English Teacher Behavior And Students’ Academic Achievement At Secondary Level

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Abstract
Teachers play a great role in students’ success. Role of their practices and behavior cannot be detached from students’ achievement. Exploration of association of various aspects of teachers’ behaviors with students’ achievement may provide useful guidelines to enhance their achievement which is a major determinant of their career and future success. Therefore, this study was carried out with the aim to find the associations of teacher’s instructional, socio-emotional, and organizational behavior with academic achievement of students. For this purpose, tenth grade students from government secondary schools in the districts of Punjab were considered the population of the study. From these schools, 1526 students were selected as sample using random sampling technique. Student reported teacher behavior scale was used for data collection and students’ academic achievement scores were obtained from their schools. Correlations were determined in the various aspects of teacher’s behavior and students’ academic achievement. It was found that students’ academic achievement was significantly positively associated with all the aspects of teacher’s behavior. The results of both genders were significantly found associated with students’ academic achievement in the subject of English. It was concluded that along with the instructional behavior of teachers their socio-emotional and organizational behavior played role in students’ academic achievements. It was therefore recommended that teachers must consider their socio-emotional and organizational behavior along with the instructional behavior in the classroom as these were significantly associated with students’ achievements. Students also need to be conscious about their views related to teacher behavior as these were positively associated with their academic achievements.

Keywords: teacher, behavior, achievement, English, secondary level.
Introduction

Students always desire to have high academic achievement and for this they do everything possible. In fact, academic achievement has always been the topmost priority of students and they want to know the ways to improve their achievement. It is also one of the vital outcomes of the system of education. This importance is given to it due to the future use of academic achievement in various phases of students’ academic and professional life (Moore, 2019) as almost all the decisions in academic as well as professional life depend heavily on this academic achievement. Besides it, students, teachers and schools with high achievement earn prestige and fame (Rehmani, 2003). Therefore, researchers have also shown much interest in finding out the factors that play part in academic achievement of students so that they help and guide them to improve it. For this purpose, it has been studied in the context of several variables like parental involvement (Topor, Keane, Shelton & Calkins, 2010), study habits (Lawrence, 2014), teacher student relationship (Kosir & Tement, 2014), peer group influence (Uzezi & Deya, 2017), socio-economic status (Nisar, & Mahmood, 2017) and intelligence (Naderi, Abdullah, Aizan & Sharir, 2010) and all these have been found the significant determinants of academic achievements of students. This academic achievement is so much important that mostly “the ways in which subject is taught in the classrooms depends greatly on the kind of tests used in assessing the student” (Jilani, 2009) so that students may be able to have high academic achievement.

