International Journal of Contemporary Issues in Social Sciences
Volume 3, Issue 2, 2024 ISSN(P):2959-3808 | 2959-2461

IMPACT OF TEACHER'S BEHAVIOUR ON STUDENTS' ACADEMIC ACHIEVEMENT AT UNIVERSITY OF SINDH

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Received: 05 May, 2024 **Revised:** 05 June, 2024 **Accepted:** 17 June, 2024 **Published:** 30 June, 2024

ABSTRACT

Research article discussed impact of teachers mode of behaviour for achievement academically of university students'. Teachers and students in Education faculty Hyderabad, university of Sindh Jamshoro, Pakistan constituted the population. From this faculty 20 teachers' and 100 students' selected as sample. Two questionnaires adopted, developed and validated through pilot study as well as administered to sample for data collection. Researcher visited respondents personally, thus 100% data collected. Data tabulated and analyzed through means, standards deviation and coefficient of correlation (r). Conclusion of the study based on that teachers touched proud to be teachers, they adjusted themselves with the dominant situation and situations. They used different motivational techniques for teaching. Students' satisfied with the positive behaviour of their teachers. The affiliation amongst behavior of the teachers and conformed academic achievement (marks) that revealed highly constructive significant correlation.

Keywords: Teacher's Bahaviour, Students, Academic Achievement

1.INTRODUCTION

1.1. BACKGROUND

Impact of behaviour of teachers' played important character in academic achievement of students'. Behaviour described observable effect of teacher and student presentation in diverse activities of institutions. Behaviour could be effective or ineffective. Objective of study to investigate *"the impact of teachers' behaviour on the academic achievement of university students"* (King, 2017).

The behaviour conducted in what we did, particularly in reply to outside motivations (UNESCO, 1986); anything that organism did that involved action and response to motivation (UNESCO, 1986).

The performance was an recognisable and obvious occurrences (Joyce, 1980). Also, teachers needed knowledge to react to their students' interpretations. Generally, teachers reacted through acceptance, praise, and criticism for students response (Derk, 1974).

Teaching was planning and influencing situation in which there were gaps and where an individual tried to overcome the problem from where he learned (Iqbal, 1996). Teachers' and administrators' for all categories that aware of characters played through them in educational context. They understood that their behaviours were not fixed, but revolved around the influence of variations took place in education and culture (UNESCO, 1975). Behaviour was response that an individual showed in his surroundings at diverse times (Campus, 2018).

1.2. STUDENTS' ACADEMIC ACHIVEMENT

Students' achievement was dynamic occurrence as there were various factors that upset a student's achievement. Those features varied for each student and for their context. Therefore, research on quantifying impact of numerous aspects on students' achievement was stimulating to generalize (Ding & Sherman, 2006). Particular aspect received attention from (Ulug, Ozden, & Eryilmaz, 2011) teachers' attitude towards students'. The researchers found that students' attitude, and motivation towards school, their readiness for homework in their learning behavior were element of the teachers' attitude for teaching towards the students'.

These features collected together to form learners' personality over time. So, they described about teachers' attitude long lasted influence on the

students' career. researchers, recommended strongly for teachers to offer support to their students in their learning and advised teachers' to create atmosphere of positive potentials. Further, it motivated the students' to put hard work in energetic learning and retention. The motivated response to these potentials yield positive affiliation amongst the teacher and their students' (Tschannen-Moran & Hoy, 2001). Further, relation encouraged the teacher to built upon constructive behavior of the students', as different to hindering because of typical undesirable behaviour. Therefore, strengthening teaching and learning act was achieved; results for the students' learning in a university and fulfilment for their corresponding teachers'.

Academic achievement defined as proficiency level attained in academic work knowledge in concern subjects, which was often represented by marks obtained by students' in their examinations (Kohli, 1975). Researches illustrated that besides standards of promotion to other class, achievement was an index for future successes in life. Higher successes in academic world, generally, tend to maintain their achievement level in concern occupational field. Moreover, Reis et al. (1984) reported that it has important effect on own evaluation of students'. To reach highest level in the educational sphere, and to enhance educational achievement to maximum, a review on it and its suggestions for academicians and policy creators would be significant (Lyngdoh & Sungoh, 2017).

A formal start to explore elements of academic achievement as completed with Binet's attempts to forecast childrens' achievement from their aptitude scores academically. There was awesome proof establishing intelligence as important interpreter of academic achievement (Karnes et al., 1984). Thorndike (1963) mentioned exact communication amongst aptitude and achievement.

