

Influence of Teachers' Behavior on students' Academic Achievement at University Level

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Abstract

The aim of this study was to explore influence of teachers' behavior on students' academic achievement at university level. Researcher applied quantitative research method and used simple random sampling technique. Questionnaire were administered among sample of 387 students of social sciences departments of different universities. Collected data were analyzed applying Descriptive statistics and inferential statistics. Results of the study showed that all the factors (Classroom Activities, Rules, routine & support, concerned behavior and Negative Behavior) of teachers' behavior are highly correlated with each other and with the students' academic achievement but there was also a positive but weak relationship between two factors Rules routine & support and Negative Behavior. This study concluded that the majority of students were found to be satisfied with the positive behavior of their teachers. The results of the study also showed that there is a significant correlation between the teachers' behavior and students' academic achievement.

Keywords: Teacher Behavior, Academic Achievement, University

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1.1 Introduction

Education is now universally recognized to be the prime key of moral, cultural, political and socio-economic development of a nation. The nations, which have been taken major initiatives, made revolutionary advances and performed miracles in the last two decades. No doubt, this great achievement is based on their effective educational system (Ahmad, 2001). "Educational system of any country can provide the guarantee of success and prosperity for their nations". The achievement of a comprehensive and effective educational system is necessary for the survival of nation (Saeed, 2001).

Murphy (2005) stated that students character, behavior or development in an institution are all possessed by the teacher, who has the capacity to leave an effect on them. Ahmad (2005) utilizes a universal conception of pupils in institutions, further he distinguished four ordinary ideas of educating as: someone who makes an effort, has an expert knowledge, who work that require academic or practical preparation and who use best methods and strategies. Teacher is an organism who imparts knowledge to others, makes changes in order to improve it, a human developer, works like a grower and a leading light who relocates knowledge (Ahmad, 2005).

Sofyan (2009) expresses that in association with the scholastic instruction the learner develops prosperity potential and advancement in all encounters are all because of the achievement. Through a fruitful effort achievement can be finished or accomplished.

Hayon (1989) expresses that those teachers' who has the ability to deals with several peoples and have an expertise skill are more worthwhile in their classrooms for designing their pupils' etiquette, orientation and accomplishment. Each and every single person in classroom has diversity of thinking, which might be good or bad and occasionally can be convenient and inconvenient for them. In this matter, Luthans (1993) indicates that being a part of an formal institution teachers professional perspective perform duties which are worth deal in many ways and being aware of these perspective can be beneficial for all. Academic achievements are the outcomes that a pupil achieves in an educational institution. There are many procedures through which we can evaluate academic achievement of pupils. We can evaluate the academic achievement through CGPA. Kholi (1975) Academic achievement has been diversely described: as an extent of expertise acquired in academic learning or as officially obtained accomplishment in institution contents which is ordinarily entitled by percentage of marks acquired by pupils in examination (kholi, 1975).

Vegas & Petrow (2008) highlighted that enhancement in enlistment must also be acquired by the most essential endeavors to strengthen the standard of instruction. With respect to academic achievement (Fredricks, Blumenfeld, & Paris, 2004) argued that it is the learning routine of pupils, one, and their approach towards their learning, secondly, the two most essential factors of academic achievement. The authors also confirm that approach of an instructor can provide support to increase the learning potential and accomplishment of pupils. They suggest rigid instruction that not only helps to raise awareness in order to affect changes in the approach, practices, and response of teachers, but also ultimately influence the educational capacities and academic accomplishment of the pupils that are instruct directly by the teacher.

Iqbal (1996) expresses that teaching is an action to exploit of a surrounding in which there are spaces or hurdles and a person makes effort to control the complications. Teaching is a constant association between fully grown person who is instructor and inexperienced individual who is pupil and it is intended for future development in education. Pupil's cognitive honesty and ability for individualized perception is a result of teaching that may be classified as a condition planned. Teacher is the one who is usually responsible for guidance and taking action. Nowadays teacher is getting involved in all the expenditure of advanced educational invention, procedures and in the execution of instructional policies. To grow students' skills and attentiveness a teacher makes efforts is known as instructor or consultant.

According to Blogspot.com (2016) regarding demand personal achievement starts with a delight, then to make it actuality it will be assigned to ever bodily and cognitive endeavors'. Personal achievement is difficult to discover. To finish the procedure, it demands tolerance. It also demands strong and barely controllable emotion to accomplish a desire. It will escort one towards the aim and stop oneself from getting distract that why it needs an efficient scheme.

Steinmayr, et al. (2014) gives the criteria for measuring academic achievement to represent a learner cognitive ability that incorporated with:

- 1- In an instructive framework systematic and announced mastery obtained,
- 2- Curricular-based criteria (evaluations or execution on an instructive accomplishment test),
- 3- Cumulative markers of academic achievement (instructive degrees and testaments).

