

## EFFECTS OF TEACHER'S BEHAVIOR ON STUDENTS' PERFORMANCE IN HIGHER EDUCATION INSTITUTIONS

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### ABSTRACT

The key points of the study were to find out Relationship of teacher's behavior with students' performance in higher education. A closed-ended survey with Likert Scale was expressed after a complete evaluation of literature. The students of B.S, M. Phil and PHD in Bahauddin Zakariya University and Women University Multan will be the respondents of this investigation. To collect the data the scholars of Education, Economics, History, Political Science, Sociology departments were selected. The data were analyzed using SPSS. Correlation Coefficient was used to check the correlation between variables. The investigation showed that while not all demographic factors significantly predict the relationship between teachers' behavior with students' performance, but some do. The result of the study shows the positive perception of students about their teachers' behavior in higher education. Teachers behavior was moderately positively correlated with students' performance in higher education. For example, gender, program and discipline shows different results. Teachers behavior like cooperation, encouragement, using teaching techniques, provide guidance to students have positive impact on students' performance.

**Keywords:** Teachers Behavior, Students Performance, Higher education

### INTRODUCTION

Behavior describes how we interact with and treat other people. Typically, we judge the person in front of us based solely on their outward appearance. We will act very softly toward someone who is well-groomed and majority of us become enraged with those who are weaker than us,

It can be observed in Universities. When a student's parents are well-regarded and come from a good family, the educator acts differently toward him than he does toward a less fortunate student. When a student from a wealthy family makes a mistake, the poor student receives the brunt of everyone's resentment. "Behavior" is the term used to describe observable outcomes. It may or may not be advantageous and positive. Effective behavior leads to positive results. Behavior is an action that changes based on the circumstances (Zaffar et al. 2021).

The function of an educator in the educational system is an example of heart in a person. Educators behavior is the source of

communication among scholars and itself. The important motive for this, to discover the influence of teacher's behaviour on students' performance in higher education (Ehsan, 2020).

Liaquat (2022) says that professions all over the world, the most prominent professions are teaching. The educators help the scholars in the preparation of exams during the classroom hours through 'formal teaching. Though, the character of students cannot be change entirely if the instructor inspires the scholars with their own performance. In the classroom the performance of a teacher is very vital and it has great impact on students' academic performance. It says that the instructors have a constructive effect on the scholars' lives. Admiring the scholar during lecture is vital method of inspiration. the scholars will gratify their efforts (Anwer, 2019).

Ibok (2020) says that teaching was the decisive profession. Teaching was appreciated, respected, pleased and was very gainful. The

educators have countless ease and self-possession in society. Teachers behavior influence students in class. There is the great chance of that students may have the same attitude just like they saw in their class while performing their teachers. From now, we should put this into consideration that educator's classroom behaviour has countless consequence on students' work, as we know teachers are the heroes of students (Ehsan, 2020).

Different ideas and expertise of students in different topics are also characterized by the academic success. In many states, typically students are burdened by the high expectations of their parents in academic achievement. The main goal of education system is the academic success of students. That's why the institutes spend most of their time in helping scholars to accomplish their goals. Many factors like intellect, learning habits, and behavior of students, socio economic status, inspiration, chances, influence the academic success. We can measure the calculate capacity and competence of students by academic achievements. In our education academic achievement has a very dynamic place as well as in the learning method. Accomplishment is the main consequence of education, this is a certain level in which we get to know that a scholar and educator has attained their goals (Kenni, 2020).

### **Literature Review**

The concepts and observations from the relevant literature gave the researcher both a theoretical foundation and a means of penetration, making it easier for them to comprehend how other people were thinking about this problem in a similar circumstance. The evaluations in this research project give the study a theoretical framework and color the many unstated behavior directions on the relevant text sources from equal viewpoints, i.e., a restricted and a worldwide perspective. The primary goal of the investigation is to find out the relationship of teacher's behavior and students' performance in higher education.

For the betterment of institutions, effective university leaders must strike a balance between fostering positive relationships with educators and adapting to changing community and university conditions (Misbah, 2020). Overall, attaining high academic standards and enhancing the wellbeing of the university students depend heavily on personnel management techniques and strong bonds between administrators and educators. Positive behavior from

the teacher has a positive effect on the students, and it also makes it possible for the teacher to reflect on the positive behavior of the students, which is more important than the negative behavior (Aslam & Ali, 2017) as cited in Liaqat, (2022). It is a sign of an educator's professional competence when they interact positively with scholars and exhibit behaviors that help them grow and change. There is a positive correlation between ethical compliance and professional competence (Kusumaningrum et al., 2019).