In Pakistan, academic achievement at secondary level which is also called matric, or matriculation (Bank, 2019) is considered much more important than the rest of the levels. The reason behind this is that secondary school certificate (SSC) is the first school level certificate officially issued to students after successful completion of 10th grade (Naeem, 2011 & Khattak, 2012). This SSC certificate is widely used for onward admissions in college or university and becomes the base of a student’s future career and success. For successful completion of SSC, passing out some compulsory subjects, which are offered to all the students regardless of art or science streams, at this level, is necessary (The system of education in Pakistan, 2006). English is one of these compulsory subjects throughout the country (Naeem, 2011) and “the learning of English is mandatory from first to twelfth grade” (Jilani, 2009) in Pakistan. Students have to pass it to qualify for SSC therefore they always try hard to achieve good scores in English subject but due to poor English skills it becomes a challenge for majority to attempt it well. They, however, are eager to know the ways and means to pass it because their teachers, themselves as a second language teachers, only teach this subject for the sake of test and examination (Jilani, 2009) and usually direct their students to rote learn important things for examination. Whereas a set of skills required for English exams can be acquired with the teachers’ close attention. Their methods of teaching, their way of dealing and using classroom time properly and maximizing productivity matters in this regard. This is not possible only by rote learning which is a prevailing method in our English teaching and learning (Jilani, 2009).
Since it’s a compulsory subject, it requires a peculiar behavior of teachers. Instructional, socio-emotional and organizational behavior are three components of teacher behavior that have been found important for students. “Instructional behavior is promoting concepts or skills. Organizational behavior refers structures established by the teacher to minimize disruptions, and efficiently use class time. Socio-emotional behavior means warmth in interactions between students and teachers, and students’ feelings of acceptance in the classroom” (Possel, Rudasill, Adelson, Bjerg, Wooldridge, & Black, 2013). A simple interpretation of these components of teacher behavior gives an understanding that teachers have to teach various concepts and techniques by showing up positive instructional behavior so that students can comprehend the taught material. Along with it, their socio-emotional behavior towards students’ needs to be proper because students need acceptance and feeling of being valued in classroom. Provision of safe and productive environment in classroom is also mandatory for students to practice things, be focused on task, and complete activities in time. This productive environment, where wastage of class time is minimum, cannot not be created until and unless teacher is committed to keep the students on task and efficiently utilizes class time. “Organizing and conducting a class includes time management, students’ involvement, student engagement, and classroom communication” (Akech, 2017) which is not an easy task. Keeping such maintained class is a challenge for teachers in Pakistan but teacher’s classroom behavior plays positive role in the learning of students. However, in Pakistan teachers try to complete the given syllabus and do not like to try new things in teaching due to overcrowded classes (Naeem, 2011). Similarly, due to overcrowded classes English teachers cannot manage checking of their students’ notebooks daily. Some of them cannot create proper classroom environment. They sometimes use corporal punishment. Some teachers do not show interest to teach English. They have several periods in a day, so they cannot do satisfactory teaching. Anyone is assigned English subject for teaching, without realizing that he/she possesses the capability for teaching it or not (Khan, 2000). “It is difficult for the teachers to make the delivery of instruction effective in overcrowded classes to make the teaching learning process effective. They are unable to interact with all the students easily in overcrowded classes” (Ahmad, Arshad & Qamar, 2018).

Keeping in view the English as compulsory subject, importance of students’ achievement in this subject and English teachers’ limitations in teaching, dealing, and organizing classes, it was necessary to carry out a study to find the association of English teacher’s behavior with students’ achievement in English. This study was carried out to meet the same purpose and students’ opinion were obtained to measure the teacher’s behavior instead of teachers’ self-reports on the behavior.

**Statement of the problem**
Teachers’ presence and role cannot be denied in education system. Although, Pakistani teachers have lack of teaching skills, and their instructional behavior is often considered a root cause of students’ poor academic achievement. Their socio-emotional behavior, in the form of being responsive, way of dealing and relations with students, is also taken as source of undermining
students’ achievement. Similarly, their organizational behavior is thought a hinderance in students’ achievement due to inefficient time utilization and minimum productivity in class. All this situation shows that their behavior in academic success of students is nevertheless important but needs to be studied to have an exact idea of its worth. This study has therefore focused on different behaviors of English teachers to see the association of each with academic achievement of their students. On the basis of which general conception of masses about the role of teachers’ behavior in terms of students’ achievement can be verified or rejected.

**Objectives**
The major objectives of this research were:

1. To find out the association between English teacher instructional behavior and students’ achievement in English.
2. To find out the association between socio-emotional behavior of English teacher and students’ achievement in English.
3. To find out the association between organizational behavior of English teacher and their students’ achievement in English.
4. To find out the association of male and female students’ achievement scores in English with their English teacher overall behavior.

**Null hypotheses**
These were the null hypotheses set for the study.

1. There is no relationship between English teacher’s instructional behavior and students’ achievement in English.
2. There is no relationship between socio-emotional behavior of English teacher and students’ achievement in English.
3. There is no relationship between organizational behavior of English teacher and their students’ achievement in English.
4. There is no association of male and female students’ English achievement scores with their English teacher behavior.

