



A Study of the Effect of Teachers' Behavior on Students' Academic Achievement at Secondary Schools Level

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Abstract- The present research was designed to explore the effect of teachers' behaviour on students' academic achievement at secondary school level. It was descriptive research based on survey design and was conducted in Gujranwala division. The data was collect from 1221 students of the 10th class who were selected by applying simple random sampling technique via self-developed questionnaire. The collected data was arranged, coded, and entered into computer for analysis. Data was analyzed by applying inferential statistics with the help of SPSS (version 20) software. The result shows that there is significant difference in the effect of teachers' behaviours on the academic achievement of students. The teachers who always adopted directive behaviour in the class, their students learn more because majority of them performed "excellent" in exam which indicates high academic achievement of students. The teachers who always adopted authoritative behaviour in the class, their students learn moderately because majority of them performed "good" in exam which indicates moderate academic achievement of students. The teachers who always adopted aggressive behaviour in the class, their students learn poor because majority of them performed "average" in exam which indicates poor academic achievement of students, and the teachers he/she who always adopted tolerance behaviour in the class, their students learn moderately because majority of them performed "very good" in exam which indicates very good academic achievement of students.

Key Terms: Teachers' Behaviour, Academic Achievement of students, Secondary School

I. INTRODUCTION

The most striking humanistic-privilege is to seek knowledge and wisdom by education. It is an insight helps illuminate mind and soul, moreover all pavements of worldly pleasures and pelf spring by pursuing knowledge and wisdom (2009). For Hi-Tech and advanced innovative prosperity education is the only way to achieve the zenithal goals. The historical evidences of well-of nation-states are indicating the significance of education for the purposes. UNESCO (2006) shows that education holds key to the fulfillment of the thousand years improvement objectives. Ali (2009) sees that there was factually critical connection between instructor attributes and understudy scholarly accomplishment. Adeyemo (2005) notes educator qualities impacted instructing and learning in study halls. Olaleye (2011) builds up that there was connection between instructors qualities and understudies execution. Gravestock and Gregor-Greenleaf (2008) states that the clarifications for good or helpless understudy's scholastic execution have been very comprehensive yet discussion despite everything exists among researchers with regards to what contribute independently or together to understudies' terrible showing. The educator qualities saw as predominant in cross country contemplates. Akinsolu (2010) attests that accessibility of qualified educators decided the presentation of understudies in schools. Coonen (2007) underscores that instructors associated with in-administration preparing were more viable in homerooms when contrasted with educators who had not experienced preparing. Wirth and Perkins (2013) show that educator's mentality contributed altogether to understudy consideration in study halls though Adesoji and Olatunbosun (2008) represents that understudy demeanor was identified with instructor qualities. This subsequently implied educator's demeanor legitimately influenced understudies' mentality. On instructor personality, cope that instructors' individualities are robust factors of understudies' enactment in secondary institutes. (Adu & Olatundun, 2007). Instructor-disciple interactions are vital for the achievement of both of them. As a major aspect of class-room the executives, the associations of these sorts are the essential feature in choosing an instructor's exertion. The effect of teacher's lead accept a remarkable activity in the educational achievement of learners. Educators necessitating unprecedented compassion, enterprising nature, assurance, honesty, research bearing, reliability and tractability. Educators also ought to be pleasant in the way they react to understudies' comments. By and large, educators act/respond by utilizing acclaim, acknowledgment, remediation, or analysis in reacting to understudies (Derk, 1974). Encouraging conduct i.e., teaching-behaviors can be conceptualized as instructors' conduct influencing students' learning and results (Mortimore, 2005). The conduct includes individual and expert attributes, instructive information, study hall atmosphere and the board, just as educator understudy connections (Danielson, 2013). Instructors' conduct is a significant indicator of

understudies' learning and results including scholastic commitment, inspiration, and accomplishment. Strong and profitable training conduct is perceived in the instructive viability writing as an adequacy improving variable. Encouraging conduct is by all accounts a focal factor deciding the accomplishment of understudies and, in this way, it assumes a huge job in training. (Opdenakker et al., 2012)

