



Teacher Enthusiasm and Academic Achievement of Students at the Secondary Level

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ABSTRACT

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This quantitative correlational design study's primary goal was to examine the degree of association between secondary school academic accomplishment, student motivation, and instructor excitement. Additionally, this study examined general variations in secondary school students' motivation, teachers' excitement, and academic performance. Lastly, this study examined how students' perceptions varied according to their different demographic traits. In order to accomplish these goals, the researcher employed a single questionnaire with three sections: a demographic section for gathering personal data about the students and scales/subscales for evaluating how enthusiastic the teachers are and how motivated the students are to study. The population of this study consisted of all students enrolled at all three educational levels in all public and private secondary schools in district D.G. Khan. 559 (Male = 258 and Female = 301) sample school students from both public and private schools, representing a range of educational levels, provided the researcher with data. Stratified random sampling was used to choose the sample. Both descriptive and inferential statistical methods (i.e., Mean, SD, Independent samples t-test, and ANOVA) were used to examine the collected data. The findings showed that the majority of secondary school pupils had a favorable opinion of their teachers' zeal and academic drive. Regarding correlation analysis, the values of "r" showed a modest degree of association between students' academic drive and their opinion of their teacher's zeal.

Introduction

There are at least two approaches to dealing with teachers' enthusiasm (Kunter et al., 2011). First, from the perspective of an outside observer, the behavioral approach refers to engaging and dynamic teaching methods like gestures, voice delivery, or facial expressions (Collins, 1978). The second focuses on the subjective, internal feelings (as a personal trait) of instructors who are passionate about teaching and addresses the conduct of the teacher (Kunter et al., 2011).

There is widely accepted definition of teaching excitement in the field of learning (Keller et al., 2016). Nonetheless, there is more consensus that teacher excitement may be measured in at least two methods (Keller et al., 2016). In the first, the teacher's subjective sentiments are used to gauge perceived excitement (Taxer & Frenzel, 2018). The second focuses on shown excitement, which is gauged by the teacher's visible actions during a class presentation (Keller et al., 2014). The teacher's

passion might be seen as a reflection of their own informational approach. In other words, it is the unique expressiveness that the instructor uses to convey the lessons.

According to Collins' principles (Collins, 1978), the demonstrated excitement is often operationalized through non-verbal cues like facial expressions and voice intonation. An overview of these investigations can be initiated in Keller et al. (2016). Several empirical studies have attempted to establish a connection between the teacher's excitement and the quality of their instruction or the students' outcomes. Previous studies have scrutinized how excitement affects motivation and accomplishment in relation to student outcomes.

Though, prior research has not shown the same impacts of instructor excitement on student success. The majority of research (Bettencourt et al., 1983) has not discovered a connection between student grades and instructor excitement. As a result, Kunter et al. (2013) discovered just a few indirect impacts on achievement but confirmed the impact of excitement on motivation. Therefore, the link between student accomplishment and instructor passion is far from straightforward. Social-cognitive learning notion has served as the overarching theoretical substance for earlier studies on student motivation and excitement (Bandura, 2001).

This paradigm states that the instructor assists as a role model for the schoolchildren, imparting values and feelings related to the learning objectives (Frenzel et al., 2009). This is the central thesis of the control-value concept of accomplishment emotions (Pekrun, 2006), which postulates that a teacher's excitement may cause students to feel good about the subject and instruction. Additionally, a number of researches by Cui et al. (2021) have demonstrated that teachers' excitement can lessen negative feelings, such as students' boredom in class. However, the direct impact of excitement on performance is not well explained by any theoretical paradigm.

At the empirical level, factors like increased student attention have been used to examine the indirect impact of excitement on accomplishment (Moè et al., 2021). An option that received less attention in study is the examination of appropriate factors that might account for certain circumstances in which passion influences performance. Regarding this line of inquiry, other significant factors in the educational setting may have an impact on the exact link between instructor enthusiasm and student accomplishment. Both the features of the study content and surrounding factors (family, educational institution, etc.) may interact with enthusiasm. The structure of the study material itself is one of these features that has proven to be crucial.

There is uncertainty about the precise definition of teacher excitement and its impact on pupils as a result of these two different but equally legitimate conceptualizations of the phenomenon. The "conjoined manifestation of beneficial affective moments, that is, related to teaching gratification, and the behavioral manifestation of these sensations, that is (mostly informal) behaviors of communication," is the integrative definition of optimism that was recently proposed in order to clear up this ambiguity (Keller et al., 2016). The prospect to integrate two earlier unrelated fields of research is presented by this redefinition of enthusiasm, which includes both a declared and an experienced component. However, this reinterpretation is currently not well supported by empirical data.

