

# The Influence of Teacher's Behavior on The Academic Achievement

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## ABSTRACT

This research article discusses the influence of teacher's behavior on the academic achievement of university students. All the teachers and students of Hyderabad universities (13 universities) constituted the population. The sample of the study is 1080, consist of 180 faculties and 900 students That randomly selected from five universities out of 13 universities in Hyderabad. Two questionnaires were developed and validated through pilot testing and administered to the sample for the collection of data. The researcher personally visited 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 and also Faculties expressed that priority wise, punctuality, honesty and hard work are important qualities of Good teachers. Students were found to be satisfied with the positive behavior of their teachers. half of students indicated that important qualities of teacher's Behavior were punctuality, honesty, hardworking, friendly, confident and competency. Study showed that there is a significant correlation between the teachers' behavior and academic achievement in students of Hyderabad universities.

**Keywords:** Teacher Behavior , Academic Achievement , Behavior, Faculty, University

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## INTRODUCTION

Teacher-student relationships are crucial for the success of both teachers and students. As part of classroom management, such relationships are the most significant factor in determining a teacher's work as successful. The influence of teacher's behavior plays an important role in the academic achievement of students. A teacher has to display exceptional empathy, persistence, diligence, sincerity, research orientation, honesty and flexibility as a person. Teachers also need to be thoughtful in the way in which they react to students' comments. Generally, teachers react by using praise, acceptance, remediation, or criticism in responding to students (Derk, 1974).

Behavior is a response, which an individual shows to his environment at different times. Behavior can be positive or negative, effective or ineffective, conscious or unconscious, overt or covert, and voluntary or involuntary. Dusenbery, (2009) stated that "Behavior can be regarded as any action of an organism that changes its relationship to its environment. Behavior provides outputs from the organism to the environment." The meaning of behavior is to conduct or carry oneself or behavior in what we do, especially in response to outside stimuli (UNESCO,

1986); anything that an organism does that involves action and response to stimulation (UNESCO, 1986).

The main purpose of this study was to investigate the influence of teachers' behavior on the academic achievement of university students.

Teaching is the activity of teachers for the purposes of education. Teaching is an arrangement and manipulation of a situation in which there are gaps or obstructions and where an individual tries to overcome the problem from where he learns (Iqbal, 1996).

A University teacher plays many roles. Some of the roles are Guide, Counselor, Disciplinarian, Custodian, Evaluator, Curriculum developer, Lifelong learner, Extension worker, Researcher / Innovator, Organizer of co-curricular activities, Administrator, etc. Teachers and administrators of all categories and levels should be aware of the roles played by them in the present context of education. They should understand that their roles and behaviors are not fixed, but are revolving around the influence of changes taking place in a society and the educational system itself (UNESCO, 1975).

Academic achievement has been variously defined as a 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 to the next class, academic achievement is an index of all future successes in life. Superior achievers in the academic world generally also tend to maintain their level of achievement in the occupational field. 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 academic achievement and its implications for educationists and policy makers would be meaningful.

A formal beginning to explore the determinants of academic achievement as made with Binet's attempts (Stanford-Binet Intelligence Scale, 1905) to predict children's academic achievement from their intelligence scores. There is overwhelming evidence establishing intelligence as the most significant predictor of academic achievement (Karnes *et al.*, 1984). Thorndike (1963) pointed out exact correspondence between intelligence and achievement.

Some studies have been done to relate cognitive style with academic achievement. Field independent subjects were found to be

higher on achievement than field dependent subjects (Holpur and Helen, 1986). Academic achievement was enhanced the most by use of three socializing agents (peers, teachers and parents) to reinforce academic behavior. Reinforcement using all three agents was the most effective way to improve achievement (Gauthier *et al.*, 1984).

### **STATEMENT OF THE PROBLEM**

It is very important to find the characteristics of teacher's Behavior, attitudes, knowledge, skills and its impact on the academic achievement of the university students in Hyderabad. Therefore, at university level teacher's positive Behavior, interaction with students, professional competencies, teaching skills, parental involvement, students own capabilities and university environment, all play critical role for strengthening the potential required for better academic achievement of university students. Teachers should be able to facilitate learning effectively.

Hence, The purpose of the study was to examine the academic achievement of the university students as a result of the teacher's behavior. The study adopted the expo-facto type using the descriptive survey design type.

### **PROCEDURE OF THE STUDY**

The sample consisted of 180 teachers and 900 students of universities in

Hyderabad. Two questionnaires were used with a five-points rating scale in order to collect the views of university teachers and students about the teachers' behavior regarding academic achievement of the students. The researcher personally visited five universities and collected views regarding behavior of teachers on academic achievements of students. The collected data were analyzed by using Chi square and Pearson product movement co-efficient of correlation (r).