Educators who possess a sense of accountability for upholding ethical principles are better able to place a premium on professional development and provide guidance on how to carry out their duties. Respect for scholars, parents, and other educators, adhering to the rules, and being open to learning and self-development in their area of expertise are attributes of teachers who take care to be ethical perpetrators (Karataş et al., 2019; Molla & Nolan, 2020).

Ethical principles and the teaching profession are inextricably linked. Professional competence and moral character are closely related in the teaching profession (Daniel & Sapo, 2020). Therefore, an educator's ethical role is crucial to the growth and advancement of their scholars. Teachers themselves ought to be aware of at least some of the causes of their behavior, but they are largely ignorant of them (Korthagen, 2010) as cited in Ahmad, et al (2024).

When an educator and scholar work collectively to receive each other's faith and respect, they have a constructive relationship in lecture room. To recognize your scholars well, providing them opportunities, and inspiring them to develop improved apprentices each day could all be chunk of this association. By being polite, valuing each scholar's individuality, educators are representative their respect for scholars. Constructing solid associations with your scholars not only organize your lecture room a harmless and welcoming residence for everybody, but it also supports them convert it more successful (Vanner et al., 2022).

An instructor's deficiency of awareness principals to unfortunate relationships with scholars. Certain scholars require modified instructional approaches because their learning stylishness varies. Relationship problems between instructors and scholars happen when an instructor disrespects each scholar's exceptional instructive needs. Character,

personal history, believed procedures, educational preferences, maturity stages, and theoretical areas all have an impression on a scholar's dimensions to study and involve with educators (Tucker, 2021). Educators ought to approach every scholar as an individual who merits individualized attention and focused, specialized instruction whenever feasible. Furthermore, if the instructor prioritizes academics above all else in the classroom, a bad rapport between the student and the teacher will emerge (Tucker, 2021).

The primary setting for teachers to discuss problems, ideas, and methods of instruction is the classroom. Through team activities, educators can acquire knowledge and apply it to teaching and learning scenarios. Shared relationships aid in the exploration of situations to help one understand various skills and achieve personal and organizational goals (Owen, 2005) as cited in (Jeniffer, & Cheboi, 2021).

As declared that, a positive lecture room depends significantly on the relationships among the instructors and scholars. Associations among scholars and instructors are mostly critical to their teaching, both nowadays and in the upcoming days. Scholars and Instructors relationships are vital because they substitute a constructive learning atmosphere, support scholars' self-confidence expansion, and improve their psychological well-being (Buffet, 2019). Similarly, these useful associates might decrease behavioral questions and inspire speculative accomplishment. Student-teacher associations contribute to scholars' academic success. Scholars and Instructor relationships help scholars directly. These relationships support scholars for the specific time they fill in that educational setting with a teacher (Buffet, 2019).

Likewise, a strong connection between scholars and instructors is critical for continuing accomplishment because it inspires self-assurance in scholars and lets them know that their opinions. Scholars are then able to carry this self-assurance into their subsequent academic years as a result of this. Additionally, the social and emotional facets of a student's life reflect this confidence and sense of worth. Constructive teacher-student connections also instill in students the continuing lesson that mistakes are a sign of education. By generating solid connection between scholars and their instructors, students are able to recognize that education never

end. With time, this generous of relationship will support the scholar become more self-assured.

The process of teaching and learning involves interactions between the instructor and the students about the material being covered. The behavior of the teachers is the most important of the previously mentioned factors. Students will be able to learn more from them if their behavior supports their learning more (Alexander, 2020).

Teachers' dedication to their parent professions is often stimulated and motivated by the positive interactions they have on occasion with students (Newman, 2000) as cited in (Jadoon et al 2022).

### **1.1 Objectives**

Following were the objectives of the study:

- To find out the perception of students about their teachers' behavior in higher education.
- To assess the effect of teachers' behavior on students' performance in higher education.
- To explore the relationship between the teachers' behavior and student's performance in higher education.

