



Influence of lecturers' attitudes on academic performance of undergraduate students in Federal University Dutsinma, Katsina State – Nigeria

Bada, Steve Olusegun¹ & Aminu, Auwal Jibia²

^{1&2}Department of Educational Foundations,
Federal University Dutsinma, Katsina State – Nigeria

Email: bdolusegun@gmail.com

Abstract

The study assessed the influence of lecturers' attitude on academic performance of undergraduate students in Federal University Dutsinma, Katsina State. The researcher sampled one hundred and six (106), three hundred level students from all the faculties in the University using simple random sampling. The method adopted for the collection of the data was the designed questionnaire by the researcher. The use of the questionnaire serves as a means of eliciting data. The questionnaire has two sections, section one is demographic data, while section two is attitudinal items descriptions. These items set out to elucidate on the attitudes of lecturers on students' academic performance to the teaching and learning process, to test the actual performance of the learners and to see how much the lecturers' attitude influence the students' performance. To ascertain the validity of the instrument, it was given to experts in the Department of Educational Foundations, Federal University Dutsinma. The experts made corrections which were taken into consideration. At the second look, the experts adjudged the instrument valid. To establish reliability, the instrument was administered on a representative sample of (20) respondents. The scores were subjected to Pearson Moment Correlation analysis which yielded coefficient alpha of 0.78 which shows that the instrument was reliable for the study. The analysis of the data is done using Statistical Package for Social Sciences (SPSS) 23.0 version to run the analysis of the results at 0.01 level of significance. The main findings of the research indicates that lecturers' attitudes have negatively deterred undergraduate students' academic performances with ($r = -0.573, p < 0.01$). Based on this finding, the study recommends that lecturers should obtain Postgraduate Diploma in Education (PGDE) so as to acquire the necessary teaching strategies/methodologies to enable them perform as trained teachers.

Key words: Lecturers' attitudes; academic performance; undergraduate students.

1. Introduction

Science Education is an area of expertise formed on the basis of two notions, "education" and "instruction" (Karsli, 2007). Education refers to the process of imparting and acquiring knowledge

through teaching and learning, especially at a school or similar institution (Encarta Dictionary, 2006). Teaching, on the other hand, is the process in which the individual develops talents in proportion to their capacity (Karsli, 2007). The most important pillar in teaching and learning is

the lecturer/teacher. A lecturer, in general terms, is a person working in educational institutions who enables students to reach cognitive, sensory and behavioral aim and gains within the range determined by the educational system (Gundogdu & Silman, 2007). In Ruggeri, Dempster, Hanna, Cleary, (2008) it is claimed that the greatest determining factor on attitudes and on the overall experience of the course was the lecturer/professor. The authors (Ruggeri et al, 2008) highlight that negative attitudes can occur due to fear of the lecturer: sometimes students act as if they were working not to look uncomprehending in the lecturer's view. Moreover, attitudes affect the achievements of statistics courses (Emmioglu & Capa-Aydin, 2012), so lecturers can influence performance indirectly too.

School is the first basic socialization institution for the child after the family. Apart from the parents, it's the students' lecturer who is in the front seat in regards to child's mental, emotional, moral social and academic developments. The understanding of modern education in our day lays the duty and responsibility of being effective in not just the students' intellectual development but also character development solely on the shoulders of the lecturer. The fulfillment of this responsibility is only possible through the lecturers' being able to develop healthy attitudinal values themselves as well as providing efficiency in their relationships with students so as to allow them to develop their performance academically and excel in life career (Can, 2011; Inelmen, 2011).

The abilities and characteristics that are necessary in order to be a good lecturer are also the same factors that define a good education. A good lecturer has eight basic characteristics, which are; Knowledge of material; Decision making; Critical

thought and problem-solving ability; Self-understanding and self-correction; Reflecting; Recognizing students and knowing students learning needs; Applying new findings in education; Teaching and communication ability (Ari, 2008). The lecturer who thinks critically and the self-governing lecturer, is one who realizes that the nature of knowledge and abilities directly affects his/her students and surroundings takes responsibility for his/her own knowledge and abilities, creates positive relationships with students and can relay these to students in the most efficient manner (Ari, 2008). The effect of the lecturers' attitudes on students' success is a fact that cannot be overlooked. The lecturer, through either positive or negative attitude in communication with students and in how he/she reflects this, has a positive or negative effect on the attitude shown toward themselves or the public in general, affecting development of the ability to communicate, research and be creative (Ataunal, 2003).