Some studies done to relate cognitive elegance for academic achievement. Field subjects were found to be developed on success than dependent subjects on concern field (Holper and Helen, 1986). It enhanced three socializing agents (peers, teachers and parents) to strengthen educational behavior. Strengthening used three agents in most effective way to improve achievement (Shafqat & Shah, 2009).

1.3. STATEMETNT OF THE PROBLEM

The purpose of study was to examine academic achievement of university students' as a result of the teachers' behaviour.

1.4. RESEARCH OBJECTIVES

1. To find out students' perception towards their teachers' bahaviour on students' academic achievements at university level.
2. To explore relationship of teachers' behaviour on students' academic achievement at university level.
3. To examine effect of teachers' behaviour on male and female students' academic achievement at university level.

1.5.

1.6.

1.5 RESEARCH HYPOTHESES

2. There is no significant change among students' perception towards teachers' bahaviour on students' academic achievements at university level.
3. There is no significant change between relationship for teachers' behaviour on students' academic achievement at university level.
4. There is no significant difference between teachers' effect behaviour on male and female students' academic achievement at university level.

1.6. DELIMITATIONS OF THE STUDY

This study limited to teachers and B.ED. Elementary students at the faculty of Education Hyderabad, University of Sindh Jamshoro, Pakistan.

1.7. OPERATIONAL DEFINITIONS

Teacher's Behaviour: Attitudes towards teaching career associated with attitude of teachers' for teaching incentives, values, features of teaching profession, and satisfaction with teaching profession.

Academic Achievement: Learners' academic achivement measured through students' average results in subjects out of Chemistry, Biology, Physics, and Mathematics,

Students: Those students studinig b.ed Elementary at faculty of education.

2. REVIEW OF THE RELATED LITERATURE

The study based on to standardize and construct an attitude measure to amount the attitude of teachers' towards approach of constructivist in field of

teaching. Initially, items framed through review related literature, it was formerly given to specialists for analyzing the content. After preliminary tried out and element analysis done, only objects with 't' value of above 2.77 retained for final scale form. The final scale form thus consisted of 40 objects. Reliability of scale ascertained through *"Karl Pearson split half method and Cronbach Alpha*" and it founded relatively high. Content and face validity ascertained also. Norms established for interpretation of obtained scores, also (Shafqat & Shah, 2009). Done

Teacher own measurement tool for six features across two central constructs, resulted in one "Positive Relationships scale" with three elements; and three correlated, but separate scales assessed elements of Classroom Environment. Several teacher qualities and skills known to contribute to classroom effectiveness, such as teacher own efficiency, pedagogical, content and instructional knowledge. Done

The presence of emotional dimensions effectiveness of teacher could match main focus on other methods for teacher effectiveness through critically considered important; but relatively unnoticed aspects teaching effectively. It examined teacher attitudes to build positive associations with students' and creates an authorizing environment of classroom for teacher effectiveness research. A survey conducted by 403 elementary teachers' in the United States. The results analyzed through exploratory and confirmatory feature enquiry. The causing features compared with four objects of management for classroom subscale of the "Teachers' Sense of Efficacy Scale" (Tschannen-Moran & Woolfolk Hoy, 2001) to control convergent validity, assessed similar causal creates; and different validity, assessed attitudes versus efficiency. Participants' demographic variables associated with independent sample t-tests, for one ANOVA, and tests' for metric invariance to decide if tool achieved equally with all groups. Findings showed good model fit, validity, and reliability for features associated to each main create, and most demographic variables showed no variance in the models. Noteworthy differences founded for the "Managing Conflict" feature among teachers' who taught K–2 grades and teachers' who taught elementary grades. Group variances on "Student-Centered" and "Positive Guidance factors" founded among teachers' identified as "White" and teachers identified as other than "White". The research study concluded through offering effects for formative assessment of teachers' and guidance for professional education, effects for educational leadership, and questions for further research (Lyngdoh & Sungoh, 2017). Done

The paper focused on "effect of teacher's behavior on academic performance of students". Teachers' behaviour restrained through standard inventor for research, comprised of eight diverse components of behavior (interaction, clarity, organization, enthusiasm, speech and rapport, pacing, and disclosure) while educational presentation of the students' measured through their (students) CGPA. Through stratified proportionate technique of sampling, students selected form "Shaheed Zulfikar Ali Bhutto Institute of Science and Technology" (Islamabad) and survey cross sectional conducted to find out the association amongst variables. It established from analysis of data that teachers' behaviour displayed important affiliation with educational performance. Above components, analysis shown six components (speech and rapport, interaction, clarity, pacing, and disclosure) highly important affiliation with students' educational performance, while these two components (enthusiasm and organization) have not association with concern dependent variable. Students have important variances in academic performance, while one component (speech) founded to reveal modification on the basis of their (students') gender (Campus, 2018).

