



ISSN: 0975-833X

RESEARCH ARTICLE

IMPACT OF TEACHER'S BEHAVIOUR ON THE ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY STUDENTS OF DISTRICT BANDIPORA J&K

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ARTICLE INFO

Article History:

Received 10th June, 2016
Received in revised form
19th July, 2016
Accepted 18th August, 2016
Published online 30th September, 2016

Key words:

Impact, Teacher's,
Students, Behaviour,
Achievement.

ABSTRACT

The present study was undertaken to discuss the impact of teacher's behaviour on the academic achievement of senior secondary school students of district Bandipora (J&K). All the students of senior secondary school constituted the population. From the three senior secondary schools, 300 students from different departments were selected as a sample. A questionnaire has been developed and validated through pilot testing and administered to the sample for the collection of data. The researcher personally visited respondents, thus 100% data were collected. The collected data were analyzed by using average method. The major conclusions of the study were found that the Students are satisfied with the positive behaviour of their teachers. The relationship between the teachers' behaviour and corresponding academic achievement (marks) revealed a highly positive.

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Citation: Urfan Ahamad Dar and Dr. Asrar-ul Ghani, 2016. "Impact of teacher's behaviour on the academic achievement of senior secondary students of district Bandipora J&K", *International Journal of Current Research*, 8, (09), 39486-39488.

INTRODUCTION

The present era in which we are living is the age of scientific and technological development. Advanced countries show that they have given the importance to quality education and all their progress owes a lot to the advancement and priority given quality education. Education plays leadership role in all aspects of life. Children plays an active role in attainment of knowledge. But when we would be in struggle to attain successful academic achievement it is highly important to develop their personality. By providing the quality education we can produce quality products. "Behaviour" is defined as the action or activities of an organism that is anything that an organism does, including physical action, internal physiological and emotional processes and implicit mental activity. The focus on behaviour is important in the teaching process for no one has complete control over his feelings or his personality. He does have control, however, over most of his actions and it is those actions and the decisions which generate them that contribute to successful teaching. Teaching can in fact, be defined as conscious behaviour that makes learning more probable and more efficient than it would have been without

that behaviour. Teaching behaviour can range from a simple smile or pat that encourages the learner to a superbly designed, programmed presentation of a complex process that results in predictable, efficient and effective learning. Teacher behaviour and learner behaviour, it is obvious that a complex interaction occurs in teaching. The decisions and actions of a teacher affect the learning process. The teacher's observation of the learner or previous knowledge about him affects the teaching process. The impact of teacher's behaviour plays an important role in the academic achievement of students. Behaviour is a description of the observable outcome of teacher and student performance in different activities of institutions. Behaviour may be positive or negative and effective or ineffective. The main purpose of this study was to investigate the impact of teachers' behaviour on the academic achievement of senior secondary school students. Behaviour is a description of observable outcome of teacher and student performance in different activities of institutions. Behaviour may be positive or negative and effective or ineffective. Effective behaviour produces the requisite results. Behaviour is an action, which is different at different time. There are three types of behaviour, thinking, feeling and doing. Mostly behaviour is also known as cognitive, affective and psychomotor. Cognitive behaviour involves the learner in thinking process, remembering, evaluating and problem solving.

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Response of Students

		SA	A	UD	DA	SDA	Total
Teachers give students individual attention in their spare time, and suggest something nice.	Responses	81	138	26	2	53	300
	Percentage	27	46	8.66	0.66	17.66	100
Teachers provide relevant information to explain the points of subjects matter to the students.	Responses	68	196	11	8	17	300
	Percentage	22.66	65.33	3.66	2.66	5.66	100
Teachers appreciate students with good words, when they perform well in the class.	Responses	148	105	16	25	6	300
	Percentage	49.33	35	5.33	8.33	2	100
Teachers like some students and favour them unduly.	Responses	66	102	56	46	30	300
	Percentage	22	34	18.66	15.33	10	100
During teaching teachers use reference books and prepared notes.	Responses	61	58	30	29	22	300
	Percentage	20.33	52.66	10	9.66	7.33	100
Teachers encourage students for co- curricular activities.	Responses	109	81	40	30	40	300
	Percentage	36.33	27	13.33	10	13.33	100
Teachers use different teaching techniques.	Responses	82	139	58	-	21	300
	Percentage	27.33	46.33	19.33	-	7	100
Teachers are punctual in their duties.	Responses	128	103	36	10	23	300
	Percentage	42.66	34.33	12	3.33	7.66	100
Teachers make classroom environment conducive for the learning.	Responses	40	163	88	5	4	300
	Percentage	13.33	54.33	29.33	1.66	1.33	100
Teachers focus on character building of the students.	Responses	59	102	83	44	12	300
	Percentage	19.66	34	27.66	14.66	4	100
Teachers give feed back to the students with constructive criticism	Responses	41	108	100	51	-	300
	Percentage	13.66	36	33.33	17	-	100
Different assessment techniques such as observation, rating scale, peer appraisal and checklist are used for assessing the students.	Responses	44	155	70	11	20	300
	Percentage	14.66	51.66	23.33	3.66	6.66	100
Teachers summarize establishing link between the present learning with earlier as well as future learning, creating a sense of achievement.	Responses	58	162	60	20	-	300
	Percentage	19.33	54	20	6.66	-	100

