



Influence of Teachers' Behavior on Students Academic Achievement at Secondary Level

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Abstract:

Teachers are the role models for their students and their behavior significantly influence students' personal and academic life. Keeping in view the significant influence of teachers on the students' academic achievement, the study aimed to investigate the influence of teachers' behavior on students' academic achievement at secondary level. The objectives of the study were to investigate teachers' behavior, find out its influence on students' academic achievement and recommend procedures for improvement of teachers' behavior at secondary level. Population of the study was 1871 male secondary school teachers in District Swat. A sample of 320 teachers was selected with simple random sampling for the study. A questionnaire was developed, validated and pilot tested for the data collection. The data were collected with self-administered questionnaires and analyzed with mean scores, standard deviations, Chi-square and Linear regression. The study found positive behavior of teachers for teaching, teachers love their profession, prepared themselves for taking classes, use teaching aids, supportive and encouraging for students, motivate students for learning and provided conducive classroom environment for learning. Students were found motivated for doing well in exams, set high academic standards for themselves, complete assigned tasks in time, try hard for getting good marks in board exams, use internal exams for preparation of board exams, loved competition in exams and show good results in board exams. The regression analysis showed the significant influence of teachers' behavior on students' academic achievement. The study recommended measures for improvement of teachers' behavior and identified areas for future research.

Key words: Influence, teachers' behavior, academic achievement, Secondary level

I. INTRODUCTION

Teacher's behavior refers to the way teachers act and teach, facilitate and deal students in their pursuit for learning. It is the combination of both verbal and non-verbal acts that teachers display and propagate during the teaching learning process. Teachers use different behaviors in giving education to their students. Some provide supportive learning environment for students while few others just teach. This approach is the significant determiner of students' academic achievement and is called the behavior of teachers (Uddin et al., 2018).

Students' academic achievement is the combination of their scholastic performance, i.e. showing good score in exam, mastering the learning content, doing well on tests, complete assigned tasks in time and meet standards set by the teachers and the respective level of education (Ding & Sherman, 2006). Students' achievement is generally referred to their way of performing in the examination or tests (Ulug, Ozden, & Eryilmaz, 2011).

Research studies have identified that significant influence of teachers' behavior on the academic achievement of students at secondary level. Teachers are the pillars of support for the high and satisfactory achievement of students. Teachers determine the learning of their students by setting high standards for the education of their students and provide conducive and healthy environment for their education. They are a source of motivation for the academic achievement of students. The friendly behavior of teachers directs the potentials and energies of their students for high academic (Tschannen-Moran & Hoy, 2001). Teachers' behavior helps in the fulfilling of educational requirement for healthy academic achievement of students (Bailey & Drummond, 2006).

Teachers' behavior is the product of instruction inside the class and the assistance that they provide outside the class (Garrett & Steinberg, 2015). They further described that when teachers are clear about the learning

outcomes of students and they provide friendly teaching and learning strategies, these always result in the better and health academic achievement of students. Similarly, Stiggins (2007) highlighted that teachers are the best guides of their students and they guide them through teaching intervention that determines the academic achievement of students.

The academic achievement of students is closely associated with the behavior of their teachers. Students are influenced in their academic achievement in the way teachers provide them with various teaching methods, create classroom environment and their friendly attitude for students (Carroll et al., 2009). Teachers' pedagogies and classroom environments need to be supportive and friendly to ensure the maximum academic achievement of students (Hattie, 2012). Wenglinsky (2000) found that when teachers use novel ideas, encourage students and set high standards for their students then their students show high academic achievement and learning of skills. He further found that teachers who were having empathy, responsive, reflective and positive attitude, their students showed good academic achievement in exams. Teachers with little care for their students resulted in the low academic achievement of students (Gecer, 2013).

Iqbal (1996) found that teachers are the significant figures in the determination of academic achievement of students. They are the guides and resource persons for the academic achievement of students. The teachers who are positive and mature their students always show good academic achievement. Gauthier et al., (1984) described that the academic achievement of students was enhanced by the positive and friendly behavior of their teachers.

The performance or academic achievement of students is an extension of the ways they are dealt and behaved by their teachers (Babad, 2009). Students who are under the supervision of friendly and supportive teachers always tend to do well academically. On the other hand those teachers who are harsh and rigid have students with low academic performance (Urhahne et al., 2011) students who are in the classes of emotional stable teachers do well in their exams and show good academic achievement (Urhahne, 2015). Teachers who are not clear about the learning outcomes of their students, show favoritism and deal students inhumanly spoil the potentials of their students and lead them towards low academic achievement that is not the true representation of their potentials (Feinberg & Shapiro, 2009).

