

Impact of Teacher Behaviour on Student Academic Achievement at Undergraduate Level

Shahzadi Seema¹, Hoor Javed²

^{1,2}Shaheed Benazir Bhutto Women University Peshawar, Pakistan

shahzadiseema29@gmail.com¹, hoor.javed.research@gmail.com²

Abstract

The research paper discusses the impact of the teacher's behaviour on the academic achievement of undergraduate level students. The main objectives of the study were to investigate the academic achievement of the undergraduate students' as a result of teachers' behaviour, to highlight those causes of teachers' behaviour which effect on the academic achievement of undergraduate students. Quantitative approach was adopted and the study was descriptive in nature. The Stratified Sampling Technique was used for the data collection in which SBBWU Peshawar was selected conveniently. The two departments were selected from each discipline (Arts & Humanities and Social Sciences). 30 students' were selected randomly through SRST from the respective department (Psychology, Education, Fine Arts and English Deptt). The sample was 30 students' from each department, so as a whole, 120 students' were a target sample of this research. The study was analyzed through descriptive statistics by using percentage and meanwhile to infer the results from the data chi-square test was applied. The study resulted into that teachers behaviour highly impact students academic achievement positively and negatively, teachers positive behaviour like variety of teaching methods, provided timely feedback, motivates students and teachers' happy mood all that teacher behaviour impact positively on student academic achievement while teachers negative behaviour like teachers insult students in front of the whole class, teacher biases and favoritism and teacher aggressive behaviour impact on students academic achievement. So, it is concluded that there is a highly positive and negative impact of teachers' behaviour on students' academic achievement. The higher positive behaviour of teachers led to higher academic achievement of students, and the higher negative behaviour of teachers led to lower academic achievement of students. The most important thing to be noticed for the future is that at the time of recruitment of teachers' their positive behaviour should be ensured.

Keywords: Teacher Behaviour, Students, Academic Achievement Undergraduate.

1. Introduction

The impact of teachers' behaviour plays an important role in the academic achievement of students. It is general knowledge that an excellent teacher has the ability to change a student's life. Teacher-student connections are critical for both teachers and students' achievement (Gyeltshen, 2022).

Derk, (1974) says that teacher-student relationships are essential for both teachers' and students' success. Li, et al. (2022) highlighted that relationships are the most critical component in deciding how good a teachers' work is when it comes to classroom management. The influence of a teachers' behaviour has an important impact on students' academic achievement. Dusenbery, (2009) highlighted that behaviour can be defined as any action of an organism that changes its relationship to its environment. The individuals' behaviour provides outputs to the environment.

Priya et al. (2016) stated that no educational system is better than its staff, and no educational system is higher than its teachers' standard. It means that the quality of any system is determined by the level of its staff. The organization will fulfil its goals if its employees are well-qualified, well-trained, and have effective conduct. The institution's leader can improve the quality of their teachers' and students through effective behaviour.

The definition of behaviour is to conduct or carry oneself or behaviour in what one does, especially in reaction to external stimuli (Brown, 2023). Everything that an organism does that involves action and response to stimulation (UNESCO, 1986).

Lowyck, (1994) highlighted that the use of student ratings to assess teacher behaviour is an important aspect of our research. Hatlevik and Hatlevik (2018) asserted that until recently, educational effectiveness research was primarily focused on observable teacher behaviours. Attachment theory supporter says that students' who develop positive relationships with their teachers' will have a safe base in the classroom (Howes, 1999; Jennings, 2019).

Academic achievement has been described in a variety of ways, such as a level of competency achieved in academic study or as formally acquired knowledge in school subjects, which is commonly expressed as a percentage of marks gained by students in exams (Kohli, 1975; York et al., 2019).

A good teacher is capable of creating a desire to learn. He must be able to perceive students' interests, identify their needs, and make the learning process meaningful not only in terms of course objectives, but also in his students' minds. (Conant, 1993; Louws et al., 2017).

1.1. Objectives of the Study

- To investigate the academic achievement of the undergraduate students' as a result of teachers' behaviour.
- To highlight those causes of teachers' behaviour which effect on the academic achievement of undergraduate students.
- To recommend strategies for improvement of teachers' behaviour.e.

2. Hypotheses

The following hypotheses were tested

- **H₀₁:** There is no positive and negative impact of teachers' behaviour on students' academic achievement.
- **H₀₂:** There is no significant relationship between teachers' behavior and students' academic achievement.

