete procedure of instruction. He is the one who transforms educational philosophy and objectives into skills and information, which he then imparts to students in the classroom. Teachers perform several responsibilities to recognize demands of the pupils (Alghazo, Dodeen & Algaryouti, 2003). They are responsible for analysing students' needs and interests, arranging and planning classroom activities, assessing students' achievement, encouraging and inspiring students to develop and improve, and encouraging and motivating students to engage in extracurricular activities. (Wicker, 2010). Morals, attitudes, and actions are instilled in children as early as childhood. Teaching is widely seen as a worthwhile profession that helps students develop their personalities and attitudes. Teachers are expected to use the finest tactics and approaches to address difficult difficulties in their job, such as changing attitudes and imparting knowledge to students (Tunçeli, 2013). As a consequence, instructors must have a positive attitude toward their profession and be excited about it, since a teacher who is not self-motivated cannot inspire pupils (Trivedi, 2011).

Teachers' attitudes, qualities, and convictions all have a role in how they carry out their responsibilities (Erdoğan, 2020). A positive, upbeat mindset makes work easier, more

gratifying, and more professional. Teachers who are uninterested in teaching (i.e., consuming negative profession direction) are more concerned about their professional obligations than teachers who are enthusiastic and like their work (Bademcioglu, Karatas & Bulent, 2014). An unfavorable and pessimistic mindset makes teaching more difficult, unpleasant, and monotonous. Furthermore, a teacher's attitude toward the teaching profession has an impact on student behavior (Thibaut, Knipprath, Dehaene, & Depaepe, 2018).

Attitude is defined as a certain (positive) or uncertain (negative) attitude to any circumstances, events, or things. A teacher's performance is determined by his attitude toward the profession of teaching. The term "attitude" refers to an individual's general tendency to respond positively or negatively to a question (individual or group of individuals, establishments or occasions). Positive (positive values) or negative (negative values) states of mind are possible (bias). An optimistic mindset can aid in the modification of one's vision (Atas, 2018; Chakraborty & Mondal, 2014). Moreover, Gender has also influenced teachers' attitudes. Female teachers were found to have a more positive attitude toward teaching than male teachers (Cimermanová, 2018). It is seen that Affective, behavioral, and cognitive factors all play a role in the development of "state of mind or attitude." The affective part refers to his feelings about a person, item, occasion or issue, or group, while the subjective cognitive element refers to his reflections (thoughts), convictions, and morals about the language (Bal-Taştan et al., 2018). It is contingent on a result, which might be neutral, positive, or bad; his behavioural anticipation to organise an activity is referred to as the behaviourist component. (Atalmis & Akif, 2018). (According to the ABC model, which consists of efficacy, behavior, and cognition, the behavioral component would be extremely well correlated with the cognitive and affective components.).

Material and Methods

The data was collected using a descriptive study design. A questionnaire for instructors was created with the study's objectives and research questions in mind, and the data was analyzed using correct statistical techniques. Students' accomplishment levels in board exams were used to estimate their learning levels and to assess the impact of teachers' attitudes on students' achievement.

Population and Sampling

All English instructors (both genders) teaching at the upper secondary level in District Kohat took part in this research. There are 16 upper secondary schools in the district of Kohat. The participants in the research were 16 secondary English instructors and students learning English at the secondary level.

The samples were chosen using a simple random sampling procedure.

Research Instrument

A 45-item questionnaire that the researcher altered and updated, and that had to be properly filled out on a five-point Likert scale. This instrument seemed to be more suited since it was straightforward to reply to and examine extensively when used correctly. In order to meet the research's aims, the data collected utilizing the above-mentioned study procedures was collated, assessed, and interpreted. The answers from attitude scales were evaluated before statistical analysis and interpretation. The replies were rated on a five-point scale to determine the items (i.e., Likert scale).

