

Effect of Teacher's Behavior on Students' Academic Achievement at Graduate LevelSaba Gul¹Shazia Malik²Rubina Ashraf³sgul23@yahoo.comshazia.ier@pu.edu.pkrubinaashraf011@gmail.com¹Lecturer Education, Govt Graduate College for Women Satellite Town Gujranwala²Assistant Professor, Institute of Education and Research. University of the Punjab Lahore³Visiting Lecturer, University of Punjab, Gujranwala Campus**Abstract**

Students' academic success is significantly influenced by the behaviour of their teachers. Finding out how teacher reinforcement behaviour effects college students' academic performance as well as how teacher communication behaviour effects students' academic performance were the goals of this study. This research adopts a quantitative and descriptive design while the population of this study was public and private institutes of Gujranwala city. The sample includes 100 students (50 public, 50 private) from the Education, English, psychology, IT, and chemistry departments, 20 from each department. Self-constructed questionnaire (5.0 Likert scale) based on 18 items was developed to collect the student's responses. The data was analyzed through SPSS. A separate sample Students in the sixth and eighth semesters, as well as those in the public and private sectors, had their responses compared using the t-test. The Annova test was used to compare responses from the IT, chemistry, psychology, education, and English departments. According to the findings, there is no discernible difference in the views of students at public and private institutions. In conclusion, teachers' communication and reinforcement practices play a crucial role in determining how children develop academically. A supportive and positively reinforcing classroom environment, coupled with clear and engaging communication, can contribute significantly to students' academic achievements and overall success.

Keywords: Non-Formal Education, On-job training, Relevance, Behavior, Academic Achievement, reinforcement, communication

Introduction

One important element in guaranteeing the calibre of education is the conduct of the teachers. Teachers' behaviour is the word used to describe the behavioural aspects of teaching that help a pupil or group of students learn. Thus, it centres on all of the spoken and unspoken actions taken by a teacher in an attempt to impart knowledge in a classroom. Therefore, it is the teacher's responsibility to create a supportive and upbeat learning atmosphere so that children can improve academically (Parveen et al., 2021). Although each student has different

learning styles and behaviours, this study focusses on how instructors' actions positively impact students' academic performance since teachers serve as role models for students (Rashid & Zaman 2020).

The foundation of teaching behaviour is its substance, which is the guidance that teachers give their students in class. (Corpuz, 2018) His study outlined a number of characteristics necessary for instrumentally effective classroom instruction. Learning objectives must be

well-defined, and students' learning outcomes must be regularly evaluated from daily instruction. The results of these assessments must be used to modify and adapt the lessons to the needs of the students and their level of learning (Alvidrez & Weinstein 2021). Behaviour is a reaction that a person exhibits in his surroundings at various points in time. Academic achievement, which is frequently expressed as the proportion of marks pupils receive on exams, has been described in a variety of ways, including as a degree of skill reached in learning or as officially acquired expertise regarding school topics (Derakhshan et al., 2019).

In addition to serving as a prerequisite for advancement to the subsequent class, research indicates that academic accomplishment serves as a predictor of all potential achievement in life. Learners' engagement, self-confidence, wellbeing, sense of appreciation, and accomplishment are all enhanced by teacher caring (Havik and Westergård, 2020).

Academic success among students is influenced by numerous factors. Having a good relationship with the teacher can be closely linked to the passions that students may experience when learning a language. The success of classroom management and activities depends on the teacher-student interaction. The education system's primary goal is to promote learning. The behaviour of the teacher is the main factor that may have an impact on students' learning. They have the ability to inspire students to participate in academic endeavours (Parveen and Tran, 2020).

Among the various levels of support for student development are the teacher-student connections, which are linked to the fundamental emotional needs of the students (Derakhshan, 2021). Empathy, caring, involvement, hope, and esteem have all been found to be indicators of a positive teacher-student interaction. To date, research has looked into teacher care, immediacy, trustworthiness, simplicity, authorisation, and praise as examples of teacher-positive behaviour. It has been demonstrated that professors who are amiable, understanding, and social with students' uniqueness, who encourage their freedom, and who are enthusiastic about their careers, can boost student engagement (Jiang and Zhang, 2021). Pupils feel inspired to learn and supported when they have a good relationship with their teachers. Students who have positive interactions with their professors are more engaged; they are more likely to work more in class, pay attention to their teachers more, preserve, and take criticism and instructions well. The environment or ambiance of the classroom has a significant effect on the students (Cherry, 2022).

