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Teachers' Academic Behaviors on Students' Academic Achievement

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Abstract

Teacher's behavior plays a vital role in academic achievement. A teacher's behavior can affect student's capacity to learn as well as others students' learning environment. Teachers are the role models for their students and their behavior meaningfully 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 affiliated campuses. This article explores the correlation between teachers' actions, methods, attitudes, and behaviors in the academic setting and how they impact students' academic performance and achievement. It delves into the importance of teacher-student interactions, instructional strategies, feedback mechanisms, and classroom management techniques in shaping students' learning outcomes. This research article discusses the Influence of Teachers' Behavior on Students Academic Achievement of Higher Level. The respondents were the teachers and students were associated to the campuses affiliated to Tribhuvan University. From the 15 public colleges, 60 teachers and 600 students from five departments were selected as a sample. Two questionnaires were developed and validated through pilot testing and administered to the sample for the collection of data. The researcher personally visited the respondents, thus 100% data were collected. The collected data were tabulated and analyzed by using chi-square and Pearson's product moment coefficient of correlation (r). The major conclusions of the study were that teachers felt proud to be teachers; they adjusted themselves with the prevailing situation and circumstances, and they used different motivational techniques for teaching. Students were found to be satisfied with the positive behavior of their teachers. The relationship between the teachers' behavior and corresponding academic achievement (marks) revealed a highly positive significant correlation

Keywords: Influence, teachers' behavior, academic achievement, higher level.

Introduction

Any noticeable actions or conduct displayed by a teacher that could determine the outcome of teaching, whether it leads to success or failure, is

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teacher behavior. The methodology deliberately excludes instructional components that seem to be executed in a manner deemed suitable for the majority of teachers. Academic achievement refers to the evaluation of a student's performance across many academic areas. Teachers and education officials typically evaluate students' achievements based on their achievement in the classroom, graduation rates, and results on standardized tests.

Ryan (1969) defined teacher behavior as the activities of a teacher that are done as and when required for guiding and directing pupils learning. Teacher behavior may be regarded as a function of the characteristics of a teacher, his environment, and the task in which he is engaged.

Teacher behavior is a key factor when it comes to ensuring quality education for all (Poisson, 2009). Teachers' interactions with children, parents, coworkers, and staff management are directly impacted by their behavior. The term "teacher's behavior" describes how educators act, assist, and interact with pupils while they pursue knowledge. 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).

Unlike institution's achievement that is measured through graduation rates, students' academic achievement, which is the extent to which a student or institution has achieved either short or long term educational goals that may be measured through students' grade point average. Students' academic achievement is the combination of their academic achievement that is 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).

Researchers have identified the significant influence of teachers' behavior on the academic achievement of students studying at affiliated campuses. Teachers are the pillars of support for the high and satisfactory achievement of students (Hamachek, 1969). They 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). Moreover, 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. The behavior and actions of teachers have significant impact on the academic achievement of students. Students are influenced in their academic achievement in the way teachers provide them with various teaching method, create classroom environment and their friendly attitude for students (Carroll et al., 2009). Teachers' pedagogical skills 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 those teachers who were having empathy, responsive, reflective and positive attitude, and 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 achievement 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 achievement (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).

Academic achievement has been variously defined: as level of proficiency attained in academic work or as formally acquired knowledge in school subjects which is often represented by percentage of marks obtained by students in examinations (Kohli, 1975). Researches have shown that besides being the criteria of promotion into the next class, academic achievement is an index of all future success in life. Superior achievers in the academic world generally tend to maintain their level, of achievement in the occupational field also.

Moreover, Reis et al. (1984) reported that academic achievement also has a significant effect on self-evaluation of learners. To reach the goal of excellence in the academic sphere, and to optimize academic achievement to a maximum, a review of correlates of academic achievement and its implications for educationists and policy makers would be meaningful.