By institutionalized evaluation which are intended for determination reason percentage (%) and grade point average (GPA) are estimated for academic achievement as prompted by Steinmaye, et al. (2014)

Hamachek (1969) gives brief statement about the viability of instructor. A person, who appreciates other individuals, has a comical inclination, is sensible, loves life, straight forward, genuine, decent and adaptable is basically an instructor. By far adaptable word is basically used to portray a great instructor. Whenever the great educating was examined in the study on numerous occasions, certainly or uncertainly this trademark always rises. With a solitary perspective or way instructor should not appear to be overpowered to deal with the purpose of scholarly nearsightedness.

While addressing numerous issues to pupils a decent instructor realizes that she can't just utilize one sort of methodology or she can't be just one kind of a person. Complete instructors are basically the great educators. Apart from everything needs' can be satisfied by the instructor who knows how to deal with it. A good instructor is ready to deal with every circumstance those are coming in her or on her pupil's way. In some situation a good instructor have to say "no", or "why not attempt it your way". A decent instructor should know the distinction between them and know where and how to apply it

Smith (1977) has asserted that in the psychological sense instructor behavior is a beneficial aspect of instructor's character because it leaves a considerable influence on pupil accomplishment. According to the antiquity of societal brain science to react positively or negatively to a thing, character, individual, organization or occasion is the attitude of a person's inherent qualities of mind. Allport (1960) expresses that Attitude is a neural condition of willingness of a persons' reaction towards all the things and circumstances accompanied by some association and structured by encounters. Towards academic achievement and great learning design attitude has a significant devotion.

As analyzed by classroom analysis and standardized tests that for useful learner achievement around 10 instructors display optimistic connection. Over a period of time five of these practices have been evenly assisted by fact-finding study (Brophy, 1989). Successful teaching is rationally associated with another five. Because for successful teaching they are observed necessary that's why we call key practices to the initial five. To fulfill the key practices, the second five can be utilized in meld and consider as a supporting practice. The key practices are the following:

1. Lesson clarity
2. Instructional variety
3. Teacher task orientation
4. Engagement in the learning process
5. Student success rate

Mouly (1988) says that Scholarly Functions, Professional Functions, Social Functions, these three parts is the sum total of instructor's responsibilities. Ogwezi and Wolomsky (1985) describe that instructor enhance the shape for useful instruction whenever he wants.

- Helps the pupils to begin be knowledgeable of his/her trouble zone in the instructional process.
- Helps him/her to build trust in one's own abilities important for the pupils.
- Surveys recent attractive and unique aptitudes of the pupils.
- Develops the understanding abilities of his pupils.
- Utilizes existing subject matter from locations to help or embellish what he instructs.

Gupta (1996) explains that the vital to instruction is central of instructor. The information, expertise, tradition and point of view obtained throughout the years regarding societal inheritance should be impart to new peer groups by instructors. In a quickly altering life instructor should make efforts to grow pupil skills to survive. The enthusiasm towards education can be produced by the qualified instructor. He can produce instruction determined not only in association to target but in the intellect of his pupils because he has the ability to recognize his pupils' interests and their needs.

1.2 Objectives of the Study

- To find out the perception of students towards their teachers' behavior at university level.
- To examine the influence of teachers' behavior on students' academic achievement at university level.
- To find out relationship between the teachers' behavior and academic achievement of university students.

1.3 Research Hypothesis

H₀: There is no significant difference between the opinions of university students towards their teachers' behavior with respect to their demographic variables.

H₀: There is no significant difference between the opinions of social sciences department students from Bahauddin Zakariya University and Women University Multan towards their teachers' behavior.

H₀: There is no significant relationship between teachers' behavior and the academic achievement of students.

H₀: There is no influence of teachers' behavior on student's academic achievement.

1.4 Methodology

The study is a survey-based research. The students of M.A Discipline in Bahauddin Zakariya University and Women University Multan were the respondents. A closed-ended questionnaire with five points Likert Scale was formulated after a comprehensive review of literature. Further, the questionnaire contained all different type of teachers' behavior that students face in university. To test the reliability of instrument researcher used pilot study and then questionnaire was distributed among students.

1.5 Population

As the study focused only government universities in Multan so the population of the study consisted on the students in M.A program of The Women University Multan and Bahauddin Zakariya University. The overall population of the study included 168 The Women University Multan students and 329 Bahauddin Zakariya University students so total population comprised of 497 university students from both universities. University of Education and Muhammad Nawaz Shareef University of engineering and

technology were not selected because they have only one or few social sciences departments that are why researcher selected only two universities.