It identified that teachers' behavior significantly influence the academic achievement of their students and it is very much significant at the level of secondary schools. Having this idea in the mind, the researchers have decided to investigate the influence of teachers' behavior on the academic achievement of students at secondary level in District Swat.

II. METHODOLOGY

Population Sample and Sampling

The population of the study was 1871 secondary school teachers from male secondary schools of District Swat, Khyber Pakhtunkhwa (EMIS, 2019). The researchers selected a sample of 320 participants through simple random sampling procedure as the population was homogeneous in nature.

Instrumentation

The researchers developed a questionnaire about teachers' behavior and the influence of teachers' behavior on the academic achievement of students at secondary level. The questionnaire was developed, validated and pilot tested for the determination of the reliability. The reliability was found as 0.834. The reliable tool was used for data collection.

Data collection and analysis

The researchers collected the data with self-administered questionnaire. The data were analyzed with calculating mean scores, standard deviations, chi-square test and linear regression with the SPSS software version, 20.

III. RESULTS AND DISCUSSION

Table 1 Teachers' Behavior

Statements	N	Mean	S. D	χ^2	P
I love the profession of teaching	320	2.5531	.6248	211.619	.000
I prepare myself for taking classes	320	2.5750	.85610	229.0 256.74	.000
I use teaching aids for explanation	320	2.6063	.77255	302.444	.000
I support and encourage students	320	2.5906	.77454	280.506	.000
I motivate students for learning	320	2.5313	.82228	256.225	.000
My classroom is conducive for learning	320	2.5281	.82239	252.044	.000
Cumulative	320	15.1844	2.07547	214.150	.000

Table 1 demonstrates teachers' behavior in secondary schools. Mean score of 2.55531 with standard deviation .86248 states that participants agreed about their love for the teaching profession. Responses are not scattered.

The mean score of 2.5750 with standard deviation .85610 states that participants agreed about preparing themselves for taking classes. Responses are not scattered.

Mean score of 2.6063 with standard deviation .77255 states that participants agreed about using of teaching aids for explanation. Responses are not scattered.

Mean score of 2.5906 with standard deviation .77454 states that participants agreed about supporting and encouraging students. Responses are not scattered.

Mean score of 2.5313 with standard deviation .82228 states that participants agreed about motivating students for learning. Responses are not scattered.

Mean score of 2.5281 with standard deviation .82239 states that participants agreed about providing conducive classroom for learning. Responses are not scattered.

The cumulative mean score 15.1844 and standard deviation 2.07547 for the behavior of teachers show that participants are agreed that the behavior of teachers is positive for their students and learning at secondary level. The analysis of the Chi-square demonstrates that findings are significant.

Table 2 Influence of Teachers' Behavior

Statements	N	Mean	S. D	χ^2	P
My students are motivated for doing well in exams	320	2.7750	.59728	409.056	.000
My students set high academic standards for themselves	320	2.7625	.61320	399.831	.000
My students complete assigned tasks in time	320	2.7094	.66712	354.606	.000
My students try hard for getting good marks in board exams	320	2.5938	.76603	274.844	.000
My students use internal exams for preparation of board exams	320	2.7281	.65137	372.644	.000
My students love competition in exams	320	2.7156	.66039	358.881	.000
My students show good result in board exams	320	2.6937	.67649	336.644	.000
Cumulative	320	18.9781	1.87279	288.344	.000

Table 2 highlights the influence of teachers' behavior on the academic achievement of students at secondary level. Mean score of 2.7750 with standard deviation .59728 states that participants agreed that students are motivated for doing well in exams. Responses are not scattered.

The mean score of 2.7625 with standard deviation .61320 states that participants agreed that students set high academic standards for themselves. Responses are not scattered.

Mean score of 2.7094 with standard deviation .66712 states that participants agreed that students complete assigned tasks in time. Responses are not scattered.

Mean score of 2.5938 with standard deviation .76603 states that participants agreed that students try hard for getting good marks in board exams. Responses are not scattered.

Mean score of 2.7281 with standard deviation .65137 states that participants agreed that students use internal exams for preparation of board exams. Responses are not scattered.