In this study mean of age of Faculties is 47.05 years and mean of years of experience is 15.95 years. more than half of the faculties (63.33%) are male, whereas, another 36.67% are female candidates. And also half of faculties (50%) are Assistant Professor, whereas, 31.11% are Professor and 18.89% are Associate Professor. on the other hand, mean of age of students is 26.05 and more than half of the students (58.45%) are male, whereas, another 41.55% are female candidates.

## RESULTS

TABLE 1 : RESPONSES OF FACULTIES

S.No	STATEMENT		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total	X <sup>2</sup>
1	You feel proud to be called as teacher.	Responses	150	30	-	-	-	180	470
		Percentage	83.33	16.67	-	-	-	100	
2	Teachers adjust their self with the prevailing situation and circumstances of the university.	Responses	75	93	12	-	-	180	221.5
		Percentage	41.67	51.67	6.66	-	-	100	
3	Teachers strive for continuous improvement in their knowledge and skills.	Responses	111	69	-	-	-	180	294.5
		Percentage	61.67	38.33	-	-	-	100	
4	Teachers make the teaching effective with different teaching techniques.	Responses	82	98	-	-	-	180	273.5
		Percentage	45.56	54.44	-	-	-	100	
5	Teachers listen to the students with patience and tolerance and guide them in their spare time.	Responses	129	51	-	-	-	180	354.5
		Percentage	71.67	28.33	-	-	-	100	
6	Teachers enjoy a friendly relation with their students.	Responses	120	60	-	-	-	180	320
		Percentage	66.66	33.34	-	-	-	100	
7	Teachers show interest and respect to all the students.	Responses	106	74	-	-	-	180	284.2
		Percentage	58.89	41.11	-	-	-	100	
8	Teachers use different evaluation techniques during teaching.	Responses	90	73	-	17	-	180	201
		Percentage	50	40.56	-	9.44	-	100	
9	Teachers participate in co-curricular activities of the university.	Responses	25	143	12	-	-	180	409.4
		Percentage	13.89	79.44	6.67	-	-	100	
10	Teachers relate the subject matter with lives of the students.	Responses	68	93	19	-	-	180	198.7
		Percentage	37.78	51.67	10.55	-	-	100	
11	Teachers treat students without discrimination.	Responses	84	61	21	14	-	180	137
		Percentage	46.67	33.89	11.67	7.77	-	100	
12	Teachers guide and appreciate the students to develop a sense of humour.	Responses	60	101	19	-	-	180	213.4
		Percentage	33.34	56.11	10.55	-	-	100	
13	Teachers perform their duty regularly and punctually.	Responses	108	72	-	-	-	180	288
		Percentage	60	40	-	-	-	100	
14	Teachers focuse on character building of the students.	Responses	68	104	8	-	-	180	250.6
		Percentage	37.78	57.78	4.44	-	-	100	

\* Significant

df = 4

Table value x<sup>2</sup> at 0.05 level = 9.488

Table 1 above shows that x<sup>2</sup> values of the responses of students are greater than the

table values 9.488 at 0.05 level of significance for 4 degree of freedom. Hence,

all the statements are accepted. Analysis of Table 1 of the teacher’s intention showed that 89% of teachers related the subject matter to the lives of the students. 100% of faculties enjoyed a friendly relation with their students , and 100% of them listened to the students with patience and tolerance and guide students in spare time, and also 80% of them were treated students without discrimination . They adjusted themselves with the prevailing situations and circumstances and strived for

continuous improvement in their knowledge and skills. They also used different evaluation techniques while teaching. They awarded marks fairly and also participated in co-curricular activities. 96% of Teachers focused on character building of the students and 100% of teachers maintained freedom and democracy in the classroom. Finally, Faculties expressed that priority wise, punctuality, honesty and hard work are important qualities of Good teachers.

