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### A Correlation Study of Teachers' Behavior and the Academic Achievements of Students at University Level

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**Abstract:** *This study explores the relationship between teacher behavior and the academic achievement of students in the Institute of Education and Research (IER) at the University of the Punjab. The main purpose was to investigate how the actions, decisions, and interactions of teachers impact student performance. The key research question was: What is the effect of IER teachers' behavior on the academic success of their students? The main hypothesis proposed that positive and supportive teacher behavior significantly enhances students' academic outcomes. The study targeted the full population of IER students, using random sampling to select 22 students from each department as the research sample. A descriptive research design was applied. Data were collected through a carefully designed questionnaire tailored to capture students' perceptions of their teachers' behavior and its effects on their learning experience. The research instrument focused on aspects such as motivation techniques, guidance, approachability, competence, and teaching methods. Collected data were tabulated, analyzed, and interpreted using statistical techniques, and results were evaluated at a significance level of 0.206. The analysis revealed that IER teachers commonly employ motivational strategies, provide proper guidance, and use effective teaching methods. Their behavior was generally found to be conducive to learning, with students describing them as friendly, approachable, cooperative, competent, and well-prepared. The study concludes that teacher behavior plays a critical role in students' academic achievement. It recommends that teachers continue to apply motivational and student-centered approaches and that institutional support be strengthened to enhance teaching practices, ultimately promoting better learning outcomes.*

## Introduction

Teacher and student behaviour represent observable actions and outcomes within educational institutions, shaping the performance and progress of learning activities. Behaviour can be positive or negative, effective or ineffective, but effective behaviour consistently leads to desired results. It encompasses three key domains: cognitive (thinking, problem-solving and evaluating), affective

(feelings, attitudes), and psychomotor (physical activity).

The way teachers allocate time, manage classrooms, and apply teaching strategies has a profound effect on student achievement. Good classroom management, clear rules, smooth instructional flow, and essential skills—such as group alerting, wittiness, overlapping, and effective transitions—are central to maximizing student learning outcomes. Beyond techniques, a teacher's personality, professional commitment, communication skills, and initiative significantly impact students' motivation and performance.

Globally, education is regarded as the cornerstone of a nation's moral, cultural, political, and socio-economic development ( Saeed, 2001). Strong educational systems, anchored by high quality teachers drive national progress and prosperity. Research by the Government of Punjab (1998) highlights that teacher's play a pivotal role in raising educational standards, and thus, robust teacher training and professional preparation are essential.

Effective teaching relies on both speaking abilities and interpersonal skills, fostering warm and motivating relationships with students. Instructional models such as direct teaching, cooperative learning, mastery learning, and project-based instruction enhance student engagement, mastery, and authentic learning experiences. Additionally, the pedagogical cycle (structuring, questioning, responding, and reacting) emphasizes thoughtful teacher-student interactions, including the use of wait times and constructive feedback (Derk, 1974).

Behaviour, as defined by scholars like Taneja (1989), UNESCO (1986), and Joyce (1980), is a lawful, observable response shaped by environmental variables. Identifying the characteristics of teacher behaviour—alongside attitudes, knowledge, skills, and the broader university environment—is critical to understanding and improving student academic achievement, particularly within the context of Pakistan's higher education landscape.

The purpose of the study was to find out the "Relationship of teachers' behaviour and the academic achievement of the students at university level."

## Significance of the study

The current study aimed to investigate the connection between teachers' behaviour and university students' academic achievement. This research holds significant implications for both professional teaching practices and subsequent studies across different educational levels. The findings provide valuable insights that could assist university administrators and educators in acquiring essential skills for effective teaching at the university level. Additionally, university students might benefit from these findings by gaining a clearer understanding of effective study habits and organizational strategies crucial for academic success. Moreover, this research lays groundwork for future studies exploring similar areas.

## Objectives of the study

Following objectives were kept forth for the study:

1. To explore the behaviour of university teachers.
2. To find out the relationship between teachers' behaviour and academic achievement of students.
3. To compare the effect of teachers' behaviour on the bases of department.

## Research Questions

Following are the research questions for our study.

1. What is the behaviour of university teachers?
2. What is the relationship between the teacher's behaviour and academic achievement of students?
3. Is there any significant effect of teachers' behaviour on the basis of department?

## Literature Review

### Definition and Types of Behaviour

Behaviour in educational settings refers to the observable actions and responses of both teachers and students. Taneja (1989) describes behaviour as conduct or carrying oneself, while UNESCO (1986) defines it as any action in response to stimulation. Joyce (1980) adds that behaviour is lawful, identifiable, and influenced by environmental variables. Behaviour has three major types: cognitive (thinking, evaluating, problem-solving), affective (emotions, attitudes), and psychomotor (physical activities). These dimensions together shape how teaching and learning unfold in the classroom.

### Effective Teacher Behaviour and Instruction

Das (1993) identified seven categories of teacher behaviours': response behaviour, association, discrimination, behaviour chains, and teaching strategies, among others. According to Sybouts (1994), effective teaching behaviours are associated with achieving goals, managing instructional processes effectively, and responding appropriately to the educational environment. Additionally, Brophy (1989) pinpointed critical teacher behaviours such as clarity of instruction, variety in teaching methods, orientation towards tasks, student involvement, and promoting student success, all of which are directly linked to better academic achievement.

As emphasized by Emmer (1987), successful classroom management involves clearly established rules, smooth transitions during instruction, and implementing methods like group alerting, multitasking, and minimal necessary interventions. Teachers who effectively combine discipline with warmth, clear communication, and supportive encouragement establish classroom environments conducive to student success.