1.6 Sample

The simple random sampling technique was used to select the representative sample from the population to conduct this study. There are four universities in Multan District but only two universities were selected for the present study. Researcher selects 387 social sciences students as a sample of study from Bahauddin Zakariya University and The Women University of Multan. 142 students from WUM and 245 students from BZU were selected out of all social sciences department. So, the total sample of the study was incorporated with 387 university students form Bahauddin Zakariya University and The Women University of Multan.

1.7 Development of Tool

Researcher applied descriptive statistics and administer one questionnaire to sample students. Researcher developed this questionnaire by applying five-point Likert scale format ranging from Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree in order to take point of view of students towards their teachers' behaviors. Questionnaire developed by the researcher herself with the help of literature such as Shah (2009), Khalid, Yasmin & Azeem (2011), Dar & Ghani (2016), Julius (2014), Mehdipour & Balaramulu (2013), Pössel, Rudasill, Adelsonc, Bjerg, Wooldridge & Black (2013) and Sanda (2013). Questionnaire contained 45 statements and divided into 2 sections, Section 1 includes all the demographic information and section 2 includes factors such as (Classroom activities, Rule routine & support, Concerned behavior and Negative behavior). 387 students from social sciences department were inquired to complete the questionnaire. Researcher herself addressed the instrument to students and also observed and guided them throughout the process.

1.8 Data Analysis

1.8.1 Test results of Hypothesis

Hypothesis 1. *There is no significant difference between the opinions of male and female university students towards their teachers' behavior.*

	Gender	N	Mean	Std. Deviation	Z-Value
Teacher Behavior	Female	303	169.0396	15.34952	2.87
	Male	84	167.5476	13.46607	

Table Value = 1.96

Calculated Value = 2.87

Table 1 expresses that the calculated value of z 2.87 is greater than the table value 1.96 at 0.05 levels of significance. It means that null hypothesis is rejected and there is a significant difference among the opinions of male and female students from both universities towards their teachers' behavior Female students' opinions are better than the male students.

Hypothesis 1. *There is no significant difference between the opinions of rural and urban university students towards their teachers' behavior.*

	Area	N	Mean	Std. Deviation	Z-Value
Teachers Behavior	Rural	105	166.4762	16.76426	1.67
	Urban	282	169.5496	14.16725	

Table Value = 1.96

Calculated Value = 1.67

Table 2 expresses that the calculated value of z 1.67 is less than the table value 1.96 at 0.05 levels of significance. It means that null hypothesis is accepted and there is no significant difference between the opinions of rural and urban students' from both universities towards their teachers' behavior.

Hypothesis 1. *There is no significant difference between the opinions or Bahauddin Zakariya University and The Women University students towards their teachers' behavior.*

	University	N	Mean	Std. Deviation	Z-Value
Teacher Behavior	WUM	142	170.0352	12.74430	2.94
	BZU	245	167.9510	16.07608	

Table Value = 1.96

Calculated Value = 2.94

Table 3 expresses that the calculated value of z 2.94 is greater than the table value 1.96 at 0.05 levels of significance. It means that null hypothesis is rejected and there is a significant difference among the opinions of BZU and WUM students towards their teachers' behavior. The opinions of The Women university students are better than the Bahauddin Zakariya University students.

Hypothesis 1

H₀: There is no significant difference between the opinions of social sciences departments' students from Bahauddin Zakariya University and The Women University Multan towards their teachers' behavior.

		Sum of Squares	Df	Mean Square	F	Sig.
Teacher Behavior	Between Groups	3221.120	4	805.280	3.700	.006
	Within Groups	83129.614	382	217.617		
Total		86350.734	386			

Table 4 expresses that the level of significance is < 0.05 that means null hypothesis is rejected and show a significant relationship between the opinions of social sciences departments' students from BZU and WUM towards their teachers' behavior. The results in this table also displays between groups sum of

square is 3.221.120, degree of freedom is 4 and mean square is 805.280. Within groups sum of square is 83129.614, degree of freedom 382 and mean square is 217.617.

Hypothesis 2

H₀: There is no significant relationship between teachers' behavior and the academic achievement of students.

Table 5. Correlation of different factors of teachers' behavior influencing academic achievement of university students.

		CGPA	Classroom Activities	Rules, Routines and Support	Concerned Behavior	Negative Behavior
CGPA	Pearson Correlation	1	.661	.674	.579	.542
	Sig. (2-tailed)		.048	.034	.013	.026
	N	387	387	387	387	387
Classroom Activities	Pearson Correlation	.661	1	.628**	.635**	.714**
	Sig. (2-tailed)	.048		.000	.002	.000
	N	387	387	387	387	387
Rules, Routines and Support	Pearson Correlation	.674	.628**	1	.787**	.135
	Sig. (2-tailed)	.034	.000		.000	.052
	N	387	387	387	387	387
Concerned Behavior	Pearson Correlation	.579	.635**	.787**	1	.720**
	Sig. (2-tailed)	.013	.002	.000		.001
	N	387	387	387	387	387
Negative Behavior	Pearson Correlation	.542	.714**	.135	.720*	1
	Sig. (2-tailed)	.026	.000	.052	.000	
	N	387	387	387	387	387

Table 4.9.1 indicated that there is a significant correlation between each of these factors of teachers' behavior i-e; Classroom activities (.661) Rules routine & support (.674) Concerned behavior (.579) and Negative behavior (.542) with CGPA. It also describes that there is a statistically positive correlation between all the influencing factors of teachers' behavior and students' academic achievement.

