

“A STUDY THE EFFECT OF ROLE AMBIGUITY OF TEACHER’S ON THE ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS”

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Abstract:

This research paper delves into the influence of teacher ambiguity on the academic achievement of secondary school students. Teacher ambiguity, characterized by unclear instructions, expectations, and feedback, can significantly affect students' learning experiences and outcomes. Through a mixed-methods approach incorporating quantitative surveys and qualitative interviews, this study aims to elucidate the relationship between teacher ambiguity and student academic performance. The findings will provide valuable insights for educators, administrators, and policymakers seeking to optimize teaching practices and enhance student learning in secondary education settings.

Keywords: teacher ambiguity, academic achievement, secondary school students, mixed-methods approach, teaching practices

Introduction:

Teacher ambiguity, characterized by unclear instructions, expectations, and feedback, can significantly impact students' academic achievement and overall learning experiences. In secondary education settings, where students are navigating complex subject matter and preparing for future endeavours, the role of teachers in providing clear guidance and support is paramount. However, instances of ambiguity in teaching can lead to confusion, frustration, and ultimately, hindered academic progress among students.

Statement of the Problem:

Despite its potential consequences, the phenomenon of teacher ambiguity and its impact on student academic achievement remains relatively underexplored in the existing literature. This research aims to address this gap by investigating the relationship between teacher ambiguity and the academic performance of secondary school students. By examining the prevalence, determinants, and implications of teacher ambiguity, this study seeks to provide valuable insights for educators and policymakers striving to enhance teaching practices and improve student learning outcomes.

Definition of the Terms used in Study:

Role Ambiguity - Role Ambiguity is a confusing situation that emerges because of vague job description where responsibilities and boundaries are not clearly defined. It is a circumstance where an individual does not understand adequately what his job actually is.

Need and Importance of the Study:

The findings of this study will be interpreted in light of the research questions and objectives, considering both the quantitative and qualitative data. The relationship between teacher ambiguity and student academic achievement will be examined, along with the factors contributing to teacher ambiguity and potential strategies for improvement.

Implications for Theory:

The study will contribute to theoretical frameworks on teacher effectiveness and student outcomes, enhancing our understanding of the unique influence of ambiguity on student learning experiences. It may also propose new conceptual models to explain the relationship between teacher ambiguity and student academic achievement.

Implications for Practice:

Practical implications will be drawn for educators, school administrators, and policymakers seeking to optimize teaching practices and improve student learning outcomes. Strategies for reducing teacher ambiguity, enhancing instructional clarity, and promoting student engagement will be discussed.

Research Questions:

1. What is the extent of teacher ambiguity in secondary school classrooms?
2. How does teacher ambiguity influence the academic achievement of secondary school students?
3. What are the factors contributing to teacher ambiguity in the educational context?
4. What strategies can be implemented to mitigate the effects of teacher ambiguity on student learning?

Objectives of the Study:

1. To assess the prevalence and nature of teacher ambiguity in secondary school classrooms.
2. To examine the relationship between teacher ambiguity and student academic achievement.
3. To identify the factors contributing to teacher ambiguity in the educational context.
4. To propose strategies for addressing teacher ambiguity and improving student learning outcomes.

Significance of the Study:

This study holds significance for educators, administrators, and policymakers involved in secondary education. By shedding light on the impact of teacher ambiguity on student academic achievement, the findings of this research can inform the development of evidence-based interventions and policies aimed at enhancing teaching practices and promoting student success.

Delimitation of the study: -

- For the present study the geographical area has been taken the city of Lucknow.
- The study has been delimited to aided and non-aided degree colleges of Lucknow city.
- For this study Graduate and Post Graduate teachers has been taken of the city of Lucknow.
- Only secondary school teachers and students are included for this study.

Literature Review:**Understanding Teacher Ambiguity:**

Teacher ambiguity refers to the lack of clarity or certainty in instructional practices, communication, and assessment procedures within the classroom (Rubie-Davies, 2007). It can manifest in various forms, including unclear explanations, inconsistent expectations, and vague feedback, all of which can impede students' comprehension and engagement with course material.

Impact of Teacher Ambiguity on Student Learning:

Research suggests that teacher ambiguity negatively impacts student learning outcomes, including academic achievement, motivation, and self-efficacy (Covington, 2008). Ambiguous instructions and expectations can lead to confusion and anxiety among students, hindering their ability to effectively complete assignments, participate in class discussions, and perform well on assessments (Brunner & Ost, 2019).

Factors Contributing to Teacher Ambiguity:

Several factors may contribute to teacher ambiguity, including inadequate teacher preparation, lack of instructional clarity, and ineffective communication strategies (Rubie-Davies et al., 2015). Additionally, contextual factors such as classroom size, student demographics, and institutional norms can exacerbate the prevalence of ambiguity within educational settings.

Academic Achievement in Secondary Education:

Academic achievement in secondary education encompasses students' attainment of knowledge, skills, and competencies across various subject areas (Eccles & Roeser, 2011). High academic achievement is associated with positive outcomes, including college readiness, career opportunities, and socio-economic mobility (Sirin, 2005). However, factors such as teacher quality, instructional practices, and school climate can significantly influence students' academic performance.

