

Relationship between Teacher's Role and Development of Student's Academic Behavior

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Abstract

Role of the instructor is very significant in the development of students' academic behavior. The learners spend most of their time in the educational institute where the students learn not only academics from teachers but notice every action of the teacher. Students also learn other behavioral skills like socio cultural skills from teachers. If the teacher is focused on the holistic development of students' they learn a lot of things from their teacher such as respect, inter and intra personal communication skills, cultural, moral and problem solving skills. This study is looking for the relationship between teachers' role and students' academic behavior. Students' academic behavior is the sum of different academic traits of students and has rarely been talked and written about subject in the available literature. Therefore, for the sake of understanding this research has explained different components that form the academic behavior of the students. Academic behavior sub components contain students' homework completion, study skills, organizational skills, cooperative learning skills and motivation. This is a quantitative research design where the data have been collected through stratified sampling technique. Population of the study is 3446 students and 157 teachers of university of Swat. The study sample comprised 79 teachers and 270 students. The data were collected through self-developed questionnaire and analyzed through SPSS.

Keywords: Behaviors, student's academic behaviors, motivation, study skills

Introduction

Behaviors

According to Teneja (1989) as cited by Shah (2009) the meaning of behaviors is the individual response to environmental stimuli.

Behavior is individual's response to outside or cognitive stimuli. The responses to a certain situation could be different of different individuals', because every individual is unique in his/her life style, in style of learning, talking, understanding, and personality. According to UNESCO (1986) behavior is the "thing that an organism does that involves

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action and response to stimulation”. As discussed in multiple intelligence theory of Gardner (1983) people have different mental levels; and different mental and cognitive competences depending on their age and other physical and environmental factors. Similarly according to Ossororio (2006, p.49) as cited by Raymond (2006) “behavior is describable as an attempt on the part of an individual to bring about some state of affairs – either to effect a change from one state of affairs to another, or to maintain a currently existing one” (Ossorio, 2006, p. 2). This definition is more precise in terms that behavior does not have necessarily to bring about change from one state of affairs to another but rather maintaining the same state of affairs also requires efforts on the part of the organism. However, one needs to understand that a single definition of behavior acceptable to all schools of psychology is yet to evolve owing to the rapid development in the field of psychology and nature of human being.

Student Academic Behaviors

According to Rogel (2012) the ways, attitude, or moral behavior of the individual is known as academic behaviors. In this study, the authors refer to behavior that can directly be observed and which is considered as a mark of student’s performance. Since academic behavior as a concept has got very little attention from the researchers and academics, and available literature on it is very scarce, therefore, relevant discussion on this phenomenon could not be found. Academic behavior is the sum of competencies that comprises on students’ homework completion, study skills, organizational skills, cooperative learning skills and motivation. In order to make it further understandable for the readers’ its components have been discussed one by one in the following pages.

Components of Academic Behaviors

1) Homework completion

Homework can be defined as the task which instructor provides to the learners to be completed outside of the classroom and more specifically at home in order to build up self-management, and self-learning skills (Sheridan, 2009).

Cancio, West, and Young (2004) argue that ‘one of the greatest causes of student failing on his/her own subject is due to the problem of homework completion’. Most of students’ attention at home is consumed in the activities that are not relevant to the classroom tasks assigned by class teachers, which consequently leads to students’ failure. According to Cooper (1889) as cited in Ty (2007) “Homework is a task assigned to students by teachers that are intended to be carried out during non-school hours” (p.5). Ty (2007) further

elaborates that the most important reasons for assigning homework to students' is retention and understanding of the concepts taught at educational institutes.

Based on the above it could be safely concluded that homework is important not only for keeping students busy during the time when they have to be indulged in other non-academic activities but it also helps in retention of the concepts and ideas that are taught at schools. Furthermore, non-completion of the assigned tasks as homework could also affect the overall performance of the students in educational institutions.

Study Skills

Study skills are critical for academic success. According to Shetty and Srinivason (2014) "Academic competence is associated with the knowledge and application of effective study skills". The possible reason of giving this skill as a component of academic behavior because educational ability is connected with the information and application of effective study skills Sometime learner are unaware of their learning habit sometime students learn better with background music, sometimes students learn through experiments well and some other times learn from demonstration. Naqvi et al (2018) believe that "*Understandably, to achieve academic excellence, students need to possess essential study skills which include time-management, organization, note taking, reading and critical thinking*" (p.01). This is important to note that study does not only mean studying in leisure style where note taking and critical aspect of reading are ignored because in academic study skills retention could only be ensured where critical thinking and active note taking as essential components of reading skills are practiced while studying.