Pilot Testing of the Instrument

To assess the validity and reliability of the questionnaires, they were given to a group of a few randomly chosen English instructors. The questionnaire was created in easy English so that it could be understood by English instructors. The replies were gathered in person by the researcher, who visited to the teachers' schools and supported them with any items in the questionnaire that they didn't understand. The final questionnaire's reliability was assessed using the test re test method once it had been validated. The found dependability coefficient was.81, which was regarded satisfactory.

Data Analysis

Alongside data collection, data was manually entered into a computer with the help of a data entry operator for data analysis. The software Smart PLS was used to analyze the data. This software was used to calculate validity, Reliability, Factor Analysis and Multi Group correlation Analysis.

Results and Discussion

Analysis of Demographic Section

The population contains both male and female English teachers.

Table 1
Gender Demographics

Gender	Frequency	Percent
Male Teachers	10	60.0
Female Teachers	06	40.0
Total	16	100.0

Table 1 reveals that of the 16 English instructors teaching at the upper secondary level in District Kohat, 60 percent were male and 40 percent were female. District Kohat has a total of 16 upper secondary schools. There are 10 male higher secondary schools and 06 female higher secondary schools among the 16 total.

Validity and Reliability of Research Instrument

Table 2
Average, Reliability, Communality and Validity

Factors	AVE	Composite Reliability	R Square	Cronbach Alpha	Communality	Redundancy
Academics	0.498	0.7983	0	0.6725	0.498	0
Administration	0.5924	0.8132	0	0.6016	0.5924	0
Co-curricular	0.759	0.924	1	0.9042	0.759	0
Economics	0.5051	0.8258	0.7644	0.7291	0.5051	0
Attitude	0.465	0.9302	0.8364	0.9177	0.465	0.0763
Socio-Psychological	0.5466	0.7817	0	0.6021	0.5466	0

Table 2 showed value of R square coefficient of determination. Its value ranges from 0-1. Value near to 1 represents strong relationship between cause and effect variables while value near to 0 represents weak relationship between cause and effect variables. The value of R square in this study is 0.8364. This shows strong relationship between dependent and independent variables that is 83% variations in the general attitude is because of factors

Academics, Administration, Co- Curricular, Socio-Psychological and Economics and only 17% variation is because of other factors. Reliability is the consistency of the indicators in a construct that much consistent they are with each other and how will they correlate. Discriminate validity refers to satisfaction that items are more related to each other than items of other factors.

Outer model loadings showed that the composite reliability of all factors under study is above .7, which is considered strong reliability. The AVE for reflective constructs is above .4, which is also considered quite well.

Factor Analysis

The factor analysis was carried out to test whether the indicator variables are sufficiently reflected in the respective factor. Table presents the loadings for items with respect to the factor-teaching attitude.

Table 3
Factor analysis of Attitude to Teaching

Factor	Item	Loadings	Remarks
Attitude to Teaching	Teaching Attitude 1	0.5358	Accepted
	Teaching Attitude 2	0.7986	Accepted
	Teaching Attitude 3	0.7751	Accepted
	Teaching Attitude 4	0.7726	Accepted
	Teaching Attitude 5	0.6194	Accepted
	Teaching Attitude 6	0.6377	Accepted
	Teaching Attitude 7	0.6177	Accepted
	Teaching Attitude 8	0.3422	Removed
	Teaching Attitude 9	0.7771	Accepted
	Teaching Attitude 10	0.6733	Accepted
	Teaching Attitude 11	0.3229	Removed
	Teaching Attitude 12	0.8359	Accepted
	Teaching Attitude 13	0.754	Accepted
	Teaching Attitude 14	0.1923	Removed
	Teaching Attitude 15	0.5868	Accepted
	Teaching Attitude 16	0.3828	Removed
	Teaching Attitude 17	0.2656	Removed
	Teaching Attitude 18	0.4475	Accepted
	Teaching Attitude 19	0.704	Accepted
	Teaching Attitude 20	0.6466	Accepted

Table 3 showed that all variables were placed against their appropriate loadings. Loadings were averaged out at .4 for every factor. Those loadings having average value less than .4 were removed. As, items are interchangeable so removing one or two loading from each factor would not affect data too much. Loadings removed from General attitude were A11 (0.3229), A14 (0.1923), A 16 (0.3828), A17 (0.2656) and A8 (0.3422).