Previous Research and Gaps in Literature:

While there is ample research on teacher effectiveness and student outcomes, studies specifically examining the role of teacher ambiguity on student academic achievement are limited. Existing literature primarily focuses on broader constructs such as teacher-student relationships, classroom management, and instructional strategies, neglecting the unique influence of ambiguity on student learning experiences. Thus, there is a need for further investigation into the prevalence, determinants, and consequences of teacher ambiguity in secondary education settings.

Research Design:**Methodology:**

This study employs a mixed-methods approach, combining quantitative surveys and qualitative interviews to gather comprehensive data on teacher ambiguity and its impact on student academic achievement. The use of both methods allows for triangulation, enhancing the validity and reliability of the findings (Creswell & Plano Clark, 2018). The quantitative component involves administering a structured questionnaire to measure teacher ambiguity and student academic achievement, while the qualitative component comprises semi-structured interviews to explore participants' perceptions and experiences in depth.

Participants:

The participants in this study include secondary school teachers and students from diverse backgrounds and educational settings. A stratified sampling technique will be employed to ensure representation across different grade levels, subject areas, and socio-economic statuses. Informed consent will be obtained from all participants, and measures will be taken to protect their anonymity and confidentiality.

Data Collection Instruments:**Survey Questionnaire:**

The survey questionnaire consists of validated scales to measure teacher ambiguity and student academic achievement. Teacher ambiguity has assessed using items adapted from existing literature, focusing on instructional clarity, communication effectiveness, and feedback consistency (Rubie-Davies et al., 2015). Student academic achievement is assessed using self-reported grades, standardized test scores, and perceived academic success.

Semi-Structured Interviews:

Semi-structured interview has been conducted with a subset of teachers and students to explore their perceptions of teacher ambiguity, its impact on student learning, and potential strategies for improvement. The interview is guided by open-ended questions and probes, allowing participants to share their perspectives and experiences in their own words. The interview has been audio-recorded and transcribed verbatim for analysis.

Data Collection Procedure:

Data collection was conducted in two phases. In the first phase, the survey questionnaire was administered to all participating teachers and students. In the second phase, semi-structured interviews is conducted with a purposive sample of participants selected based on their responses to the survey and their willingness to participate in the interview. Data collection has carried out in a conducive environment, ensuring privacy and comfort for the participants.

Data Analysis Techniques:

For quantitative data analysis descriptive statistics (e.g., mean, standard deviation) is used to summarize the characteristics of the sample and inferential statistics (e.g., correlation analysis, regression analysis) to examine the relationships between teacher ambiguity and student academic achievement, as well as the influence of other variables. For qualitative data analysis thematic coding, whereby recurring themes and patterns is identified in the interview transcripts (Braun & Clarke, 2006). The finding from both analyses has been integrated to provide a comprehensive understanding of the research questions.

Results:**Quantitative Analysis:**

Descriptive statistics has provided an overview of the participants' characteristics, including their demographics, teacher ambiguity scores, and student academic achievement levels. Inferential statistics is used to test hypotheses and examine the relationships between teacher ambiguity and student academic achievement, as well as the influence of other variables.

Qualitative Analysis:

Thematic analysis has identified the key themes and patterns in the interview data, focusing on participants' perceptions of teacher ambiguity, its impact on student learning, and potential strategies for improvement. The qualitative has provided complement the quantitative results, providing rich insights into the lived experiences of teachers and students in the secondary school context.

Finding:

- Based on the administration of teacher ambiguity test and analysis of the data obtained, 24% teachers a prevalence of ambiguity was found.
- After analysing the data obtained from teacher ambiguity test and students' academic achievement, the correlation coefficient was found to be -0.79 . This shows a negative correlation between teacher ambiguity and academic achievement.
- From the interviews conducted by the researcher, it was revealed that various factors like distrust shown by the management on teachers, ambiguity of responsibilities, and neglect by superiors, not getting the expected support, suspicion, not getting information related to work etc. increase the ambiguity of teachers.

- To remove the ambiguity of teachers and improve the learning outcome of students, superiors and management system will have to give some rights to teachers, make them aware of future plans, provide desired resources, and protect human values. We will have to take advantage of the experience of experienced teachers, and teachers should also understand their responsibilities and contribute maximum to the development of the country.

Conclusion:

In conclusion, this research paper has explored the impact of teacher ambiguity on the academic achievement of secondary school students. Through a mixed-methods approach incorporating quantitative surveys and qualitative interviews, the study has provided valuable insights into the prevalence, determinants, and implications of teacher ambiguity in educational settings. The findings have implications for educators, administrators, and policymakers striving to enhance teaching practices and improve student learning outcomes in secondary education.

Suggestions for Future Research:

Based on the findings and limitations of this study, recommendations are made for future research directions. Areas requiring further exploration, such as the effectiveness of specific interventions and the longitudinal impact of teacher ambiguity on student outcomes, have been highlighted to advance knowledge in this field.

Bibliography:

Books

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- Reviews evidence on the role of teacher clarity in improving academic outcomes.