Organizational Skills

As noted by Davis (2007) "When questions are raised among teachers regarding some of the most challenging issues surrounding educating our students, organizational skills are very frequently mentioned among the top of the list" (p.01). It is very important for the students to have essential organizational skills so as to be successful in their academic pursuits. According to Vesna (2011) "*Organizational skills for instance, can be argued to be an irreplaceable building block on the list of skills necessary to succeed in almost any setting or any field*" (p.01). Organizational skills enable students to do their work properly and systemically. It also enables students' get knowledge and to know their responsibilities. Organizational skills allow students' to set their goals also to work according to their pre-set target. Organizational abilities enable students to work on their selected target (Bos & Vaughn, 2006).

Cooperative Learning Skills

According to Dickinson (1994) as cited by in Orprayoon (2014) 'cooperative learning is a method in which two or more than two students make a group and achieve a common goal of a target knowledge is called cooperative learning'. Students who cooperate with each other have high chances of retention. Students are also able to learn things without the help of the teachers from each other. Moreover, when students are learning in groups, in cooperation with each other, they learn easily because they learn from friends in informal environment. Mulla and Muche (2018) believe that 'One practice that has been successful over the past few years is cooperative, learning techniques. This is instructional practice that encourages students to gain and create both academic and social relationships besides accomplishing shared goals'.

Motivation

Encouragement is a fundamental aspect of teaching and learning (Brewer & Burgess, 2005). But what really motivation is. Ryan and Deci (2000, p.01) believes that "To be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated...." Similarly motivation has also been defined by Crump (1995) who noted that 'Encouragement, interest, and enthusiasm... are the key components of motivation'. For students in order to be academically successful, motivation is of utmost important. An unmotivated student is likely to waste his/her time in off the tasks and non-academic activities. Ryan and Deci (2000) suggest that 'motivation is not a unitary phenomenon, rather people not only have different amount of motivation but different levels of motivation'. For instance a student could be highly motivated because he/she would want to learn and discover new knowledge or understand a phenomenon at hand. While at the same time another student may be highly motivated just because he/she wants to appease the teacher.

Teacher Role in Building Students' Academic Behavior

According to Derk (1974) as has been cited in Mehdipou and Balaramulu (2013) Education is the treatment of a situation where there are gaps or obstacles and the individual tries to overcome the problem from which he learns. A teacher during his/her professional life plays many roles. The teacher plays the role of a guide, counselor, mentor, custodian, evaluator, curriculum developer, lifelong learner, facilitator, researcher / innovator, co-organizer, curriculum, administrator, etc. Teachers, therefore during the course of their professional life play many roles and some of these roles have direct and indirect influences

on the academic as well overall behavior of students. They must understand that their roles and behaviors are not constant, but they are guided by the impact of changes in society and the educational system itself (UNESCO, 1975). Also according to Shah (2009) 'the goal of the teacher and student relationship is to further the education of the later'. . . 'The meaning of the student academic behaviors is student learning that is mostly shaped by the teacher teaching or instructional styles and teachers other than teaching behavior whether it is outside or inside the classroom'. Teacher teaching styles is more than the transmission of information. It also includes student's motivation and teacher role in making positive classroom environment. Thus teacher behaviors heavily rely on characteristics of teachers' effective teaching as well as teacher nonteaching behavior (Pandyad.2017). In short, students' academic and non-academic life is deeply influenced by the teacher and that the teacher role is of high significance as for as its influence on students behavior is concerned.

Research Objective

1. To investigate the academics behavior of student at university level.
2. To investigate the role of teacher in improving academic behaviour of students
3. To measure relationship between teacher role and students acadenmic behaviours

Research questions

1. What is the academics behavior of student at university level?
2. What is the role of teacher in improving academic behaviour of students?
3. Is there a relationship between teacher role and students acadenmic behaviours?

Research Methodology

Research Design

This study concentrates on relationship between teacher's roles and development of student's academic behaviors. The research intends to investigate that how teachers contribute towards building students' academic behavior. Therefore, the nature of this study was descriptive where the researcher described the phenomenon of students' academic behavior and teachers' role. For this purpose the researcher conducted a survey from university students and teachers. The data from the respondents of the study were gathered using a questionnaire developed by the researcher.

Population

Since the research was delimited to Swat University and teachers and students. Resultantly 157 teacher and 3446 students of University of Swat constituted the population of the study.

Sampling and Sample Group

The sample of this study was chosen through stratified random sampling. Study includes 79 teachers and 270 of the University of Swat students.