### Teacher Attitudes and Student Achievement

Teachers' attitudes have a considerable impact on students' academic performance. According to Allport (1960), an attitude represents a psychological readiness formed through experiences, influencing how people respond to different situations. Rosenthal and Jacobson (1968) demonstrated through their influential research that teacher expectations often become self-fulfilling prophecies: positive reinforcement from teachers boosts student performance, whereas low expectations can hinder achievement.

Furthermore, teacher attitudes toward students, themselves, and teaching processes significantly affect educational outcomes. Hamachek (1998) emphasized that teachers' perceptions directly influence students' self-esteem, motivation, and academic performance. Additionally, teaching effectiveness is shaped by factors such as the school's atmosphere, available resources, workload, and professional support (Trendall, 1989).

### Teaching Methods and Techniques

Various instructional methods have been studied for their effects on student engagement and learning. Lecture methods, while traditional and popular, risk student passivity and limited interaction (Brown, 1987; Postman & Weingartner, 1969). Effective lecturing involves preparation, use of audio visual aids, interactive questioning, and clear summaries.

Discussion methods promote critical thinking, speaking, and listening skills, but can be challenging in large classes (Costin, 1972; Smith, 1977). Project-based learning, assignment methods, tutorials, role play, seminars, peer teaching, discovery learning, and team teaching offer more interactive and student-centered approaches. Each has distinct advantages and challenges, depending on class size, resources, and student needs.

**Classroom Management Strategies**

Effective classroom management involves not only content mastery but also the ability to handle diverse student behaviours. Kounin (1970) introduced the idea of teacher "wittiness"—the ability to sense classroom dynamics even without direct observation. Teachers must wisely decide when to address disruptions, balancing negative and positive attention. Reward and punishment should be used judiciously, as excessive punishment can create resentment, while appropriate praise fosters a positive learning climate (Fontana, 1985).

Humor, targeted questioning, reinforcement, and active student engagement are effective tools for keeping classrooms orderly and productive. Teachers who know their students well—understanding their backgrounds, needs, and motivations—can better tailor management strategies and foster stronger teacher-student connections.

**The Multi-Faceted Role of University Teachers**

University teachers today play multiple roles: they are not just subject experts but also guides, counsellors, disciplinarians, curriculum developers, researchers, administrators, and lifelong learners (Radhakrishnan, 1949; Sybouts, 1994). Their responsibilities extend beyond the classroom to include student mentorship, research innovation, curriculum development, and community outreach. Effective teachers continually update their knowledge and skills, embrace innovative teaching methods, and maintain a commitment to student development.

**Professional Development and Institutional Support**

Professional development is essential for teachers to maintain and improve their competencies. According to UNESCO (1989), academic staff development units play a critical role in providing training, supporting research, evaluating teaching effectiveness, and fostering innovation. Effective institutions support continuous teacher learning, offer research opportunities, and create an environment that values professional growth. Without on-going development, teachers risk stagnation, which can negatively affect both teaching quality and student outcomes.

**Methodology**

In this chapter, the methodological approach used in the research study is outlined. Quantitative research is described by Creswell (1994) as an investigation into social or human issues, involving testing theories through variables that are numerically measured and statistically analyzed to verify if theoretical generalizations can be validated. Following this definition, the current study employed a quantitative method, utilizing online surveys to gather participants' responses.

Survey research involves collecting data from selected individuals based on their responses to specific questions (Schutt, 2012). Consistent with this description, this research adopted a survey methodology, gathering data to evaluate how teacher behavior affects students' academic achievement.

**Research Design**

The present study adopted a quantitative research design aimed at examining the impact of teacher behavior on students' academic achievement. The collected data were intended to be generalized across the broader population.

**Population of the Study**

The target population included all students enrolled in the nine departments within the Institute of Education and Research at the University of the Punjab. Both male and female students participated in this study.

**Accessible population**

Table 3.1

Accessible Population of the study

| Sr.No | Department | Number of students | % of data |
|---|---|---|---|
| 1 | Science Education | 22 | 11% |
| 2 | Elementary Education | 22 | 11% |
| 3 | Secondary education | 22 | 11% |
| 4 | MERA | 22 | 11% |
| 5 | ELTL | 22 | 11% |
| 6 | ECE | 22 | 11% |
| 7 | Islamic education | 22 | 11% |
| 8 | Technical education | 22 | 11% |
| 9 | Business education | 22 | 11% |

## Sampling Technique

This study utilized a random sampling approach. From a target population of approximately 3,000 students in the education departments at the University of the Punjab, 198 participants were randomly chosen. According to Mugenda and Mugenda (2008, as cited by Odogono, Aloka, & Raburu, 2016), random sampling ensures that every member of the population has an equal opportunity for selection, thus justifying its application in this research. Gay (2006) suggests a suitable sample size to be between 10% and 30% of the population. Hence, selecting 198 students (around 7% of the total population) was deemed appropriate given practical considerations.

## Sample of the Study

The sample comprised 198 students, drawn proportionately from each of the nine departments of the Institute of Education and Research (IER), University of the Punjab. Specifically, 22 students (approximately 11%) from each department were included.

## Research Instrument

A structured questionnaire was used for data collection, designed specifically to explore the relationship between teacher behavior and students' academic achievement at the university level. The questionnaire consisted of 25 items, each related directly to instructional behaviors exhibited by teachers. Responses were recorded using a five-point Likert scale: strongly agree, agree, neutral, disagree, and strongly disagree. The questionnaire was administered to approximately 200 students to gather their perceptions regarding teachers' behaviors and their academic outcomes.

## Demographic Information

Demographic data collected from students included their names, departments, and CGPA.

## Validity and Reliability

Validity refers to the extent to which an instrument accurately measures the intended construct (Mugenda & Mugenda, 2013). The validity of the questionnaire was established through expert judgment from faculty members at the University of the Punjab. Reliability, representing consistency of measurement, was assessed by conducting a pilot study and calculating Cronbach's Alpha coefficient.