2.1. Methodologies and Procedures

The study is descriptive in nature and quantitative approach was adopted for conducting the current study to find out impact of teachers behaviour on students' academic achievement.

2.2. Population

According to university statistics, the population consists of a total of (4044) students who were enrolled in the university in 2021. The population of the study comprised of a total of (2300) students' studying at the undergraduate level in Shaheed Benazir Bhutto Women University Peshawar in different disciplines.

2.3. Sample Size and Distribution

The Starified Sampling Technique was used for the data collection and took Shaheed Benazir Bhutto Women University Peshawar. The data was collected from 2 disciplines (Social Sciences and Arts and Humanities) out of 6 disciplines from undergraduate (4 years programs) students at Shaheed Benazir Bhutto Women University Peshawar in which 2 departments were selected from each discipline. 30 students' were selected randomly through Simple Random Sampling Technique from the respective department (Psychology Department, Education Department, Fine Arts Department and English Department). The sample was 30 students' from each department, so as a whole, 120 students' were a target sample of this research.

2.4. Data Collection Instrument

The data was collected through five-point Likert scale and respondents were given a choice of five pre-coded responses, Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree.

2.5. Results and Discussion

For the analysis of data the latest version of SPSS (Version 20) was used and the data was analyzed through descriptive statistics by using Frequency distribution, Percentage method, Mean, Chi-Square test and Pearson product movement coefficient of correlation (r) were used for getting the results to know the Impact of Teachers' Behaviour on Undergraduate Students' Academic Achievement.

Table 1 Frequency Distribution of the Respondent Students' Regarding Teachers' behaviour that Impact on Students Academic Achievement at Undergraduate Level

Items 4.2	Students regarding behaviour	responses teachers	SDA f (%)	DA f (%)	N f (%)	AG f (%)	SAG f (%)	Mean	Chi-Square
4.2.i	Teacher use of various teaching techniques keep students' interested in their learning.		0 (0)	0 (0)	10 (8.3)	51 (42.5)	59 (49.2)	4.41 (VS)	137.59*
4.2.ii	Teacher providence of reference material is helpful in exam preparation.		0 (0)	8 (6.7)	13 (2.5)	76 (63.3)	33 (27.5)	4.12 (M)	169.1*
4.2.iii	Teacher timely feedback helps students' in monitoring their learning.		0 (0)	4 (3.3)	20 (16.7)	51 (42.5)	45 (37.5)	4.14 (M)	92.6*
4.2.iv	Teacher happy and lively mood keeps students' energetic in classroom activities.		0 (0)	0 (0)	10 (8.3)	41 (34.2)	69 (57.5)	4.49 (VS)	152.59*
4.2.v	Teacher positive relationship with their students is helpful in their academic and personality improvement.		0 (0)	9 (0)	23 (19.2)	50 (41.7)	47 (39.2)	4.20 (M)	98.25*

4.2.vi	Teacher punctuality influences students' in adopting their punctual routines.	0 (0)	9 (7.5)	41 (34.2)	42 (35.0)	28 (23.3)	3.74 (M)	59.9*
4.2.vii	Teacher delivery of lecture in understandable language helps students' in their learning more effectively.	0 (0)	0 (0)	7 (5.8)	31 (25.8)	82 (68.3)	4.63 (VS)	202.25*
4.2.viii	It is helpful in extending knowledge when teacher encourages students' to use reference material.	0 (0)	10 (8.3)	33 (27.5)	50 (41.7)	27 (22.5)	3.78 (M)	64.1*
4.2.ix	It keeps motivated when teacher gives individual attention to the students' in their spare time and suggest something nice to them.	0 (0)	6 (5.0)	10 (8.3)	55 (45.8)	49 (40.8)	4.23 (VS)	111.75*
4.2.x	Teacher appreciation boosts up students' self-esteem.	0 (0)	0 (0)	18 (15.0)	51 (42.5)	51 (42.5)	4.28 (VS)	111.1*
4.2.xi	Teacher friendly & approachable nature encourage students' in their positive learning.	0 (0)	1 (0.8)	28 (23.3)	36 (30.0)	55 (45.8)	4.21 (VS)	92.75*
4.2.xii	Teacher supportive relationship with their students' in the classroom create a conducive learning environment.	0 (0)	1 (0.8)	43 (35.8)	34 (28.3)	42 (35.0)	3.98 (M)	78.75*
4.2.xiii	Students' feel motivated by having a teacher who cares about their students.	0 (0)	0 (0)	10 (8.3)	49 (40.8)	61 (50.8)	4.43 (VS)	139.25*
4.2.xiv	Teacher focus on students' moral and ethical development helps in their self-regulation.	0 (0)	9 (7.5)	35 (29.2)	61 (50.8)	15 (12.5)	3.68 (M)	98.84*
4.2.xv	Students' feel encouraged by the empathy of the teacher.	0 (0)	4 (3.3)	34 (28.3)	47 (39.2)	35 (29.2)	3.94 (M)	71.92*
4.2.xvi	Students' feel anxious for the class in which teacher discourages and insult students' in front of the whole class.	0 (0)	0 (0)	5 (4.2)	27 (22.5)	88 (73.3)	4.69 (VS)	234.09*
4.2.xvii	Discouraging attitude of the teacher in class leads students' to demotivated for learning.	0 (0)	0 (0)	16 (13.3)	49 (40.8)	55 (45.8)	4.33 (VS)	116.75*
4.2.xviii	Students' feel discouraged when the teacher does not give students' equal opportunity to participate in the class.	0 (0)	0 (0)	4 (3.3)	32 (26.7)	84 (70.5)	4.67 (VS)	217.34*
4.2.xix	Students' feel uncomfortable when the teacher does not use different teaching techniques in order to learn better.	0 (0)	11 (9.2)	40 (33.3)	28 (23.3)	41 (34.2)	3.83 (M)	54.42*