### **1.2 Hypothesis**

Following research hypothesis were fundamental:

H<sub>01</sub>: There is no significant difference among the perception of students towards their teachers' behavior in higher education.

H<sub>02</sub>: There is no effect of difference teachers' behavior on students' performance in higher education.

H<sub>03</sub>: There is no relationship between teachers' behavior and student's performance in higher education.

### **1.3 Significance**

This study might be supportive for these groups of the experts:

This study may provide strategies to the educators, curriculum designers for scheming sequence to encourage teacher's behavior on student's performance in higher education, may be helpful for educator training workers to join current training approaches to shape up teacher's behavior on student's performance in higher education and provide direction to the educators concerning the

success of teacher’s behavior in encouraging chosen educational consequences. This study may have positive impact of teacher’s behavior on student’s performance in higher education. helpful for Further investigators undertaking investigation work in the field of teacher’s behavior on student’s performance in higher education. Probably this study motivates upcoming investigators for study on teacher’s behavior and student’s performance in higher education.

**1.4 METHODOLOGY**

This part of the research is all about the explanation of the investigation, design of the research, selection of sample, research tools and procedures of investigation. The exertion of this investigation is the relationship of teacher’s behavior with student’s performance in higher education. This study was a survey-oriented investigation.

**1.5 Population**

The population of this investigation focuses on the students of social science departments of government universities. Total population was 1380 and 300 students were selected for the study. As the main objective of this investigation was to describe the relationship of teacher’s behavior with student’s performance in higher education. Since the study only looked at government universities in Multan, only social sciences departments of these Universities were selected.

**1.6 Sample**

Total 300 students are selected as the sample of the study 150 students from women university Multan and 150 students from Bahauddin Zakariya University Multan. From these universities the students of Social Science departments were selected. The representative sample from the population used for this study was chosen using the basic random sampling technique. Two public sector

universities were chosen for the current investigation. The Women University Multan and Bahauddin Zakariya University Multan.

**1.7 Research Tool**

A closed-ended survey with five points Likert Scale was developed after a comprehensive literature review i.e. (Shah ,2009: Munir, et al. 2020). Additionally, the survey includes every possible behavior pattern from professors that university students may encounter. A pilot study was conducted by the researcher to assess the instrument's reliability before students were given questionnaires to complete.

**1.8 Validity**

In order to verify the validity of the instruments, expert opinion was obtained.

**1.9 Reliability**

In order to maintain the reliability of the tool a Pilot study was conducted. The value is Cronbach is .847 and the number of items were 32. which shows reliability.

**1.10 Pilot Study**

A pilot study is a trial that is conducted in order to help define the research question or to evaluate the viability, validity, and reliability of the suggested study design before a final research design is decided upon. Prior to assigning students to fill out questionnaires, the investigator oversaw a pilot study to evaluate the instrument's reliability.

**1.11 Data Analysis**

Data were examined through descriptive statistics. ANOVA, T test, correlation, regression, Statistical techniques i.e. frequency, percentage, mean, standard deviation will be used to analyze the data.

**Table 1**  
**Teachers Behavior**

| Descriptive Statistics |           |           |           |           |                |           |            |           |            |
|------------------------|-----------|-----------|-----------|-----------|----------------|-----------|------------|-----------|------------|
|                        | N         | Minimum   | Maximum   | Mean      | Std. Deviation | Skewness  | Kurtosis   |           |            |
|                        | Statistic | Statistic | Statistic | Statistic | Statistic      | Statistic | Std. Error | Statistic | Std. Error |
| Total                  | 299       | 64.00     | 136.00    | 106.1338  | 12.18766       | -.535     | .141       | .004      | .281       |
| Valid N (listwise)     | 299       |           |           |           |                |           |            |           |            |

This table presents descriptive statistics for a variable labeled "Total," based on a sample of 299 observations. This include the minimum and

maximum values, descriptive statics and find mean and Standard deviation about Teachers behavior with Students performance. It includes 299 students. In

this table most of the statements have positive impact on students relatively other statements.