Academic performance among students is a dynamic phenomenon since it is influenced by a variety of circumstances. Each of these elements has a different impact on different students and situations. It is so difficult to generalise the findings on assessing how teacher behaviour affects students' performance. According to Souders (2019), encouraging behaviour is an intriguing method that aids educators in enhancing students' general conduct. Positive reinforcement, to put it another

way, is the reinforcement that comes after good behaviour. For example, a student turns in a task on time and additionally adds some supplementary material regarding the subject that they have learnt. The teacher encourages the other learners in clap her in appreciation of their efforts. Students are encouraged to put in the same effort by the teacher's action. It doesn't use any form of coercion to get a pupil to behave well (Hawes, 2018). To encourage repeated instances of such behaviour, positive reinforcement can take the shape of verbal statements such as compliments, accolades, and commendations, as well as material rewards like monetary gifts, pens, or cake, or unconscious ones like being smiled at. Positive reinforcement, according to the researcher, is any action that encourages a student to perform more of these tasks in order to get higher results (Eremie & Fuderikumo 2019).

The way teachers interact with their students is another significant factor that influences their academic performance. It helps determine effective teaching, and how students perceive the teacher's communication may have an impact on their cognitive and effective learning as well as their emotions during the process of education (Frisby et al., 2014).

Students' attitudes towards the teacher, the course, and their willingness to learn are all directly impacted by the teacher's immediate verbal and nonverbal behaviour, which also fosters pleasant and productive instructional interactions. anecdotes of verbal immediacy include calling students by name, praising them, teaching with humour and personal anecdotes, and sending

messages that unite the teacher and students (F. Domenech & Gomez 2014).

Eye contact as well as head nods, grins, and gestures are examples of nonverbal immediacy, which is linked to positive learning motivation and outcomes. Successful steps for the teaching and learning process are introduced by fostering effective communication between teachers and students (Jackson 2014).

According to Brown (2018), most teachers use their physical parts and gestures without realising it. They claimed that it is difficult to regulate their body language and teaching approaches after much experience. It claims that the informal communication that occurs with every in-person interaction between people is known as nonverbal communication. It lets us know how they feel about us and how well our remarks are understood (Sutiyatno 2022).

Purpose of the Study

Finding out how teacher behaviour affects students' academic performance is the aim of this study. Therefore, the purpose of this study is to determine how teachers' reinforcing behaviour affects college-level students' academic performance. The impact of a teacher's communication style on pupils' academic performance.

Methodology

This study is about the "Effect of Teacher's Behavior on Student's Academic Achievement at Graduate Level". This chapter presented the description of the research method used in this study. Descriptive and Quantitative approach was used to analyze and interpret results.

Population and Sample

The population included all graduate students of public and private institutes of Gujranwala City. To create a representative sample, a stratified random sampling technique was employed. The population was divided into two distinct strata: public and private Graduate level institutes. Within each stratum, a random selection method, such as simple random sampling was used to choose 5 public and 5 private institutes separately. The total sample size was a hundred students. Twenty students were selected from each institution among five selected departments (English, Education, Psychology, Information Technology, Chemistry). This approach ensured that the sample accurately reflects the proportion of both public and private institutes.

Instrument

Data has been collected using self-made, closed-ended questionnaires. [1 strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 strongly agree] is a five-point Likert scale. was employed to gauge how students responded to questions about how teachers' communication and reinforcement practices affected their academic performance.

Data Analysis and Procedure

To facilitate quantitative data analysis, the gathered data is appropriately coded and loaded into SPSS software. The following statistical procedures are used to the data in order to determine the outcomes, depending on the characteristics of the variables:

1. Descriptive statistics (Mean and Standard Deviation) for relevant variables

I. Independent t-tests

II. Anova

Results and Interpretation

The data was collected through the questionnaire using 5 Likert scale from 100 higher education students from different institutions. Version 21 of the Statistical Package of Social Sciences (SPSS) was used to analyse the data. Perception of respondents was analyzed through frequency descriptive and inferential statistics.

Demographics

Based on demographic data, the respondents' distribution is summarised in the first part. For this aim, frequency was computed for the 100 respondents' demographic variables of department, institution, and level semesters.

Table 1

Distribution of Responses on The Basis of institute

Institute	<i>f</i>
Public	5
Private	5
Total	10

Table 1, indicates the distribution of respondents on the basis of the institute. 5 Public and 5 private institutes were selected for data collection.

Table 2

Distribution of Responses on The Basis of Semester

Semester	<i>F</i>
Six	50
Eighth	50
Total	100

Table 4.1.2 indicates the distribution of respondents on the basis of the semesters 50 from six semester and 50 from eight semester were selected for data collection.