4.2.xx	Students' discouraged by teacher biases in the class and their CGPA get affected.	0 (0)	1 (0.8)	5 (4.2)	22 (18.3)	92 (76.7)	4.71 (VS)	253.92*
4.2.xxi	Teacher promotes cramming system to memorize the lesson that affect students' CGPA.	0 (0)	12 (10.0)	41 (34.2)	44 (36.7)	23 (19.2)	3.65 (M)	58.75*

¹**Note.** SDA=Strongly Disagree, DA=Disagree, N= Neutral, AG=Agree, SAG=Strongly Agree

²**Note.** Mean. 1.00-1.80=Very Unsatisfied VUS, 1.81-2.00=Unsatisfied UN, 2.10-3.40= Moderate M, 3.41-4.20=Satisfied S, 4.21-5.00=Very Satisfied VS. (Ashfahani, et al., 2006).

³**Note.** Tabulated value: χ^2 (0.05) (4) =9.488 (χ^2 cal > χ^2 tab so, we rejected the H_0 and we accepted the H_1)

The above table depicted the responses of students regarding teacher behaviour that impact on student academic achievement at undergraduate level. Item 1, 2, 3, 4, 5 and 6 showed that 91.7% respondent were of the opinion that teacher use of various teaching techniques keeps them interested in their learning with 4.41 mean scores, 90.8% respondent were of the opinion that the teacher providence of reference material is helpful in their exam preparation with 4.12 mean scores, 80% respondent were of the opinion that teacher timely feedback helps students' in monitoring their learning with 4.14 mean scores, 91.7% respondent were of the opinion that teacher happy and lively mood keeps them energetic in classroom activities with 4.49 mean scores, 80.9% respondent were of the opinion that teacher positive relationship with them is helpful in their academic and personality improvement with 4.20 mean scores, 58.3% respondent were of the opinion that teacher punctuality influences them in adopting their punctual routines with 3.74 mean scores, while 0%, 6.7%, 3.3%, 0%, 7.5%, 7.5% disagree with item 1, 2, 3, 4, 5 and 6 in that order. 8.3%, 34.2%, 41.7%, 34.2%, 42.5%, 63.3%, respondents remained neutral about statements concerned.