3. METHODOLOGY AND RESEARCH DESIGN

To analyzed hypothesis, descriptive survey method applied to find out "impact of teacher's behaviour on students academic achievement at the university of Sindh Jamshoro." sample consisted of 20 teachers' and 100 BED Students' from the "faculty of Education Hyderabad University of Sindh Jamshoro, Pakistan". Data analysed through "mean score and standard deviation coefficient of correlation (r)" that obtained from the respondents'. The descriptive survey dealt with systematic explanation of event in factual and precise way (Creswell, 2003). Researcher applied quantitative method for numerical data and quantifiable variables (Amin, 2005).

3.6. THE AREA OF THE STUDY

This study carried out at "the faculty of education Hyderabad, University of Sindh Jamshoro, Pakistan". Thus, it is one of the key faculties of the

university. In this department, a large number of students were performing their best in grooming the students for the field.

3.7. SAMPLING TECHNIQUES AND SAMPLE SIZE

This study belongs faculty of education Hyderabad consist of teachers and students to different study programs such as B.Ed. (Elementary) B.Ed. (1.5), B.Ed. (2.5), program. Researcher applied technique of random sampling to collect data from the concern students.

3.8. RESEARCH INSTRUMENT

Researcher collected data for this research paper, two questionnaires distributed one for teachers' and one for students. This questionnaires were consist of 15 adopted statements which would be used to collect the data for this paper.

3.9. DATA ANALYSIS

The data was analyzed by the used of spss 23 version.

3.10.RESULTS

Table 1 below showed x 2 values of teachers responses were greater than table values of 0.05 probability. Hence, entirely statements were accepted. Analysed Table 1 for teachers' intention showed that teacher interrelated subject matter of students lives. They adjusted with usual conditions, circumstances and struggled for constant improvement in knowledge and skills. They apllied diverse evaluation techniques through teaching. They gave marks properly and contributed in co-curricular accomplishments. Mainly, teachers focused on character building of students.

Table 1: Responses of Teachers

Sr No	*Statements*	*M*	*SD*	*x 2*
1	Teachers proud to be called as teacher.	4.20	5.23	136.153*
2	Teachers adjusted themselves (m/f) with prevailing situation and circumstances of university.	4.50	6.70	136.153*
3	Teachers struggle for constant improvement in knowledge and skills.	3.02	4.70	511.22*
4	Teachers taught effectively with different teaching techniques.	2.70	3.45	600*
5	Teachers listened to the students with patience, tolerance and guide them in spare time.	4.45	5.30	484.27*
6	Teachers applied diverse evaluation techniques during teaching.	5.35	6.20	285.83*
7	Teachers applied dissimilar motivational techniques.	3.43	4.24	409.14*
8	Teachers awarded marks fairly to all the students in examination.	3.15	5.20	813.57*
9	Teachers participated in co-curricular activities.	4.90	6.30	660.1*
10	Teachers related subject matter with lives of the students.	5.22	7.50	396.3*

11	Teachers treated students without discrimination.	4.35	5.33	414.5*
12	Teachers participated in professional development activities that provided through diverse organizations.	5.22	6.44	739.62*
13	Teachers performed their duty regularly and punctually.	3.44	5.70	569.76*
14	Teachers focused on character building of the students.	5.59	6.45	617.7*
15	Teachers applied dissimilar techniques such as: observation, rating scale, peer appraisal and check list for assessing the students.	4.70	5.90	459.62*