**Methodology**
It was a quantitative research and survey method was employed to carry out this study. Data were analyzed through Mean, SD and Pearson product moment correlations and results were presented in tabular form.

**Population and Sample**
Tenth grade students from the province of Punjab, Pakistan were considered as population of the study. Sample was selected using multistage sampling technique. Since the population was largely scattered, only government secondary schools were targeted in this study. In the first stage four
districts were randomly identified then on the next stage two government secondary schools, one from boys and one from girls’ sides, were randomly selected from each identified district. Thus, total eight schools were selected from which four were girls and four were boys’ schools. In the third stage, all tenth-grade students enrolled in all the sections of tenth grade in the selected government secondary schools were included in the sample. Thus, overall sample of 800 boys & 726 girl students from these schools was selected comprising 1526 in total.

**Instruments for data collection**
Data related to teacher’s behavior was collected using the students reported teacher behavior scale developed by Bibi & Afzal (2017). It was five-point Likert type scale comprising, always, often, sometimes, rarely, and never as response options on 28 items related to three components of teacher behavior i.e teacher’s instructional behavior comprising 11 items, organizational behavior containing 10 items and socio-emotional behavior consisting of 7 items. This instrument was validated by experts and alpha coefficient of the instrument was .855. Students’ scores in English examination were taken as their academic achievement and their exam scores were taken from their respective schoolteachers with the permission of their school heads.

**Results**
Data were analyzed through descriptive and inferential statistics. Mean, SD and Pearson product moment correlations were calculated and presented objective wise in tabular form below.

Table No.1 Instructional behavior and academic achievement

<table>
<thead>
<tr>
<th>Sr.No</th>
<th>Gender</th>
<th>Academic achievement Mean (SD)</th>
<th>Instructional behavior Mean (SD)</th>
<th>(r)</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Male</td>
<td>44.57(11.83)</td>
<td>40.24(8.00)</td>
<td>.032</td>
<td>.365</td>
</tr>
<tr>
<td>2</td>
<td>Female</td>
<td>42.85(12.70)</td>
<td>40.96(7.64)</td>
<td>.166**</td>
<td>.000</td>
</tr>
<tr>
<td>3</td>
<td>Total</td>
<td>43.75(12.28)</td>
<td>40.59(7.84)</td>
<td>.093**</td>
<td>.000</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.05 level

Table No.1 showed the results of association between English teacher’s instructional behavior with students’ academic achievement in English. The calculated r=.32 from the males score was not significant as the p=.365 was greater than .05 however the r=.166 on female scores and the overall sample (r=.093) were found significant. All the associations were positive which means teacher’s instructional behavior has an association with students’ academic achievement and their academic achievement is higher in English if the teachers have useful instructional behavior and vice versa. Therefore, first null hypothesis was rejected.

Table No.2 Socio-emotional behavior and academic achievement
Table No. 2 indicated the results of associations between teacher’s socio-emotional behavior and students’ academic achievement. Male students’ academic achievement was significantly (p=.001) associated (r=.123**) with their teachers’ socioemotional behavior whereas female students scores on these two variables were not significantly associated as the p=.082 however overall association (r=.083**) between socio-emotional behavior of teachers was significant (p<.05) with students’ academic achievement. All the associations were positive that means the better the socio-emotional behavior of teacher the higher the students’ achievements. So, second null hypothesis was also rejected.

Table No.3 Organizational behavior and academic achievement

Table No.4 Association between teacher overall behavior and students’ academic achievement
Table No. 4 showed the association of overall teacher behavior with students’ academic achievement in English subject. All the correlations calculated gender wise and total sample were significant and positive (p<.05). Therefore, fourth null hypothesis was also rejected. Overall, these positive associations meant that teachers’ positive behavior increased students’ academic achievements, and their negative behavior decreased their achievement.

**Findings and discussion**

This study was an attempt to highlight the role of various components of English teacher’s behavior in students’ academic achievement which is the most desired outcome of education. On the basis of students’ reported teacher behavior, study depicted some major findings for the educational institutions related to academic achievement of students which is matter of pride and prestige for them.