The instructor's strong conduct assumes a significant job in understudies' general scholarly presentation. For instance, understudies who feel bolstered by their educators are bound to likewise have a sense of security at the place of study in contrast to the fellow-beings (Furrer and Skinner, 2003). The learners inspired by the professional well-being of their instructors are often exhibit outstanding academic-aftermath that is reflected through learners' traits and refined mind-set. Interestingly, understudies who don't feel bolstered by their educator in school have lower confidence and less created feeling of character (Ryan et al., 1994) cause low scholarly execution. (Roseth, 2009). Numerous models of training conduct unite in the conceptualization of three segments, instructional, socio-passionate, and authoritative (Hamre, 2009) every one of which has been related with understudies' scholarly and social achievement. Instructing conduct that is instructionally strong (e.g., giving chances to understudies to react, to pick, or to get positive criticism) advances scholastic accomplishment (Perez, 2011). Both instructional and hierarchical encouraging practices additionally advance scholarly accomplishment of the understudies. Furthermore, developing exploration shows that socio-enthusiastic training conduct is decidedly connected to better scholarly execution of the understudies. (White, 2013). Hence, one can presume that instructional, authoritative, and socio-passionate encouraging practices would be contrarily connected with negative effect and socio-enthusiastic training conduct would be emphatically connected with positive effect. Be that as it may, supposedly, no work has investigated direct relationship between showing conduct and understudies' certain and negative effect. So it is essential to improve approaches to teach the understudy populace and close the accomplishment holes in the training framework so that improve in the understudy execution (grades) and their conduct can be gotten request to make them more effective. Government arrangements on instruction expect educators to accomplish quantifiable objectives and goals and to consider instructors responsible for understudy execution. In this investigation, the analyst endeavored to investigate how instructor conduct influences understudies' scholastic execution at optional school level. (Weinstein, 2017)

Statement of the Problem

A study to explore the effect of teachers' behavior on students' achievement at secondary schools level

Research Objectives

- i. To find out the effect of teachers' behaviour on the academic achievement of students;
- ii. To analyze the effect of frequent adopted behaviours (directive, authoritative, aggressive, and tolerance behavior) on students' academic achievement.

Research Questions

- i. What extent teachers' behaviour effect academic achievement of students
- ii. How frequent adopted behaviours (directive, authoritative, aggressive, and tolerance behavior) had effect on students' academic achievement?

II. RESEARCH METHODOLOGY

It was descriptive research based on survey design because all required variables e.g. teachers' behaviour and students' achievement for present study was present already.

Sample and Sampling Technique

Data was collected from 1221 students of 10th class who were selected from the secondary school by applying simple random sampling technique via self-developed questionnaire.

Data collection and Analysis

For the collection of data, the researcher personally visited to the selected secondary school from the Gujranwala division for getting quick and accurate response from the respondents. The collected data was thoroughly examined and checked to ensure its completeness. After that it was arranged and coded and entered into computer for analysis. Inferential statistics was applied to analyze the data with the help of SPSS (20.0) software.

III. RESULTS

Effect of Teachers' Behaviours on the Academic Achievement of Students

The following table divulge that the computed F-value is 5.557 which is greater than the table value 2.61 at df (3, 1220) and the computed sig value is .001 which is less than the p-value=0.05. It shows that significant difference in the effect of teachers' behaviours on the academic achievement of students.

Therefore, concluded that different behaviour of teachers, effect academic achievement of students differently.

To determine further as which behaviour of the teachers had more effect on academic achievement of students, Post Hoc test was applied in.

Table No.1a:

Analysis of the Variance for the analysis to find out effect of teachers' behaviours on the academic achievement of students

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5.508	3	1.836	5.557	.001
Within Groups	402.065	1217	.330		
Total	407.572	1220			

Determination of most Effective Teacher's Behaviour

The following Post-Hoc table (Table No.1b) divulge that directive behaviour of the teachers had more effect on academic achievement of students.

Table No.1b:

Post Hoc Analysis for the analysis to determine most effective teacher's behaviour

(I) Types of Behaviour	(J) Types of Behaviour	MD(I-J)	Std. E	Sig.
Directive	Authoritative	.157(*)	.055	.004
	Aggressive	.105(*)	.052	.045
	Tolerance	.204(*)	.052	.000

The effect of frequent adopted behaviours (directive, authoritative, aggressive, and tolerance behavior) on students' academic achievement

The following table divulge that the computed F-value is 5.289 which is greater than the table value 2.38 at df (4, 1220) and the computed sig value is .000 which is less than the p-value=0.05. It shows that significant difference in the effect of most frequent adopted teachers' behaviours on the academic achievement of students. Therefore, concluded that different frequency of the teachers' behaviour effect academic achievement of students differently.

To determine further as which frequent adopted behaviour of the teachers had more effect on academic achievement of students, Post Hoc test was applied in.

Table No.2a:

Analysis of the Variance for the analysis to find out the effect of most frequent adopted teachers' behaviours on the academic achievement of students

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.970	4	1.743	5.289	.000
Within Groups	400.602	1216	.329		
Total	407.572	1220			

Comparison of the Effect of Most Frequent Adopted Behaviours of Teachers on Academic Achievement of Students

The following divulge that the computed Pearson chi-square value is 34.147 which is greater than the table value 9.488 at df (4) and the computed sig value is .001 which is less than p=0.05 at level of significant. It shows significant in the effect of frequent adopted behaviours of teachers on students' academic achievement. Moreover chi-square table divulge that the teachers who always adopted directive behaviour in the class, their students learn more because majority of them performed "excellent" in exam which indicates high academic achievement of students.

The teachers who always adopted authoritative behaviour in the class, their students learn moderately because majority of them performed "good" in exam which indicates moderate academic achievement of students.