The factor loadings for items with respect to the attitude to academics, Attitude to Administration, Attitude to Co-Curricular Aspect, Attitude towards Socio- Psychological Aspect, Attitude towards Economics Aspect.

Table 4
Factor analysis of Attitude to Academics

Factors	Items	Loadings	Remarks
Attitude to Academics	Academics 1	0.7237	Accepted
	Academics 2	0.7551	Accepted
	Academics 3	0.6736	Accepted
	Academics 4	0.3461	Removed
	Academics 5	0.6662	Accepted
Attitude to Administration	Administration 1	0.2116	Removed
	Administration 2	0.7426	Accepted
	Administration 3	0.6988	Accepted
	Administration 4	0.0845	Removed
	Administration 5	0.825	Accepted
Attitude to Co-Curricular Aspect	Co-Curricular 1	0.531	Accepted
	Co-Curricular 2	0.38	Removed
	Co-Curricular 3	0.9149	Accepted
	Co-Curricular 4	0.9301	Accepted
	Co-Curricular 5	0.9301	Accepted
Attitude to Socio-Psychological Aspect	Socio- Psychological 1	0.8099	Accepted
	Socio- Psychological 2	0.3692	Removed
	Socio- Psychological 3	0.6939	Accepted
	Socio- Psychological 4	0.6544	Accepted
	Socio- Psychological 5	0.183	Removed
Attitude to Economics Aspect	Economics 1	0.491	Accepted
	Economics 2	0.4756	Accepted
	Economics 3	0.7137	Accepted
	Economics 4	0.8427	Accepted
	Economics 5	0.8267	Accepted

Table 4 showed that all variables were placed against their appropriate loadings. Loadings were averaged out at .4 for every factor. Those loadings having average value less than .4 were removed. As, items are interchangeable so removing one or two loading from each factor would not affect data too much. Loading removed from Academics was Academics 4(0.3461). Loadings removed from administration were administration 1 (0.2116) and Administration 4(-0.0845). Loadings removed from co-curricular was Co-curricular 2 (0.38). Loadings removed from Socio Psychological were Socio psychological 2(0.3692) and Socio psychological 5 (-0.183).

Correlation Analysis

The study attempts to investigate the relationship between the aspects of teaching i.e. academics, administration, co-curricular, socio-psychological, and economic and attitude to teaching in general. The relationship is also assessed in the context of gender. Finally, the relationship between attitudes to teaching relationship with the achievement of the students.

Aspects of and Attitude to Teaching

The relationship between the factors Attitude to academics, Attitude to Administration, Attitude to Co-curricular, Attitude towards Socio- Psychological, and Attitude towards Economics aspects is tested and the results are presented in the following table.

Table 5
Correlation Analysis

Factors	Correlation
Attitude towards Academics -> Teaching Attitude	0.7736
Attitude towards Administration-> Teaching Attitude	0.7746
Attitude towards Co-curricular-> Teaching Attitude	0.6091
Attitude towards Economics-> Teaching Attitude	0.4291
Attitude towards Socio-Psychological-> Teaching Attitude	0.8625

** As a rule of thumb r > .20 is considered strong correlation

Table 5 statistical results showed the relationship of General Attitude and variables of Teaching Profession. The analysis resulted that there is a strong positive correlation between

General attitudes with Academic aspect of teaching profession (0.7736, r>.20). Furthermore, the statistical analysis also resulted that there is a strong correlation between General attitudes with administrative aspect of teaching profession (0.7746, r>.20). A strong correlation is also found between General Attitude and Co-curricular aspect of teaching profession (0.6091, r>.20). In addition, a positive correlation is found between general attitude and Economic aspect of teaching profession (0.4291, r>.20).   Moreover, a very strong positive correlation is found between General Attitude and Socio Psychological aspect of teaching profession (0.8625, r>.20). Hence, it shows that there is strong positive Correlation between Academics, Administration, Co- Curricular, Socio-Psychological and Economics aspect of teaching profession with General Attitude of English Teachers towards Teaching Profession at Higher Secondary Level in District Kohat.