But relationship between two factors Negative behavior and Rules, routine & support (.135) is weak.

- It also indicates significant correlation coefficient value between Classroom Activities and Rules, routine & support (.628), Classroom Activities and Concerned Behavior (.635) and Classroom activities and Negative Behavior (.714).
- It also showed significant correlation coefficient value between Concerned Behavior and Rules, routine & support (.787), and Rules, routine & support and Negative Behavior (.135).
- It also displayed significant correlation coefficient value between Concerned Behavior and Negative behavior is (.720).

1.8.2 Influence of Teachers' Behavior on Students Academic Achievement

To examine the influence of different factors of teachers' behaviors i-e; classroom activities, concerned behavior, rules routine & support and negative behavior upon students academic achievement at university level the researcher used Multiple Linear Regression. The results are given below;

Model	R	R Square
1	0.78	0.61

The results showed that explanatory power of the Multiple Linear Regression model used. It clearly described that the model is well fitted for this data set as the coefficient of determination R^2 is 0.61 that indicates 61% of the total variation in the dependent variable (students academic achievement) has been explained by this model in the form of independent variables (teachers' behaviors).

1.8.3 Multiple Linear Regressions Results

Factors	B	T	Sig.
(Constant)	3.753	18.684	.000
Classroom Activities	.19	2.911	.006
Rules, Routines and Support	.07	1.721	.039
Concerned Behavior	.09	2.475	.038
Negative behavior	.03	1.682	.046

a. Dependent Variable: CGPA

1.8.4 Multiple Linear Regressions Model

The results showed that the regression model is statistically significant as the p-value is less than 0.05. The model is fitted to be as;

$$CGPA = \beta_0 + (0.19) CA + (0.07) RRS + (0.09) CB + (0.03) NB$$

Here CA= Classroom activities, RRS= to Rules, Routines & Support, CB= Concerned Behavior and NB= Negative Behavior.

It is clearly indicated by the model that all the factors of teachers' behavior has a great influence on students' academic achievement. Student's performance increases by the good behavior of teachers'.

The results of Multiple regression showed that the Coefficient value of the Classroom Activities increase the academic achievement of students with 0.19; the coefficient value of the Rules, routine & support will also increases the academic achievement of students with 0.07 also the coefficient value of the

Concerned Behavior increased the academic achievement of students with 0.09 and the coefficient value of the Negative Behavior is 0.03 because majority of students disagreed they haven't seen such negative behavior in their teachers' behavior that why in the results their academic performance increased.

Conclusion

- It was concluded that there was a significant difference between male and female students' opinions towards their teachers' behavior. Moreover, the female students from both universities were more satisfied with their teachers' behavior then the male students.
- Based on Z test results, it was concluded that there was no significant difference between the rural and urban students' opinions towards their teachers' behavior. Moreover, the students from rural and urban areas were both satisfied with their teachers' behavior.
- It was concluded that there was a significant difference between the BZU and WUM students' opinions towards their teachers' behavior. Moreover, the students from Women University Multan were more satisfied with their teachers' behavior then the Bahauddin Zakariya University.
- Based on ANOVA test results, it was concluded that there was a significant difference between the social sciences department students' opinions from Bahauddin Zakariya University and Women University Multan towards their teachers' behavior and the social sciences department students' from both universities were satisfied with their teachers' behavior.
- Pearson correlation result presented that with respect to p value of 0.05 all the observed factors of teachers' behavior Class activities (.661), Rule routine and support (.674), Concerned Behavior (.579) and Negative Behavior (.542) were statistically significant and displayed a positive relationship with students' academic achievement (CGPA).Is also displayed there is also a statistical significant correlation in between all the factors of teachers' behavior. However, there is weak but statistically positive relationship between Rules routine or support and negative behavior (.135).

1.10 Discussion

The conclusion of the current study indicated that there is a significant correlation between teachers' behavior and academic achievement of university students.. This finding is relate to the (Dar, U.A. & Ghani, A., 2016) who found that there was highly positive significant correlation between the behavior of teachers with the academic achievements of students. The results of the present study displayed that teachers' behavior has a great influence of students' academic achievement. These results were not related to the study of (Khalid, Yasmin, & Azeem, 2011) who found that teachers' behavior as perceived by the students has no significant impact on students learning.

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