Item 7, 8, 9, 10, 11, 12, 13, 14,15 and 16 showed that 94.1% respondent were of the opinion that teacher delivery of lecture in understandable language helps students' in their learning more effectively with 4.63 mean scores. 64.2% respondent were of the opinion that It is helpful in extending knowledge when teacher encourages students' to use reference material with 3.78 mean scores. 86.6% respondent were of the opinion that it keeps motivated when teacher gives individual attention to the students' in their spare time and suggest something nice to them with 4.23 mean scores. 85% respondent were of the opinion that teacher appreciation boosts up students' self-esteem with 4.28 mean scores. 75.8% respondent were of the opinion that teacher friendly & approachable nature encourage students' in their positive learning with 4.21 mean scores. 63.3% respondent were of the opinion that teacher supportive relationship with their students' in the classroom create a conducive learning environment with 3.98 mean scores. 91.6% respondent were of the opinion that students' feel motivated by having a teacher who cares about their students with 4.43 mean scores. 63.3% respondent were of the opinion that teacher focus on students' moral and ethical development helps in their self-regulation with 3.68 mean scores. 68.4% respondent were of the opinion that students' feel encouraged by the empathy of the teacher with 3.94 mean scores. 95.8% respondent were of the opinion that students' feel anxious for the class in which teacher discourages and insult students' in front of the whole class with 4.69 mean scores while 0%, 8.3%, 5%, 0%, 0.8%, 0.8%, 0%, 7.5%, 3.3%, 0% disagree with item 7, 8, 9, 10, 11, 12, 13, 14, 15 and 16 in that order. 5.8%, 27.5%, 8.3%, 15%, 23.3%, 35.8%, 8.3%, 29.2%, 28.3%, 4.2% respondents remained neutral about statements concerned.

Item 17, 18, 19, 20 and 21 showed that 86.6% respondent were of the opinion that discouraging attitude of the teacher in class leads students' to demotivated for learning with 4.33 mean scores. 97.2% respondent were of the opinion that students' feel discouraged when the teacher does not give

students' equal opportunity to participate in the class with 4.67 mean scores. 57.5% respondent were of the opinion that students' feel uncomfortable when the teacher does not use different teaching techniques in order to learn better with 3.83 mean scores. 95% respondent were of the opinion that students' discouraged by teacher biases in the class and their CGPA get affected with 4.71 mean scores. 55.9% respondent were of the opinion that teacher promotes cramming system to memorize the lesson that affect students' CGPA with 3.65 mean scores while 0%, 0%, 9.2%, 0.8%, 10% disagree with item 17, 18, 19, 20 and 21 in that order. 13.3%, 3.3%, 33.3%, 4.2%, 34.2% respondents remained neutral about statements concerned.

3. Hypothesis I and II:

- **H₀₁:** There is no positive and negative impact of teachers' behaviour on students' academic achievement.
- **H₀₂:** There is no significant relationship between teachers' behavior and students' academic achievement.

Table 1 depicts that the calculated values of χ^2 in all 21 items were found to 137.59, 169.1, 92.6, 152.59, 98.25, 59.9, 202.25, 64.1, 111.75, 111.1, 92.75, 78.75, 139.25, 98.84, 71.92, 234.09, 116.75, 217.34, 54.42, 253.92, 58.75 all the values are greater than the tabulated values of χ^2 at 0.05 level of probability hence, all the statements are accepted and both the hypotheses that "there is no positive and negative impact of teachers' behaviour on students' academic achievement and there is no significant relationship between teachers' behavior and students' academic achievement" are rejected.

4. Conclusion and Discussion

Most of the students think that teachers' used various teaching methods so that every student kept interested in learning and when teachers' use different teaching methods weak students' can also learn better. Many students think that when teachers' give timely feedback, then students' can correct their mistakes and can learn in a better way and that improve students' academic achievement. Majority of the students think that they get discouraged and feel uncomfortable when teacher insult their students in front of the whole class. Everyone wishes his respect. The students' in the class want their respect by the teacher. Due respect and encouragement motivate the students' to increase their learning capabilities. The majority of the students' think that they feel discouraged by teachers' biases, and because of this students' CGPA get affected, but a good teacher behaves nicely to all his students. Teachers' sometimes give more attention to students' who are academically strong and neglect students' who are academically weak. It can be concluded that teachers' discriminated the students' which is not good. Some of the students' think that teachers' moody, aggressive and angry behaviour and favouritism is the causes that affect students' academic achievement. The majority of the students' think that for the improvement of teachers' behaviour, teachers should be polite, friendly and well-educated at the undergraduate level and behave equally and give equal importance to genius students' as well as weak students' and listen each student patiently.

5. Recommendations

- Teachers biasness affect students' academic achievement and this is not good at undergraduate level so teacher should give equal importance to all the students.
- Teachers' should encourage students' to understand lecture clearly and tell all students' specially weak students' that if they don't understand anything related to the topic then ask again and again.
- For the improvement of teachers' behaviour, teachers should be polite, friendly and well-educated at the undergraduate level and give equal importance to genius students' as well as weak students' and listen each student patiently.

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