Materials and Method

In this work, the researchers adopted a qualitative phenomenology approach. However, the teachers who were teaching on two or more campuses were included only once as participants in the study. The sample population of the study was 60 teachers and 600 students from affiliated campuses of Chitwan District. Chitwan District was chosen for its accessibility, representativeness, and diverse range of educational institutions, facilitating effective data collection and ensuring findings' applicability to a broader context. Additionally, prior familiarity or connections with stakeholders in the district might have contributed to ease of access and cooperation for the study.

The researchers selected a sample of participants through simple random sampling procedure as the population was heterogeneous in nature. The researchers opted for simple random sampling to select participants because the population was diverse, comprising individuals with varying characteristics. This method was used to ensure fairness in participant selection and representation of the heterogeneity of the population effectively.

The researchers developed a questionnaire about teachers' behavior and the influence of teachers' behavior on the academic achievement of students at affiliated campuses. We used an in-depth interview guideline to collect data. 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.

The researchers collected data using self-administered questionnaires, which were standardized through a rigorous process involving pilot testing and validation. Standard statistical analyses including calculating mean scores, standard deviations, chi-square

tests, and linear regression were conducted using the Statistical Package for the Social Sciences (SPSS).

Trustworthiness of the tools was ensured through consultation with experts, and members check only. Participants were informed about the study's purpose, and their consent was obtained for voluntary participation. Measures were taken to maintain confidentiality and anonymity of the information obtained from participants. Additionally, participants were assured of their right to withdraw from the study at any point during data collection. Cultural and social norms of participants were respected throughout the research process.

The study results showed that for improving the impact of teacher's behavior on the academic achievement of university students, no discrimination in students should be maintained.

Results

The effectiveness of the teaching-learning activities, which include developing the instructional goals and objectives, directly affects the teacher, who is the true center of the whole educational system. It has been reported that a significant factor in a student's success is the teacher's demeanor and manner of interacting with them.

The study results in the light of teacher's attitude showed that teachers used question answer technique properly, dealt with students fairly in examinations, maintained freedom security and attention in the classroom and judged students' interest through their facial and bodily postures. This idea supported Ahmad (2001) who viewed that questions are much effective in making class attractive. The teacher has to decide which type of questioning is suitable in the classroom to provide feedback to teachers. This idea also supported Iqbal (1996) who expressed that good teachers are fair in their dealing with students. Reddy (1992) also supported by this idea he expressed that the most important duty of a teacher is character building. S/He should be a model of unity, faith and discipline. In order to inculcate the sense of integrity, cooperation, patriotism and self-respected, he has a display in the form of student's attitude.

Teachers expressed that they were eager to increase their income after duty time but not from tuition. They admitted that non-competency of teachers was the major cause for declining standard of education. Majority of the teachers held that they treated their students without discrimination; they guided and appreciated students to adopt good manners and habits. However, they never wrote articles/books for the convenience of their students. They gave feedback to the students with constructive criticism and guided students how to use spare time. They focused their attention on character building of students. The study results showed that teachers performed their

duties regularly. They established link between previous learning with present learning and check assignments in time, encourage the students in co-curricular activities and increased participation after getting proper time to answer the required questions.

The study results in the light of student's attitude showed that their teacher did not discourage and insult students in front of the whole class. They answered the student's questions confidently and their positive behavior increased the academic achievement of the students. But the students complained that their teachers behave more nicely to some students. Their teaching mood became upset to clean the white-board, which was left unclean by the previous teacher.

Discussion

Teacher's behavior is defined as the behavior or activities of persons as they go about doing whatever is required of teachers, particularly those activities that are concerned with the direction of guidance of the learning of others. (D. G. Ryan).

