

INFLUENCE OF TEACHERS' ATTITUDES TOWARDS TEACHING ON THE USE OF SPECIFIC FEEDBACK MECHANISM IN PRIMARY SCHOOLS IN EDO STATE

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Abstract

The study investigated Influence of Teachers' Attitudes Towards Teaching on the Use of Specific Feedback Mechanism in Primary Schools in Edo State. The study adopted Ex-post Facto research designed. The population for the study is 912 primary school teachers, a sample size of 393 public primary school teachers was selected via multi-stage sampling techniques. Two research questions and one hypothesis guided this study. Hypothesis was tested at 0.05 level of significance. Two research instruments, "Teachers Use of Specific Feedback Mechanism Scale (TUSFMS) and Teachers' Attitudes Towards Teaching Scale (TATTS)" were used to collect data from the 450 primary school teachers. The reliability coefficient of the instruments was 0.92 and 0.75 respectively. The two research questions were answered using frequency, percentage, mean, and standard deviation while the hypothesis was tested using independent sample t-test. One of the results of this investigation revealed that majority of primary school teachers in Edo State have positive attitude towards the teaching job. Based on the findings it was recommended among others that primary school teachers should be motivated by providing them necessary teaching aids that will make them to continue to provide specific feedback to their pupils,

Keywords: Attitudes, teaching profession, formative information, and specific feedback mechanism.

Introduction

Feedback is the formative and constructive information that is given to a learner regarding his/her academic performance. Feedback allows the learner to know how well he/she is doing in the teaching and learning process and how he/she can achieve academic excellence. Nwankwo (2007) viewed feedback as information given to a learner by a trained instructor on how the learner has performed on a particular task. In addition, feedback involves provision of information based on the learner's abilities on a particular task. It teaches or informs the learner where he has done well and thus to keep it up. It also informs a learner where he has gone wrong

and how he can improve on his performance. That is to say, feedback is an information or response from the teacher to the learner, that tells both the teacher and the students if they are doing well or not in the teaching and learning process. Despite the importance of feedback in teaching and learning, how many teachers actually provide feedback to their students? Those that do provide feedback to their students, how effective is the feedback provided to students? Some teachers are very temperament they yell at their students and even shot students down when they are been asked questions that borders on the topic been taught. There are some teachers that insult their students because their students asked them questions that have no bearing to what has been taught. With this kind of attitude, it may be very difficult for such teachers to provide feedback to their students. This may instill fear in students and they may be too afraid to ask their teachers questions in the class. If students cannot seek clarity from their teachers as regard their studies, how will they correct their wrongs? At the end of every test or examination, students need to know their performance and it should be timely so that they can be better prepare for the next test or examination.

Most Universities delay in providing feedback to students as it regards students results in the sense that, students' first and second semester results of a particular session are published half way into a new semester; many students do not know if they have carryover or not. The only time they know they have carry over is towards the end of a new semester which may result to them missing test, assignment or not attending the class at all. What do you think will happen to these students? They may carry over the course again. Some Course Advisers are not helping matter at all, some may refuse to show students their results and this help to compound the problem. This senero may exist at the primary school level, where primary school teachers may refuse to let their pupils know what they score in their test or yell at their pupils when they asked questions for clarity. We can see that feedback is one of the most powerful tools that can be used to enhance students' achievement. If we want our students to excel academically, detailed feedback concerning students' performance should be given to them. During the process of the instruction, teachers evaluate the students and it is important that teachers give students feedback based un the learnt task. The response from the students will help the teacher evaluate his/her teaching method. To this end feedback can be defined as the remark(s) given to a learner concerning his/her academic performance and how his performance can be improved.