*** Significant df = 4 Table value x2 at 0.05 level = 9.00**

Table 2 showed that x 2 values of students responses were greater than table values of 0.05 probability. Hence, wholly statements were accepted. Analysied Table 2 students' intention showed that teacher associated subject matter with students lives. Teachers gave specific attention, provided their spare time and related information regarding subject matter to the students. Also, teachers presented appreciation to students with sympathetic words, when they accomplished well in class. Whereas teaching, teachers applied reference books, ready notes, and stimulated students to contributed for co-curricular activities. Also, they focused on character building of their students and feedback them with constructive criticism. Diverse assessment techniques, such as: observation, rating scale, peer appraisal, and check-lists, applied to assess the students. Done

Table 2: Responses of students

Sr No	***Statements***	***M***	***SD***	***x 2***
1	Teachers gave students individual attention in their spare time, and suggested something nice.	6.42	5.25	1300.66*
2	Teachers provided relevant information to explain points of subjects matter to the students.	4.30	5.70	1126.42*
3	Teachers appreciated students with good words, when they performed well in the class.	4.70	5.70	662.6*
4	Teachers like some students and favoured them unduly.	4.70	5.45	411.313*
5	During teaching teachers used reference books and prepared notes.	5.45	6.30	1477.29*
6	Teachers encouraged students for cocurricular activities.	4.35	5.20	896.21*
7	Teachers used diverse teaching techniques.	4.43	5.24	988.3*
8	Teachers were punctual in their duties.	4.15	6.20	651.71*

9	Teachers made classroom environment conducive for the learning.	5.90	6.45	1093.853*
10	Teachers focused on character building of the students.	5.81	6.60	298.97*
11	Teachers gave feed back to the students with constructive criticism.	4.66	5.22	1323.2*
12	Dissimilar assessment techniques such as observation, rating scale, peer appraisal and checklist are used for assessing the students.	5.43	6.50	2194.21*
13	Teachers summarize establishing link between the present learning with earlier as well as future learning, creating a sense of achievement.	4.80	5.95	931.89*

*** Significant df = 4 Table value x2 at 0.05 level = 9.00**

3.6. DISCUSSION

Mostly teachers lectured that they proud to be a teacher. They adjusted with usual condition and situations of university. They improved awareness and skill through professional development accomplishments and adequately ready their lesson before class daily.

Regularly teachers' and students' agreed that teachers' applied dissimilar techniques of motivation, such as: observation, appraisal, rating scale, and check lists for assessment of students. Also, they applied diverse and effective techniques of teaching. They listened to students with tolerance and patience and guided them mostly. Both students' and teachers' agreed that they awarded examinations marks any discrimination, as students' participated in co-curricular accomplishments, and feedback with constructive criticisms to their students. They mentioned that they focused on students character building and they displayed their intention through career of the students. Done

Generally, students' pointed out that their teachers' provided applicable information for students' career. They conveyed that their teachers' respected them on good performance. Their teachers' used books, prepared notes and they made classroom environment encouraging to education through creating link amongst present and future learning that created sense of achievement.

The affiliation among teachers' behaviour and consistent educational achievement (marks) of students'. It presented highly constructive important correlation among teachers' bahviour with educational achievements. Similiar behaivour of teachers towards students' led to higher academic accomplishment of students'.

4. CONCLUSION

This research measured *"the effect of a teacher's behavior in class, on the academic performance of the students atfaculty of Education, Huderabad"*. In this study, teachers' behavior in a classroom analyzed vis-à-vis eight characterized sets of behavior, with each class subdivided into number of expressive indicators. Students' 'current CGPA was recorded as a measure of their academic achivement. The descriptive analyzed of teacher's behavior were recorded through likert scale based responses from the teachers and students. From the statistical operations in the study, novel factors within the teachers' identified and described; strong importance for educational achievemet. The findings enabled faculty, academicians, and management of university to boost teaching behaviors that correlated strongly with high achievements; Also, on other side, discourage those behaviors connected with low academic performance. Previous to causation consequence, study highlighted strength of the affiliation among diverse the teachers behaviour that occurrenced as perceived through the students, and educational performance. Researcher highlighted effective and helpful behaviors from teachers, the study grasped vital importance as it layed out an operative teaching routine for them in general and particular university lecturers, they adopted and utilized instrumentation for high educational

achievement of their students. It established from data analysis that teachers' played significant bond with students for educational achievement. It measured through the standard list used for research, comprised of eight dissimilar components of behavior. Those components, the analysis revealed that two modules displayed highly important connection with students' CGPA. Remaining four components showed significant association with CGPA. Further, the teachers' behavior constituents of communication, stepping, discovery and rapport exhibited significant affiliation with CGPA.

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