Numerous scholars from several decades ago claim that student motivation and success are correlated with teachers' passion. This variable is linked to effective teaching because of its impact on student attitudes toward learning (McMillian, 1976), accomplishment (Brigham et al., 1992), test concert (Marlin, 1991), recall behavior, and ratings of lecturer efficiency (Feldman, 1976). Students' perceptions of a teacher and the material they are learning might be influenced by the teacher's eagerness in the classroom. Teachers' excitement or passion for teaching sometimes determines whether or not they are effective in reaching their pupils.

Teachers must sufficiently prepare their pupils for success and put out as much effort as they anticipate receiving in order to educate successfully and reach their students. Before the test, the instructor must be prepared to devote time to reviewing the content and provide any additional help that the students might want. The energy is formed between instructors and students an drive that both parties share but for which neither is personally accountable is what gives the classroom its life (Feldman, 1976).

In order to get strong test scores and foster positivism in the classroom, the instructor must focus on preparing the kids to do well. In the classroom, teaching and learning are equal exchanges. The thrill of having new learning experiences and interactions with one another starts to emerge once everyone in the classroom understands that they are both instructors and students. These discussions and educational opportunities are what ignite excitement and passion. In a classroom, I saw passionate teaching behaviors (Kasalak & Dagyar, 2020).

Individual and contextual variables are the primary focus of Chinese research on classroom engagement. Gender attributes, personality traits, academic achievement, self-concept, and learning motivation are examples of individual variables; class size, teacher-student interactions, parenting methods, cultural variations, and instructional behaviors are examples of

environmental influences. From the viewpoints of teaching techniques, teaching styles, classroom behaviors, and teaching strategies, scholars have frequently investigated the effects of teacher teaching behaviors on classroom involvement. But from the standpoint of teacher enthusiasm, there hasn't been much thorough investigation (Maslach, 2003).

Research Questions

Following were the research questions.

1. What is the level of teacher enthusiasm as perceived by secondary school students?
2. What is students' perception of their academic motivation at secondary level?
3. Is there any relationship between students' perception of teacher enthusiasm, and academic achievement at secondary level?

Method and Procedure

Study Design, Population and Sample

This quantitative study's main objective was achieved by using a correlational design. Correlational design is used for analyzing the relationship between two, three, or more variables. This method often makes it simpler to determine the kind and strength of the relationship between two or more variables under investigation (Creswell 2011). This quantitative non-experimental study technique tracks two or more variables to statistically ascertain whether there is a conforming link between students.

Tool Development and Validation

The researcher used thirty questions that were initially created by Kunter et al. (2011) and Vallerand et al. (2011) in relation to teacher enthusiasm, students' motivation, and academic achievement. Students' perceptions of teachers' excitement, students' motivation, and secondary academic accomplishment were evaluated using the gathered data. The questionnaire was split into two parts: the first part collected participant demographic information, and the second part included questions intended to assess students' perceptions of secondary school academic achievement, motivation, and teacher enthusiasm. The study objectives, pertinent literature, and suggestions from subject matter experts and the research supervisor were taken into consideration when creating the questionnaire.

The importance of the research instrument's validity and dependability was recognized, since faulty instruments could lower the caliber of the results. As a result, the researcher decided to modify established and verified measuring scales for the investigation. Response options ranged from 1 (strongly disagree) to 5 (strongly agree) on a 5-point Likert scale. To guarantee cultural appropriateness and relevance in the Pakistani setting, all elements underwent minor modifications.

The degree to which a research tool assesses what it is supposed to measure accurately is known as validity. A legitimate tool performs as intended. Since it is very impossible to achieve perfect validity, a research instrument's validity is usually evaluated in terms of degrees rather than absolutes. In order to determine how well an instrument measures the desired constructs, data must be gathered and analyzed. The validity of quantitative research instruments is assessed using a variety of statistical techniques. To verify the efficacy and suitability of the tool, validation usually consists of expert assessments and pilot testing.

Tool Administration and Data Collection

Students at the secondary level were given the completed questionnaire in order to gather data. The heads of public secondary schools for both male and female students, as well as the corresponding Chief Executive Officers (CEOs), granted the researcher official approval before distribution. Additionally, the subjects' own consent was obtained. The participants and the district D.G. Khan's educational authority were reassured by the researcher that all information collected would be kept completely private. Throughout the data collection process, ethical principles were closely adhered to. Under the researcher's close observation, the pupils filled out the questionnaires in the classroom during regular school hours.