The focus of this study is on specific feedback. The role of specific feedback in teaching and learning cannot be over ruled, hence Thomas and Robert (2011) made this statement "Teaching without learning, is just talking". They also claim that "the central aim of all teaching is to help students learn more effectively and efficiently". Specific feedback is an essential part of learning as it helps students to learn effectively and gain better understanding of the subject under study and it gives a clear direction on how to improve their academic performance. specific feedback is the information that is given to a learner concerning how he/she has performed

during a given task and how he/she can achieve his or her goals.

Specific feedback builds in the student self-confidence awareness and zeal to learn. Giving specific feedback in the classroom during teaching and learning process is said to enhance learning and improves students' outcome, specific feedback also allows the students to be more active in the learning process. It also sends a message to the learner that the teacher cares so much about their academics. Specific feedback is also said to be important in teaching and learning as it encourages and enhances the learners' knowledge and skills. Schartel (2012) stated that specific feedback assists learners to improve their performances with the basic aim of helping them actualize their goals in addition to the educational objectives. Specific feedback is a machinery to improve learning outcome (Hattie & Timperley, 2007).

Saurabh, Prateek and Jegadeesh (2014) reported that, specific feedback in the teaching of medical students is an essential part of teaching as it gives support and promotes the learners' knowledge, skill and professional performance. In order words, Specific feedback is the bases for all academic success and it is applicable in all fields. Specific feedback is also described as the information given to a learner about the learning goal in relation to the task. That is, it is the information about the correct or incorrect response of the learner. Also, it is that information that point out our strength and weakness and how to improve on the weakness. Hence Naomi (2017) opined, that teachers should give their students specific feedback on the efforts they have made, what they have achieved and how to improve on their errors. That is to say, specific feedback should focus on the task so that students will not repeat the same mistake and the use of specific feedback should be employ in the classroom.

Based on the researcher's personal experience in the teaching profession, many students/pupils do not do well in their examinations even when the same set of questions that has been given to them before during class activities is given to them in the examination, they still fail such questions. One would have thought that repeating questions which the learner has been expose to before during class work in the examination will help improve the achievement scores of the learner but reverse is the case. The reason for this Menes could be due to the fact that specific feedback was not properly provided to these learners. If this problem is not given proper attention, examination malpractice might rise beyond what it is now and the rate of school dropout might be on the increase. This could be tied to teachers' attitude towards the teaching job.

Teachers' attitude towards the teaching job could influence the manner in which primary school teachers provide specific feedback to their pupils. Attitude is a thing of the mind that affects a person's perception (Shittu and Oanite 2015). In order words, attitude is the reaction of an organism towards other organisms, objects or events. It could either be positive, negative or neutral. Attitude is the mental state of an individual that propel that individual to act in a particular manner (Nwankwo, 2007). That is to say attitude is the compelling force or drive that makes an individual

behave or react to a thing in a particular manner. Teachers' attitude towards teaching job has to do with how teachers perceive the teaching profession. Teachers vary in their attitude towards the teaching job and to students as well. Some teachers are conservative and autocratic, liberal and democratic (Lieve, Heidi, Wim and Fien 2017). That is, some teachers have positive and negative attitudes toward the teaching job and their students.

These different types of attitudes exhibited by teachers can have different impact on the learning outcome (Summer, 2002). That is, attitude of the teacher towards teaching can promote good study habit in the learner as they may be encouraged by their teachers to adopt good study styles. Attitude can influence an individual's ability positively or negatively. Oddiri (2011) also reported that teachers' attitude towards teaching affects performance of students. This means, teachers' attitude can make a learner to be perceive or active during class activities. There is also the possibility that, some teachers may perceived the teaching profession as not lucrative as medicine, law, nursing, and engineering. They are in the teaching profession because it is their last resort just to keep body and soul since their preferred jobs is not forth coming. These categories of teachers may have negative attitude towards the teaching profession as such may not devote their time and energy in giving specific feedback to their students or pupils.

