

## The Effect of Lecturer's Attitude toward the Performance of Students in Purchasing Management in Ramat Polytechnic Maiduguri

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Doi:10.5901/ajis.2013.v2n7p51

### Abstract

*The study investigated the indicators of the students' academic performance in Purchasing Management in Ramat Polytechnic one with a view to finding out ways to improve the students' performance in purchasing Management. The survey research design was adopted for the study. The sample consisted of three hundred students from the Department of Marketing Ramat Polytechnic Maiduguri. Simple random sampling procedures were used to select 330 respondents used for the study. Structured questionnaire was utilized for the data collection. One research hypotheses was raised and analyzed using simple frequency counts, percentages and chi-square at 0.05 level of significance. Results of the findings revealed that the lecturer's attitude affects the students' performance in Purchasing Management TR HPO 1(cal.  $\chi^2 = 440.82$  Table value = 36.42,  $df = 24$ ,  $P < 0.05$  ST HPO 1: Cal.  $\chi^2 = 285.8$ , Table = 26.30,  $df = 12$ ,  $P < 0.05$ ). The hypothesis was tested at 0.05 alpha levels. In conclusion, it was shown that lecturers' attitude, availability and usage of instructional materials and students' attitude are some of the indicators of the performances of students in Purchasing Management.*

**Keywords:** Lecturer, Attitude, Performance, Students, and Purchasing Management

### 1. Introduction

An attitude is an expression of favor or disfavor toward a person, place, thing, or event (the attitude object). Prominent psychologist Gordon Allport once described attitudes as "the most distinctive and indispensable concept in contemporary social psychology." In a lay man's language, attitude may refer to the distinct concept of mood, or be especially synonymous with teenage rebellion.

An attitude can be defined as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in your environment, but there is debate about precise definitions. Eagly and Chaiken, for example, define an attitude "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor." Though it is sometimes common to define an attitude as affect toward an object, affect (i.e., discrete emotions or overall arousal) is generally understood to be distinct from attitude as a measure of favorability.

This definition of attitude allows for one's evaluation of an attitude object to vary from extremely negative to extremely positive, but also admits that people can also be conflicted or ambivalent toward an object meaning that they might at different times express both positive and negative attitude toward the same object. This has led to some discussion of whether individual can hold multiple attitudes toward the same object. The way in which the teacher allocates time to spend on academic content affects student achievement. Good classroom management is a skill that can lead to high student achievement. It involves planning effectively, establishing rules that are reasonable and not excessive in number, and arranging the classroom so that instruction goes smoothly. Skills that are necessary for maintaining a well-managed classroom include group

alerting, wittiness, overlapping, using the principle of least intervention, and creating smooth transitions.

A good lecturer is expected to be committed to his work, would have the ability to take the initiative. A lecturer's personality in the attitudinal sense is a significant factor in lecturer's attitude and it has great impact on student's achievement. The lecturers or teachers as professional must know the art of communication, understanding others and ability to learn from the experiences. They should be able to facilitate learning effectively. The main purpose of this study was to investigate the impact of lecturer's attitude towards student's performance on the academic achievement of students in purchasing Management and the study is also designed to sort out the relationship between teacher's attitude and academic achievement and performance of students with a particular reference to purchasing management.

## 2. The Concept of Attitude

Attitudes are functions of what we think and what we feel. That is, attitudes are the product of related beliefs and values. If one believes that his teacher is consultative, and he values consultation, you might have a favorable attitude towards the teacher. We can represent this relationship in the form of simple syllogism. For example:

If the teacher is consultative, (belief)  
And consultation is good, (value)  
Then the teacher is good. (Attitude)  
Belief + value attitude behavior

Parents, peers, media and teachers play a very important role in the development of attitudes. Beliefs and values are learned from the above-mentioned agents of change. At present, education is not only a matter to be solved by experts but we all are involved in it. Parent's attitude can play much prominent role in the study of their children.