The teachers who always adopted aggressive behaviour in the class, their students learn poor because majority of them performed "average" in exam which indicates poor academic achievement of students, and the teachers he/she who always adopted tolerance behaviour in the class, their students learn moderately because majority of them performed "very good" in exam which indicates very good academic achievement of students.

It is concluded that directive and tolerance teacher behaviour are most effective behaviour because the teachers who always adopted these behaviour, their students performed very good and excellent which their high level of academic achievement while the teachers who always adopted authoritative or aggressive behaviour in the class, their students learn poorly in the class that is why they performed average or good in the class.

Table No.2b:

Chi-square analysis to the effect of frequent adopted behaviours of teachers on students' academic achievement, directive=178, authoritative=293, aggressive=369, and tolerance=381

Types of Behavior	Count	Students' Academic Achievement					Total
		B. Avrg	Avrg	Good	V. Good	Excellen nt	
Directive	Count	0	1	21	20	136	178
	% within type of Behaviour	.0%	.6%	11.8%	11.2%	76.4%	100.0%
	% within Performance	.0%	0.3.0%	6.7%	7.0%	53.8%	13.6%
	% of Total		.1%	1.7%	1.6%	11.1%	14.5%
Authoritative	Count	0	84	177	31	1	293
	% within type of Behaviour	.0%	28.7%	60.4%	10.6%	.3%	100.0%
	% within Performance	.0%	25.1%	56.5%	10.9%	0.4%	18.6%
	% of Total	.0%	6.9%	14.5%	2.5%	.1%	24.0%
Aggressive	Count	36	249	83	1	0	369
	% within type of Behaviour	9.8%	67.5%	22.5%	.3%	.0%	100.0%
	% within Performance	100.0%	74.6%	26.5%	50.0%	.0%	50.2%
	% of Total	2.9%	20.4%	6.8%	.1%	.0%	30.2%
Tolerance	Count	0	0	32	233	116	381
	% within type of Behaviour	.0%	.0%	8.4%	61.2%	30.4%	100.0%
	% within Performance	.0%	.0%	10.2%	81.8%	45.8%	27.6%
	% of Total	.0%	.0%	2.6%	19.1%	9.5%	31.2%
Total	Count	36	334	313	285	253	1221
	% within type of Behaviour	2.9%	27.4%	25.6%	23.3%	20.7%	100.0%
	% within Performance	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	2.9%	27.4%	25.6%	23.3%	20.7%	100.0%

Chi-Square=34.147, df=4, sig=.001

IV. CONCLUSION AND DISCUSSION

The present research was designed to explore the effect of teachers' behaviour on students' academic achievement at secondary school level. It was descriptive research based on survey design and was conducted in Gujranwala division. Through review, the researcher came to know that there are lots of behaviour which teachers adopt in the class while teaching. In this study the researcher tried to explore directive, authoritative, aggressive, and tolerance behaviour. So, conclusion was drawn from the findings which arise from the analysis, it is concluded that **there is significant difference** in the effect of teachers' behaviours on the academic achievement of students was found and it was also found that directive behaviour of the teachers had more effect on academic achievement of students. Moreover, it was also found that frequent adopted behaviours of teachers had significant effect on students' academic achievement. The teachers who always adopted directive behaviour in the class, their students learn more because majority of them performed "excellent" in exam which indicates high academic achievement of students. The teachers who always adopted authoritative behaviour in the class, their students learn moderately because majority of them performed "good" in exam which indicates moderate academic achievement of students. The teachers who always adopted aggressive behaviour in the class, their students learn poor because majority of them performed "average" in exam which indicates poor academic achievement of students, and the teachers he/she who always adopted tolerance behaviour in the class, their students learn moderately because majority of them performed "very good" in exam which indicates very good academic achievement of students. Therefore, concluded that directive and tolerance teacher behaviour are most effective behaviour because the teachers who always adopted these behaviour, their students performed very good and excellent which their high level of academic

achievement while the teachers who always adopted authoritative or aggressive behaviour in the class, their students learn poorly in the class that is why they performed average or good in the class. The same research was conducted by Zhang D. (2015) and found that there is strong relationship exist between teachers' behaviour and students' academic achievement along with other factors e.g. teachers education, teaching experience, professional qualification etc., Robert (2016) revealed in his research that education of teachers lead them to adopt positive behaviour in the class in the response better the students' academic achievement. Okay and Wise (2016) observed in their research that there is strong relationship between teaching experience and their behaviour in the class which possessed the strong relationship to students' academic also but the present study reveals that as the teaching experience effect teachers' behaviour in the class as the experience getting more as a result teachers becoming more aggressive in the class and students' academic achievement is being effected due to change in behaviour, and the directive behaviour of the teachers is more effective than the others because the teachers who adopt always this behaviour their students' academic achievement increased. Keeping in the research finding it recommended that effective behaviour of the teachers mediating the relationship with students' academic achievement therefore the teaches should adopt the behaviour which pave the way for making conducive environment in the class so that students take less pressure and focus on learning to improve their academic achievement.

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