The statistics regarding affiliated campuses in Nepal showed that number of affiliated campuses and enrolment of students increased. Affiliated campuses got substantial finances to run their institutions. The students-teacher ratio was reported to be appropriate while it was indicated that qualified teachers who have master degree but M. Phil, PhD were quite low in numbers, as a result quality of affiliated campuses in community sector schools of Nepal was quite low. In view of this to enter into affiliated campuses, master degree is a minimum requirement. Due to lack of the qualified manpower, scarcity is seen in such institutions of higher education learning where we could train our teachers. The availability of such manpower is possible only through institutions of higher education learning having well-equipped laborites, properly maintained libraries, conducive environment for scientific knowledge which could provide leadership and guidance. The idea also supported UNESCO (1998) that the quality of higher education is a multi-dimensional concept, which should embrace all its functions and activities, teaching and academic programs, research and scholarship, staffing, students, buildings, facilities, equipment services to the community and academic environment.

This idea supported Smith and Smith (1994) that teachers can shape the views of the people more directly than they can of the public in general. They can attain earned status by performing in a way that commands the respect of people who see them in action every day. While it's unlikely that the status and pay of teachers will see substantial increases to become significant sources of satisfaction, it's results in expressing dissatisfaction with the current state of affairs. Anyone who seeks challenging what that offers opportunities for personal growth along with social significance would do well

to consider a career in education. Trendall (1989) also supported this idea. He reported that there is considerable correlation between teachers' salaries and teaching efficiency. The teachers who receive lower salaries are less likely to remain in the profession. Ahmad (2001) revealed in his study that hardly a quarter of the college teachers have published any article and hardly ten percent any book. Even among university teachers the situation is highly unsatisfactory. One third of them have not published any article and about three fourth did not publish any book.

This notion, supported by Smith and Smith (1994), posits that teachers possess a unique ability to directly influence the perspectives of individuals more than they do the general public. By consistently performing in a manner that earns respect from those who witness their actions daily, teachers can attain a status that is earned rather than merely conferred. Despite the unlikelihood of significant increases in both status and pay for teachers, expressing dissatisfaction with the current circumstances remains important.

Furthermore, individuals who seek opportunities for personal growth and social significance may find a fulfilling career in education. This sentiment is echoed by Trendall (1989), who noted a significant correlation between teachers' salaries and teaching efficiency. Lower-paid teachers are more likely to leave the profession, highlighting the importance of fair compensation.

Ahmad (2001) further underscores the challenges faced by educators, revealing troubling statistics regarding academic output. Only a fraction of college and university teachers have published articles or books, indicating an unsatisfactory situation. In light of these findings, it becomes evident that addressing the issues surrounding teacher status, pay, and professional development is imperative for the betterment of the education system as a whole.

The teachers expressed that they were more respected than others. Their students did not complaint against them to the head of the institution. Majority of students opined that their teachers were competent, friendly, approachable, well prepared to deliver the lesson, provided relevant information, confident and well dressed. These qualities of teacher's behaviour, increased the achievement of students. When anyone becomes a teacher, society will accord him respect because it values the worth of what he does. He will be considered a professional, someone with specialized training and skills that can be used to benefit others.

This idea supported Evans (1965) who stated that pupils appreciate others qualities more, and they like teachers to be patient, friendly and fair with a sense of humour and willing to answer questions. These are qualities, which affect the atmosphere of the life in the classroom and make it comfortable place in which to work. This idea also

supported Sadkar (1997) that teaching is not an insignificant, paper shuffling kind of a job. It has meaning, worth, and value. It gives the opportunities to touch a young and impressionable life of and make it better. Today's teachers like doctors and lawyers are generally considered to be professionals. They are credited with having professional knowledge, are given considerable autonomy in their work, and have developed a code of ethics. Like other professionals, they supply a social service that is largely dependent on intellectual abilities. This idea supported Smith and Smith (1994); they reported that whoever adopts teaching as a profession assumes obligation to conduct him in accordance with the ideals of the profession.

A teacher is constantly under the scrutiny of his students and the society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practice. The national ideals of education which have already been set forth and which he/she should seek to inculcate among students must be his/her own ideals. The profession further requires that the teachers should be calm, patient and communicative by temperament and amiable in disposition.