Table 3
Distribution of Responses Regarding Department

Department	f	%
Education	20	20.0
Information and communication technology	20	20.0
Applied Psychology	20	20.0
English	20	20.0
Chemistry	20	20.0
Total	100	100.0

Table 3 indicates the distribution of respondents on the basis of department and participants were higher education students. The students were selected at the rate of 20% from each department.

Table 4
Descriptive Statistic of teacher's reinforcement

Statements	M	S.D
My teacher provides regular positive reinforcement for my academic efforts.	3.43	1.01
I feel motivated to perform better academically when my teacher acknowledges my achievements through reinforcement.	3.83	1.13
My teacher's reinforcement behavior positively affects my academic performance.	3.68	.908
I believe my teacher genuinely appreciates my hard work and progress in academics.	3.80	.840
My teacher provides constructive feedback and praise when I do well in my	3.79	.96

studies.

The feedback and reinforcement from my teacher encouraged me to stay engaged in the learning process.

I can easily identify when my teacher is reinforcing positive behavior in the classroom.

My teacher's reinforcement behavior makes me feel more confident about my academic abilities.

My teacher uses various forms of reinforcement, such as praise, rewards, or recognition.

The table displayed the findings about how students' academic performance was impacted by the teacher's reinforcement approach. In relation to the aforementioned items, the mean and standard deviation were as follows:

The given Table and item no 1 indicate the responses of students in accordance to their perception regarding the role of positive reinforcement in enhancing students learning. This means the majority of participants against the above item were (M=3.43, SD=1.01).

Item no 2 indicated the responses of students that the Teacher acknowledges students can motivate through reinforcement. The results against this item were (M=3.83, SD=1.13).

Item no 3 represented that the teacher's behavior affects students' academic achievement. The mean majority of participants (M=3.68, SD= .908).

Item no 4 indicated the responses of students that the teacher genuinely

appreciates students' hard work. Mean majority of participants (M=3.80, SD=.840). Item no 5 showed that when students perform well in their studies, teachers praise them and give them rewards. Mean majority of respondents (M= 3.79, SD= .96).

Item no 6 showed that through feedback and reinforcement, a teacher encouraged us to stay engaged in the learning process. Mean majority of participants (M=3.90, SD=0.82).

Item no 7 showed that students easily identify when their teacher is reinforcing positive behavior in the classroom. Mean majority of participants (M= 3.90 SD=0.95). Item no 8 presented that a teacher's reinforcement behavior makes us feel more confident about our academic abilities. Mean majority of participants (M= 3.91, SD=0.94)

Item no 9 indicated that the teacher uses various reinforcement techniques like praise and rewards. Mean majority of participant (M= 3.93, SD= .987)

Table 5

Descriptive Statistic of teacher's communication

Statements	M	S.D
My teacher communicates class material clearly and effectively.	3.96	0.92
My teacher encourages questions and discussion in class.	3.92	1.02
My teacher uses various communication methods to enhance learning.	4.11	0.87
My teacher provides clear explanations and instructions for assignments and coursework.	3.92	1.04

I feel comfortable asking questions and seeking clarification from my teacher.	3.99	0.88
My teacher's communication style fosters a positive and learning atmosphere.	4.04	0.92
My teacher maintains open and effective communication with students throughout the course.	3.90	0.90
I believe that my teacher's communication positively impacts my academic performance.	4.10	0.78
My teacher's communication behavior enhances my interest in subject matter.	4.18	0.88

The table shows the results of the effects of teacher communication strategy on the academic performance of students. The mean and standard deviation against the above-mentioned items were given as:

Item no 10 indicated the mean majority of students about clear and effective use of communication material by teachers' effect on students' academic achievement means of majority participants (M= 3.96, SD= 0.92).

Item no 11 showed that the majority of students agreed that the teacher encourages students' questions and discussion in class. Means of participants were (M= 3.92, SD= 1.02).

Item no 12 indicated that students agreed that their teacher provides clear explanations and instructions for assignments and coursework. Responses of participants were (M= 3.92, SD = 1.03).

Item no 13 showed that the majority of students strongly agreed that students felt

more comfortable when while teacher asked questions. Responses of participants were (M= 3.99, SD= 0.88).

Item no 14 showed that many students agreed that a teacher's communication style fosters a positive learning atmosphere in a classroom. Responses of participant Means were (M= 4.04 SD=0.92).

Item no 15 showed that the majority of students agreed that the teacher maintains open and effective communication during the course work. Responses of participants were (M=3.90, SD 0.90).

Item no 16 indicated that teachers' positive communication positively impacts their academic achievement. Responses of participants were (M=4.10, SD=0.78).