Table 3.3. Reliability for questionnaire

| *Cronbach's Alpha* | *No. Of items* |
|---|---|
| *0.914* | *25* |

Table 3.3 shows that the reliability of questionnaire is 0.914, so the questionnaire is reliable (p. <0).

## Administration of research instruments and data collection

The questionnaires were administered to the participants of education departments from University of the Punjab, Lahore. The researcher distributed the link to the students and collected the responses

through online. The students were asked to read the questionnaire and gave responses towards each statement carefully. If students faced any difficulty in filling questionnaire, researcher helped them via call or message. Students filled the questionnaire and send to the researcher.

**Data Analysis**

After the collection of data, the data was tabulated and the findings were drawn on the basis of statistical procedures by using SPSS. Major objective of the study was to know the "Effects of teachers' behavior on academic achievement of students at IER, University of the Punjab" among the students (males & females) of nine departments under IER.

So, the independent sample t-test was calculated for measuring the mean scores of students of nine departments. After data analysis the findings were interpreted and the study was concluded with some of the basic recommendations and possible changes regarding effects of teachers' behavior on academic achievement of students.

**Ethical Consideration**

I.      Personal information of each student was kept secret

II.     Honestly describe the nature of research

III.    Data were used only for research purpose

**Data Analysis:**

**Research question 1:** What is the behavior of university teachers?

Table 4.1 Distribution of frequency, percentage and mean of responses

| | Your teachers have command on their subjects. | | | |
|---|---|---|---|---|
| | *F* | *%* | Mean | *S.D* |
| Strongly Agree | 38 | 19.2% | | |
| Agree | 107 | 54.0% | | |
| Neutral | 24 | 12.1% | | |
| Disagree | 20 | 10.1% | | |
| Strongly Disagree | 9 | 4.5% | | |
| Total | 198 | | 3.73 | 1.03 |

Table 4.1 indicated that 73.2% students were strongly agreed and agreed, 14.6% were disagreed and strongly disagreed with the statement 1. However 12.1% remained neutral and undecided. The mean score was obtained (M = 3.73, S.D = 1.03). It is concluded that the majority of students agreed that "their teachers have command on their subjects"

Table 4.2

| | Your teachers come and leave the class on time | | | |
|---|---|---|---|---|
| | *f* | *%* | Mean | *S.D* |
| Strongly Agree | 17 | 8.6% | | |
| Agree | 84 | 42.4% | | |
| Neutral | 41 | 20.7% | | |
| Disagree | 39 | 19.7% | | |
| Strongly Disagree | 17 | 8.6% | | |
| Total | 198 | | 3.23 | 1.12 |

Table 4.2 indicated that 51% students were strongly agreed and agreed, 28.3% were disagreed and strongly disagreed with the statement 2. However 20.7% remained neutral and undecided. The mean score was obtained (M = 3.23, S.D = 1.12). It is concluded that the majority of students agreed that "their teachers come and leave the class on time".

Table 4.3

| Your teachers are friendly and approachable for you. |
|---|

|  | F | % | Mean | S.D |
|---|---|---|---|---|
| Strongly Agree | 17 | 8.6% | | |
| Agree | 89 | 44.9% | | |
| Neutral | 49 | 24.7% | | |
| Disagree | 30 | 15.2% | | |
| Strongly Disagree | 13 | 6.6% | | |
| Total | 198 | | 3.34 | 1.05 |

Table 4.3 indicated that 53.5% students were strongly agreed and agreed, 21.8% were disagreed and strongly disagreed with the statement 3. However 24.7% remained neutral and undecided. The mean score was obtained (M = 3.73, S.D = 1.03). It is concluded that the majority of students agreed that "their teachers are friendly and approachable for them".

Table 4.4

| | Your teachers come in class well prepared for teaching. | | | |
|---|---|---|---|---|
| | F | % | Mean | S.D |
| Strongly Agree | 35 | 17.7% | | |
| Agree | 97 | 49.0% | | |
| Neutral | 40 | 20.2% | | |
| Disagree | 14 | 7.1% | | |
| Strongly Disagree | 12 | 6.1% | | |
| Total | 198 | | 3.65 | 1.04 |

Table 4.4 indicated that 66.7% students were strongly agreed and agreed, 13.2% were disagreed and strongly disagreed with the statement 4. However 20.2% remained neutral and undecided. The mean score was obtained (M = 3.65, S.D = 1.04). It is concluded that the majority of students agreed that "their teachers come in class well prepared for teaching".

Table 4.5

| | Your teachers start the lesson in an appropriate manner and finish it in a planned way.. | | | |
|---|---|---|---|---|
| | f | % | Mean | S.D |
| Strongly Agree | 32 | 16.2% | | |
| Agree | 91 | 46.0% | | |
| Neutral | 41 | 20.7% | | |
| Disagree | 22 | 11.1% | | |
| Strongly Disagree | 12 | 6.1% | | |
| Total | 198 | | 3.55 | 1.08 |

Table 4.5 indicated that 62.2% students were strongly agreed and agreed, 17.2% were disagreed and strongly disagreed with the statement 5. However 20.7% remained neutral and undecided. The mean score was obtained (M = 3.55, S.D = 1.08). It is concluded that the majority of students agreed that "their teachers start the lesson in an appropriate manner and finish it in a planned way."