**Table 2**  
*Student Performance*

| N valid | Missing | Minimum | Maximum | Mean    | Std. Deviation | Skewness | Std. Error of Skewness | Kurtosis | Std. Error of Kurtosis |
|---------|---------|---------|---------|---------|----------------|----------|------------------------|----------|------------------------|
| 299     | 1       | 7.00    | 28.00   | 10.4983 | 1.50475        | 5.375    | .141                   | 60.743   | .281                   |

This table provides descriptive statistics for various aspects of student performance based on a sample of 300 participants. This include academic achievement, attendance rate, willingness to participate in classroom activities, actual classroom

participation, and self-confidence in achievements. A short but comprehensive overview of all major variables of student’s performance. Student performance shows significant results towards teachers behavior.

**Table 3**  
*Relationship of Teachers Behavior with Students Performance*

| <b>Correlations</b> |                     |                   |                     |
|---------------------|---------------------|-------------------|---------------------|
|                     |                     | TeachersBehaviour | StudentsPerformance |
| TeachersBehaviour   | Pearson Correlation | 1                 | 0.75                |
|                     | Sig. (2-tailed)     |                   | .196                |
|                     | N                   | 300               | 299                 |
| StudentsPerformance | Pearson Correlation | 0.75              | 1                   |
|                     | Sig. (2-tailed)     | .196              |                     |
|                     | N                   | 299               | 299                 |

This table contains correlation among two variables one is Teachers Behavior and the second one is Students performance. Teacher behavior is

Independent Variable while Students Performance is dependent variable. The value is greater than 0.65 so that these Variables has positive relationship.

**Table 4**  
*Difference of male and female students’ perception about teacher’s behavior*

| <b>Group Statistics</b> |        |     |         |                |
|-------------------------|--------|-----|---------|----------------|
|                         | Gender | N   | Mean    | Std. Deviation |
| TeachersBehaviour       | Male   | 32  | 95.3750 | 13.48296       |
|                         | Female | 268 | 95.6679 | 12.05068       |

The data is separated into male and female participants. The data suggests that, there is a slight

difference in behavior scores between male and female students’ perception about teacher’s behavior

**Table 5**  
**Comparison of Teacher’s Behavior with Student’s Performance**

| ANOVA             |                |     |             |       |      |
|-------------------|----------------|-----|-------------|-------|------|
| TeachersBehaviour |                |     |             |       |      |
|                   | Sum of Squares | Df  | Mean Square | F     | Sig. |
| Between Groups    | 566.745        | 2   | 283.372     | 1.920 | .148 |
| Within Groups     | 43844.652      | 297 | 147.625     |       |      |
| Total             | 44411.397      | 299 |             |       |      |

ANOVA has been useful to discriminate the mean square of teacher’s behavior. This ANOVA analysis helps assess the difference between and within

groups, providing insights into the potential impact of group differences on the observed scores for the variable in question.

**Table 6**  
**Comparison of teacher’s behavior with student’s performance**

To check the relationship among teacher’s behavior with student’s performance ANOVA was experienced.

| ANOVA <sup>a</sup> |            |                |     |             |       |                   |
|--------------------|------------|----------------|-----|-------------|-------|-------------------|
| Model              |            | Sum of Squares | Df  | Mean Square | F     | Sig.              |
| 1                  | Regression | 3.798          | 1   | 3.798       | 1.681 | .196 <sup>b</sup> |
|                    | Residual   | 670.951        | 297 | 2.259       |       |                   |
|                    | Total      | 674.749        | 298 |             |       |                   |

a. Dependent Variable: StudentsPerformance  
 b. Predictors: (Constant), TeachersBehaviour

The ANOVA table for the regression model with "Teachers' Behavior" as independent variable and "Students' Performance" as the dependent variable. Teachers Behaviour may not significantly contribute to explaining the variance in StudentsPerformance.

a. Predictors: (Constant), TeachersBehaviour

**Table 7**  
**Estimating the effect of Teachers Behavior on Students Performance**

Model Summary of Regression

| Model Summary |                   |          |                   |
|---------------|-------------------|----------|-------------------|
| Model         | R                 | R Square | Adjusted R Square |
| 1             | 0.75 <sup>a</sup> | .006     | .002              |

The model summary table provides an overview of the linear regression model's performance with "Teachers' Behavior" is independent variable and student performance is dependent variable. The R value of 0.75 shows a positive correlation between TeachersBehaviour with StudentsPerformance. The table recommends that the investigation focused on the relationship between students' performance and teachers' behavior. The conclusion shows a positive correlation between teachers’ behavior with students’ performance. variable and students’ performance is dependent variable. Teachers' Behavior have a significant impact on Students' Performance in.

