

Impact of Teacher's Behaviour on the Academic Achievement of Professional College Students

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ABSTRACT

This research article discusses the impact of teacher's behaviour on the academic achievement of professional college students. All the teachers and students of professional colleges constituted the population. From the 5 Medical/Nursing/Pharmacy/Physiotherapy colleges of Malwa region of Punjab, 44 teachers and 329 students were selected as a sample. Two questionnaires were developed 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 revealed a highly positive significant correlation.

INTRODUCTION

Teacher-student relationships are essential for the success of both teachers and students. 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. Teacher attitudes related to school working conditions affect teacher job satisfaction and teacher retention. Teachers who are happy in their school usually stay, as opposed to those who are unhappy with their working conditions. Working conditions related to teacher empowerment and building leadership were found to be strong indicators of teacher satisfaction.

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. "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 behaviour is to conduct or carry oneself or behaviour in what we do, especially in response to outside stimuli; anything that an organism does that involves action and response to stimulation.

Behaviour is an observable, identifiable phenomenon. Teachers also need to be thoughtful in the way in which they react to students' comments.

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. 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. Behaviour is a response which an individual shows in his environment at different times .

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. 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, academic achievement also has a significant effect on self-evaluation of learners .

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. Academic achievement was enhanced the most by use of three socializing agents (peers, teachers and parents) to reinforce academic behavior. 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.

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. 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.

STATEMENT OF THE PROBLEM

The purpose of the study was to examine the academic achievement of the professional college's student as a result of the teacher's behaviour.

PROCEDURE OF THE STUDY

The sample consisted of 44 teachers and 329 students of Malwa region of Punjab. Two questionnaires were used with a five-points rating scale in order to collect the views of professional college teachers and students about the teachers' behaviour regarding academic achievement of the students. The authors personally visited 5 professional Colleges of Malwa region of Punjab 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 shows that χ^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 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	χ^2
Teachers feel proud to be called as teacher	Responses	23	20	1	-	-	44	255.1*
	Percentage	52.3	45.5	2.2			100	
Teachers adjust him/her self with the prevailing situation and circumstances of the university	Responses	12	30	1	1	0	44	256.8*
	Percentage	27.3	68.1	2.3	2.3		100	
Teachers strive for continuous improvement in their knowledge and skills	Responses	14	29	-	1	-	44	256.7*
	Percentage	31.8	66		2.2		100	
Teachers make the teaching effective with different teaching techniques.	Responses	15	28	-	1	-	44	256.3*
	Percentage	34.1	63.6	-	2.3	-	100	
Teachers listen to the students with patience and tolerance and guide students in spare time	Responses	21	18	3	1	1	44	252.7*
	Percentage	47.6	41	6.8	2.3	2.3	100	
Teachers use question answer technique properly	Responses	9	29	2	4	-	44	255.3*
	Percentage	20.5	65.9	4.5	9.1		100	
Teachers use different motivational techniques	Responses	21	21	-	1	1	44	254.4*
	Percentage	47.7	47.7	-	2.3	2.3	100	
Teachers award marks in the examination fairly to all the students	Responses	25	16	3	-	-	44	254.5*
	Percentage	56.8	36.4	6.8	-	-	100	
Teachers participate in co-curricular activities of the university	Responses	14	19	10	-	1	44	251*
	Percentage	31.8	43.2	22.7	-	2.3	100	

Teachers relate the subject matter with lives of the students	Responses	11	27	3	2	1	44	254.1*
	Percentage	25	61.4	6.8	4.5	2.3	100	
Teachers treat students without discrimination	Responses	17	18	-	9	-	44	251.5*
	Percentage	38.6	41	-	20.4	-	100	
Teachers participate in professional development activities provided by different organizations	Responses	6	36	1	0	1	44	261.2*
	Percentage	13.6	81.8	2.3		2.3	100	
Teachers perform their duty regularly and punctually	Responses	17	25	2	-	-	44	254.9*
	Percentage	38.6	56.9	4.5			100	
Teachers focus on character building of the students	Responses	22	19	3	-	-	44	253.9*
	Percentage	50	42.2	6.8			100	
Teachers use different techniques such as observation, rating scale, peer appraisal and check list for assessing the students	Responses	10	31	1	2	-	44	257.2*
	Percentage	22.7	70.5	2.3	4.5		100	

* Significant

df = 4

Table value χ^2 at 0.05 level = 9.488

Table 2 shows that χ^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 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	44	130	59	65	31	329	88.9*
	Percentage	13.4	39.5	17.9	19.8	9.4	100	
Teachers provide relevant information to explain the points of subject matter to the students	Responses	33	220	46	28	2	329	467.2*
	Percentage	10	66.9	14	8.5	0.6	100	
Teachers appreciate students with good words, when they perform well in the class	Responses	77	195	23	27	7	329	358.8*
	Percentage	23.4	59.3	7	8.2	2.1	100	
Teachers like some students and favour them unduly.	Responses	71	93	95	54	16	329	64.4*
	Percentage	21.6	28.2	28.9	16.4	4.9	100	
During teaching teachers use reference books and prepared notes	Responses	110	122	52	35	10	329	142.3*
	Percentage	33.4	37.1	15.8	10.6	3.1	100	
Teachers encourage students for co-curricular activities	Responses	70	140	45	66	8	329	141.2*
	Percentage	21.3	42.5	13.7	20	2.5	100	
Teachers use different teaching techniques	Responses	36	192	44	42	15	329	310.5*
	Percentage	11	58.3	13.4	12.8	4.5	100	
Teachers are punctual in their duties	Responses	60	164	45	54	6	329	210.1*
	Percentage	18.2	49.9	13.7	16.4	1.8	100	
Teachers make classroom environment conducive for the learning	Responses	43	181	58	36	11	329	269.6*
	Percentage	13.1	55	17.6	10.9	3.4	100	
Teachers focus on character building of the students	Responses	26	158	81	53	11	329	204.9*
	Percentage	7.9	48	24.6	16.1	3.4	100	
Teachers give feed back to the students with constructive criticism	Responses	25	98	143	56	7	329	185.6*
	Percentage	7.6	29.8	43.4	17	2.2	100	
Different assessment techniques such as	Responses	39	121	88	66	15	329	103.9*

observation, rating scale, peer appraisal and checklist are used for assessing the students	Percentage	11.9	36.8	26.7	20	4.6	100	
Teachers summarize establishing link between the present learning with earlier as well as future learning, creating a sense of achievement	Responses	41	187	72	24	5	329	315.9*
	Percentage	12.5	56.8	21.9	7.2	1.6	100	

* Significant

df = 4

Table value χ^2 at 0.05 level = 9.488

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, and whether particular elements of teaching can be systematically and causally linked to student achievement, 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 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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