Item no 17 showed that the majority of students agreed that a teacher's communication behavior develops students' interest in the subject matter. The majority of responses of the participants were (Mean = 4.18, SD= 0.88).

Inferential Statistics

Table 6

Independent Sample T-tests

Dependent Variable	Institute	N	M	SD	t	Sig
Teacher reinforcement and communication	Public	50	78.591	8.174	.269	0.291
	Private	50	78.137	8.694		

The mean scores of the public and private sectors were compared using the independent sample t-test in relation to the "Effects of teacher behaviour on students' academic achievements at the graduate level." The findings indicate that there is a significant difference in the opinions of

graduate-level private (M=78.137, S. D=8.694) and public (M=78.591, S.D = 8.174) students; conditions: $t(98) = (.269)$ and $P=.291$ ($p>0.05$). Consequently, it indicates that the scores of graduate-levels public and private students differ significantly.

Table 7

Independent Sample T-tests

Dependent Variable	Semester	N	M	SD	T	Sig
Academics	Six	50	78.745	8.912	.466	1.680
	Eight	50	77.959	7.913		

The mean scores of the sixth and eighth semesters were compared using an independent sample t-test in relation to the "Effects of teacher behaviour on students' academic achievements at the graduate level." The findings indicate a substantial difference in the opinions of six graduate-level students (M = 78.74, S.D = 8.91) and eight (M = 77.92, S.D = 7.91); conditions: $t(98) = (.469)$ and $P = 1.680$ ($p>0.05$). Consequently, it indicates that the scores of graduate-level private and public students differ significantly.

A one-way repeated measure ANOVA was conducted to compare the scores of students from different departments (Education, Information and technology, English, Chemistry and Psychology) about the effects of teacher behavior on students' academic achievements. The results from education department were (M=78.21, SD=6.41), IT department were (M=76.36, SD= 10.02) , Chemistry department were (M=77.31 , SD= 12.54), English department were (M = 79.27 , SD=6.34) and from

Psychology department were ($M=77.57$, $SD=5.88$). There was significant difference among the responses of Education, English, IT, Psychology and Chemistry as $F(4,95) = .247$, $P>0.05$. so, the results shows that there is a difference between the Responses of students of different departments regarding the teachers' behaviors in the enhancement of their academic performance.

Discussion

The findings of the research on the "Effect of Teacher's Behavior on Student's Academic Achievement" reveal overwhelmingly positive responses from the surveyed students. In terms of teacher reinforcement behavior, the majority of students reported that their teachers consistently provide positive reinforcement, including praise and encouragement, for their academic efforts. This positive reinforcement was perceived as a significant motivational factor, with students expressing increased motivation to excel in their studies. Moreover, students acknowledged a direct correlation between their teachers' reinforcement behaviors and improvements in their academic performance.

The data also highlighted that a fair and consistent application of reinforcement contributed to a positive classroom atmosphere, fostering an environment where students felt confident and engaged in their learning. Similarly, the findings regarding teacher communication behavior were highly favorable. Students reported satisfaction with the clarity and effectiveness of their teachers' communication in the classroom. The encouragement of questions and discussions was notably appreciated, as it was seen to

enhance understanding of the subject matter. Teachers who utilized diverse communication methods, such as visual aids and examples, were positively acknowledged by students. Additionally, the research indicated that effective teacher communication positively influenced students' interest in the subject matter, contributing to their overall academic success. Overall, the positive findings emphasize the pivotal role of teachers' reinforcement and communication behaviors in creating an environment conducive to students' academic achievement and success.

Conclusion

The "Effect of Teacher's Behaviour on Student's Academic Achievement" study makes the case that students' academic progress is significantly influenced by positive reinforcement. Students believe that when professors give students consistent, equitable praise, it not only inspires them to perform well but also fosters a happy learning atmosphere. The results show that students' confidence in their academic ability and teacher reinforcement behaviour are strongly correlated, which in turn affects students' overall academic performance.

Similarly, the impact of teacher communication behavior on academic achievement is significant. Clear and effective communication, coupled with encouragement for questions and discussions, enhances students' understanding and interest in the subject matter. Teachers who maintain open communication, use diverse methods, and provide regular updates contribute positively to students' academic success. The study suggests that effective teacher

communication is associated with increased student engagement and a direct influence on academic achievements.

In conclusion, both reinforcement and communication behaviors exhibited by teachers are integral factors in shaping the academic journey of students. A supportive and positively reinforcing classroom environment, coupled with clear and engaging communication, can contribute significantly to students' academic achievements and overall success.

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