This concept, as advocated by Bhatia (1977), underscores the essential qualities that render teachers not only well-liked but also highly effective with their students. These qualities include being pleasant and possessing a kind disposition, along with a sense of humor that fosters a cheerful classroom environment. Additionally, a teacher should demonstrate genuine interest in their students, being eager to offer assistance when needed and enthusiastic about nurturing their interests and passions. They should be approachable for clarifications, tolerant of student mistakes, and willing to adapt their teaching methods to ensure comprehension. A successful teacher remains alert, energetic, and passionate about their role and the company of their students, treating each student fairly without showing favoritism or prejudice. Moreover, they maintain discipline in a manner that is firm yet compassionate, while also upholding standards of personal presentation and professionalism in health, appearance, and attire.

This idea also supported Murray and Stabler (1974) who reported that teacher's behavior was directly related with student's achievement. This idea also supported Stake and Norman (1985). They viewed that teacher's behavior was positively associated with academic achievement.

Lecky (1945) also supports above mentioned ideas. As he reported that low academic achievement might be related to a student's self-perception of being unable to learn academic material. That is to say that academic achievement may not be simply an expression of students' intelligence, but of students' perception of their intelligence, which when positive helps them feel confident and able, but when negative makes them feel hesitant and uncertain. Once a student's self-concept of ability has evolved in a

certain direction, the tendency seems to be to make choices that work to reinforce the validity of that self-concept.

In the same light, Mohanty (1979) reported that healthy teacher-student's interaction has a significant positive effect on the academic achievement on the students. Spence (1983) reported that achievement has been defined as "a task-oriented behavior that allows the individual's achievement to be evaluated. As mentioned above, academic achievement is measured in different ways, such as with the help of achievement test, teacher's ratings, and grade point averages.

Teachers expressed that priority, punctuality, honesty and hard work are important qualities of teachers while students viewed that friendship, confidence and competency are important qualities in the behavior of good teachers. Students suggested in their preference that teachers should come in the class well prepared. Teachers suggested in their preference that indiscriminately behavior of the teacher increase the academic achievement of the students. Teacher expressed that major causes which affected the academic achievement of the students were frankness with students helping students at any rate and disorganization in record keeping.

Conclusion

In the light of objectives of the study the statistical analysis and findings of the study, the following conclusions were drawn:

Majority of teachers opined that they felt proud and preferred teaching profession than any other profession, for themselves, their children and for their family members. They adjusted themselves within prevailing situation and circumstances by striving for continuous improvement of knowledge and skills. They prepared their lesson adequately by using different teaching aids. Majority of the both teachers and students held that teachers used different motivational techniques such as observation, rating scale, peer appraisal and check list for assessing the students. They consulted latest researches, guided students friendly, used library and also encouraged the students to use it.

Majority of the teachers expressed that they solved their teaching learning problems through action research, used question answer technique properly with different evaluating techniques and awarded marks in examinations fairly. They also opined that they showed interest and respect for the students, maintained freedom, security, attention in the classroom during the lesson and valued the facial and bodily postures of students to judge the interest of the students in learning. Majority of teacher respondents viewed that they liked to increase their income after duty time. They considered private tuition as a professional dishonesty. They also expressed that the

results of the students determined the competency of teacher. They also admitted that teachers were responsible for declining standard of education. They related the subject matter with real lives of the students.

Majority of the teacher's attitude showed that they were respected more than others. They viewed that students were treated without discrimination, students were guided and appreciated to develop the sense of humour, and students were helped to acquire good manners and habits. Majority of the teachers expressed that they didn't write articles/books related to their subjects. They aimed for professional development activities. They established healthy relationship with parents of the students. They gave feedback to the students with constructive criticisms, suggested students to use spare time nicely and focused on character building of the students.