Table 4.6

| | Your teachers check your assignments in time. | | | |
|---|---|---|---|---|
| | f | % | Mean | S.D |
| Strongly Agree | 24 | 12.1% | | |
| Agree | 81 | 40.9% | | |
| Neutral | 41 | 20.7% | | |
| Disagree | 41 | 20.7% | | |
| Strongly Disagree | 11 | 5.6% | | |
| Total | 198 | | 3.33 | 1.10 |

Table 4.6 indicated that 50% students were strongly agreed and agreed, 26.3% were disagreed and

strongly disagreed with the statement 6. However 20.7% remained neutral and undecided. The mean score was obtained (M = 3.33, S.D = 1.10). It is concluded that the majority of students agreed that "their teachers check your assignments in time."

Table 4.7

| | Your teachers share their personal experience with you. | | | |
|---|---|---|---|---|
| | *f* | *%* | Mean | *S.D* |
| Strongly Agree | 33 | 16.7% | | |
| Agree | 106 | 53.5% | | |
| Neutral | 36 | 18.2% | | |
| Disagree | 15 | 7.6% | | |
| Strongly Disagree | 8 | 4.0% | | |
| Total | 198 | | 3.71 | .97 |

Table 4.7 indicated that 70.2% students were strongly agreed and agreed, 11.6% were disagreed and strongly disagreed with the statement 7. However 18.2% remained neutral and undecided. The mean score was obtained (M = 3.73, S.D = 0.97). It is concluded that the majority of students agreed that "their teachers share their personal experience with you".

Table 4.8

| | Your teachers discourage and insult you in front of the whole class. | | | |
|---|---|---|---|---|
| | *F* | *%* | Mean | *S.D* |
| Strongly Agree | 17 | 8.6% | | |
| Agree | 36 | 18.2% | | |
| Neutral | 61 | 30.8% | | |
| Disagree | 66 | 33.3% | | |
| Strongly Disagree | 18 | 9.1% | | |
| Total | 198 | | 2.84 | 1.10 |

Table 4.8 indicated that 26.8% students were strongly agreed and agreed, 42.4% were disagreed and strongly disagreed with the statement 8. However 30.8% remained neutral and undecided. The mean score was obtained (M = 2.84, S.D = 1.10). It is concluded that the majority of students disagreed that "their teachers discourage and insult you in front of the whole class".

Table 4.9

| | Your teachers give you individual attention in their spare time, and suggest something nice to you. | | | |
|---|---|---|---|---|
| | *f* | *%* | Mean | *S.D* |
| Strongly Agree | 10 | 5.1% | | |
| Agree | 59 | 29.8% | | |
| Neutral | 60 | 30.3% | | |
| Disagree | 50 | 25.3% | | |
| Strongly Disagree | 19 | 9.6% | | |
| Total | 198 | | 2.95 | 1.07 |

Table 4.9 indicated that 34.9% students were strongly agreed and agreed, 34.9% were disagreed and strongly disagreed with the statement 9. However 30.3% remained neutral and undecided. The mean score was obtained (M = 2.95, S.D = 1.07). It is concluded that the equal numbers of students agreed and disagreed that "their teachers give them individual attention in their spare time, and suggest something nice to them."

Table 4.10

| | You enjoy friendly and mutual trust with teacher | | | |
|---|---|---|---|---|
| | *F* | *%* | Mean | *S.D* |

| | | | | |
|---|---|---|---|---|
| Strongly Agree | 14 | 7.1% | | |
| Agree | 80 | 40.4% | | |
| Neutral | 65 | 32.8% | | |
| Disagree | 26 | 13.1% | | |
| Strongly Disagree | 13 | 6.6% | | |
| Total | 198 | | 3.28 | 1.00 |

Table 4.10 indicated that 47.5% students were strongly agreed and agreed, 19,7% were disagreed and strongly disagreed with the statement 10. However 32.8% remained neutral and undecided. The mean score was obtained (M = 3.28, S.D = 1.00). It is concluded that the majority of students agreed that "they enjoy friendly and mutual trust with teacher"

Table 4.11

| | Your teachers provide you relevant information to explain the points of subjects matter. | | | |
|---|---|---|---|---|
| | *F* | *%* | Mean | *S.D* |
| Strongly Agree | 21 | 10.6% | | |
| Agree | 115 | 58.1% | | |
| Neutral | 38 | 19.2% | | |
| Disagree | 15 | 7.6% | | |
| Strongly Disagree | 9 | 4.5% | | |
| Total | 198 | | 3.63 | .94 |

Table 4.11 indicated that 68.7% students were strongly agreed and agreed, 12.1% were disagreed and strongly disagreed with the statement 11. However 19.2% remained neutral and undecided. The mean score was obtained (M = 3.63, S.D = 0.94). It is concluded that the majority of students agreed that "their teachers provide them relevant information to explain the points of subjects matter".

Table 4.12

| | Your teachers behave more nicely to some students. | | | |
|---|---|---|---|---|
| | *f* | *%* | Mean | *S.D* |
| Strongly Agree | 26 | 13.1% | | |
| Agree | 94 | 47.5% | | |
| Neutral | 51 | 25.8% | | |
| Disagree | 20 | 10.1% | | |
| Strongly Disagree | 7 | 3.5% | | |
| Total | 198 | | 3.57 | .96 |

Table 4.12 indicated that 60.6% students were strongly agreed and agreed, 13.6% were disagreed and strongly disagreed with the statement 12. However 25.8% remained neutral and undecided. The mean score was obtained (M = 3.57, S.D = 0.96). It is concluded that the majority of students agreed that "their teachers behave more nicely to some students".

Table 4.13

| | Your teachers give emphases on completion of course in time. | | | |
|---|---|---|---|---|
| | *F* | *%* | Mean | *S.D* |
| Strongly Agree | 23 | 11.6% | | |
| Agree | 115 | 58.1% | | |
| Neutral | 38 | 19.2% | | |
| Disagree | 17 | 8.6% | | |
| Strongly Disagree | 5 | 2.5% | | |
| Total | 198 | | 3.68 | .88 |

Table 4.13 indicated that 69.7% students were strongly agreed and agreed, 11.1% were disagreed and strongly disagreed with the statement 13. However 19.2% remained neutral and undecided. The mean

score was obtained (M = 3.68, S.D = 0.88). It is concluded that the majority of students agreed that "their teachers give emphases on completion of course in time".