Ansari (1983) states that study problems of the students and their attitudes towards teachers, school and education are important variables needing further investigation. Ansari and Chowdhri (1990) have shown that study habits and attitudes of students are important variables, which are closely related with the success of students in their academic work. Sarwar (2002) concludes that high academic achievers have better study habits and more positive study attitudes than low academic achievers. Shah (2002) explores that teacher attitudes are one of the major factors affecting students learning.

Additional teacher training may improve not only teacher attitudes, but also student performance.

The teacher who is real pivot of the whole education system and the success of the whole system directly hinges upon the teaching-learning activities, including the formulation of instructional aims and objectives, identification and rearrangement of the teaching-learning materials in order to stimulate curiosity to encourage student's participation in learning activities and ensuring better learning process (Kaplan, 1982).

Throughout the history of social psychology; attitudes have played central role in the explanation of social behavior. An attitude is usually defined as a disposition to respond favorably or 'unfavorably to an object, person, institution or event. Allport (1960) states that attitude is a mental and neural state of readiness, organized through experience, exerting a directive influence upon the individual's response to all objects and situations with which it is related. Attitude towards study has great contribution in academic achievement and good study pattern.

Attitude can be defined as an enduring organization of motivational, emotional, perceptual and cognitive processor with respect to some accepts of individual's world. It has often been observed that the object of an attitude is frequently perceived as having a good character, which gives attitudes dynamiting character. For example, a person having an anti-American attitude perceives the American as bad while a pro-American will not perceive him as 'bad'. Attitudes are a

system, which can either have positive or negative involving emotions and feelings with reference to social objects and issues. Krech and Crutchfield (1948) view that people can hold attitudes for varying degrees of favourability towards themselves, and towards any indiscriminate aspect of their environment. There is a wide range of attitudes towards relatively abstract goals like courage, freedom, and honesty.

Choudhry (1995) states that attitude is a particular cognitive, emotional or behavioural reaction to an object, individual, group, situation or action. Johns (1996) thinks that an attitude is a fairly stable emotional tendency to respond consistently to some specific object, situation, person, or category of people. Attitudes are also much more specific than values, which dictate only broad preferences. Besides, it is so commonly used in daily conversation that probably all of us have a good common sense notion of the term. Attitude serves as an index of how we think and feel about people, objects and issues in our environment. In addition, they can provide clues to future behaviour, predicting how we will act when encounter the objects of our beliefs.

Attitude is a state of readiness that arises from motives. Attitudes are an enduring organization of motivational, perceptual, and cognitive process with respect to some aspect of the individual's world. Attitude is characterized as a learnt implicit response that varies in intensity and tends to guide an individual's responses to an object. People have attitudes towards all objects and in varying intensity, which may be positive, negative or neutral, Attitude is regarded as organization of inter-related beliefs around a common object. Bem (1970) very simply defines "Attitudes are simply likes and dislikes". Oskamp (1977) describes that an attitude is generally seen as disposition to respond in a favorable or unfavorable manner to given objects.

Eiser (1987) describes that attitude is a subjective experience involving an evaluation of something or somebody. That something or somebody is represented within the experiences. From the moment of birth onward, we are exposed to both direct and indirect experiences, which can teach us to hold particular attitudes toward an attitudinal object. Parents, siblings, peers, significant others, media, press, and teachers, all provide attitudinal socialization experiences by which people come to learn appropriate attitudes and behavior.

### **3. The Concept of Purchasing Management**

Purchasing Management is a course that introduces the students to the principles and practice of organizational Buying. There does not exist many definitions of Purchasing Management and the difference to the well known concept strategic purchasing is not very clear. Strategic Purchasing is often described and defined as: when purchasing activities are linked to the corporate strategic planning process. Here is one more explicit definition of strategic purchasing written by Carr and Smeltzer (1997): "Strategic purchasing is the process of planning, implementing, evaluating, and controlling strategic and operating purchasing decisions for directing all activities of the purchasing function toward opportunities consistent with the firm's capabilities to achieve its long-term goals".