The correlation was examined for male and female population to assess the relationship among the variables with respect to gender. Initially, the relationship is tested for male population and the results are as in Table 6.

Table 6
Correlation Analysis (Male Population)

Factors	Correlation
Attitude towards Academics -> Teaching Attitude	0.8237
Attitude towards Administration-> Teaching Attitude	0.8049
Attitude towards Co-curricular-> Teaching Attitude	0.5344
Attitude towards Economics-> Teaching Attitude	0.5326
Attitude towards Socio-Psychological-> Teaching Attitude	0.8638

** As a rule of thumb r> .20 is considered strong correlation

Table 6 statistical results showed the relationship of General Attitude and variables of Teaching Profession. The analysis resulted that there is a strong correlation between General attitudes of male English teachers with Academic aspect of teaching profession (0.8237, r>.20). Furthermore, the statistical analysis also resulted that there is a strong correlation between General attitudes male English teachers with administrative aspect of

teaching profession (0.8049, r>.20). Moreover, a positive correlation was also found between General Attitude of male English teachers and Co-curricular aspect of teaching profession (0.5344, r>.20). A positive favorable correlation was found between general attitude of male English teachers and Economic aspect of teaching profession (0.5326, r>.20). Moreover, a very strong positive correlation was found between General Attitude male English teachers and Socio Psychological aspect of teaching profession (0.8638, r>.20). Hence, the results showed that there is strong Correlation between Academics, Administration, Co- Curricular, Socio-Psychological and Economics aspect of teaching profession with General Attitude of male English Teachers towards Teaching Profession at Higher Secondary Level in District Kohat.

Additionally, the relationship was also tested for female population and the results are as in the table 7.

Table 7
Correlation Analysis (Female Population)

Factors	Correlation
Attitude towards Academics -> Teaching Attitude	0.8966
Attitude towards Administration-> Teaching Attitude	0.9254
Attitude towards Co-curricular-> Teaching Attitude	0.8933
Attitude towards Economics-> Teaching Attitude	0.7076
Attitude towards Socio-Psychological-> Teaching Attitude	0.8756

** As a rule of thumb r> .20 is considered strong correlation

Table 7 the statistical results showed the relationship of General Attitude and variables of Teaching Profession. The analysis resulted that there is a strong correlation between General attitudes of female English teachers with Academic aspect of teaching profession (0.8966, r>.20). Furthermore, the statistical analysis also resulted that there is a strong significant correlation between General attitudes female English teachers with administrative aspect of teaching profession (0.9254, r>.20). Moreover, a positive correlation was also found between General Attitude of female English teachers and Co-curricular aspect of teaching profession (0.8933, r>.20). A positive favorable correlation was found between general attitude of female English teachers and Economic aspect of teaching profession (0.7076, r>.20). Moreover, a very strong positive correlation was found between General Attitude female English teachers and Socio Psychological aspect of teaching profession (0.8756, r>.20). Hence, the results showed that there is strong Correlation between Academics, Administration, Co- Curricular, Socio-Psychological and

Economics aspect of teaching profession with General Attitude of male English Teachers towards Teaching Profession at Higher Secondary Level in District Kohat.

Table 8 showed statistical analysis showed Gender correlation across all the variables involved in the study. There was a significant difference found in female English Teachers Attitude towards teaching profession in the area of academic aspect of attitudes of teachers towards teaching profession.