Carey (2014) stated that, teachers who are lazy often turn up late to school and do not bother to set homework for their students, even if they do may not provide adequate specific feedback to their students. This means teachers with negative attitude towards teaching are only concern about themselves they do not care about how their students are faring academically. Shittu and Oanite (2015) carried out a study on "Teachers' Attitude: A good Influence on teaching and learning of social studies in junior secondary school in Ilorin. The result shows that, Social Studies teachers have negative attitudes towards teaching of social studies in junior secondary schools. The implication is that these social studies teachers may not go to class, give class work, give homework or mark students' work sheet regularly and this might be affecting students' performance negatively. In another study carried out by Klehm (2013) who investigated "Effect of Teachers Attitude on Teaching Practices and Students with Disabilities". The result shows that most teachers prefer to teach students without disabilities than students with disabilities, that is most teacher have negative attitudes towards students with disabilities and positive attitudes towards students without disabilities and this may also affect the way they will teach and provide specific feedback to students with disabilities. From all the studies reviewed, it is clear that, no much work have been done on how attitude towards teaching influence the use of specific feedback mechanism among primary school teachers especially in Egor Local Government Area of Edo State. It therefore means that, there is a gap to be filled which this study intends to fill.

Research Questions

1. What is the attitudes of primary school teachers towards teaching job in Edo State?
2. Does attitude toward teaching job significantly influence use of specific feedback mechanism among primary school teachers in Edo State?

Hypotheses

1. Attitudes towards teaching job does not significantly influence use of specific feedback mechanism among primary school teachers in Edo State.

Methodology

The research design used in this study was Ex-Post Facto research design. The population of the study is 912 primary school teachers in Egor Local Government Area of Edo State of which 59 are male and 853. A sample size of 393 public primary school teachers drawn via Multi-stage sampling methods (Simple random sampling, non-proportionate stratified random sampling and accidental sampling techniques) was used. Taro Yemen's formula was used to determine the estimated minimum sample size of 276. The sample size was increased to 450, primary school teachers which forms 49.34% of the entire population. At the time of administering the instrument, only 393 questionnaires were retrieved. Two instruments were used to collect data for this study, Teachers' Use of Specific Feedback Mechanism Scale (**TUSFMS**) and Teachers' Attitudes Towards Teaching Scale (**TATTS**). The reliability of the instruments was estimated using Cronbach alpha which yielded a ecoefficiency of 0.92 and 0.75 respectively. Two research questions and one hypothesis guided this study and the research questions were answered using frequency, percentage, and mean. The attitude of teachers towards teaching was determine using the group mean score of 52 where teachers have scores that equals or greater than the group mean are said to have positive attitude toward teaching while teachers that have scores below the group mean are said to have negative attitude towards teaching. Hypotheses 1 was tested using independent sample t-test.

Result

Research Question One: What is the attitudes of primary school teachers towards teaching job in Edo State?

In order to answer this research question, frequency table and percentage was used to determine the attitudes of primary school teachers towards teaching job

Table 1: Frequency distribution and percentage of the attitudes of teachers towards teaching job in Edo State.

Attitude toward teaching	N	M	%
PATT	222	> or = 52	56
NATT	171	< 52	44
Group mean		52	
Total	393		

NOTE:

PATT = Positive Attitude Towards Teaching

NATT = Negative Attitude Towards Teaching

Table 1 shows that out of the 393 primary school teachers used in this study 222 teachers which forms 56% have positive attitude towards teaching job while 171 teachers have negative attitude towards teaching job. This means that, majority of primary school teachers in Edo State have positive attitude the teaching profession

Research Question Two: Does attitude toward teaching job significantly influence use of specific feedback mechanism among primary school teachers in Edo State?

In order to answer this research question and test the hypothesis, mean, Standard Deviation Independent sample t-test of teachers with positive and negative attitudes were used. The result is presented in table 2.

Table 2: Mean, Standard deviation and independent sample t-test of teachers' attitude towards teaching job on the use of specific feedback in public primary schools in Edo State.