Affective behaviour values the learner's feelings and attitudes. Psychomotor behaviours are those involving the learner, in some kind of muscular activity. The way in which the teacher allocates time to spend on academic content affects student achievement. Good classroom management is a skill that can lead to high student achievement. It involves planning effectively, establishing rules that are reasonable and not excessive in number, and arranging the classroom so that instruction goes smoothly. Skills that are necessary for maintaining a well-managed classroom include group alerting, wittiness, overlapping, using the principle of least intervention, and creating smooth transitions. A good teacher is expected to be committed to his work, would have the ability to take the initiative. Teacher's personality in the attitudinal sense is a significant factor in teacher's behaviour and it has great impact on student's achievement. The teachers as a professional must know the art of communication, understanding others and ability to learn from the experiences. They should be able to facilitate learning effectively. The main purpose of this study was to investigate the impact of teacher's behaviour on the academic achievement of senior secondary school students. So present study was designed to sort out the impact of teacher's behaviour on academic achievement of senior secondary school students. The study has significance for both future professional practice and further research for other levels. The results of this study explore information that would enable higher secondary school administrators and helping the teachers to achieve skills, needed to succeed in senior secondary schools. Senior secondary school students may use the results to increase their understanding of what types of study habits and organizational skills are important for senior secondary school academic achievement. This research may provide a pavement for future research studies in the same field.

The main objective of the study are

- (i) To investigate the behaviour of the teachers in Kashmir.

- (ii) To examine the academic achievement of the school students as a result of teacher's behaviour.
 (iii) To find out the causes which affect academic achievement of the school students.

Statement of the problem

The purpose of the study was to examine the academic achievement of the senior secondary school students as a result of the teacher's behaviour.

Procedure of the study

The sample consisted of 300 students of senior secondary schools in district Bandipora. A questionnaire were used with a five-points rating scale in order to collect the views of senior secondary schools teachers' behaviour regarding academic achievement of the students. The researcher personally visited three senior secondary schools and collected views regarding behaviour of teachers on academic achievements of students. The collected data were analyzed by using Average mean method.

RESULTS

The above mentioned table shows that teachers gave individual attention to their spare time and they provided relevant information to explain the points of the subject matter to the students. Teachers also showed appreciation to the students with kind words when they performed well in class. While teaching, teachers use teaching aids as reference books, prepared notes, and encouraged students to participate in co-curricular activities. Teachers also focused on character building of the students and gave feedback with constructive criticism. Different assessment techniques, such as an observation, rating scale, peer appraisal, and check-lists, were used to assess the students. Teachers guided students properly by using different teaching techniques. Teacher's behaviour

towards students was conducive for learning. Teachers treated indiscriminately, students did not complaint against teachers to the head of institutions. Teachers were friendly, approachable, cooperative competent, and well prepared. There is positive satisfaction between teacher's behaviour and students' academic achievement scores.

Conclusion

The majority of the students agreed that the teachers used different motivational techniques, such as observation, rating scale, peer appraisal, and check-lists to assess the students. Teachers also used different teaching techniques to make teaching effective. Teachers listened to the students with patience and tolerance and guided them in their spare time. Both students and teachers agreed that teachers awarded marks in examinations without discrimination, they made students participate in co-curricular activities, and gave feedback to the students with constructive criticisms. Teachers expressed that they focused on character building of the students and they showed their intention by relating the subject matter to the lives of the students. The majority of students pointed out that their teachers provided relevant information while explaining the points of subject matters to them. They also expressed that their teachers appreciated them with kind words about their good performance. Their teachers used reference books and prepared notes and they made the classroom environment conducive to learning by establishing a link between present and future learning, creating a sense of achievement. The relationship between the teacher's behaviour and corresponding academic achievement (marks) of the students revealed that there was highly positive significant correlation between the behaviour of teachers with the academic achievements of students. The higher positive behaviour of teachers towards their students led to the higher academic achievement of the students.

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