Table 4.14

| | Your teachers appreciate you with good words, when you perform well in the class. | | | |
|---|---|---|---|---|
| | *F* | *%* | Mean | *S.D* |
| Strongly Agree | 39 | 19.7% | | |
| Agree | 116 | 58.6% | | |
| Neutral | 28 | 14.1% | | |
| Disagree | 13 | 6.6% | | |
| Strongly Disagree | 2 | 1.0% | | |
| Total | 198 | | 3.89 | .83 |

Table 4.14 indicated that 78.3% students were strongly agreed and agreed, 7.6% were disagreed and strongly disagreed with the statement 14. However 14.1% remained neutral and undecided. The mean score was obtained (M = 3.89, S.D = 0.83). It is concluded that the majority of students agreed that "their teachers appreciate you with good words, when they perform well in the class".

Table 4.15

| | Your teachers appear confident and competent during lectures | | | |
|---|---|---|---|---|
| | *F* | *%* | Mean | *S.D* |
| Strongly Agree | 37 | 18.7% | | |
| Agree | 116 | 58.6% | | |
| Neutral | 25 | 12.6% | | |
| Disagree | 14 | 7.1% | | |
| Strongly Disagree | 6 | 3.0% | | |
| Total | 198 | | 3.83 | .92 |

Table 4.15 indicated that 77.3% students were strongly agreed and agreed, 10.1% were disagreed and strongly disagreed with the statement 15. However 12.6% remained neutral and undecided. The mean score was obtained (M = 3.83, S.D = 0.92). It is concluded that the majority of students agreed that "their teachers appear confident and competent during lectures".

Table 4.16

| | Your teachers like some students and favour them unduly. | | | |
|---|---|---|---|---|
| | *F* | *%* | Mean | *S.D* |
| Strongly Agree | 34 | 17.2% | | |
| Agree | 69 | 34.8% | | |
| Neutral | 58 | 29.3% | | |
| Disagree | 28 | 14.1% | | |
| Strongly Disagree | 9 | 4.5% | | |
| Total | 198 | | 3.46 | 1.07 |

Table 4.16 indicated that 52% students were strongly agreed and agreed, 18.6% were disagreed and strongly disagreed with the statement 16. However 29.3% remained neutral and undecided. The mean score was obtained (M = 3.46, S.D = 1.07). It is concluded that the majority of students agreed that "their teachers like some students and favor them unduly".

Table 4.17

| | Your teachers dress-up formally, neatly and soberly. | | | |
|---|---|---|---|---|
| | *F* | *%* | Mean | *S.D* |
| Strongly Agree | 54 | 27.3% | | |
| Agree | 110 | 55.6% | | |

| | F | % | Mean | S.D |
|---|---|---|---|---|
| Neutral | 19 | 9.6% | | |
| Disagree | 9 | 4.5% | | |
| Strongly Disagree | 6 | 3.0% | | |
| Total | 198 | | 3.99 | .91 |

Table 4.17 indicated that 82.9% students were strongly agreed and agreed, 7.5% were disagreed and strongly disagreed with the statement 17. However 9.6% remained neutral and undecided. The mean score was obtained (M = 3.99, S.D = 0.91). It is concluded that the majority of students agreed that "their teachers dress-up formally, neatly and soberly".

Table 4.18

| | During teaching your teachers use reference books and prepared notes. | | | |
|---|---|---|---|---|
| | F | % | Mean | S.D |
| Strongly Agree | 34 | 17.2% | | |
| Agree | 98 | 49.5% | | |
| Neutral | 37 | 18.7% | | |
| Disagree | 20 | 10.1% | | |
| Strongly Disagree | 9 | 4.5% | | |
| Total | 198 | | 3.65 | 1.03 |

Table 4.18 indicated that 66.7% students were strongly agreed and agreed, 14.6% were disagreed and strongly disagreed with the statement 18. However 18.7% remained neutral and undecided. The mean score was obtained (M = 3.65, S.D = 1.03). It is concluded that the majority of students agreed that "During teaching their teachers use reference books and prepared notes".

Table 4.19

| | Your teachers become nervous on asking questions during teaching. | | | |
|---|---|---|---|---|
| | F | % | Mean | S.D |
| Strongly Agree | 8 | 4.0% | | |
| Agree | 37 | 18.7% | | |
| Neutral | 32 | 16.2% | | |
| Disagree | 83 | 41.9% | | |
| Strongly Disagree | 38 | 19.2% | | |
| Total | 198 | | 2.46 | 1.12 |

Table 4.19 indicated that 22.7% students were strongly agreed and agreed, 61.1% were disagreed and strongly disagreed with the statement 19. However 16.2% remained neutral and undecided. The mean score was obtained (M = 2.46, S.D = 1.12). It is concluded that the majority of students disagreed that "their teachers become nervous on asking questions during teaching".