#### *3.1 The impact of Purchasing Management*

A large study based on 175 company surveys with a respond rate of 22% performed by Carr and Pearson (2002) shows that the factors strategic purchasing and Purchasing Management have a positive impact on the firm's financial performance in both small and large firms. Carr and Pearson (2002) also write that Purchasing Management and supplier involvement does affect the success of a new product introduction. This study also shows that a link exist between implementation of strategic Purchasing Management and achievements of a firm's comprehensive goals. It is also stated in the report by Carr and Pearson (2002) that it is believed that most firms recognize the importance of strategic purchasing, because they spend a large percentage of their sales on purchased inputs. Carr and Pearson (2002) also finish their study with the words "Based on this study, management should better understand the importance of Purchasing Management, supplier

involvement, strategic purchasing and its relationships with firm's financial performance.

### 3.2 Internal organizational tasks:

- Collaborate with the internal network
- Operating purchasing decisions
- Define purchasing strategies
- Organize the boundary interaction

### 3.3 External collaboration tasks:

- Collaborate with the external network
- Manage supplier relations
- Coordinate joint activities
- Monitor, evaluate and develop suppliers

## 4. The Concept of Education

Education is now universally recognized to be prime key of moral, cultural, political and socio-economic development of a nation. The nations, which have been taken major initiatives, made revolutionary advances and performed miracles in the last two decades. No doubt, this great achievement is based on their effective educational system (Ahmad, 2001). It is stated "educational system of any country can provide the guarantee of success and prosperity for their nations". The achievement of a comprehensive and effective educational system is necessary for the survival of nation (Saeed, 2001). Govt. of Punjab (1998) research study concluded that the educational system particularly, teachers bring the qualitative change and raise the standards of education which ensures the welfare, progress and prosperity of the nation. For this purpose, teachers are prepared professionally and develop these competencies in teacher training institutions. No system of education is better than his personnel and no system of education above the standard of its teacher. It means, the quality of any system depends upon the standard of its personnel. If the personnel are well qualified, well trained and have effective behavior, the organization will achieve its objectives successfully.

Particularly the leader of the institution can improve the quality of their teachers and students with his effective behavior (Anwar, 1998). Hayon (1989) says that the teachers who possess professional and interpersonal skills are more effective in their classrooms in terms of student's behavior, attitude and achievement. Every individual has a variety of attitudes, which might be positive or negative and can vary according to their favorability and unfavorability for various attitudinal objects. Luthans (1993) says that professional attitude serves in many valuable ways and knowing these attitudes can also serve a lot. Behaviour is a response which an individual shows to his environment at different times.

The pedagogical cycle describes the interaction between the teacher and students. The four steps of the cycle are (a) structure, (b) question, (c) respond (d) react. The structure must give students a clear understanding of what they are expected to learn. Both higher- order and lower - order questions should be asked by the teacher.

## 5. Methods and Procedures

This research study used the survey method of research in the process of gathering data; both primary and secondary sources of data collection were utilized. In the primary source of data collection, questionnaires and oral interview method of primary data collection method were utilized. Questionnaires were administered to some of the target sample of study which include 300

student from the department of Marketing Ramat Polytechnic, and oral interview were conducted on the remaining target population under study, while the secondary sources of data collection utilized researcher involves textbooks, conference papers, newspapers, editorials, internet, government publications and unpublished texts on purchasing Management. The tables thus generated were used in testing the hypothesis formulated, Chi-square statistics was used in the test of the hypothesis. A chi-square is a sample statistic and is computed as follows;

$$X^2 = \sum \frac{(F_o - F_e)^2}{f_e}$$

The chi-square test examines the extent to which the frequencies that are actually observed in the study differ from the frequencies that are expected if the null hypothesis is correct.

### 6. Hypothesis of the Study

Hypothesis 1: there is no significant relationship between the lecturers' attitude and students' academic performance as indicator of student academic performance in purchasing Management.

### 7. Results

Hypothesis 1: there is no significant relationship between the lecturers' attitude and students' academic performance as indicator of student academic performance in purchasing Management.