Data Analysis and Results

The obtained scores were arranged according to the students and the overall testing of hypotheses was made by analysis of data through special software program like SPSS. The analysis of demographic information of the participants is given in the Table 1.

Table 1 : Demographic Information of Sample Students

District	Tehsils	Students		
		• Male	• Female	• Total
•	• D G Khan	• 157	• 194	• 348
• D.G.Khan	• Taunsa	• 107	• 114	• 217
	• KotChutta	• 93	• 68	• 161
	• Koh-e-Sulman	• 26	• 2	• 28
	• Total	• 381	• 381	• 762

Table 1 shows that the study was conducted at grade secondary students and they were selected as 248 from Tehsil DG Khan, 217 from Taunsa, 217 from Kot Chutta and 28 from Koh-e- Suleman. Overall 762 students were taken as sample of study.

Table 2: Descriptive Analysis Of Students' Perception of Teacher Enthusiasm For Teaching

Sr.#	Statements/ Themes	Agree %	No Idea %	Disagree %	Mean	SD
1	My English teacher teaches with great enthusiasm in my class.	98.5	0.2	1.4	4.66	0.96
2	My English teacher really enjoys teaching in my class.	96.6	2.0	1.4	4.50	0.89
3	My English teacher always enjoys teaching students new things.	97.2	1.9	1.9	3.34	1.39
4	My English teacher likes to interact with students.	97.8	1.1	1.1	3.81	1.55
5	My English teacher shares his/her pleasure of teaching and reading with students.	96.9	1.8	2.1	4.42	0.90
Overall Teacher Enthusiasm for Teaching					4.15	1.14

Table 2 shows the analysis of students' perception of teacher enthusiasm for teaching. Analysis was accomplished with calculation of percentage, standard deviation and mean for each statement. This section comprises of 5 statements. Analysis of students' perception of teacher enthusiasm is also presented graphically in Figure 1.

Figure 1 Descriptive analysis of students' perception of teacher enthusiasm for teaching

