

Impact Of Teacher's Behaviour On The Academic Achievement Of University Students

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ABSTRACT

This research article discusses the impact of teacher's behaviour on the academic achievement of university students. All the teachers and students of public sector universities constituted the population. From the 15 public sector universities, 375 teachers and 1500 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 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 behaviour of their teachers. The relationship between the teachers' behaviour and corresponding academic achievement (marks) revealed a highly positive significant correlation.

INTRODUCTION

The impact of teacher's behaviour plays an important role in the academic achievement of students. Behaviour is a description of the observable outcome of teacher and student performance in different activities of institutions. Behaviour may be positive or negative and effective or ineffective. The main purpose of this study was to investigate the impact of teachers' behaviour on the academic achievement of university students.

The meaning of behaviour is to conduct or carry oneself or behaviour 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).

Behaviour is an observable, identifiable phenomenon (Joyce, 1980). 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).

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). 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 behaviours are not fixed, but are revolving around the influence of changes taking place in a society and the educational system itself (UNESCO, 1975). Behaviour is a response which an individual shows in his environment at different times (Taneja, 1989).

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 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 (Holper 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

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

PROCEDURE OF THE STUDY

The sample consisted of 375 teachers and 1,500 students of public sector universities in Pakistan. Two questionnaires were used with a five-points rating scale in order to collect the views of university teachers and students about the teachers' behaviour regarding academic achievement of the students. The researcher personally visited 15 public sector universities and collected views regarding behaviour of teachers on academic achievements of students. The collected data were analyzed by using Chi square and Pearson product moment co-efficient of correlation (r).

RESULTS

Table 1 below shows that χ^2 values of the responses of teachers are greater than the table values at 0.05 level of probability. Hence, all the statements are accepted. Analysis of Table 1 of the teacher's intention showed that the teacher related the subject matter to the lives of the students. 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. Teachers focused on character building of the students.

Table 1: Responses of Teachers

		SA	A	UD	DA	SDA	Total	x ²
Teachers feel proud to be called as teacher.	Responses	313	62	-	-	-	375	982.5*
	Percentage	83.46	16.53				100	
Teachers adjust him/her self with prevailing situation and circumstances of university.	Responses	156	194	25	-	-	375	459.62*
	Percentage	41.6	51.73	6.66	-	-	100	
Teachers strive for continuous improvement in their knowledge and skills	Responses	233	142	-	-	-	375	617.7*
	Percentage	62.1	37.86	-	-	-	100	
Teachers make the teaching effective with different teaching techniques.	Responses	171	204	-	-	-	375	569.76*
	Percentage	45.6	54.4	-	-	-	100	
<i>Teachers listen to the students with patience and tolerance and guide students in spare time.</i>	Responses	269	106	-	-	-	375	739.62*
	Percentage	71.73	28.26	-	-	-	100	
Teachers use different evaluation techniques during teaching.	Responses	188	150	-	37	-	375	414.5*
	Percentage	50.13	40	-	9.86	-	100	
Teachers use different motivational techniques.	Responses	125	210	-	34	6	375	396.3*
	Percentage	33.33	56	-	9.06	1.6	100	
Teachers award marks in the examination fairly to all the students.	Responses	248	127	-	-	-	375	660.1*
	Percentage	66.13	33.86	-	-	-	100	
Teachers participate in co-curricular activities of the university	Responses	53	297.0	25	-	-	375	813.57*
	Percentage	14.13	79.2	6.66	-	-	100	
Teachers relate the subject matter with lives of the students.	Responses	141	193	41	-	-	375	409.14*
	Percentage	37.6	51.46	10.93	-	-	100	
Teachers treat students without discrimination.	Responses	175	127.0	45	28	-	375	285.83*
	Percentage	46.66	33.86	12	7.46	-	100	
Teachers participate in professional development activities provided by different organizations.	Responses	119	223.0	19	14	-	375	484.27*
	Percentage	31.73	59.46	5.06	3.73	-	100	
Teachers perform their duty regularly and punctually.	Responses	225	150.0	-	-	-	375	600*
	Percentage	60	40.0	-	-	-	100	
Teachers focus on character building of the students.	Responses	141	215.0	19	-	-	375	511.22*
	Percentage	37.6	57.33	5.06	-	-	100	
Teachers use different techniques such as observation, rating scale, peer appraisal and check list for assessing the students.	Responses	110	131.0	74.00	60	-	375	136.153*
	Percentage	29.33	34.93	19.73	16	-	100	
	Responses	110	131.00	74	60	-	375	