Table 4.20

| | Your teachers encourage you for co- curricular activities. | | | |
|---|---|---|---|---|
| | F | % | Mean | S.D |
| Strongly Agree | 12 | 6.1% | | |
| Agree | 98 | 49.5% | | |
| Neutral | 47 | 23.7% | | |
| Disagree | 27 | 13.6% | | |
| Strongly Disagree | 14 | 7.1% | | |
| Total | 198 | | 3.34 | 1.02 |

Table 4.20 indicated that 55.6% students were strongly agreed and agreed, 20.7% were disagreed and strongly disagreed with the statement 20. However 23.7% remained neutral and undecided. The mean score was obtained (M = 3.34, S.D = 1.02). It is concluded that the majority of students agreed that "their teachers encourage them for co- curricular activities

Table 4.21

| | Your teachers are satisfied with your teacher's methodology | | | |
|---|---|---|---|---|
| | *F* | *%* | Mean | *S.D* |
| Strongly Agree | 14 | 7.1% | | |
| Agree | 107 | 54.0% | | |
| Neutral | 43 | 21.7% | | |
| Disagree | 22 | 11.1% | | |
| Strongly Disagree | 12 | 6.1% | | |
| Total | 198 | | 3.45 | .99 |

Table 4.21 indicated that 61.1% students were strongly agreed and agreed, 17.2% were disagreed and strongly disagreed with the statement 21. However 21.7% remained neutral and undecided. The mean score was obtained (M = 3.45, S.D = 0.99). It is concluded that the majority of students agreed that "their teachers are satisfied with their teacher's methodology".

Table 4.22

| | Your teachers take extra time to explain difficult points. | | | |
|---|---|---|---|---|
| | *F* | *%* | Mean | *S.D* |
| Strongly Agree | 18 | 9.1% | | |
| Agree | 93 | 47.0% | | |
| Neutral | 43 | 21.7% | | |
| Disagree | 32 | 16.2% | | |
| Strongly Disagree | 12 | 6.1% | | |
| Total | 198 | | 3.37 | 1.05 |

Table 4.22 indicated that 56.1% students were strongly agreed and agreed, 22.3% were disagreed and strongly disagreed with the statement 22. However 21.7% remained neutral and undecided. The mean score was obtained (M = 3.37, S.D = 1.05). It is concluded that the majority of students agreed that "their teachers take extra time to explain difficult points".

Table 4.23

| | Your teachers relate the topic with real life through different examples. | | | |
|---|---|---|---|---|
| | *F* | *%* | Mean | *S.D* |
| Strongly Agree | 24 | 12.1% | | |
| Agree | 107 | 54.0% | | |
| Neutral | 41 | 20.7% | | |
| Disagree | 18 | 9.1% | | |
| Strongly Disagree | 8 | 4.0% | | |
| Total | 198 | | 3.61 | .95 |

Table 4.23 indicated that 66.1% students were strongly agreed and agreed, 13.1% were disagreed and strongly disagreed with the statement 23. However 20.7% remained neutral and undecided. The mean score was obtained (M = 3.61, S.D = 0.95). It is concluded that the majority of students agreed that "their teachers relate the topic with real life through different examples".

Table 4.24

| | Your teachers use different teaching techniques. | | | |
|---|---|---|---|---|
| | *F* | *%* | Mean | *S.D* |
| Strongly Agree | 29 | 14.6% | | |
| Agree | 87 | 43.9% | | |
| Neutral | 41 | 20.7% | | |
| Disagree | 28 | 14.1% | | |

| | | | | |
|---|---|---|---|---|
| Strongly Disagree | 13 | 6.6% | | |
| Total | 198 | | 3.46 | 1.11 |

Table 4.24 indicated that 58.5% students were strongly agreed and agreed, 20.7% were disagreed and strongly disagreed with the statement 24. However 20.7% remained neutral and undecided. The mean score was obtained (M = 3.46, S.D = 1.11). It is concluded that the majority of students agreed that "their teachers use different teaching techniques".

Table 4.25

| | Responses of the students are listened patiently | | | |
|---|---|---|---|---|
| | *F* | *%* | Mean | *S.D* |
| Strongly Agree | 23 | 11.6% | | |
| Agree | 98 | 49.5% | | |
| Neutral | 51 | 25.8% | | |
| Disagree | 18 | 9.1% | | |
| Strongly Disagree | 8 | 4.0% | | |
| Total | 198 | | 3.56 | .95 |

Table 4.25 indicated that 61.1% students were strongly agreed and agreed, 13.1% were disagreed and strongly disagreed with the statement 25. However 25.8% remained neutral and undecided. The mean score was obtained (M = 3.56, S.D = 0.95). It is concluded that the majority of students agreed that "Responses of the students are listened patiently".

**Research question 2**: What is the relationship between the teacher's behaviour and academic achievement of students?

Table 4.26

Relationship between Teacher behavior Scale and Academic Achievement

| Variables | *'r '* | *'p'* |
|---|---|---|
| Teacher behavior Scale and Academic Achievement score | .099 | .166 |

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.26 describes that there is no significant positive effect and relationship between Teacher behavior and academic achievement of students (r = .099, p = .166). It was concluded that teacher behavior is not associated with academic achievement of students at IER.

**Research question 3:** Is there any significant effect of teachers' behavior on the basis of department?

Table 4.27

ANOVA for perceived teachers behavior scale on the basis department groups of students at IER

| | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 3.659 | 8 | .457 | 1.384 | .206 |
| Within Groups | 62.454 | 189 | .330 | | |
| Total | 66.113 | 197 | | | |

Table 4.27 describes that the F-value 1.384 with p = .206, is not statistically significant at alpha standard level of significance (α<.05) for perceived teachers behavior scale score. There is no significant effect of various department groups on perspective towards the teachers' behavior.

Table 4.28

| | N | Mean | S.D |
|---|---|---|---|
| | | | |
| Science Education | 22 | 3.46 | .527 |

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| | | | |
|---|---|---|---|
| Elementary Education | 22 | 3.65 | .428 |
| Secondary Education | 22 | 3.43 | .463 |
| Research & Evaluation Education | 22 | 3.42 | .445 |
| ELTL | 22 | 3.66 | .490 |
| ECE | 22 | 3.37 | .466 |
| Islamic Education | 22 | 3.37 | .798 |
| Technical Education | 22 | 3.59 | .506 |
| Business Education | 22 | 3.22 | .866 |
| Total | 198 | 3.46 | .579 |

It is concluded that having different institute does affect significantly in perspective towards the teachers behavior at IER. We can see mean score comparison that there is no statistically significant difference between all different department groups at (p < .05) alpha standard level.