TABLE 2: RESPONSES OF STUDENTS

S.No	Statement		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Total	X <sup>2</sup>
1	Your faculties have a command on their subjects.	Responses	336	510	24	24	6	900	1178.8
		Percentage	37.33	56.67	2.67	2.67	0.66	100	
2	Your faculties are punctual for their classes/lectures come and leave the class on time.	Responses	438	373	24	60	5	900	962
		Percentage	48.67	41.44	2.67	6.67	0.55	100	
3	Your faculties are friendly and approachable.	Responses	270	564	21	40	5	900	1283.6
		Percentage	30	62.67	2.33	4.44	0.56	100	
4	Your faculties give you individual attention in their spare time, and provide suggestions for your academic improvement something nice to you.	Responses	245	415	78	5	157	900	561.1
		Percentage	27.23	46.11	8.67	0.55	17.44	100	
5	You enjoy friendly and mutual trust with faculties .	Responses	315	493	38	54	-	900	1025.7
		Percentage	35	54.78	4.22	6	-	100	
6	Your faculties appreciate you with good words, when you perform well in the class.	Responses	444	316	46	74	20	900	796.3
		Percentage	49.33	35.11	5.11	8.23	2.22	100	
7	During teaching, your faculties use reference books and prepared notes.	Responses	183	476	91	86	64	900	654.6
		Percentage	20.33	52.89	10.11	9.56	7.11	100	
8	Your faculties encourage you to participate in co-curricular activities.	Responses	326	244	119	91	120	900	225.8
		Percentage	36.22	27.11	13.22	10.11	13.34	100	
9	Your faculties take extra time to explain difficult points.	Responses	360	330	60	150	-	900	570
		Percentage	40	36.66	6.67	16.67	-	100	
10	Your faculties use different teaching techniques.	Responses	246	418	174	-	62	900	596.4
		Percentage	27.33	46.44	19.34	-	6.89	100	
11	Responses of the students are listened to patiently	Responses	146	514	108	60	72	900	799.7
		Percentage	16.22	57.11	12	6.67	8	100	
12	Your faculties make classroom environment conducive for learning.	Responses	120	488	262	16	14	900	886.8
		Percentage	13.33	54.22	29.11	1.78	1.56	100	
13	Your faculties focus on character building of the students.	Responses	178	305	251	133	33	900	349.1
		Percentage	19.78	33.89	27.89	14.78	3.66	100	

\* Significant

DF = 4

Table value x2 at 0.05 level = 9.488

Table 2 shows that  $\chi^2$  values of the responses of students are greater than the table values 9.488 at 0.05 level of significance for 4 degree of freedom. Hence, all the statements are accepted. Analysis of Table 2 of the student's intention showed that Majority of the students opined that their teachers had command on subjects (95%) and they were punctual for their classes and came and left the classes on time (90%).

93% of students expressed that their faculties were friendly and approachable. 82% of students opined that faculties came to class well prepared, and 73% of faculties had encouraged student to participate in co-curricular activities.

Majority of the students held that their teachers were confident and competent (85%) and well dressed (86%), listened students patiently (73%) and used different teaching techniques (74%).

84% of Teachers also showed appreciation to the students with kind words when they performed well in class. 53% of Teachers also focused on character building of the students and 68% of them made classroom environment conducive for learning. 90% of the students expressed that they enjoyed friendly and mutual trust with faculties.

Finally, half of students indicated that important qualities of teacher's Behavior were punctuality, honesty, hardworking, friendly, confident and competency.

## DISCUSSION

Despite ongoing debates about whether, and how much teachers make a difference in student learning relative to a host of other factors assumedly affecting student learning (Wang, Haertel & Walberg, 1993), and whether particular elements of teaching can be systematically and causally linked to student achievement (Scriven, 1990), the results of this study well document that the most important factor affecting student learning is the teacher and teacher behavior.

The majority of teachers opined that they felt proud to be a teacher. They adjusted themselves with the prevailing situation and circumstances of the university. They improved their knowledge and skill through participating in professional development activities and they adequately prepared their lesson before going to the class daily.

The majority of both teachers and students agreed that the teachers used different motivational techniques, such as observation, rating scale, peer appraisal, and

check-lists to assess the students. Teachers also used different teaching techniques to make teaching effective. Teachers listened to the students with patience and tolerance and guided them in their spare time. Both students and teachers agreed that teachers awarded marks in examinations without discrimination, they made students participate in co-curricular activities, and gave feedback to the students with constructive criticisms. Teachers expressed that they focused on character building of the students and they showed their intention by relating the subject matter to the lives of the students.

The majority of students pointed out that their teachers provided relevant information while explaining the points of subject matters to them. They also expressed that their teachers appreciated them with kind words about their good performance. Their teachers used reference books and prepared notes and they made the classroom environment conducive to learning by establishing a link between present and future learning, creating a sense of achievement.

The relationship between the teacher's behavior and corresponding academic achievement (marks) of the students revealed that there was highly

positive significant correlation between the behavior of teachers with the academic achievements of students. The higher positive behavior of teachers towards their students led to the higher academic achievement of the students.

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