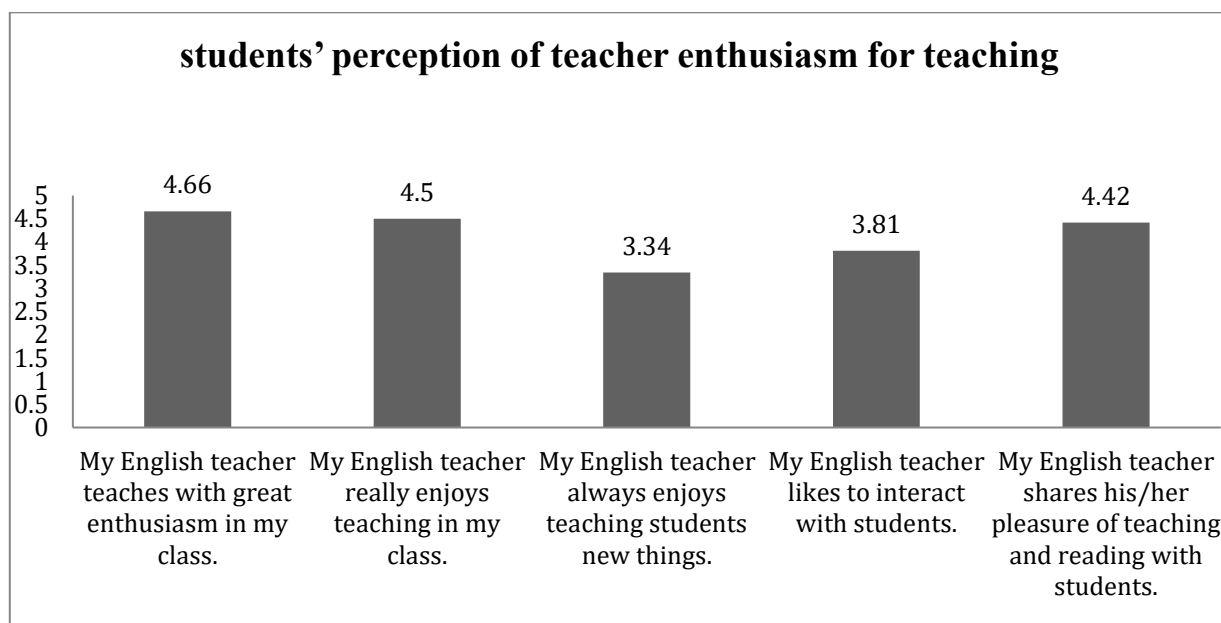


Table 2 and Figure 1 show the analysis of students' perception of teacher enthusiasm for teaching. Analysis was completed with calculation of percentage, mean and standard deviation of each statement. This section consists of 5 statements. According to descriptive analysis, 98.5% of students agreed with the first statement, 0.2% said they had no clue, and 1.4% said they disagreed. The first statement's standard deviation (S.D.) was 0.96 and its mean value was 4.66. With regard to the second statement, 96.6% of students agreed, 2.0% said they had no clue, and 1.4% said they disagreed. The second statement's standard deviation (S.D.) was 0.89 and its mean value was 4.50. Regarding the third item, 97.2% of students said they agreed, 1.9% said they had no clue, and 1.9% said they disagreed. The third statement's mean value was 3.34, and its standard deviation (S.D.) was 1.39.

With regard to the fourth statement, 97.8% of students agreed, 1.1% said they had no clue, and 1.1% said they disagreed. The fourth statement's standard deviation (S.D.) was 1.55 and its mean value was 3.81. With regard to the fifth statement, 96.9% of students said they agreed, 1.8% said they had no clue, and 2.1% said they disagreed. The fifth statement's mean value was 4.42, and its standard deviation (S.D.) was 0.90.

Table 3: Sector-Based Independent Samples T-Test For Students' Perception of Teacher Enthusiasm

Variable	Sector	N	Mean	SD	Df	t-value	p-value
Students' Perception of Teacher Enthusiasm for Teaching (SPTET)	Public	301	21.0	4.40	557	2.47	.004
	Private	258	22.62	4.50			
Students' Perception of Teacher Enthusiasm for Subject (SPTES)	Public	301	22.81	3.99	557	3.01	.003
	Private	258	22.31	4.82			

Students' perceptions of their academic motivation score and instructor excitement were measured using independent sample t-tests, as shown in Table 2. Regarding the educational sector, students' perceptions of teachers' passion for teaching in public and private schools differed statistically significantly (Mean=21.0, SD=4.40 and Mean=22.62, SD=4.50, respectively), $t=2.47$, $p=.004$ (two tailed). Students' perception of teacher enthusiasm for subject (SPTES), having N for public and private as 301 and 258 with Mean (N=22.81, N=22.31), SD(3.99, 4.82), Df (557), $t=3.01$ and p-values with 0.03 value showing a significant effect.

Table 4: Gender based Independent samples t-test for students' perception of teacher enthusiasm and academic motivation

Variable	Sector	N	Mean	SD	Df	t-value	p-value
Students' Perception of Teacher Enthusiasm for Teaching (SPTET)	Male	258	18.87	3.99	557	6.04	.000
	Female	301	18.49	4.54			

Students' Perception of Teacher Enthusiasm for Subject (SPTES)	Male	258	23.59	3.89	557	10.28	.000
	Female	301	21.52	2.17			

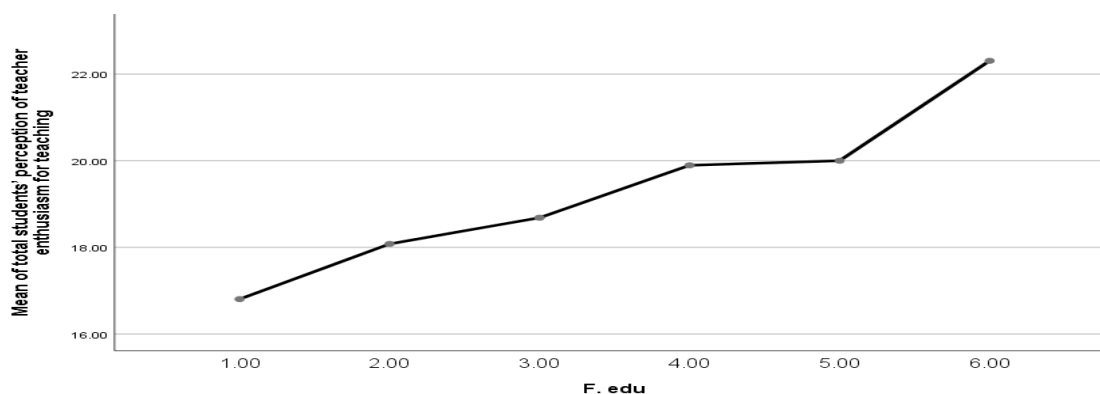
An independent sample t-test was used to assess gender-based variations in students' perceptions of their academic motivation score and instructor excitement, as shown in Table 4.10. Regarding gender, students' perceptions of teachers' passion for teaching differed statistically significantly between males (Mean=18.87, SD=3.99) and females (Mean=18.49, SD=4.54), $t=6.04$, $p=.000$ (two tailed). Students' perceptions of teachers' passion for their subjects differed significantly between males (Mean=23.59, SD=3.89) and females (Mean=21.52, SD=2.17), according to statistics ($t=10.28$, $p=.000$ (two tailed)). Students' perceptions of intrinsic motivation also differed statistically significantly between males (Mean=18.43, SD=1.75) and females (Mean=17.03, SD=1.61), $t=9.81$, $p=.000$ (two tailed).