Research Instrument

Questionnaire was used as an instrument for data collection. Data analysis is done Statistical Package for Social Sciences (SPSS). The data from the students was collected through self developed questionnaire with Likert scale and was analyzed through descriptive statistics which include percentage, mean score, and standard deviation.

Reliability and Validity

The study was first pilot tested on twenty seven teachers (27) and same number of students’ from the University of Swat. The researcher has selected quantitative research design and in this research the researcher used correlational research design. The researcher compared teacher instructional style with students’ academic behavior of university of swat. The Cronbach value was .767.

Result and Interpretation

Home work as students’ academic behavior

	N	Minimum	Maximum	Mean	Std. Deviation
Q1	349	1.00	4.00	1.50	.609
Q2	349	1.00	4.00	1.64	.638
Q3	349	1.00	4.00	1.68	.685
Q4	349	1.00	4.00	1.35	.933
Q5	349	1.00	4.00	1.88	.743
Overall means score				1.61	.721

Table 4.1 states that respondents are “ agreed” with the all statements of home work construct having mean scores 1.50, 1.64, 1.68, 1.35, and 1.88 which fulfil the criteria of (Range from 1.51 to 2.50) among teachers and students, who are agreed with home work component of academic behaviors. The overall mean score (1.61) comes in the range (1.51 to 2.50) shows that all the participants are greed with the construct of academic behavior

Study skills of students as academic behavior

	N	Minimum	Maximum	Mean	Std. Deviation
Q6	349	1.00	4.00	1.79	.801
Q7	349	1.00	4.00	1.80	.724
Q8	349	1.00	4.00	1.79	.761
Q9	349	1.00	4.00	1.82	.814
Q10	349	1.00	4.00	1.97	.796
Overall means score				1.83	.779

Table 4.2 states that respondents are “ agreed” with the all statements of study skills construct having mean scores 1.70, 1.80, 1.79, 1.82, and 1.97 which fulfil the criteria of (Range from 1.51 to 2.50) among teachers and students, who are agreed with study skills component of academic behaviors. The overall mean score (2.61) comes in the range (1.51 to 2.50) shows that all the participants are greed with the construct of academic behaviors.

Organizing skills of students as their academic behavior

	N	Minimum	Maximum	Mean	Std. Deviation
Q11	349	1.00	4.00	1.73	.808
Q12	349	1.00	4.00	1.83	.757
Q13	349	1.00	4.00	1.78	.751
Overall means score				1.78	.772

Table 4.3 states that respondents are “ agreed” with the all statements of organizational skills construct having mean scores 1.73, 1.83, and 1.78 which fulfil the criteria of (Range from 1.51 to 2.50) among teachers and students, who are agreed with organizational skills component of academic behaviors. The overall mean score (1.78) comes in the range (1.51 to 2.50) shows that all the participants are greed with the construct of academic behaviors.

Cooperative learning of students as their academic behavior

	N	Minimum	Maximum	Mean	Std. Deviation
Q14	349	1.00	4.00	1.91	.799
Q15	349	1.00	4.00	2.10	.711
Q16	349	1.00	4.00	1.95	.854
Q17	349	1.00	4.00	1.84	.818
Q18	349	1.00	4.00	1.77	.798
Overall means score				1.91	.796

Table 4.4 states that respondents are “ agreed” with the all statements of cooperative learning construct having mean scores 1.91, 2.10, 1.95, 1.84 and 1.77 which fulfil the criteria of (Range from 1.51 to 2.50) among teachers and students, who are agreed with cooperative learning component of academic behaviors. The overall mean score (1.91) comes in the range (1.51 to 2.50) shows that all the participants are greed with the construct of academic behaviors.

Individualized learning as students’ academic behavior

	N	Minimum	Maximum	Mean	Std. Deviation
Q19	349	1.00	4.00	1.83	.834
Q20	349	1.00	4.00	1.82	.722
Q21	349	1.00	4.00	1.84	.793
Overall means score				1.83	.783

Table 4.5 states that respondents are “ agreed” with the all statements of individualized learning construct having mean scores 1.83, 1.82 and 1.84 which fulfil the criteria of (Range from 1.51 to 2.50) among teachers and students, who are agreed with individualized learning component of academic behaviors. The overall mean score (1.83) comes in the range (1.51 to 2.50) shows that all the participants are greed with the construct of academic behaviors.

