

An Empirical Model to Measure Impact of Teachers' Involvement on Academic Achievement of Adolescents

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Abstract: - Adolescence is a critical stage where children turn into young adults and go through many physical, emotional and behavioural changes. It has been observed that adolescents often suffer with lower grades or lack of interest in studies due to these changes and thus it has always been an endeavour of researchers around the world to find means and ways to understand and help adolescents improve their academic achievements. Teachers being a crucial part of their educational process can play a pivotal role in guiding them for achieving their academic goals. The aim of this paper is to put forward a model which would help to measure the impact of teachers' involvement in their students' academic achievement. It would also be helpful in identifying constructs of teachers' involvement which would be most valuable in facilitating adolescents to achieve better academic results. The paper would not only give insight into adolescents' perception but also help teachers to understand adolescents' requirements and may work towards involving them for optimum results.

Keywords: Teacher's Involvement; Academic Achievement; Adolescents.

INTRODUCTION

'Adolescent', as defined by United Nations³, is an individual aged between 12-19 years. It is a stage when an individual goes through rapid changes and growth physically, mentally and also socially while his personality too develops novel dimensions. These years could be termed as one of the most interesting phases of development where children experience substantial physical and emotional changes due to hormonal growth, causing both positive and negative consequences. It is a decisive period of life filled with problems, changes and difficulties, a period of self-discovery which may cause stress and anxiety. The biological changes cause mood swings while their minds are still developing to comprehend these changes.

There have been numerous studies indicating that without proper guidance, Adolescents may easily divert to incorrect doings consequential to problems like destructive behaviour or indifference towards studies. *Santrock* (2010)¹⁰ in the study revealed that Adolescents who are not able to establish positive identity might perform poorly in schools and could develop negative identity.

Plethora of literature advocates that Teachers play an imperative role in students' development, academic achievement and psychological adjustment (*Pianta*, 1999⁸; *Wentze Kathryn R*, 2002¹²; *Fredriksen K & Rhodes J*, 2004⁷; *Cattley Georgina*, 2004⁵; *Blazer D*, 2016⁴). Children often

look up to their Teachers for similar kind of security and emotional support as they might want from their Parents. It has been observed that when students' perceive supportive relationship from Teachers, it not only motivates them to learn and perform well but also aids in their emotional well being (*Fredriksen K & Rhodes J*, 2004)⁷. Adolescents being on a threshold of adulthood need an adult in their life who could be their friend, philosopher and guide. Teachers could play a pivotal part in guiding adolescents to achieve better academic results.

Empirical Model

For Measuring Impact of Teachers' Involvement

A model is an abstract way of schematising a process, with the aim of generalising a strategy to solve similar problems in other fields or scenario. Figure 1.1 illustrates "Model for Measuring Impact of Teachers' Involvement on Academic Achievement" inspired by the theoretical model of Affective Teacher-Student Relationships (TSR) and Students' School Outcomes by *Roorda DL et al*⁹.

Following research questions could be answered through the model :-

1. Will Teachers' Involvement impact Academic Achievement ?
2. Will Emotional Involvement, Interaction with Parents, Instrumental Support & Structure as constructs of Teachers' Involvement impact 'Academic Achievement' ?

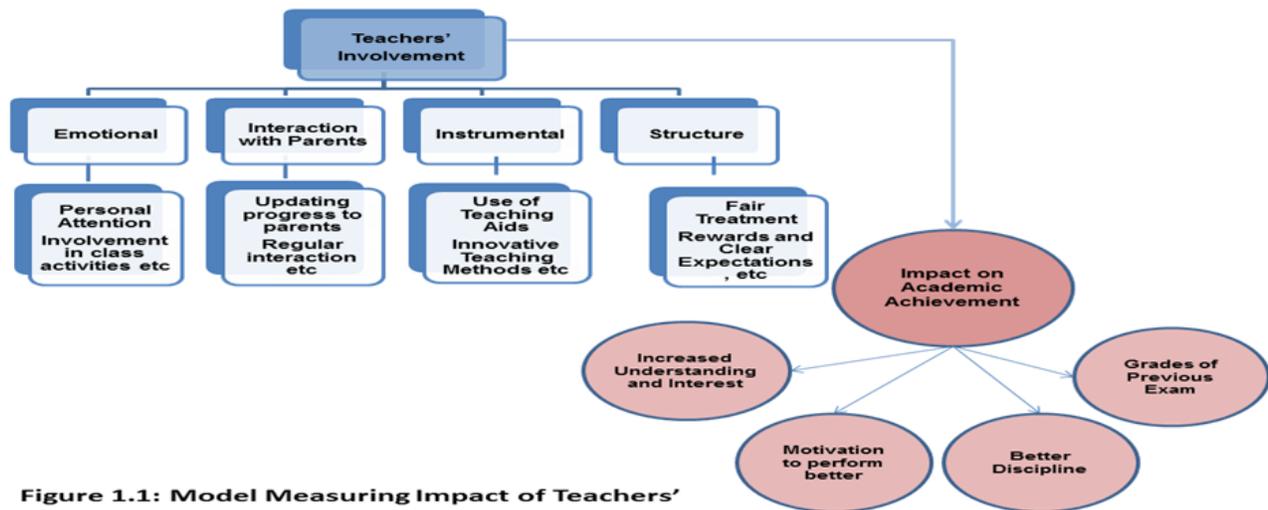


Figure 1.1: Model Measuring Impact of Teachers' Involvement on Academic Achievement