Table 5: Father-qualification based ANOVA for students' perception of teacher enthusiasm for teaching

Father Qualification	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1799.09	5	359.82	23.39	.000
Within Groups	8505.68	553	15.38		
Total	10304.77	558			

Table 5 shows the result of One-way Analysis of Variance (ANOVA) that was performed to measure father qualification based difference in students' perception of teacher enthusiasm for teaching. Figure 2 also displays the same in graphical form along with the reporting of results.

Figure 2: Father-qualification based ANOVA for students' perception of teacher enthusiasm for teaching



The results of the One-way Analysis of Variance (ANOVA) used to assess the variation in students' perceptions of teachers' passion for teaching depending on parent qualification are displayed in Table 5 and Figure 2. According to Table 5 and Figure 2, there was a statistically significant difference in students' perceptions of teachers' excitement for teaching depending on father qualification ($F=23.39$, Mean Square=359.82 and 15.38, $p=.000$ (two sided)). The means and repeated comparisons of paternal qualification-based differences in students' perceptions of teachers' excitement for teaching are displayed in a line chart in Figure 2.

Discussion

This research study was specifically intended to analyze relationship between students' perception of teacher enthusiasm and students' motivation at secondary school levels in the context of schooling in Pakistan. This study analyzed how students differ in their perception on both the variables. Bock et al. (2021) emphasized that aspects of students' perception of teacher enthusiasm and students' motivation can be related in following three ways. First, students' perception for teacher enthusiasm for teaching and subject, second student motivation, and last one academic achievement.

This study found that teacher enthusiasm for teaching and for subject received the most positive perception from the school students at secondary school levels. These are the most frequently cited aspects/dimensions of students' self-perception as a characteristic of students' motivation (Paulick et al., 2016). This study also found that students significantly differed in their views about students' motivation and academic achievements on total scale scores and their specs/sub-scale scores. These

findings are in agreement with a number of previous study findings conducted on students' perception of teacher enthusiasm and students' motivation (i.e., Lohbeck et al., 2018; Wen & Zhang, 2020).

Conclusions and Recommendations

Based on findings and discussion following key conclusions were drawn. It was concluded that the mean values for the students' perception of teacher enthusiasm for teaching on all the items are within the range of 3.34 to 4.66. The lowermost mean value (3.34) was for item three while item one has the mean value of 4.66 which is the highest among all the five (05). It was also found that overall mean value for students' perception of teacher enthusiasm for teaching was 4.15 (more than 3.00) which exhibits that majority of sample students positive views about their teacher enthusiasm for teaching. It was concluded that the mean values for the students' perception of teacher enthusiasm for subject on all the items are within the range of 3.21 to 4.55. The lowermost mean value (3.21) was for item four while item two has the mean value of 4.55 which is the highest among all the five (05). It was also found that overall mean value for students' perception of teacher enthusiasm for subject was 4.05 (more than 3.00) which exhibits that majority of sample students positive views about their teacher enthusiasm for subject.

It was concluded that as regards students' school sector-based, students' perception of teacher enthusiasm and academic motivation scales and subscales, it was significant values (sig= .000 to .036 respectively) for school location based differences. It was concluded that as regards students' gender-based, students' perception of teacher enthusiasm and academic motivation scales and subscales, it was significant values (sig= .000 to .018 respectively) for students' gender based differences. It was concluded that as regards students' father qualification-based, students' perception of teacher enthusiasm for teaching and other subscales, it was significant values for students' father qualification-based differences. It was concluded that as regards students' father qualification-based, students' perception of teacher enthusiasm for subject, it was insignificant values for students' father qualification-based differences. Teacher training programs should focus on developing enthusiasm, positive attitude, and engaging teaching strategies to enhance students' motivation. School administrations should encourage enthusiastic teaching by providing supportive working environments and professional incentives..

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