Students’ motivation as their academic behavior

	N	Minimum	Maximum	Mean	Std. Deviation
Q22	349	1.00	4.00	1.91	.877
Q23	349	1.00	4.00	1.97	.860
Q24	349	1.00	4.00	1.79	.798
Overall means score				1.89	.845

Table 4.6 states that respondents are “ agreed” with the all statements of motivation construct having mean scores 1.91, 1.97 and 1.79 which fulfil the criteria of (Range from 1.51 to 2.50) among teachers and students, who are agreed with motivation component of academic behaviors. The overall mean score (1.89) comes in the range (1.51 to 2.50) shows that all the participants are greed with the construct of academic behaviors

Students’ compliance as their academic behavior

	N	Minimum	Maximum	Mean	Std. Deviation
Q25	349	1.00	4.00	1.94	.796
Q26	349	1.00	4.00	1.88	.729
Q27	349	1.00	4.00	1.91	.775
Overall means score				1.91	.767

Table 4.7 states that respondents are “ agreed” with the all statements of motivation construct having mean scores 1.94, 1.88 and 1.91 which fulfil the criteria of (Range from 1.51 to 2.50) among teachers and students, who are agreed with motivation component of academic behaviors. The overall mean score (1.91) comes in the range (1.51 to 2.50) shows that all the participants are greed with the construct of academic behaviors

Relationship between teacher’s instructional style and students’ academic behavior

		Homewor k	study skills	organization	cooperative learning	individual learning	motivation	Compliance
Homework	Pearson Correlation	-	.157**	.171**	.082	.129*	.158**	.107*
	Sig. (2-tailed)		.003	.001	.127	.016	.003	.046
	N		349	349	348	349	349	349
study skills	Pearson Correlation		-	.407**	.457**	.434**	.456**	.395**
	Sig. (2-tailed)			.000	.000	.000	.000	.000
	N			349	348	349	349	349
Organization	Pearson Correlation			-	.289**	.332**	.284**	.321**
	Sig. (2-tailed)				.000	.000	.000	.000
	N				348	349	349	349
cooperative learning	Pearson Correlation				-	.301**	.360**	.343**
	Sig. (2-tailed)					.000	.000	.000
	N					348	348	348
individual learning	Pearson Correlation					-	.343**	.349**
	Sig. (2-tailed)						.000	.000
	N						349	349
Motivation	Pearson Correlation						-	.373**
	Sig. (2-tailed)							.000
	N							349
Compliance	Pearson Correlation							-
	Sig. (2-tailed)							
	N	349	349	349	348	349	349	349

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

* . Correlation is significant at the 0.05 level (2-tailed).

The table 4.8 reveals the correlation among teachers' instructional style and students' academic behavior. On homework the r value .157 which is significant at .003 shows that teachers teaching style support students in their homework, similarly, the r .407 with sign value .000 of students study skills reveals that teacher style has significant correlation with the improvement of students' study skills. Likewise the r value .289 along with sign value .000 reveals that teacher instructional style has strong significant correlation with students organizing skills and same for the development of cooperative learning skills individualized learning approach the r values .301 and 343 with sign value .000 reveals the presence of strong significant correlation with instructor instructional style. The r value .373 with sign value .000 revealed that teacher's instructional style has positive correlation with the students' motivation which is a component of students' academic behavior. On the other hand the r value .107 with sig value .046 reveals weak correlation between teachers' teaching style and student's compliance. In nutshell there is close correlation between the academic behavior of students and teachers instructional style.

Conclusions

The research study was done in the University of Swat to investigate the relationship between teacher's roles and development of student's academic behaviors on university level.

Data were collected through questionnaires for both teachers and students. The findings show that most teachers and students are not strongly agreed but they are agreed on the Likert scale.

- 1) Different students of the University of Swat were of the opinion of "agreed" on the Likert scale whether homework developed the academic behavior.
- 2) Most of the students were of the opinion of "agreed" on the Likert scale that study skills developed the students' academic behaviors.
- 3) Most of the students were of the opinion of "agreed" on the Likert scale that organizational skills develop the students' academic behavior.
- 4) Most of the students marked "agreed" on the Likert scale showing that cooperative learning improve the students' academic behavior.
- 5) Most of the students marked "agreed" on the Likert scale showing that individual learning promotes the student's academic behavior.
- 6) Most of the students marked "agreed" on the Likert scale showing that motivation improve students' academic behavior.

- 7) Most of the students marked agreed on the “Likert” scale that compliance develop the students’ academic behavior.

Recommendation

According to the research findings most of the students chose option “agree” about relationship between teacher’s roles in the development of student’s academic behaviors at university level, therefore on the basis of the data analyses results it is recommended that;

- 1) That teachers need to give proper and effective homework assignments to students.
- 2) That teacher needs to promote study skills of the university student.
- 3) That the teachers need to involve student on individual learning tasks.
- 4) That the teachers need to regularly motivate students toward learning.

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