Majority of the both teachers and students opined that teachers followed time table strictly and performed their duty regularly. They established link between previous learning with present learning and check assignments in time. They viewed that they participated in co-curricular activities and encouraged the students and they used tests only for promoting students. They gave proper time to get answer from students to increase their participation. Majority of the teachers expressed that their students did not complaint against them to the head of the institution. Majority of the students expressed that their teachers had command on their subjects, they came and left the class on time they were friendly and approachable, they came in class well prepared by starting lesson in an appropriate manner and finishing it in a planned way.

Majority of the students opined that their teachers provided relevant information, but behaved more nicely to some students and favoured unduly. Majority of the students held that their teachers were confident, competent and well dressed. They viewed that their teachers used reference books to prepare notes, used satisfactory teaching methodology. The students also expressed that their teachers listened them patiently, used their voice effectively, entered in class with happy mood and made classroom environment conducive for learning. Majority of the teachers expressed that it was easy for teachers to make eye contact and permit smile in the class. They believed that an unclean whiteboard left by the previous teacher disrupted their teaching ambience.

Majority of the students opined that their teachers did not discourage and insult students in front of the whole class. They did not become nervous on asking questions during teaching, and students also viewed that their teachers were not involved in different indiscipline activities. The study revealed that teacher's behavior towards their students' affect the academic achievement. Higher positive teacher behavior towards the students led to higher student's academic achievement.

Majority of the both teachers and students indicated that important qualities of teacher's

behavior were punctuality, honesty, hardworking, friendly, confident and competency. Majority of the teachers indicated that frankness with students, helping students at any rate, lenient treatment, little tolerance, strict, moody, aggressive attitude, non-punctuality, lack of will power, lack of confidence, anger confusion and lack of communications were causes which affected academic achievement of university students. Majority of the respondents expressed that for improving the impact of teacher's behavior on the academic achievement of the university students, no discrimination in students should be maintained.

Recommendations

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

- There may be professional development mechanism for the development of teachers' behavior at the level of higher level.
- Teachers at higher level may be provided with emotional intelligence coaching so that they may use their own and students' emotions properly in higher level.
- 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.
- There may be incentives and rewards for teachers with good and model behavior at the level of higher level.
- 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 campuses.
- Such studies may be conducted on the behavior of teachers at university level or at primary level.

Summary

The main purpose of the study was to examine the impact of teacher's behavior on the academic contribution in the academic field achievement of university students. Population of this study consisted of teachers and students of Chitwan studying at TU affiliated public campuses in higher education programs. Due to limited time and available resources with the researcher, the study was delimited to the students enrolled in session 2079/080 and semesters during same session of public sector universities. Fifteen public sector universities with five departments were selected randomly, further five teachers and twenty students from each department were selected randomly comprising 60 teachers and 600 students.

As the study was descriptive in nature, two questionnaires, one for teachers and one for students, were used for data collection. Researcher developed these questionnaires using five-point Likert scale on the basis of literature, related researches and with the help of supervisor. Questionnaire of teachers was consisted of 49 items and three open-ended items. The other questionnaire of students was consisted of 38 items and two open ended items. Open-ended items were kept in both questionnaires to inquire some related factors and collect suggestions for improvement of teacher's behavior.

To validate questionnaires, items were reviewed by the panel of experts. It was requested to amend the items, in format and language to make the questionnaires simple and understandable and then finalized the questionnaires. So, initially questionnaire of teachers was administered on 150 teachers and the second questionnaire of students was administered on 120 students.

The researcher personally visited and administered relevant questionnaire and respondents were requested to give their suggestions freely for the improvement of questionnaires. For determining the validity of teacher behavior questionnaires viewed by teachers and students, item analysis to total Pearson correlation was computed. For determining the reliability of these questionnaires, Cronbach's Alpha was applied to calculate internal consistency of items. Results of the pilot testing were analyzed using the Software Package for Social Sciences (SPSS).

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Conflict of Interest

The authors declare that there is no conflict of interest with this research.

Author Contributions

KRS conceptualized and conducted the study. SKS prepared draft and SS edited the manuscript, participated in revision. All the authors did agree to submit this paper for publication.

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