There are several factors which can influence the performance of students for instance in statistics courses: expectancies, motivations, student characteristics, previous achievements, related experiences and interests can be mentioned among the influencing factors (Tempelaar, Van Der Loeff, & Gijsselaers, 2007; Ramirez, Schau, & Emmioglu, 2012; Hood, Creed, & Neumann, 2010). However, one of the most important influencing factors is the lecturer. In Ruggeri, Dempster, Hanna, & Cleary (2008) it is claimed that the greatest determining factor on attitudes and on the overall experience of the course was the lecturer. The authors highlight that negative attitudes can occur due to fear of the lecturer; sometimes students act as if they were working not to look uncomprehending in the lecturer's view. Moreover, attitudes affect the achievements of statistics courses

(Emmioglu & Capa-Aydin, 2012), so lecturers can influence performance indirectly too.

1.2 Statement of the Problem

One of the goals of National Policy on Education (2013) is development of appropriate skills, mental, physical and social abilities and competencies to empower the individual to live in and contribute positively to the society. The backbone in seeing the realization of this goal in the university is the lecturer, but unfortunately, lecturers are becoming something else. You find lecturers making belittling comments on student, not being friendly and compassionate towards students. Most a time you hear issues of mass failure of students in examinations and tests, you hear students insulting lecturers, calling them sort of names because of their attitudes and behavior dispositions towards students which is in line with the assertion of Ruggeri et al (2008) claiming that the greatest determining factor on attitudes and on the overall experience of the course was the lecturer/professor. As a result, majority of students end up with examination results they can neither defend nor put into actual practice due to inadequate acquired skills and knowledge which relies heavily on the part of the lecturers, while some end up being withdrawn from the university due to poor academic performance.

The study therefore sought to find out if there is any relationship between the lecturers' attitudes and academic performance of undergraduate students in Federal University Dutsinma, Katsina State. The purpose of the study was to examine the attitudes of lecturers as it influences the academic performance of undergraduate students in Federal University Dutsinma, Katsina State. Therefore, the objective of the paper is to assess the relationship between lecturers'

attitudes and academic performance of undergraduate students in Federal University Dutsinma, Katsina State.

2. Methodology

The research design adopted for this study is the descriptive survey method. Descriptive survey method is being used to conduct the study since it allowed the researcher to gather information about the population of the study. Stangor (2004) reported that correlational designs tend to measure complexities of the patterns of relationship that exist among measured variables. The population of the study consist all 300 levels students from all the faculties in Federal University Dutsinma. The total population of 300 levels students in Federal University Dutsinma is one thousand and sixty-two (1,062) students (Academic Division, 2019). The sample of the study consists of ten percent (10%) of the population as given by Research Advisors (2007) which was selected using simple random sampling technique making a total number of one hundred and six (106) respondents. The questionnaire designed for the study has been developed by the researcher. The statements used on the questionnaire were based on the results of the prior empirical research. The questionnaire was a four-item type scale with 20 statements. The participants were told to choose only one of the four choices listed as: Strongly Agree, Agree, Disagree, and Strongly Disagree. What is most important here is to justify the use of the instrument, how it was validated and how you established the reliability of the tool. Descriptive statistics; percentage and frequency counts were used to analyze respondents' demographic data, while inferential statistics using Spearman

Rank order correlation statistics was used to test the hypothesis at significance level of 0.01. The IBM SPSS Statistics 23.0 version was used to run all the analysis.

The demographic data was analyzed using frequency counts and percentages, while spearman rank order correlation was used to test the hypothesis at 0.01 alpha levels of significance.

3. Results

This section presents the result of the analysis of data obtained from the field.

Table 1: Distribution of Respondents based on Gender

S/N	Gender	Frequency	Percentage 100%
1.	Male	75	70.75%
2.	Female	31	29.25%
	Total	106	100%

Table 1 shows that 106 respondents participated in the study out of which, 75 (70.75%) were males, while 31 (29.25%) were females.

H₀₁: There is no significant relationship between lecturers' attitudes and academic performance of undergraduate students in Federal University Dutsinma, Katsina State.

Hypothesis Testing:

Table 2: Mean, Standard Deviation and Spearman Rank Order Correlation measuring the relationship between lecturers' attitudes and academic performance of undergraduate students in Federal University Dutsinma, Katsina State

Variable	Mean	N	Std. Deviation	α -value	r-cal.	Decision
Lecturers' attitudes	56.08	106	8.756			
Students' academic performance	45.40	106	6.643	0.01	-0.573**	Rejected

**Correlation is significant at 0.01 levels (2-tailed)

Table 2 shows a calculated r-value of -0.573 at an alpha (α) level of 0.01. Since the calculated r-value is less than the α -value, then the hypothesis was not accepted. Hence there is negative relationship between lecturers' attitudes and academic performance of

undergraduate students in Federal University Dutsinma, Katsina State.