## Summary

The primary objective of this study was to investigate how teachers' behavior influences the academic achievement of students at the Institute of Education and Research (I.E.R), University of the Punjab. The population for this research encompassed students from all departments within I.E.R. Due to the limitations imposed by the COVID-19 pandemic, along with restricted time and resources, the research was confined to I.E.R. Nine departments were randomly selected, and subsequently, 22 students from each department were randomly chosen as participants.

Considering the descriptive nature of the study, data was gathered using a structured questionnaire. The researcher developed this instrument with the support of existing literature, prior related studies, and guidance from the research supervisor. The questionnaire consisted of 25 items rated on a five-point Likert scale. Additionally, open-ended questions were included to gather further information and suggestions on how teacher behavior might be improved.

To ensure the validity of the questionnaire, the supervisor, Dr. Ahmed Sher Awan, reviewed and suggested revisions to clarify language and improve the readability of the instrument. After incorporating these revisions, the final version of the questionnaire was prepared.

The questionnaire was distributed online, and respondents were asked to complete it voluntarily and submit their responses via email. To assess the reliability of the questionnaire, Cronbach's Alpha was employed to measure the internal consistency of the questionnaire items. The collected data were analyzed using Statistical Package for Social Sciences (SPSS), version 16.0.

## Findings of the Study

On the basis of data analysis, the findings of the study are as follows.

1. 73.2% students were strongly agreed and agreed, 14.6% were disagreed and strongly disagreed with the statement 1. However 12.1% remained neutral and undecided. The mean score was obtained (M = 3.73, S.D = 1.03). It is concluded that the majority of students agreed that "their teachers have command on their subjects"

2. 51% students were strongly agreed and agreed, 28.3% were disagreed and strongly disagreed with the statement 2. However 20.7% remained neutral and undecided. The mean score was obtained (M = 3.23, S.D = 1.12). It is concluded that the majority of students agreed that "their teachers come and leave the class on time".

3. 66.7% students were strongly agreed and agreed, 13.2% were disagreed and strongly disagreed with the statement 4. However 20.2% remained neutral and undecided. The mean score was obtained (M = 3.65, S.D = 1.04). It is concluded that the majority of students agreed that "their teachers come in class well prepared for teaching".

4. 62.2% students were strongly agreed and agreed, 17.2% were disagreed and strongly disagreed with

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the statement 5. However 20.7% remained neutral and undecided. The mean score was obtained (M = 3.55, S.D = 1.08). It is concluded that the majority of students agreed that "their teachers start the lesson in an appropriate manner and finish it in a planned way."

**5**. 50% students were strongly agreed and agreed, 26.3% were disagreed and strongly disagreed with the statement 6. However 20.7% remained neutral and undecided. The mean score was obtained (M = 3.33, S.D = 1.10). It is concluded that the majority of students agreed that "their teachers check your assignments in time."

**6**. 70.2% students were strongly agreed and agreed, 11.6% were disagreed and strongly disagreed with the statement 7. However 18.2% remained neutral and undecided. The mean score was obtained (M = 3.73, S.D = 0.97). It is concluded that the majority of students agreed that "their teachers share their personal experience with you".

**7**. 26.8% students were strongly agreed and agreed, 42.4% were disagreed and strongly disagreed with the statement 8. However 30.8% remained neutral and undecided. The mean score was obtained (M = 2.84, S.D = 1.10). It is concluded that the majority of students disagreed that "their teachers discourage and insult you in front of the whole class".

**8**. 34.9% students were strongly agreed and agreed, 34.9% were disagreed and strongly disagreed with the statement 9. However 30.3% remained neutral and undecided. The mean score was obtained (M = 2.95, S.D = 1.07). It is concluded that the equal numbers of students agreed and disagreed that "their teachers give them individual attention in their spare time, and suggest something nice to them."

**9**. 47.5% students were strongly agreed and agreed, 19,7% were disagreed and strongly disagreed with the statement 10. However 32.8% remained neutral and undecided. The mean score was obtained (M = 3.28, S.D = 1.00). It is concluded that the majority of students agreed that "they enjoy friendly and mutual trust with teacher".

**10**. 68.7% students were strongly agreed and agreed, 12.1% were disagreed and strongly disagreed with the statement 11. However 19.2% remained neutral and undecided. The mean score was obtained (M = 3.63, S.D = 0.94). It is concluded that the majority of students agreed that "their teachers provide them relevant information to explain the points of subjects matter".

**11**. 60.6% students were strongly agreed and agreed, 13.6% were disagreed and strongly disagreed with the statement 12. However 25.8% remained neutral and undecided. The mean score was obtained (M = 3.57, S.D = 0.96). It is concluded that the majority of students agreed that "their teachers behave more nicely to some students".

**12**. 69.7% students were strongly agreed and agreed, 11.1% were disagreed and strongly disagreed with the statement 13. However 19.2% remained neutral and undecided. The mean score was obtained (M = 3.68, S.D = 0.88). It is concluded that the majority of students agreed that "their teachers give emphases on completion of course in time".

**13**. 78.3% students were strongly agreed and agreed, 7.6% were disagreed and strongly disagreed with the statement 14. However 14.1% remained neutral and undecided. The mean score was obtained (M = 3.89, S.D = 0.83). It is concluded that the majority of students agreed that "their teachers appreciate you with good words, when they perform well in the class".