Mean score of 2.7156 with standard deviation .66039 states that participants agreed that students love competition in exams. Responses are not scattered.

Mean score of 2.6937 with standard deviation .67649 states that participants agreed that students show good result in board exams. Responses are not scattered.

The cumulative mean score 18.9781 and standard deviation 1.87279 for the influence of teachers' behavior on the academic achievement of students highlighted that that participants are agreed that teachers' behavior

influence the academic performance of students at secondary level. The analysis of the Chi-square demonstrates that findings are significant.

Table 3 Regression Analysis regarding Influence of Teachers' Behavior on Students' Academic Achievement

Variables	R	r²	Sig
Teachers' Behavior			
Students Achievement	.091	.008	.005

Table 3 identifies the influence of teachers' behavior on the academic achievement of students. The correlation co-efficient between teachers behavior and students' academic achievement is .091 and the value of r square is .008 that is significant as the significant value of .005 is less than .05. It shows that teachers' behavior significantly influence the academic achievement of students at secondary level.

IV. DISCUSSION

The study investigated teachers' behavior and found that teachers are in love with their profession, prepare themselves for taking classes, use of teaching aids for explanation, support and encourage students, motivate students for learning and provide conducive classroom for learning. The findings of the study are in conformity with the findings of Tschannen-Moran and Hoy(2001) who found who found a healthy behavior of teachers for the learning of students. Teachers' behavior helps in the fulfilling of educational requirement for healthy academic achievement of students. Similarly, Stiggins (2007) also found that teachers are best academic guides of their students. In the similar vein, Carroll (2009) also found friendly and supportive behavior of teachers for students. Hattie (2012) also found the encouraging attitude of teachers for students. The findings of the study are also in line with the findings of Wenglinsky (2000) who identified the supportive attitude of teachers for students.

Regarding the influence of teachers' behavior on the academic achievement of students at secondary level, the study found that students are motivated for doing well in exams, students set high academic standards for themselves, complete assigned tasks in time, try hard for getting good marks in board exams, use internal exams for preparation of board exams, love competition in exams and show good result in board exams. The study further showed the significant influence of teachers' behavior on the academic achievement of students. The findings of research are in connection to the findings of Feinberg and Shapiro(2009)who found that supportive teachers significantly influence the academic achievement of their students. Similarly, Babad (2009) found that the academic achievement of students is an extension of the ways they are dealt and behaved by their teachers. Such findings were also reported by the study of Urrahane (2015) who found high academic achievement of students whose teachers were supportive and encouraging. Similarly, Bailey and Drummond (2006) highlighted that teachers' behavior helps in the fulfilling of educational requirement for healthy academic achievement of students. Garrett & Steinberg(2015) found that teachers' behavior is the product of instruction inside the class and the assistance that they provide outside the class. Similarly, Stiggins (2007) highlighted that teachers are the best guides of their students and they guide them through teaching intervention that determines the academic achievement of students. In the same vein, Iqbal (1996) found that teachers are the significant figures in the determination of academic achievement of students. They are the guides and resource persons for the academic achievement of students. The teachers who are positive and mature their students always show good academic achievement.

V. CONCLUSION

The study investigated teachers' behavior and found that teachers are in love with their profession, prepare themselves for taking classes, use of teaching aids for explanation, support and encourage students, motivate students for learning and provide conducive classroom for learning.

Regarding the influence of teachers' behavior on the academic achievement of students at secondary level, the study found that students are motivated for doing well in exams, students set high academic standards for themselves, complete assigned tasks in time, try hard for getting good marks in board exams, use internal exams for preparation of board exams, love competition in exams and show good result in board exams. The study further showed the significant influence of teachers' behavior on the academic achievement of students.

VI. RECOMMENDATIONS

Keeping in view the findings and objectives of the study the researchers made the following recommendations:

1. There may be professional development mechanism for the development of teachers' behavior at the level of secondary schools.
2. Teachers at secondary level may be provided with emotional intelligence coaching so that they may use their own and students' emotions properly in secondary schools.
3. Teachers' training institutes may be provided with curricula that includes the development of positive behavior of prospective teachers for the provision of quality teachers in future.
4. There may be incentives and rewards for teachers with good and model behavior at the level of secondary schools.
5. The policy makers may play their active role in provision of material, human and financial resources for the development of teachers' positive behavior both in training and in schools.
6. Such studies may be conducted on the behavior of teachers at university level or at primary level.

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