Teachers' Involvement

The researcher has defined “Teachers’ Involvement” as activities comprising of motivating, supervising and influencing their students’ activities in School during Adolescent years. She further classified Teachers’ Involvement into following constructs:-

1. **Emotional Involvement.** Emotional Involvement includes Teachers’ support and interest in students’ overall wellbeing and not just their Academic progress. When teachers spend time, show interest in students’ life, it creates a sense of caring and emotional support and is reflected in students’ perception of Teachers’ attempts to connect on an emotional level. Students could be asked to rate their Teachers’ interest for their wellbeing through questions like “My Class Teacher gives personal attention to every Student in the class”, etc.

2. **Interaction with Parents.** Interaction with Parents comprises of communication with Parents through feedbacks, PTMs, counselling session, etc. It includes whether the Teacher is able to recognise students’ Academic distress and discussion with parents to find a solution. Students’ perception about the interaction could be measured using questions like “My Class Teacher keeps my Parents updated about my performance in School”, etc.

3. **Instrumental Support.** Instrumental Support includes teaching practices which Teachers integrate in imparting Academic concepts to the class and individual Students. It comprises of diverse strategies (e.g. smart boards, group discussions, etc.) to enhance learning experience. Students could be asked questions like “My teacher tries to incorporate innovative techniques for teaching”, etc to rate Instrumental Support.

4. **Structure Support.** Structure by Teachers includes providing rewards, stating clear expectations, fair treatment and consequences. It also includes counselling for mistake and improvement and methods for maintaining discipline. Questions could be asked to measure the Structure support by Teachers as “My Class Teacher separately counsels me when I make any mistake”, etc.

Impact of “Teachers’ Involvement” on ‘Academic Achievement’

Academic Achievement has been defined as the extent to which students are able to achieve their short or long term educational goals. Adolescents’ grades in their previous exam along with responses from Adolescents related to increase or decrease in following aspects would help in measuring impact on ‘Academic Achievement’.

1. **Increased Understanding and Interest.** This measures adolescents’ perception of impact on their understanding of concepts and their keenness towards academics through teachers’ involvement. Questions like “My Class Teacher’s usage of teaching aids in better understanding of concepts”, etc could be asked to measure it.

2. **Motivation to Perform Better.** This aspect measured the impact on motivation level of students towards their studies through teachers’ involvement. It could be measured using questions like “I feel motivated to work better when my teacher makes me feel cared”.

3. **Better Discipline.** Adolescents’ perception of their discipline getting affected by teachers’ involvement, could be measured through questions like “With constant monitoring of homework and assignment by my Class Teacher, I complete my homework and improve my assignments on time”, etc.

III. PROCEDURE

To measure the impact of Teachers' Involvement on Academic Achievement of adolescents, the first step would be to collect data from adolescents through a data collection tool like a questionnaire, opinionnaire, survey, etc. While formulating the questionnaire it is essential to incorporate few statements or questions based on each constructs of Teachers' Involvement and also about impact on Academic Achievement. To ensure adolescents read and understand the questionnaire proper instruction should be attached. It is also recommended to add few negatively worded statements to get optimum responses. Since multiple Teachers through the day taught participants, Students should be asked to assume 'Class Teacher' as that Teacher for marking the answers to avoid any confusion. (A sample questionnaire is attached in Appx A.)

Analysis of Adolescents' Questionnaire

The response set for all of the items could be a 5-Point Likert Type Scale which would be easier for students to choose options ranging from 'Never' to 'Very Often'. The negatively worded items could be then reverse coded for scoring purpose. After converting the scores and tabulating them in an excel sheet or any statistical tool like SPSS, etc., ANOVA or 'The path Analysis' could be used to find relationship between Teachers' Involvement and Academic Achievement and also between each construct of Teachers' Involvement with parameters of Academic Achievement.

IV. Significance of the Study

Adolescents are the future citizens of our society and it is essential that they get right support to facilitate them in their all round development.. Teachers shoulder responsibility to show Adolescents the right direction to improve themselves with focus on 'Academic Achievement'.

The model would assist to understand and improve upon Teachers' Involvement and its impact on Adolescents' 'Academic Achievement'. This model would be helpful to the Schools, Teachers and Students as it would give an understanding about how Teachers' Involvement in Adolescent years could help in improving the 'Academic Achievement'.

This model would also throw light upon various constructs of Teachers' Involvement which would facilitate in recommending Teachers Involvement procedures beneficial for the Academic performance of Adolescents, with collaboration of all stakeholders in the field of education like Government, policy makers, Teachers and School.

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