**Table 1a:** Chi-square table of responses of teachers to the teachers' attitude and students' academic performance as indicator of student academic performance in Purchasing Management.

		Observed Frequencies									
S/N	Question items	SA	A	N	DA	SD	TOTAL	X <sup>2</sup> <sub>c</sub>	X <sup>2</sup> <sub>t</sub>	Df	Decision
1	I always read books and journals to widen my knowledge	43	41	50	64	92	300			24	HO is rejected
2	I adopt different methods during my teaching	102	67	41	50	40	300	440.82	36.42		
3	I cannot cover the syllabus before the examination	107	94	12	50	37	300				
4	I give adequate test to evaluate students	105	84	15	46	50	300				
5	I allow students full participation in my class	90	70	26	70	44	300				
6	I skip over areas of my difficulties	40	37	26	78	119	300				
7	Purchasing Management is not given enough time on the lecturer time table	98	86	30	40	46	300				

P > 0.05, Cal. X<sup>2</sup> = 440.82, Table value = 36.42 df = 24 at 0.05 level of significance.

Key: SA – Strongly Agree, A – Agreed, N – Neutral, DA – Disagreed, SD – Strongly Disagreed

From Table 1a, it could be seen that X<sup>2</sup><sub>c</sub> is 440.82, while X<sup>2</sup><sub>t</sub> is 36.42. Since X<sup>2</sup><sub>c</sub> is greater than X<sup>2</sup><sub>t</sub>, the stated hypothesis is rejected. In other words, there is a significant relationship in the lecturer's attitude and students' academic performance as indicator of student academic performance in purchasing management.

**Table 1b:** Chi-square Table on Students' Responses on Lecturers' attitude and Students' performance in Purchasing Management.

		Observed Frequencies									
S/N	Question items	SA	A	N	DA	SD	TOTAL	X <sup>2</sup> <sub>c</sub>	X <sup>2</sup> <sub>t</sub>	Df	Decision

1	My lecturer's attitude towards the students during purchasing mgt class encourages me	84	66	25	65	60	300	285.8	26.30	12	HO rejected
2	My lecturer allows me to participate freely and actively during the teaching of purchasing Management	114	55	46	46	61	300				
3	My lecturer is not a specialist in purchasing Management	87	43	28	40	102	300				
4	My lecturer do not come to class regularly	25	82	15	68	112	300				

P>0.05

Cal.  $X^2 = 285.8$ , Table value = 26.30 at 0.05 level of significance. From Table 1b, it could be seen that the  $X^2_t$  is 285.8 while the  $X^2_c$  is 26.30. Since the  $X^2_c$  is greater than the  $X^2_t$  the stated hypothesis was rejected. In other words, there was a significant relationship between the lecturer's attitudes and students' academic performance as indicator of student academic performance in purchasing management.

Table 1b shows that chi-square calculated value of 285.8 is greater than the critical value of 26.30 was significant as 0.05 alpha levels. This initiates that there was a significant relationship between the lecturer's attitude and students' academic performance as indicator of student academic performance in purchasing management. In essence, null hypothesis was rejected.

## 8. Conclusion

In conclusion, an attitude is a person's point of view. It's his way of looking at something. But even more important, an attitude is a person's readiness to react and to react in a predetermined way. A lecturer and his student learn from his experience to assume a readiness to react when faced with a situation. A student's attitude towards lateness determines how conscientiously he tries to get work on time. One's attitude towards lateness will determine how much emphasis he places on tardiness as a measure of student's performance. Hamachek (1998) states that a teacher's expectation of any student's academic performance can have a powerful affect on how students feel about themselves and how they perform academically. The academic reputation of older siblings gets passed on to their younger brothers and sisters and becomes a good predictor of the younger sibling's performance. Teachers unwittingly tend to interact more positively and favourably with children they perceive to be "brighter." Students, who receive positive expectation messages, tend to live up to these expectations and perform well. The reverse is also true. Teachers can develop positive expectations by creating a warm, inviting classroom climate and given all students more positive feedback and opportunities to respond to questions, while at the same time teaching more.

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