* Significant

df = 4

Table value x² at 0.05 level = 9.488

Table 2 shows that x² values of the responses of students are greater than the table values at 0.05 level of probability. Hence, all the statements are accepted. Analysis of Table 2 of the student’s intention showed that the teacher related the subject matter with the lives of the students. Teachers gave individual attention to their spare time and they provided relevant information to explain the points of the subject matter to the students. Teachers also showed appreciation to the students with kind words when they performed well in class. While teaching, teachers used reference books, prepared notes, and encouraged students to participate in co-curricular activities. Teachers also focused on character building of the students and gave feedback with constructive criticism. Different assessment techniques, such as an observation, rating scale, peer appraisal, and check-lists, were used to assess the students.

Table 2: Responses of Students

		SA	A	UD	DA	SDA	Total	χ^2
Teachers give students individual attention in their spare time, and suggest something nice.	Responses	408	691	130	09	262	1500	931.89*
	Percentage	27.2	46.06	8.66	0.6	17.46	100	
Teachers provide relevant information to explain the points of subjects matter to the students.	Responses	333	984	59	36	88	1500	2194.21*
	Percentage	22.2	65.6	3.93	2.4	5.86	100	
Teachers appreciate students with good words, when they perform well in the class.	Responses	739	528	78	122	33	1500	1323.2*
	Percentage	49.22	35.2	5.2	8.13	2.2	100	
Teachers like some students and favour them unduly.	Responses	330	510	283	225	152	1500	298.97*
	Percentage	22	34	18.86	15	10.13	100	
<i>During teaching teachers use reference books and prepared notes.</i>	Responses	305	794	151	143	107	1500	1093.853*
	Percentage	20.33	52.93	10.06	9.53	7.13	100	
Teachers encourage students for co-curricular activities.	Responses	543	407	197	153	200	1500	651.71*
	Percentage	36.2	27.13	13.13	10.2	13.33	100	
Teachers use different teaching techniques.	Responses	411	695	289	-	105	1500	988.3*
	Percentage	27.4	46.33	19.26	-	7	100	
Teachers are punctual in their duties.	Responses	638	512	183	50	117	1500	896.21*
	Percentage	42.53	34.13	12.2	3.33	7.8	100	
Teachers make classroom environment conducive for the learning.	Responses	200	813	437	26	24	1500	1477.29*
	Percentage	13.33	54.2	29.13	1.73	1.6	100	
Teachers focus on character building of the students.	Responses	296	509	418	221	56	1500	411.313*
	Percentage	19.73	33.93	27.86	14.73	3.73	100	
Teachers give feed back to the students with constructive criticism	Responses	209	540	501	250	-	1500	662.6*
	Percentage	13.93	36	33.4	16.66	-	100	
Different assessment techniques such as observation, rating scale, peer appraisal and checklist are used for assessing the students.	Responses	223	777	350	56	94	1500	1126.42*
	Percentage	14.86	51.8	23.33	3.73	6.26	100	
Teachers summarize establishing link between the present learning with earlier as well as future learning, creating a sense of achievement.	Responses	290	810	300	100	-	1500	1300.66*
	Percentage	19.33	54	20	6.66	-	100	

* Significant

df = 4

Table value χ^2 at 0.05 level = 9.488

DISCUSSION

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 behaviour and corresponding academic achievement (marks) of the students revealed that there was highly positive significant correlation between the behaviour of teachers with the academic achievements of students. The higher positive behaviour of teachers towards their students led to the higher academic achievement of the students

AUTHOR INFORMATION

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