Attitudes Result	N	M	MD	SD	df	t	p-value
Positive	222	58.02	14.01	4.32	391	28.45	0.001
Negative	171	43.98		5.46			p< 0.05

From table 2, it is shown that the mean scores for teachers with positive and negative attitudes are 58.02 (SD = 4.32) and 43.98 (SD = 5.46) respectively. This yielded a mean difference of 14.04. This result means that, teachers differ in the use of specific feedback mechanism based on their attitude towards the teaching job. That is, those with positive attitudes towards the teaching job use specific feedback more than their counterparts with negative attitudes towards the teaching job because a mean difference of 14.01 was obtained. When theses scores were further subjected to an

independent sample t-test, a calculated t-value of 28.45 was obtained at a degree of freedom 391 at 0.001 level of significance, that is P -value is less than 0.05. Thus, the null hypothesis which states that Attitudes towards teaching job does not significantly influence use of specific feedback mechanism among primary school teachers in Edo State is rejected and the alternate hypothesis which states that Attitudes towards teaching job significantly influence use of specific feedback mechanism among primary school teachers in Edo State is retained. That is, attitudes of teachers towards the teaching job significantly influence the use of specific feedback among primary school teachers in Egor Local Government Area of Edo State.

Discussion of Findings

This study investigated the attitudes of primary school teachers towards teaching job and how it influences their use of specific feedback mechanism in Edo State. One of the results revealed that majority of primary school teachers in Edo State have positive attitudes towards the teaching job. This could be attributed to the difficulty of getting government paid jobs in the society, so those persons who are lucky to be employed as teachers in public schools knowing fully well that they may not get any better job than their present job decide to make do of what they have. As a common adage says “ a bird at hand is better than 10 in the bush” The researcher believes this finding is encouraging as this implies these teachers may be more productive and effective in carrying out their teaching job and this may help improve the standard of education in Edo State. The finding is in agreement with the finding of Oddiri (2011) who also found out that primary school teachers in Obio-kpor Local government area of Rivers State have positive attitude towards the teaching job. This finding is not in agreement with the finding of Shttu and Oanite (2015) who found out that Social Studies teachers have negative attitude toward teaching of Social Studies and by extension, the teaching job.

The result also shows there was a significant difference in the use of specific feedback mechanism among primary school teachers based on their attitude towards the teaching job. This implies, primary school teachers in Egor local government area of Edo State with positive attitude towards the teaching job use specific feedback mechanism more than their counterparts with negative attitudes, meaning these categories of teachers would be able to improve pupils' learning by providing specific feedback to their pupils. This finding is not surprising because the attitude we developed towards a job will determine our interest to that job which in turn will reflect in our productivity. Also, teachers are now beginning to see themselves as role models in the society and an element of positive change in the educational sector. These may have changed their narratives towards the teaching profession. This finding is not in line with the finding of Shttu and Oanite (2015) whose findings revealed that Social Studies teachers have negative attitudes towards the teaching of Social studies, this mean these negative attitudes of these teachers, might hinder

them from providing specific feedback that will boost the academic performance of their learners. This finding is in consonant with the finding of Klehm (2013) who found out that majority of the teachers have positive attitudes towards students without disabilities. This implies, these teachers may effectively provide specific feedback to students irrespective of the student's disability and this will help enhance student's performance.

Conclusion

Primary school teachers in Egor Local Government Area. of Edo State have been found to have positive attitudes towards teaching job. In addition, it was also found that primary school teachers in Egor L.G.A. with positive and negative attitudes towards teaching job use specific feedback mechanism. However, teachers with positive attitude towards teaching job use specific feedback mechanism more.

Recommendations

Based on findings of this study, it is hereby recommended that:

1. primary school teachers irrespective of their attitude towards teaching job should be motivated by providing them with necessary teaching aids that will make them to continue to provide specific feedback to their pupils,
2. primary school teachers with negative attitude towards the teaching job should endeavour to provide specific feedback to their students as this may help improve their academic.

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