**Table 8**

| Coefficients <sup>a</sup> |                   |                             |            |                           |        |      |
|---------------------------|-------------------|-----------------------------|------------|---------------------------|--------|------|
| Model                     |                   | Unstandardized Coefficients |            | Standardized Coefficients |        |      |
|                           |                   | B                           | Std. Error | Beta                      | t      | Sig. |
| 1                         | (Constant)        | 11.383                      | .688       |                           | 16.554 | .000 |
|                           | TeachersBehaviour | -.009                       | .007       | -.129                     | 1.597  | .116 |

a. Dependent Variable: StudentsPerformance

**FINDINGS**  
 Our findings describe minimum maximum or mean scores of each subscale of teacher’s behavior. A short but comprehensive overview of all major variables of student’s performance. This includes the mean and standard deviation. Some statements have positive impact on students relatively other statements. The data suggests that, on average, students perceive their teachers as patient, fair, and supportive, emphasizing

positive qualities in their teaching approach. Overall, the regression model indicates a significant intercept but fails to establish a statistically significant relationship between "Teachers' Behavior" and "Students' Performance" based on the non-significant coefficient for the predictor. The analysis focused on understanding the relationship between students' performance and teachers' behavior. The correlation table presents Pearson correlation coefficients between two variables: "Teachers' Behavior" and "Students' Performance." The correlation between "Teachers' Behavior" and "Students' Performance" is 0.075, indicating a weak positive correlation. ANOVA has been applied to differentiate the mean square of teacher's behavior. This includes correlation among two variables one is Teachers Behavior and the second one is Students performance. Descriptive statistics and find mean and Standard deviation about Teachers behavior with Students performance. It includes 300 students. Some statements have positive impact on students relatively other statements.

### **Conclusions**

On the base of findings, following conclusions has drawn.

Gender was a central base of student's performance both male and female students were fully interested, flexible and genuine these groups cannot show different results. According to this review, good teachers have a clear understanding of their own learning objectives, as well as a thorough understanding of the curriculum's content and useful teaching techniques. This may helpful for Further investigators undertaking investigation work in the field of teacher's behavior on student's performance in higher education. Probably this research motivates upcoming investigators for responsibility study on teacher's behavior on student's performance in higher education. The instructors, scholars, and learning atmosphere are the essential mechanisms of education that qualify results. The two primary drivers of educational institutions are the instructor and the student. These individuals participate in the teaching and learning process. The resolution of this research was to decide how teacher professional behavior have effect on university students' academic performance. Teachers with positive behavior are those who think they can perform well. They don't shy away from difficulties; instead, it's more likely that they see difficulties as opportunities to grow.

Teachers behavior affects how they feel about their capacity to perform their duties.

### **Discussion**

Our investigation showed that while not all demographic factors significantly predict the relationship between teachers' behavior with students' performance, but some do. For example, gender, program and discipline shows different results. Teachers behavior like cooperation, encouragement, using teaching techniques, provide guidance to students have positive impact on students. Results of another investigation Bahu, (2020) shows that the primary goal of the investigation that has already been done is to look at how teacher behavior affects students' performance. Educators behavior has great influence on Scholars performance. When scholar's inspiration is high then the scholar's performance will also on higher level Ng & Ng (2015). Inatyllah and Jahangir (2012) came to the conclusion in their study that female instructors are more motivated than male instructors. This conclusion is related to the (Dar & Ghani, 2016) who discovered that there was extremely optimistic association between the educator's behavior with scholar's performance. The current study's findings showed that scholars' academic success is significantly influenced by the behavior of their teachers, but (Khalid, Yasmin, & Azeem, 2011) originate that educators' behavior has no substantial influence on student's performance.

### **Recommendations**

By taking into account that the findings and results of this study, succeeding recommendation have been drawn.

- Although this study is powerful manifest of affirmative association between teacher's behavior with student's performance so, teachers may have an appreciation of their behavior and make use of it for better interaction with their students in order to develop positive relationship among them.
- The teacher should behave positively with students. They give value to their students for conducive environment of the class.
- Educational institutes should develop training programs for teachers to guide them about new strategies.

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