Table 8
Comparative Analysis (Male and Female Population)

Factors	Correlation	
	Male	Female
Attitude towards Academics -> Teaching Attitude	0.8237	0.8966

Attitude towards Administration-> Teaching Attitude	0.8049	0.9254
Attitude towards Co-curricular-> Teaching Attitude	0.5344	0.8933
Attitude towards Economics-> Teaching Attitude	0.5326	0.7076
Attitude towards Socio-Psychological-> Teaching Attitude	0.8638	0.8756

The attitude rating of female instructors in the academic area was found to be higher ($r = 0.8966$) than that of their male counterparts ($r = 0.8237$). In females, there was a substantial difference.

In the domain of Administrative Aspects of Teachers' Attitudes Toward Teaching Profession, English Teachers' Attitudes Toward Teaching Profession The attitude score of female English instructors in the Administrative region was found to be higher ($r = 0.9254$) than that of their male counterparts ($r=0.8049$). In the area of co-curricular aspects of teachers' attitudes about teaching, there was a substantial difference in female English instructors' attitudes toward teaching profession. The attitude score of female English instructors in the Co-curricular area was found to be higher ($r = 0.8933$) than that of their male counterparts ($r=0.5344$). In the domain of teacher attitudes toward teaching, there was a very significant difference in female English teacher attitudes about teaching profession in the subject of economics. The attitude score of female English instructors in the Economic area was found to be higher ($r = 0.7076$) than that of male English teachers ($r=0.5326$). In the domain of socio-psychological attitudes of teachers toward teaching profession, no significant differences in female English teacher attitudes towards teaching profession were discovered. In the socio-psychological domain, the attitude score of female English instructors was found to be comparable ($r = 0.8756$) to that of male English teachers ($r=0.8638$).

Attitude to Teaching and Students' Results

The correlation between English Teachers attitudes towards Teaching Profession and Board Results of students in the subject of English in HSSC-1&2 annual examination 2019 is given in the table below.

Table 9
Correlation between Attitude to Teaching and Students' Results

		Teaching Attitude	Result
Teaching Attitude	Pearson Correlation	1	.498* .049
	N	16	16
Result	Pearson Correlation	.498*	1
	Sig. (2-tailed)	.049	16
	N	16	

*Correlation is significant at the 0.05 level (2- tailed)

Table 9 depicted the relationship between English teachers' attitudes and their pupils' academic success. It was discovered that there is a substantial correlation (.498*, 0.05) between English teachers' attitudes regarding teaching and their HSSCI&2session 2019 board results. The findings of the research revealed that the teaching attitudes of male and female English instructors in District Kohat who teach at the upper secondary level had a favorable influence on their students' academic success.

Findings

The research reveals a substantial link between academics, administrative, co-curricular, socio-psychological, and economic components of teaching and teachers' overall attitudes regarding the profession. The research concludes that in the case of female English instructors, the association between academic aspect and teaching attitude is greater. This indicates that female instructors place a high value on academics, which is reflected in their approach to teaching in general. The research also found that in the case of female English instructors, the link between administrative aspects and teaching attitudes is greater. This indicates that female instructors have a strong preference for administrative work, which is reflected in their overall attitude toward teaching. It's also worth noting that in the case of female English instructors, the link between co-curricular activities and teaching attitudes is greater. The attitude score of female English instructors in the Co-curricular area is found to be higher ($r = 0.8933$) than that of their male counterparts ($r=0.5344$). Furthermore, in the case of female English instructors, the link between economic factors and teaching attitudes is greater. The attitude score of female English instructors in the Economic area is shown to be higher ($r = 0.7076$) than that of male English teachers ($r=0.5326$). In male and female English teachers, there is no substantial difference in the association between socio-psychological aspects and teaching attitudes. In the socio-psychological sector, the attitude score of female English instructors is shown to be comparable ($r = 0.8756$) to that of male English teachers ($r=0.8638$).

Finally, it is discovered that there is a substantial relationship between an English teacher's attitude toward teaching and the students' outcomes. The findings of the research reveal that both male and female English instructors' attitudes about teaching are favorably associated to their students' academic success.