1. One of the major findings of this study was that students’ academic achievement increased or decreased as per usefulness of their teacher’s instructional behavior because it was positively associated with students’ achievement in the subject of English. This finding is in agreement of the study where it was found that “achievement gap widens each year between students with most effective teaching and those with least effective teaching behavior in the classroom” (Center for Public Education, 2008). However, Female English teachers’ instructional behavior was significantly associated whereas on the males side it was found nonsignificant.

2. Teacher’s socio-emotional and organizational behaviors were more important for students’ academic achievement as compared to their instructional behavior, so it was clear that “unsuccessful learning was result of less time allocation for instructional sessions by teachers” (Motevalli et al, 2013).

3. It was also found that both genders academic achievement had positive associations with all the three aspects of teacher’s behavior. However, for males, instructional and for female socio-emotional behaviors were not significant determinants of academic achievement in English subject.

4. Although all the dimensions of teacher’s behavior were positively associated but the highest association was found between student-rated teachers’ organizational behavior and students’ academic achievement. So, it was proved that “a welcoming and warm teacher-created environment of classroom gave the students emotionally a sense of connectedness which was fit for students’ success” (Brackett et al, 2011).
5. Overall, English teacher’s behavior was found significantly positively associated with students’ academic achievement. This finding is similar to a study by Shah (2009) who stated that teacher’s behavior played great role in students’ academic achievement.

6. It was further found that students’ academic achievement was influenced by their teachers’ three behavioral components i.e., instructional, socio-emotional and organizational behavior. The more positive they were in these dimensions of their behavior the higher the students achieved in their subject and vice versa.

7. Students who rated their teachers more positively had higher achievement and those who rated their teacher negatively had lower achievement score.

Conclusions

1. It was concluded that teachers’ instructional behavior had comparatively low association with male students’ academic achievement. However, positive instructional behavior helped female students in high achievement and unfavorable instructional behavior became source of underachievement of students at a significant level.

2. Students’ academic achievement was not only dependent on their teacher’s instructional behavior, but socio-emotional and organizational behavior also played their part.

3. Male students were more influenced by their teachers’ organizational and socio-emotional behaviors as compared to their instructional behavior. Therefore, it was concluded that instructional behavior was not as much useful as it should have been whereas their organizational behavior was most helpful for students. It may be due to the fact that exams were based on Memorization (Jilani, 2009), so students needed structured time to rote learn contents therefore, teachers’ instruction played least role in it.

4. Students’ academic achievement was influenced by all the components of their teacher’s behavior. For both male and female students all the components of teachers’ behavior were significantly influencing their achievement in English except instructional on the part of males and socio-emotional on the part of female students.

5. Students-ratings of their teacher’s behavior were important determinant of their academic achievement.

Recommendations

On the basis of conclusions following recommendations were made.

1. Teachers should exhibit positive behavior in class as it influences academic achievement of their students who regularly note their behavior in class.

2. Teachers need to pay attention on their socio-emotional and organizational behavior along with instructional behavior as these are also important for increasing academic achievement of students.

3. Teachers should be more conscious about their organizational behavior as it was more strongly associated with students’ academic achievement than other behaviors. Therefore,
students must be provided more structured classes under teachers’ supervision and wastage of class time should be avoided.

4. Male teachers should improve instructional and female teachers need to change socio-emotional behavior as these are positively associated with students’ achievement. Male teachers should realize the reasons behind their least effective instruction. Similarly female teachers need to work on being more responsive towards students so that they feel being valued in class.

5. As study was based on students’ ratings about their teacher’s behavior therefore, students should rethink about their views about teachers because their academic achievement was associated with their views about their teachers, and they should avoid developing wrong views about them rather be conscious about what they think about teachers.

6. Teachers training programs must address the socio-emotional and organizational aspects of teachers’ behaviors alongside instructional aspect.

References