Discussion of Findings

The result of the analysis showed a negative relationship between the lecturers' attitudes and undergraduate students' academic performance in Federal University Dutsinma, Katsina State and

therefore the null hypothesis was rejected since the calculated value ($r = -0.573$) is less than the α -value ($\alpha = 0.01$). This clearly shows that lecturers surpass the boundaries of the classroom in students' educational lives and its evident how effective they can be during the whole life of the student. The finding of this study further indicates that, Lecturers are the second-highest determining factor in the development of students, after the parents. The result of this study is in line with Ari (2008) who stated that the lecturer who thinks critically and the self-governing lecturer, a lecturer who realizes that the nature of knowledge and abilities directly affects his/her students and surroundings takes responsibility for his/her own knowledge and abilities, creates positive relationships with his/her students and can relay these to students in the most efficient manner.

The finding of this study corroborates with, Mucella, Melis, and Ahu (2011) who opined that positive attitude of lecturers can improve students' academic performance, while negative attitude of the lecturers influenced students' academic performance negatively.

Summary of findings:

The summary of the major finding based on the tested hypothesis is as follows:

1. There is negative relationship between lecturers' attitudes and academic performance of undergraduate students in Federal University Dutsinma, Katsina State.

4. Conclusion and Recommendations

Conclusion

Attitude presents reference for a person's conduct and conditions behaviour, in that unfavourable attitude elicits a reaction of avoidance or aggression while neutral leads to indifference, and favourable

attitude begets seeking behaviour. Attitudes are formed as a result of learning and experiences which develop in a certain period of time. Since attitudes are bound to an individual's set of values, there are several factors which have an influence upon the construction or changes in the already existing attitudes. The relationship between the lecturers' attitudes and undergraduate students' academic performance is significant and important and has been an area of concern for researchers. This study revealed that lecturers' attitudes have negative relationship with undergraduate students' academic performances in Federal University Dutsinma, Katsina State.

Recommendations:

Based on the findings of the study, the researcher recommends the following:

1. That there is a need for sensitization programmes from time to time to enlighten lecturers on the effect of their positive and negative attitudes on students' performance academically.
2. That there is a need for lecturers to obtain a Postgraduate Diploma in education (PGDE) in order to acquire the necessary teaching strategies/methodologies in running a smooth and effective classroom and lectures delivery.

References:

- Ari, R. (2008). *Egitim psikolojisi (Educational psychology)* (4th Ed.). Ankara: Nobel.
- Ataunal, A. (2003). *Nicin ve nasıl bir öğretmen? (Why and what kind of a teacher?)*. Ankara: Milli Eğitim Vakfı Yayınları No. 4
- Can, G. (2011). Kişilik gelişimi (Development of personality) in B. Yesilyaprak (Ed.) (2011). *Egitim psikolojisi: Gelisim-ogrenme-*

- ogretim (Educational psychology: Development learning-teaching)* (7th Ed.) (119-151). Ankara: Pegem Akademi.
- Emmioglu, E. & Capa-Aydin, Y. (2012). Attitudes and achievements in statistics: a meta-analysis study. *Statistics Education Research Journal*, 11(2), 95-102.
- Gundogdu, K. & Silman, F. (2007). Bir meslek olarak öğretmenlik ve etkili öğretim (Teaching as a profession and effective teaching) in Z. Cafoglu (Ed.) (2007). *Egitim bilimine giris: Temel kavramlar el kitabı (Introduction to education: Handbook of basic concepts)* (259-292). Ankara: Grafiker.
- Hood, M., Creed, P. A. & Neumann, D. L. (2012). Using the expectancy value model of motivation to understand the relationship between student attitudes and achievement in statistics. *Statistics Education Research Journal*, 11(2), 72-85.
- Inelmen, E. (2011). Integrating all learning activities around a city study curriculum. *Cypriot Journal of Educational Sciences*, 6(1), 37-45.
- Karsli, M.D. (2007). *Egitim Bilimine Giris (Introduction to Education)*. Ankara:
- Pegem A. Mucella, U., Melis, S. O. & Ahu, E. (2011). The effects of teachers' attitudes on students' personality and performance. *Procedia-Social and Behavioral Sciences*, 30, 738-742.
- Ramirez, C., Schau, C., & Emmioglu, E. (2012). The importance of attitudes in statistic education. *Statistics Education Research Journal*, 11(2), 57-71.
- Ruggeri, K., Dempster, M., Hanna, D., & Cleary, C. (2008). Experiences and expectations: The real reason nobody likes stats. *Psychology Teaching Review*, 14(2), 75-83.
- Tempelaar, D. T., Van Der Loeff, S. S., & Gijselaers, W. H. (2007). A structural equation model analyzing the relationship of students' attitudes toward statistics, prior reasoning abilities and course performance. *Statistics Education Research Journal*, 6(2), 78-102.