Conclusions

The professional attitude of teachers was discovered to be a highly relevant subject of research in the present study, with English instructors teaching at the Higher Secondary level demonstrating a positive or favourable attitude toward their work. Teachers' attitudes are very important because of the relationship between attitude and action (Güneyli & Aslan, 2009). Academics, administrative, co-curricular, socio-psychological, and economic elements of teaching were shown to have a substantial link with overall attitudes of English instructors in District Kohat about teaching at the upper secondary level.

This study's conclusions were comparable to those of earlier studies on the issue. This might be because teaching has always been seen as a female-dominated profession in our culture (Gürbüztürk & ad, 2009). According to the findings, a variety of circumstances might have a detrimental influence on instructors' attitudes about their employment (Hettiarachchi, 2015). Inadequate salary, academic issues, poor management, co-curricular activities, insufficient school financing, and a lack of parental support are just a few of the causes.

Female English instructors, according to all of the aforementioned data, have more inspirational attitudes regarding their profession than their male colleagues. This study's findings are in line with those of other studies, and it also highlighted gender differences in attitudes toward teaching, revealing significant differences for female teachers, and discovering that female teachers had more positive attitudes toward teaching than their male counterparts. Female English instructors have a better attitude than male English teachers, according to zcan et al., (2017).

As a result, the gender factor has a significant impact on teacher attitudes toward their jobs. Aside from the facts listed above, the study found that instructors' attitudes and behaviours may have a positive or negative influence on students' academic success and class involvement. Students' attitudes about learning are influenced by teachers' attitudes toward teaching (Matsuda, 2000; Ozan & Kncal, 2018).

Furthermore, instructors' attitudes may have a significant influence on students' success and learning attitudes. Students' good attitudes may be boosted by teachers' enthusiasm, inventiveness, and helpful conduct.

Some students may believe they have high academic self-esteem and a positive attitude toward learning (Sahin, 2016). Because gender influences English instructors' attitudes about teaching and, as a consequence, educational results, learner attitudes, actions, and academic accomplishment. Gender should be taken into consideration while recruiting English instructors. The absence of a defined plan or action to establish the gender staffing policy for English Teachers at the Higher Secondary level might negatively impact educational outcomes and student success. As a consequence, the gender factor influences teacher attitudes about teaching in a significant way (Shaffer, 2008; Thibaut et al.,2018).

In the Board Results of HSSC-I&2session 2019, it was also concluded that English teachers' positive attitudes toward academics, administration, co-curricular activities, socio-psychological, and economic aspects of teaching had a positive impact on their students' academic achievements studying English at the Higher Secondary level in District Kohat. Furthermore, research has demonstrated that instructors' attitudes and behaviours may influence students' academic achievement and participation in classes in a positive or negative way. The attitudes of teachers toward teaching have a considerable influence on the attitudes of pupils toward learning. In addition, instructors' attitudes have been demonstrated to be a powerful predictor of students' success and attitude toward learning. Students' positive attitudes may be improved by teachers' enthusiasm, inventiveness, and helpful conduct.

Recommendations

A few suggestions are offered to policymakers and other stakeholders based on the results of this research. It is possible that English instructors improve their teaching talents and mastery of the topic, as well as develop a good and enjoyable attitude toward teaching. It is important for recruiting authorities, management, and government officials to support young men and women who have acquired a dedication and competitive spirit toward their employment, so that they try to enhance education.

The outcomes of this research will help policymakers pay attention to teachers' attitudes about teaching and encourage them to reevaluate existing policies and make educational ideas an explicit, rather than an implicit, part of teacher education. Continuous professional development for English educators should be provided via thorough induction training. The demand for any profession, as well as its social prestige, creates a focal point of interest for future generations who choose to follow it. It is proposed that exceptionally competent graduates and postgraduates work part-time in educational institutions to raise the status of instructors and to profit from the expertise of these experts.

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