**14**. 77.3% students were strongly agreed and agreed, 10.1% were disagreed and strongly disagreed with the statement 15. However 12.6% remained neutral and undecided. The mean score was obtained (M = 3.83, S.D = 0.92). It is concluded that the majority of students agreed that "their teachers appear confident and competent during lectures".

**15**. 82.9% students were strongly agreed and agreed, 7.5% were disagreed and strongly disagreed with the statement 17. However 9.6% remained neutral and undecided. The mean score was obtained (M = 3.99, S.D = 0.91). It is concluded that the majority of students agreed that "their teachers dress-up formally, neatly and soberly".

**16**. 66.7% students were strongly agreed and agreed, 14.6% were disagreed and strongly disagreed with the statement 18. However 18.7% remained neutral and undecided. The mean score was obtained (M = 3.65, S.D = 1.03). It is concluded that the majority of students agreed that "During teaching their teachers use reference books and prepared notes".

**17**. 22.7% students were strongly agreed and agreed, 61.1% were disagreed and strongly disagreed with the statement 19. However 16.2% remained neutral and undecided. The mean score was obtained (M = 2.46, S.D = 1.12). It is concluded that the majority of students disagreed that "their teachers become nervous on asking questions during teaching".

**18**. 55.6% students were strongly agreed and agreed, 20.7% were disagreed and strongly disagreed with the statement 20. However 23.7% remained neutral and undecided. The mean score was obtained (M = 3.34, S.D = 1.02). It is concluded that the majority of students agreed that "their teachers encourage them for co- curricular activities".

**19**. 61.1% students were strongly agreed and agreed, 17.2% were disagreed and strongly disagreed with the statement 21. However 21.7% remained neutral and undecided. The mean score was obtained (M = 3.45, S.D = 0.99). It is concluded that the majority of students agreed that "their teachers are satisfied with their teacher's methodology".

**20**. 56.1% students were strongly agreed and agreed, 22.3% were disagreed and strongly disagreed with the statement 22. However 21.7% remained neutral and undecided. The mean score was obtained (M = 3.37, S.D = 1.05). It is concluded that the majority of students agreed that "their teachers take extra time to explain difficult points".

**21**. 56.1% students were strongly agreed and agreed, 22.3% were disagreed and strongly disagreed with the statement 22. However 21.7% remained neutral and undecided. The mean score was obtained (M = 3.37, S.D = 1.05). It is concluded that the majority of students agreed that "their teachers take extra time to explain difficult points".

**22**. 66.1% students were strongly agreed and agreed, 13.1% were disagreed and strongly disagreed with the statement 23. However 20.7% remained neutral and undecided. The mean score was obtained (M = 3.61, S.D = 0.95). It is concluded that the majority of students agreed that "their teachers relate the topic with real life through different examples".

**23**. 58.5% students were strongly agreed and agreed, 20.7% were disagreed and strongly disagreed with the statement 24. However 20.7% remained neutral and undecided. The mean score was obtained (M = 3.46, S.D = 1.11). It is concluded that the majority of students agreed that "their teachers use different teaching techniques".

**24**. 61.1% students were strongly agreed and agreed, 13.1% were disagreed and strongly disagreed with the statement 25. However 25.8% remained neutral and undecided. The mean score was obtained (M = 3.56, S.D = 0.95). It is concluded that the majority of students agreed that "Responses of the students are listened patiently".

**25**. There is no significant positive effect and relationship between Teacher behavior and academic achievement of students (r = .099, p = .166). It was concluded that teacher behavior is not associated with academic achievement of students at IER.

**26**. The F-value 1.384 with p = .206, is not statistically significant at alpha standard level of significance

(α<.05) for perceived teachers behavior scale score. There is no significant effect of various department groups on perspective towards the teachers' behavior.

**27**. Having different institute does affect significantly in perspective towards the teachers behavior at IER. We can see mean score comparison that there is no statistically significant difference between all different department groups at (p < .05) alpha standard level.

## Conclusion

Based on the objectives of the research and the results of the statistical analysis, the following conclusions were derived:

1. A majority of students indicated that teachers strictly followed the timetable, regularly fulfilled their responsibilities, connected new learning with previous knowledge, and promptly checked assignments. They also noted that teachers actively participated in co-curricular activities, encouraged student participation, and used assessments constructively. Additionally, students appreciated teachers giving them adequate response time to enhance their involvement. Most students reported that teachers demonstrated a strong command of their subjects, maintained punctuality, were approachable and friendly, and came prepared, effectively starting and concluding lessons.

2. Most students observed that their teachers provided relevant and useful information, displayed confidence and competence, and maintained professional appearance. Teachers were noted for preparing lesson materials from reference books and employing appropriate teaching methodologies. Furthermore, students reported that teachers listened patiently, used their voice effectively, maintained a positive attitude, and created a supportive learning atmosphere.

3. The majority of students felt their teachers neither discouraged nor humiliated students publicly. Teachers remained calm when responding to student queries and refrained from engaging in inappropriate behaviors. The study concluded that teacher behavior did not negatively impact students' academic performance.

4. Students highlighted punctuality, honesty, diligence, friendliness, confidence, and competence as essential qualities in teachers.

5. Overall, students expressed satisfaction with their teachers' behaviors.

## Recommendations

1. Findings indicated a perception among students that some teachers displayed undue favoritism. Thus, it is recommended that departmental leaders monitor teacher behavior to discourage unfair preferences and ensure equal treatment based on merit.

2. The researchers recommend promoting balanced teacher behavior to minimize factors negatively affecting academic achievement. Introducing courses such as Ethics and Behaviorism in teacher training programs can address these concerns effectively.

3. Given the strong positive correlation between teachers' behavior and students' academic performance identified in this study, further research in this area is highly recommended to deepen understanding and implementation.

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